

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0000  
 Name: Buffalo City School District  
 Superintendent: Yvonne Hargrave

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	1908	1856	1917
Kindergarten	3017	2842	2683
First	3151	3020	2796
Second	3277	2946	2675
Third	3319	3058	2672
Fourth	3249	3182	2809
Fifth	3295	3181	2975
Sixth	3472	3179	3031
Ungraded Elementary	962	828	691
Seventh	3686	3784	3464
Eighth	3144	3222	3354
Ninth	3615	3960	4034
Tenth	3002	2883	2925
Eleventh	2540	2512	2496
Twelfth	2341	2386	2128
Ungraded Secondary	871	642	439
Total K-12 Enrollment	42941	41625	39172

## 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	1157	2.7%	1116	2.7%	1088	2.8%
Black (Not Hispanic)	24829	57.8%	24150	58.0%	22805	58.2%
Hispanic	5080	11.8%	5162	12.4%	5071	12.9%
White (Not Hispanic)	11875	27.7%	11197	26.9%	10208	26.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	21
Common Branch	21	22	23
English Grade 8	19	22	24
Mathematics Grade 8	20	21	21
Science Grade 8	20	21	24
Social Studies Grade 8	20	22	23
English Grade 10	24	27	27
Mathematics Grade 10	23	25	27
Science Grade 10	23	23	25
Social Studies Grade 10	24	27	28

(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
NA	NA

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	2573	5.7%	2767	6.4%	2064	5.0%
Eligible for Free Lunch	27011	62.9%	26255	63.1%	26136	66.7%

### 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		91.8%		91.6%		91.2%
Student Suspensions	3089	7.0%	4409	10.3%	4772	11.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.4%	10.7%	11.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	3066
Total Other Professional Staff	660
Total Paraprofessionals	948
Teaching Out of Certification*	161

\*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	1543	523	34%	1670	659	39%	1660	735	44%
Students with Disabilities	95	4	4%	145	9	6%	178	25	14%
All Students	1638	527	32%	1815	668	37%	1838	760	41%

\*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	881	636	7	45	221	48
Percent	48%	35%	0%	2%	12%	3%

## 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)
178	25	141	319

\*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	588		762		446	4.8%
	Entered GED Program*	280		205		207	2.2%
	Total Noncompleters	868		967		653	7.0%
Students with Disabilities	Dropped Out	112		293		239	9.1%
	Entered GED Program*	64		66		80	3.0%
	Total Noncompleters	176		359		319	12.1%
All Students	Dropped Out	700	5.9%	1055	8.9%	685	5.7%
	Entered GED Program*	344	2.9%	271	2.3%	287	2.4%
	Total Noncompleters	1044	8.8%	1326	11.2%	972	8.1%

\*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	15%	21%	38%
2-3	15%	15%	32%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	613	495	1347
	Number of Students with Disabilities	198	193	376
	Number of All Students	811	688	1723
	Percent of Enrollment	12%	10%	29%
6-8	Number of General-Education Students	2237	1533	3658
	Number of Students with Disabilities	351	569	953
	Number of All Students	2588	2102	4611
	Percent of Enrollment	24%	20%	46%
9-12	Number of General-Education Students	2847	1762	2649
	Number of Students with Disabilities	809	493	848
	Number of All Students	3656	2255	3497
	Percent of Enrollment	30%	19%	29%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	812		
Completed and Passed Regents Exams	557	69%	77%
Completed and had Course Average of 75% or More	617	76%	81%
Completed and Attained a HS Diploma or Equivalent	774	95%	96%
Completed and Whose Status is Known	759		
Completed and Were Successfully Placed	742	98%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	693	41%	30%
Underrepresented Gender Members Who Completed	174	46%	19%

