

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0097

Grade Range : 5-12

Name: Buffalo Academy For The Visual & Performing Arts

Principal: Kevin Kacmierczak

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	42	50	67
Sixth	67	66	68
Ungraded Elementary	0	0	0
Seventh	79	89	81
Eighth	92	90	100
Ninth	131	127	138
Tenth	123	126	126
Eleventh	127	137	133
Twelfth	105	141	135
Ungraded Secondary	52	0	0
Total K-12 Enrollment	818	826	848

## 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	9	1.1%	8	1.0%	9	1.1%
Black (Not Hispanic)	435	53.2%	444	53.8%	469	55.3%
Hispanic	63	7.7%	74	9.0%	80	9.4%
White (Not Hispanic)	311	38.0%	300	36.3%	290	34.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	21	20	23
English Grade 8	0	16	29
Mathematics Grade 8	20	19	32
Science Grade 8	23	22	21
Social Studies Grade 8	23	21	28
English Grade 10	21	26	32
Mathematics Grade 10	26	0	25
Science Grade 10	21	25	33
Social Studies Grade 10	24	27	32

(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
41	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.7%	6	0.7%	4	0.5%
Eligible for Free Lunch	231	28.2%	311	37.7%	379	44.7%

### 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		89.9%		91.6%		92.4%
Student Suspensions	30	3.7%	35	4.3%	34	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.0%	17.7%	15.6%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	92%	100%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	7
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\*

	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	85	38	45%	106	46	43%	86	54	63%
Students with Disabilities	3	0	0%	5	0	0%	6	0	0%
All Students	88	38	43%	111	46	41%	92	54	59%

\*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	68	12	3	3	5	1
Percent	74%	13%	3%	3%	5%	1%

## 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)
6	0	2	8

\*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			4		13	
	Entered GED Program*			0		0	
	Total Noncompleters			4		13	
Students with Disabilities	Dropped Out			4		9	
	Entered GED Program*			0		0	
	Total Noncompleters			4		9	
All Students	Dropped Out	2	0.4%	8	1.5%	22	4.1%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.4%	8	1.5%	22	4.1%

\*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		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		16	110
	Number of Students with Disabilities		28	0
	Number of All Students		44	110
	Percent of Enrollment		8%	21%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	43	91%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	89	99%	49	100%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	3	#	0	0%	0	0%

(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	0	0%	5	100%	0	0%
Science	0	0%	1	#	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%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	10	70%
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	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	113	109	4	12	0	2
Number Scoring 55–100	112	106	#	12	0	#
Number Scoring 65–100	109	89	#	12	0	#
Number Scoring 85–100	16	35	#	2	0	#
Percentage of Tested Scoring 55–100	99%	97%	#	100%	0%	#
Percentage of Tested Scoring 65–100	96%	82%	#	100%	0%	#
Percentage of Tested Scoring 85–100	14%	32%	#	17%	0%	#
<b>Mathematics A</b>						
Number Tested	39	176	145	3	4	4
Number Scoring 55–100	17	115	108	#	#	#
Number Scoring 65–100	6	85	71	#	#	#
Number Scoring 85–100	0	11	3	#	#	#
Percentage of Tested Scoring 55–100	44%	65%	74%	#	#	#
Percentage of Tested Scoring 65–100	15%	48%	49%	#	#	#
Percentage of Tested Scoring 85–100	0%	6%	2%	#	#	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	109	125	6	6	1	0
Number Scoring 55–100	108	121	6	6	#	0
Number Scoring 65–100	106	118	3	6	#	0
Number Scoring 85–100	37	24	0	0	#	0
Percentage of Tested Scoring 55–100	99%	97%	100%	100%	#	0%
Percentage of Tested Scoring 65–100	97%	94%	50%	100%	#	0%
Percentage of Tested Scoring 85–100	34%	19%	0%	0%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	119	95	10	8	2	3
Number Scoring 55–100	114	89	9	8	#	#
Number Scoring 65–100	102	75	4	8	#	#
Number Scoring 85–100	35	22	0	0	#	#
Percentage of Tested Scoring 55–100	96%	94%	90%	100%	#	#
Percentage of Tested Scoring 65–100	86%	79%	40%	100%	#	#
Percentage of Tested Scoring 85–100	29%	23%	0%	0%	#	#

(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	121	118	1	13	0	0
Number Scoring 55–100	114	115	#	7	0	0
Number Scoring 65–100	109	111	#	6	0	0
Number Scoring 85–100	12	17	#	0	0	0
Percentage of Tested Scoring 55–100	94%	97%	#	54%	0%	0%
Percentage of Tested Scoring 65–100	90%	94%	#	46%	0%	0%
Percentage of Tested Scoring 85–100	10%	14%	#	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	133	145	27	6	1	1
Number Scoring 55–100	95	108	24	0	#	#
Number Scoring 65–100	70	68	15	0	#	#
Number Scoring 85–100	7	8	0	0	#	#
Percentage of Tested Scoring 55–100	71%	74%	89%	0%	#	#
Percentage of Tested Scoring 65–100	53%	47%	56%	0%	#	#
Percentage of Tested Scoring 85–100	5%	6%	0%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		53	2		0	0
Number Scoring 55–100		42	#		0	0
Number Scoring 65–100		21	#		0	0
Number Scoring 85–100		0	#		0	0
Percentage of Tested Scoring 55–100		79%	#		0%	0%
Percentage of Tested Scoring 65–100		40%	#		0%	0%
Percentage of Tested Scoring 85–100		0%	#		0%	0%
<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	7	0	0	1	0	0
Number Scoring 55–100	7	0	0	#	0	0
Number Scoring 65–100	6	0	0	#	0	0
Number Scoring 85–100	4	0	0	#	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	57%	0%	0%	#	0%	0%
<b>Comprehensive Italian</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 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	58	74	0	1	0	0
Number Scoring 55–100	58	72	0	#	0	0
Number Scoring 65–100	58	72	0	#	0	0
Number Scoring 85–100	28	35	0	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	48%	47%	0%	#	0%	0%
<b>Comprehensive Latin</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 – H)



## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	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%	0	0%

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	65	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	68	7%	29%	56%	7%

### 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	79	0%	44%	54%	1%
	Students with Disabilities	14	36%	50%	14%	0%
	All Students	93	5%	45%	48%	1%

(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	0	0	0	0	0	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	97	97	97	10	10	10	107	107	107
Number Scoring 55–64	2	7	6	0	3	3	2	10	9
Number Scoring 65–84	59	48	78	6	2	3	65	50	81
Number Scoring 85–100	32	18	12	0	0	0	32	18	12
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)