

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0000  
 Name: Buffalo City School District  
 Superintendent: Marion Canedo

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	1863	1908	1856
Kindergarten	3155	3017	2842
First	3515	3151	3020
Second	3562	3277	2946
Third	3459	3319	3058
Fourth	3408	3249	3182
Fifth	3471	3295	3181
Sixth	3262	3472	3179
Ungraded Elementary	1692	962	828
Seventh	3363	3686	3784
Eighth	2794	3144	3222
Ninth	3597	3615	3960
Tenth	2773	3002	2883
Eleventh	2405	2540	2512
Twelfth	2058	2341	2386
Ungraded Secondary	1344	871	642
Total K-12 Enrollment	43858	42941	41625

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1138	2.6%	1157	2.7%	1116	2.7%
Black (Not Hispanic)	25223	57.5%	24829	57.8%	24150	58.0%
Hispanic	4987	11.4%	5080	11.8%	5162	12.4%
White (Not Hispanic)	12510	28.5%	11875	27.7%	11197	26.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	20
Common Branch	22	21	22
English Grade 8	21	19	22
Mathematics Grade 8	20	20	21
Science Grade 8	20	20	21
Social Studies Grade 8	21	20	22
English Grade 10	23	24	27
Mathematics Grade 10	24	23	25
Science Grade 10	24	23	23
Social Studies Grade 10	24	24	27

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2790	6.1%	2573	5.7%	2767	6.4%
Eligible for Free Lunch	28068	64.0%	27011	62.9%	26255	63.1%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.5%		91.8%		91.6%
Student Suspensions	2701	6.0%	3089	7.0%	4409	10.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.6%	11.4%	10.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	3290
Total Other Professional Staff	629
Total Paraprofessionals	1146
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\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	1249	487	39%	1543	523	34%	1670	659	39%
Students with Disabilities	59	0	0%	95	4	4%	145	9	6%
All Students	1308	487	37%	1638	527	32%	1815	668	37%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	854	526	10	63	243	119
Percent	47%	29%	1%	3%	13%	7%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
145	9	94	239

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			588		762	
	Entered GED Program*			280		205	
	Total Noncompleters			868		967	
Students with Disabilities	Dropped Out			112		293	
	Entered GED Program*			64		66	
	Total Noncompleters			176		359	
All Students	Dropped Out	202	1.8%	700	5.9%	1055	8.9%
	Entered GED Program*	231	2.0%	344	2.9%	271	2.3%
	Total Noncompleters	433	3.8%	1044	8.7%	1326	11.2%

\*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)

# Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		15%	21%
2-3		15%	15%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		613	495
	Number of Students with Disabilities		198	193
	Number of All Students		811	688
	Percent of Enrollment		12%	10%
6-8	Number of General-Education Students		2237	1533
	Number of Students with Disabilities		351	569
	Number of All Students		2588	2102
	Percent of Enrollment		24%	20%
9-12	Number of General-Education Students		2847	1762
	Number of Students with Disabilities		809	493
	Number of All Students		3656	2255
	Percent of Enrollment		30%	19%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	403	90%	324	82%	252	83%
German	0	0%	0	0%	0	0%
Italian	74	74%	28	68%	35	71%
Latin	24	100%	0	0%	0	0%
Spanish	1723	52%	1043	65%	864	77%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	12	58%	4	#	7	86%
German	0	0%	0	0%	0	0%
Italian	3	#	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	58	33%	12	50%	106	55%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	90%	182	76%	56	91%
Science	183	63%	50	56%	9	22%
Reading	2	#	16	88%	5	100%
Writing	1	#	8	100%	4	#
Global Studies	11	45%	54	39%	8	75%
U.S. Hist & Gov't	86	51%	26	58%	13	62%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	186	67%	34	88%	239	63%
Science	62	71%	4	#	32	16%
Reading	61	62%	2	#	50	86%
Writing	69	70%	3	#	40	95%
Global Studies	25	48%	2	#	77	52%
U.S. Hist & Gov't	39	46%	3	#	36	53%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	2035	2084	2166	184	21	247
Number Scoring 55–100	1893	1733	1764	135	14	150
Number Scoring 65–100	1546	1250	1288	80	9	89
Number Scoring 85–100	212	350	256	4	0	3
Percentage of Tested Scoring 55–100	93%	83%	81%	73%	67%	61%
Percentage of Tested Scoring 65–100	76%	60%	59%	43%	43%	36%
Percentage of Tested Scoring 85–100	10%	17%	12%	2%	0%	1%
<b>Mathematics A</b>						
Number Tested	2734	3361	3532	209	58	268
Number Scoring 55–100	1408	1452	1632	42	5	33
Number Scoring 65–100	721	820	894	25	1	21
Number Scoring 85–100	79	175	65	2	0	1
Percentage of Tested Scoring 55–100	51%	43%	46%	20%	9%	12%
Percentage of Tested Scoring 65–100	26%	24%	25%	12%	2%	8%
Percentage of Tested Scoring 85–100	3%	5%	2%	1%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	58	190	121	2	1	1
Number Scoring 55–100	45	152	102	#	#	#
Number Scoring 65–100	33	133	82	#	#	#
Number Scoring 85–100	5	35	5	#	#	#
Percentage of Tested Scoring 55–100	78%	80%	84%	#	#	#
Percentage of Tested Scoring 65–100	57%	70%	68%	#	#	#
Percentage of Tested Scoring 85–100	9%	18%	4%	#	#	#
<b>Global History and Geography</b>						
Number Tested	2430	2316	2721	238	14	315
Number Scoring 55–100	2226	1915	2104	192	9	164
Number Scoring 65–100	1771	1458	1811	135	5	124
Number Scoring 85–100	311	212	306	5	0	11
Percentage of Tested Scoring 55–100	92%	83%	77%	81%	64%	52%
Percentage of Tested Scoring 65–100	73%	63%	67%	57%	36%	39%
Percentage of Tested Scoring 85–100	13%	9%	11%	2%	0%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	1975	2335	1957	132	31	175
Number Scoring 55–100	1592	2060	1806	88	24	136
Number Scoring 65–100	1152	1525	1589	47	13	106
Number Scoring 85–100	292	296	422	6	1	11
Percentage of Tested Scoring 55–100	81%	88%	92%	67%	77%	78%
Percentage of Tested Scoring 65–100	58%	65%	81%	36%	42%	61%
Percentage of Tested Scoring 85–100	15%	13%	22%	5%	3%	6%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	3167	2710	2580	376	12	429
Number Scoring 55–100	2659	2410	1945	228	7	232
Number Scoring 65–100	1862	2046	1531	122	4	148
Number Scoring 85–100	108	171	158	2	0	3
Percentage of Tested Scoring 55–100	84%	89%	75%	61%	58%	54%
Percentage of Tested Scoring 65–100	59%	75%	59%	32%	33%	34%
Percentage of Tested Scoring 85–100	3%	6%	6%	1%	0%	1%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	1768	2215	2304	204	30	363
Number Scoring 55–100	1147	1543	1462	97	19	166
Number Scoring 65–100	742	976	961	48	10	89
Number Scoring 85–100	107	101	162	0	0	9
Percentage of Tested Scoring 55–100	65%	70%	63%	48%	63%	46%
Percentage of Tested Scoring 65–100	42%	44%	42%	24%	33%	25%
Percentage of Tested Scoring 85–100	6%	5%	7%	0%	0%	2%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		1180	1165		3	45
Number Scoring 55–100		827	840		#	20
Number Scoring 65–100		459	505		#	10
Number Scoring 85–100		46	70		#	1
Percentage of Tested Scoring 55–100		70%	72%		#	44%
Percentage of Tested Scoring 65–100		39%	43%		#	22%
Percentage of Tested Scoring 85–100		4%	6%		#	2%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	235	141	192	3	0	1
Number Scoring 55–100	226	133	191	#	0	#
Number Scoring 65–100	203	126	182	#	0	#
Number Scoring 85–100	76	32	70	#	0	#
Percentage of Tested Scoring 55–100	96%	94%	99%	#	0%	#
Percentage of Tested Scoring 65–100	86%	89%	95%	#	0%	#
Percentage of Tested Scoring 85–100	32%	23%	36%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	40	46	30	0	0	0
Number Scoring 55–100	38	44	28	0	0	0
Number Scoring 65–100	36	43	28	0	0	0
Number Scoring 85–100	24	25	17	0	0	0
Percentage of Tested Scoring 55–100	95%	96%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	54%	57%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	1	0	0	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%
<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	694	708	599	17	5	20
Number Scoring 55–100	643	660	559	9	5	17
Number Scoring 65–100	616	617	523	8	5	15
Number Scoring 85–100	345	264	238	4	1	7
Percentage of Tested Scoring 55–100	93%	93%	93%	53%	100%	85%
Percentage of Tested Scoring 65–100	89%	87%	87%	47%	100%	75%
Percentage of Tested Scoring 85–100	50%	37%	40%	24%	20%	35%
<b>Comprehensive Latin</b>						
Number Tested	27	0	0	0	0	0
Number Scoring 55–100	26	0	0	0	0	0
Number Scoring 65–100	19	0	0	0	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	96%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	0	0	1	0	0	1
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 Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
<b>Sequential Mathematics, Course III</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 – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1486	92%	1333	90%	969	83%
Students with Disabilities	257	68%	36	69%	123	41%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	2474	20%	23%	52%	5%
	Students with Disabilities	703	42%	30%	28%	1%
	All Students	3177	25%	25%	46%	4%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	2520	2%	51%	43%	4%
	Students with Disabilities	738	19%	63%	17%	0%
	All Students	3258	6%	54%	37%	3%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	1	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

## 1999 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	1967	1967	1967	322	322	322	2289	2289	2289
Number Scoring 55–64	260	342	360	46	62	62	306	404	422
Number Scoring 65–84	1176	994	1207	89	70	93	1265	1064	1300
Number Scoring 85–100	284	285	231	5	2	4	289	287	235
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)