Enrollment data are for the 2003-2004 school year; completer 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	324	82%	252	83%	265	84%
German	0	0%	0	0%	0	0%
Italian	28	68%	35	71%	75	85%
Latin	0	0%	0	0%	0	0%
Spanish	1043	65%	864	77%	1380	71%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	7	86%	28	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	12	50%	106	55%	128	49%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	182	76%	56	91%	14	79%
Science	50	56%	9	22%	1	#
Reading	16	88%	5	100%	2	#
Writing	8	100%	4	#	3	#
Global Studies	54	39%	8	75%	10	70%
U.S. Hist & Gov't	26	58%	13	62%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	88%	239	63%	418	44%
Science	4	#	32	16%	76	21%
Reading	2	#	50	86%	101	53%
Writing	3	#	40	95%	96	84%
Global Studies	2	#	77	52%	62	31%
U.S. Hist & Gov't	3	#	36	53%	36	36%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	2084	2166	2359	21	247	224
Number Scoring 55-100	1733	1764	2063	14	150	144
Number Scoring 65-100	1250	1288	1620	9	89	90
Number Scoring 85-100	350	256	369	0	3	4
Percentage of Tested Scoring 55-100	83%	81%	87%	67%	61%	64%
Percentage of Tested Scoring 65-100	60%	59%	69%	43%	36%	40%
Percentage of Tested Scoring 85-100	17%	12%	16%	0%	1%	2%
<b>Mathematics A</b>						
Number Tested	3361	3532	3492	58	268	446
Number Scoring 55-100	1452	1632	2831	5	33	220
Number Scoring 65-100	820	894	1762	1	21	101
Number Scoring 85-100	175	65	178	0	1	5
Percentage of Tested Scoring 55-100	43%	46%	81%	9%	12%	49%
Percentage of Tested Scoring 65-100	24%	25%	50%	2%	8%	23%
Percentage of Tested Scoring 85-100	5%	2%	5%	0%	0%	1%
<b>Mathematics B</b>						
Number Tested	190	121	450	1	1	6
Number Scoring 55-100	152	102	279	#	#	3
Number Scoring 65-100	133	82	218	#	#	2
Number Scoring 85-100	35	5	38	#	#	0
Percentage of Tested Scoring 55-100	80%	84%	62%	#	#	50%
Percentage of Tested Scoring 65-100	70%	68%	48%	#	#	33%
Percentage of Tested Scoring 85-100	18%	4%	8%	#	#	0%
<b>Global History and Geography</b>						
Number Tested	2316	2721	2788	14	315	378
Number Scoring 55-100	1915	2104	2344	9	164	260
Number Scoring 65-100	1458	1811	1778	5	124	155
Number Scoring 85-100	212	306	414	0	11	29
Percentage of Tested Scoring 55-100	83%	77%	84%	64%	52%	69%
Percentage of Tested Scoring 65-100	63%	67%	64%	36%	39%	41%
Percentage of Tested Scoring 85-100	9%	11%	15%	0%	3%	8%
<b>U.S. History and Government</b>						
Number Tested	2335	1957	2180	31	175	216
Number Scoring 55-100	2060	1806	1943	24	136	158
Number Scoring 65-100	1525	1589	1586	13	106	95
Number Scoring 85-100	296	422	460	1	11	18
Percentage of Tested Scoring 55-100	88%	92%	89%	77%	78%	73%
Percentage of Tested Scoring 65-100	65%	81%	73%	42%	61%	44%
Percentage of Tested Scoring 85-100	13%	22%	21%	3%	6%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	2710	2580	2940	12	429	467
Number Scoring 55-100	2410	1945	2461	7	232	302
Number Scoring 65-100	2046	1531	1827	4	148	173
Number Scoring 85-100	171	158	209	0	3	7
Percentage of Tested Scoring 55-100	89%	75%	84%	58%	54%	65%
Percentage of Tested Scoring 65-100	75%	59%	62%	33%	34%	37%
Percentage of Tested Scoring 85-100	6%	6%	7%	0%	1%	1%
<b>Physical Setting/Earth Science</b>						
Number Tested	2215	2304	2307	30	363	364
Number Scoring 55-100	1543	1462	1666	19	166	219
Number Scoring 65-100	976	961	1028	10	89	115
Number Scoring 85-100	101	162	122	0	9	7
Percentage of Tested Scoring 55-100	70%	63%	72%	63%	46%	60%
Percentage of Tested Scoring 65-100	44%	42%	45%	33%	25%	32%
Percentage of Tested Scoring 85-100	5%	7%	5%	0%	2%	2%
<b>Physical Setting/Chemistry</b>						
Number Tested	1180	1165	1156	3	45	38
Number Scoring 55-100	827	840	963	#	20	23
Number Scoring 65-100	459	505	559	#	10	9
Number Scoring 85-100	46	70	62	#	1	0
Percentage of Tested Scoring 55-100	70%	72%	83%	#	44%	61%
Percentage of Tested Scoring 65-100	39%	43%	48%	#	22%	24%
Percentage of Tested Scoring 85-100	4%	6%	5%	#	2%	0%
<b>Physical Setting/Physics</b>						
Number Tested			461			11
Number Scoring 55-100			352			8
Number Scoring 65-100			244			3
Number Scoring 85-100			39			0
Percentage of Tested Scoring 55-100			76%			73%
Percentage of Tested Scoring 65-100			53%			27%
Percentage of Tested Scoring 85-100			8%			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
<b>Comprehensive French</b>						
Number Tested	141	192	159	0	1	4
Number Scoring 55-100	133	191	156	0	#	#
Number Scoring 65-100	126	182	150	0	#	#
Number Scoring 85-100	32	70	71	0	#	#
Percentage of Tested Scoring 55-100	94%	99%	98%	0%	#	#
Percentage of Tested Scoring 65-100	89%	95%	94%	0%	#	#
Percentage of Tested Scoring 85-100	23%	36%	45%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	46	30	22	0	0	0
Number Scoring 55-100	44	28	22	0	0	0
Number Scoring 65-100	43	28	22	0	0	0
Number Scoring 85-100	25	17	13	0	0	0
Percentage of Tested Scoring 55-100	96%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	57%	59%	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	708	599	663	5	20	20
Number Scoring 55-100	660	559	647	5	17	19
Number Scoring 65-100	617	523	593	5	15	16
Number Scoring 85-100	264	238	258	1	7	6
Percentage of Tested Scoring 55-100	93%	93%	98%	100%	85%	95%
Percentage of Tested Scoring 65-100	87%	87%	89%	100%	75%	80%
Percentage of Tested Scoring 85-100	37%	40%	39%	20%	35%	30%
<b>Comprehensive Latin</b>						
Number Tested	0	0	26	0	0	0
Number Scoring 55-100	0	0	26	0	0	0
Number Scoring 65-100	0	0	20	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	8%	0%	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1333	90%	969	83%	1133	81%
Students with Disabilities	36	69%	123	41%	177	48%

