

# New York State School Report Card Comprehensive Information Report

BEDS Code : 14-06-00-01-0101

Grade Range : 9-12

Name : Burgard Vocational High School

Principal: James Pautler

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	212	188	216
Tenth	79	71	84
Eleventh	76	77	57
Twelfth	68	69	70
Ungraded Secondary	19	22	0
Total K-12 Enrollment	454	427	427

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.9%	6	1.4%	3	0.7%
Black (Not Hispanic)	348	76.7%	311	72.8%	307	71.9%
Hispanic	26	5.7%	28	6.6%	23	5.4%
White (Not Hispanic)	76	16.7%	82	19.2%	94	22.0%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	14	3.3%	20	4.7%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	22	24	28
Mathematics Grade 10	28	24	25
Science Grade 10	24	19	17
Social Studies Grade 10	23	20	19

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
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**

<b>Similar School Group</b>	<b>Description</b>
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).

**Attendance and Suspension**

	<b>1998–1999</b>		<b>1999–2000</b>		<b>2000–2001</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		81.3%		72.0%		88.0%
<b>Student Suspensions</b>	184	38.2%	80	17.6%	54	12.7%

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

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	56.4%	77.5%	85.3%
<b>Reduced Lunch</b>	6.6%	4.9%	3.3%
<b>Public Assistance</b>	71-80%	71-80%	71-80%
<b>Student Stability</b>	100%	100%	100%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	47
Total Other Professional Staff	5
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\*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	56	0	0%	12	0	0%	39	2	5%
Students with Disabilities	1	0	0%	7	0	0%	5	0	0%
All Students	57	0	0%	19	0	0%	44	2	5%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	12	25	1	2	4	0
Percent	27%	57%	2%	5%	9%	0%

## Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
5	0	2	7

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					12	2.8%
	Entered GED Program*					9	2.1%
	Total Noncompleters					21	4.9%
Students with Disabilities	Dropped Out					2	0.5%
	Entered GED Program*					1	0.2%
	Total Noncompleters					3	0.7%
All Students	Dropped Out	19	4.2%	0	0.0%	14	3.3%
	Entered GED Program*	11	2.4%	2	0.5%	10	2.3%
	Total Noncompleters	30	6.6%	2	0.5%	24	5.6%

\*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)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	5	100%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	18	39%	1	#	3	#
U.S. Hist & Gov't	19	21%	5	60%	3	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	100%	3	#
Science	1	100%	3	#	0	0%
Reading	8	88%	3	#	0	0%
Writing	9	78%	4	#	0	0%
Global Studies	5	60%	1	#	0	0%
U.S. Hist & Gov't	2	100%	7	57%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	84	71	75	9	7	1
Number Scoring 55–100	66	58	46	5	6	#
Number Scoring 65–100	19	33	18	1	3	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	79%	82%	61%	56%	86%	#
Percentage of Tested Scoring 65–100	23%	46%	24%	11%	43%	#
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	#
<b>Sequential Mathematics, Course I (last administered January 2002)</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>Mathematics A</b>						
Number Tested	36	81	133	0	8	3
Number Scoring 55–100	8	26	29	0	0	#
Number Scoring 65–100	2	4	7	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	22%	32%	22%	0%	0%	#
Percentage of Tested Scoring 65–100	6%	5%	5%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global Studies (last administered January 2000)</b>						
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%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	109	85	73	15	8	0
Number Scoring 55–100	53	71	44	6	7	0
Number Scoring 65–100	15	35	37	3	5	0
Number Scoring 85–100	0	2	1	0	1	0
Percentage of Tested Scoring 55–100	49%	84%	60%	40%	88%	0%
Percentage of Tested Scoring 65–100	14%	41%	51%	20%	62%	0%
Percentage of Tested Scoring 85–100	0%	2%	1%	0%	12%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	61	0		5	0	
Number Scoring 55–100	43	0		3	0	
Number Scoring 65–100	11	0		2	0	
Number Scoring 85–100	0	0		0	0	
Percentage of Tested Scoring 55–100	70%	0%		60%	0%	
Percentage of Tested Scoring 65–100	18%	0%		40%	0%	
Percentage of Tested Scoring 85–100	0%	0%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		75	77		10	2
Number Scoring 55–100		48	52		6	#
Number Scoring 65–100		21	24		3	#
Number Scoring 85–100		1	0		0	#
Percentage of Tested Scoring 55–100		64%	68%		60%	#
Percentage of Tested Scoring 65–100		28%	31%		30%	#
Percentage of Tested Scoring 85–100		1%	0%		0%	#
<b>Living Environment (first administered June 2001)</b>						
Number Tested		153	146		17	0
Number Scoring 55–100		114	128		9	0
Number Scoring 65–100		62	93		4	0
Number Scoring 85–100		2	0		0	0
Percentage of Tested Scoring 55–100		75%	88%		53%	0%
Percentage of Tested Scoring 65–100		41%	64%		24%	0%
Percentage of Tested Scoring 85–100		1%	0%		0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		54	96		7	2
Number Scoring 55–100		38	71		4	#
Number Scoring 65–100		21	52		3	#
Number Scoring 85–100		0	7		0	#
Percentage of Tested Scoring 55–100		70%	74%		57%	#
Percentage of Tested Scoring 65–100		39%	54%		43%	#
Percentage of Tested Scoring 85–100		0%	7%		0%	#

(Form – G)

# Average Grade Enrollment

## All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	168	75	71	60	94
2001	162	54	64	66	87
2002	198	82	51	66	99

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	32	10	7	8	14
2001	35	7	15	12	17
2002	2	1	1	6	3

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	94	87	99	14	17	3
<b>Earth Science (last administered January 2001)</b>						
Number Tested	0	0		0	0	
Number Scoring 55–100	0	0		0	0	
Number Scoring 65–100	0	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	0%	0%		0%	0%	
Percentage of AGE Scoring 55–100	0%	0%		0%	0%	
Percentage of AGE Scoring 65–100	0%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	0%	0%		0%	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	229	0		39	0	
Number Scoring 55–100	92	0		12	0	
Number Scoring 65–100	25	0		1	0	
Number Scoring 85–100	1	0		0	0	
Percentage of AGE Tested	244%	0%		279%	0%	
Percentage of AGE Scoring 55–100	98%	0%		86%	0%	
Percentage of AGE Scoring 65–100	27%	0%		7%	0%	
Percentage of AGE Scoring 85–100	1%	0%		0%	0%	
Percentage of Tested Scoring 65–100	11%	0%		3%	0%	
<b>Chemistry (last administered January 2002)</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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – L)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	110	87%	109	86%	0	0%
Students with Disabilities	21	67%	21	57%	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</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 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%

(Form – N)

# New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Middle Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

## 1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	57	57	7	7	64	64
Number Scoring 55–64	29	20	2	3	31	23
Number Scoring 65–84	21	25	1	2	22	27
Number Scoring 85–100	0	1	0	0	0	1
Approved Alternatives	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	67	0	67
Number Scoring 55–64	20	0	20
Number Scoring 65–84	39	0	39
Number Scoring 85–100	0	0	0
Approved Alternatives	0	0	0

(Form – O)