

New York State School Report Card

Comprehensive Information Report

BEDS Code: 14-06-00-01-0101
 Name: Burgard Vocational High School
 Principal: James Pautler

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	216	269	295
Tenth	84	117	132
Eleventh	57	69	91
Twelfth	70	73	63
Ungraded Secondary	0	0	0
Total K-12 Enrollment	427	528	581

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	3	0.7%	6	1.1%	7	1.2%
Black (Not Hispanic)	307	71.9%	375	71.0%	457	78.7%
Hispanic	23	5.4%	39	7.4%	38	6.5%
White (Not Hispanic)	94	22.0%	108	20.5%	79	13.6%

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	28	22	32
Mathematics Grade 10	25	26	28
Science Grade 10	17	3	27
Social Studies Grade 10	19	25	36

(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	20	4.7%	28	5.3%	26	4.5%
Eligible for Free Lunch	364	85.3%	383	72.5%	417	71.8%

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		88.0%		84.3%		88.0%
Student Suspensions	54	12.7%	118	27.6%	65	12.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.3%	11.4%	11.0%
Public Assistance	71-80%	51-60%	51-60%
Student Stability	100%	86%	78%

Staff Counts

Staff	2003-04
Total Teachers	47
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	39	2	5%	39	0	0%	70	13	19%
Students with Disabilities	5	0	0%	0	0	0%	7	1	14%
All Students	44	2	5%	39	0	0%	77	14	18%

*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	14	54	0	1	8	0
Percent	18%	70%	0%	1%	10%	0%

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)
7	1	8	15

*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	12		34		15	3.5%
	Entered GED Program*	9		18		12	2.8%
	Total Noncompleters	21		52		27	6.3%
Students with Disabilities	Dropped Out	2		16		7	3.8%
	Entered GED Program*	1		7		5	2.7%
	Total Noncompleters	3		23		12	6.6%
All Students	Dropped Out	14	3.3%	50	9.5%	22	3.6%
	Entered GED Program*	10	2.3%	25	4.7%	17	2.8%
	Total Noncompleters	24	5.6%	75	14.2%	39	6.4%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	333	403	404
	Number of Students with Disabilities	94	125	177
	Number of All Students	427	528	581
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	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	3	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	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%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	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	75	76	109	1	6	12
Number Scoring 55–100	46	60	86	#	3	6
Number Scoring 65–100	18	29	52	#	1	3
Number Scoring 85–100	1	0	0	#	0	0
Percentage of Tested Scoring 55–100	61%	79%	79%	#	50%	50%
Percentage of Tested Scoring 65–100	24%	38%	48%	#	17%	25%
Percentage of Tested Scoring 85–100	1%	0%	0%	#	0%	0%
Mathematics A						
Number Tested	133	152	207	3	8	35
Number Scoring 55–100	29	39	141	#	1	13
Number Scoring 65–100	7	11	67	#	0	5
Number Scoring 85–100	0	0	2	#	0	0
Percentage of Tested Scoring 55–100	22%	26%	68%	#	12%	37%
Percentage of Tested Scoring 65–100	5%	7%	32%	#	0%	14%
Percentage of Tested Scoring 85–100	0%	0%	1%	#	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	73	125	204	0	9	42
Number Scoring 55–100	44	62	113	0	4	12
Number Scoring 65–100	37	38	53	0	2	6
Number Scoring 85–100	1	0	2	0	0	0
Percentage of Tested Scoring 55–100	60%	50%	55%	0%	44%	29%
Percentage of Tested Scoring 65–100	51%	30%	26%	0%	22%	14%
Percentage of Tested Scoring 85–100	1%	0%	1%	0%	0%	0%
U.S. History and Government						
Number Tested	77	63	102	2	6	8
Number Scoring 55–100	52	59	67	#	6	3
Number Scoring 65–100	24	38	23	#	6	2
Number Scoring 85–100	0	3	1	#	0	0
Percentage of Tested Scoring 55–100	68%	94%	66%	#	100%	38%
Percentage of Tested Scoring 65–100	31%	60%	23%	#	100%	25%
Percentage of Tested Scoring 85–100	0%	5%	1%	#	0%	0%

(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	146	140	161	0	33	44
Number Scoring 55–100	128	107	89	0	21	15
Number Scoring 65–100	93	88	49	0	14	9
Number Scoring 85–100	0	1	1	0	0	0
Percentage of Tested Scoring 55–100	88%	76%	55%	0%	64%	34%
Percentage of Tested Scoring 65–100	64%	63%	30%	0%	42%	20%
Percentage of Tested Scoring 85–100	0%	1%	1%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	96	145	166	2	20	30
Number Scoring 55–100	71	58	119	#	5	15
Number Scoring 65–100	52	24	54	#	0	7
Number Scoring 85–100	7	1	1	#	0	0
Percentage of Tested Scoring 55–100	74%	40%	72%	#	25%	50%
Percentage of Tested Scoring 65–100	54%	17%	33%	#	0%	23%
Percentage of Tested Scoring 85–100	7%	1%	1%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	0	0	1	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%
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
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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	1	#

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

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	1	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	61	61	61	14	14	14	75	75	75
Number Scoring 55–64	12	11	16	2	0	3	14	11	19
Number Scoring 65–84	35	29	38	2	3	4	37	32	42
Number Scoring 85–100	1	3	4	0	0	0	1	3	4
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			19			6
Beginning (0-18)			4			3
Intermediate (19-31)			7			2
Advanced (32-36)			8			1
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			18			5
Beginning (0-14)			5			3
Intermediate (15-24)			11			1
Advanced (25-32)			2			1
Proficient (33-35)			0			0

*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)