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
<b>Nov 2003</b>	General-Education Students	2330	28%	15%	49%	8%
	Students with Disabilities	687	55%	15%	29%	2%
	All Students	3017	34%	15%	44%	6%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	2636	5%	63%	30%	3%
	Students with Disabilities	768	21%	66%	12%	0%
	All Students	3404	9%	64%	26%	2%

(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
<b>Elementary Level</b>						
Social Studies	46	4	1	2	7	36
<b>Middle Level</b>						
Social Studies	22	5	0	3	7	12
<b>Secondary Level</b>						
English Language Arts	21	1	0	2	6	13
Social Studies	20	2	0	2	5	13
Mathematics	21	1	0	4	3	14
Science	15	4	0	0	3	12

## 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	1973	1973	1973	470	470	470	2443	2443	2443
Number Scoring 55–64	134	111	251	39	22	63	173	133	314
Number Scoring 65–84	1377	1093	1395	103	97	139	1480	1190	1534
Number Scoring 85–100	221	438	186	7	13	6	228	451	192
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			465			90
Beginning (0-18)			57			16
Intermediate (19-31)			102			21
Advanced (32-36)			190			41
Proficient (37-39)			116			12
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			471			92
Beginning (0-14)			215			58
Intermediate (15-24)			131			19
Advanced (25-32)			94			13
Proficient (33-35)			31			2
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			720			196
Beginning (0-18)			65			16
Intermediate (19-31)			113			46
Advanced (32-36)			208			60
Proficient (37-39)			334			74
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			722			197
Beginning (0-14)			252			104
Intermediate (15-24)			323			71
Advanced (25-32)			118			19
Proficient (33-35)			29			3
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			434			97
Beginning (0-18)			8			1
Intermediate (19-31)			24			5
Advanced (32-36)			102			30
Proficient (37-39)			300			61
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			438			100
Beginning (0-14)			58			31
Intermediate (15-24)			197			53
Advanced (25-32)			169			15
Proficient (33-35)			14			1

\*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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			378			86
Beginning (0-18)			30			3
Intermediate (19-31)			44			12
Advanced (32-36)			128			49
Proficient (37-39)			176			22
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			383			88
Beginning (0-14)			58			24
Intermediate (15-24)			176			48
Advanced (25-32)			132			16
Proficient (33-35)			17			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			393			69
Beginning (0-18)			46			8
Intermediate (19-31)			102			20
Advanced (32-36)			149			27
Proficient (37-39)			96			14
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			389			63
Beginning (0-14)			82			24
Intermediate (15-24)			164			28
Advanced (25-32)			122			11
Proficient (33-35)			21			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)