

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	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	50	67	69
Sixth	66	68	69
Ungraded Elementary	0	0	0
Seventh	89	81	83
Eighth	90	100	94
Ninth	127	138	133
Tenth	126	126	129
Eleventh	137	133	120
Twelfth	141	135	104
Ungraded Secondary	0	0	0
Total K-12 Enrollment	826	848	801

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	8	1.0%	9	1.1%	10	1.2%
Black (Not Hispanic)	444	53.8%	469	55.3%	449	56.1%
Hispanic	74	9.0%	80	9.4%	68	8.5%
White (Not Hispanic)	300	36.3%	290	34.2%	274	34.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	20	23	23
English Grade 8	16	29	27
Mathematics Grade 8	19	32	27
Science Grade 8	22	21	18
Social Studies Grade 8	21	28	27
English Grade 10	26	32	30
Mathematics Grade 10	0	25	24
Science Grade 10	25	33	28
Social Studies Grade 10	27	32	34

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.7%	4	0.5%	5	0.6%
Eligible for Free Lunch	311	37.7%	379	44.7%	428	53.4%

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		91.6%		92.4%		94.0%
Student Suspensions	35	4.3%	34	4.1%	57	6.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	17.7%	15.6%	15.6%
Public Assistance	41-50%	41-50%	31-40%
Student Stability	100%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	64
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	106	46	43%	86	54	63%	102	64	63%
Students with Disabilities	5	0	0%	6	0	0%	1	0	0%
All Students	111	46	41%	92	54	59%	103	64	62%

*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	72	24	0	1	6	0
Percent	70%	23%	0%	1%	6%	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)
1	0	12	13

*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	4		13		8	1.8%
	Entered GED Program*	0		0		2	0.4%
	Total Noncompleters	4		13		10	2.2%
Students with Disabilities	Dropped Out	4		9		5	5.6%
	Entered GED Program*	0		0		2	2.2%
	Total Noncompleters	4		9		7	7.8%
All Students	Dropped Out	8	1.5%	22	4.1%	13	2.4%
	Entered GED Program*	0	0.0%	0	0.0%	4	0.7%
	Total Noncompleters	8	1.5%	22	4.1%	17	3.1%

*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	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	16	110	0
	Number of Students with Disabilities	28	0	0
	Number of All Students	44	110	0
	Percent of Enrollment	8%	21%	0%

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; 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	43	91%	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	49	100%	0	0%	90	87%

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	5	100%	0	0%	2	#
Science	1	#	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%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	10	70%	17	47%
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	109	4	110	0	2	3
Number Scoring 55-100	106	#	110	0	#	#
Number Scoring 65-100	89	#	104	0	#	#
Number Scoring 85-100	35	#	43	0	#	#
Percentage of Tested Scoring 55-100	97%	#	100%	0%	#	#
Percentage of Tested Scoring 65-100	82%	#	95%	0%	#	#
Percentage of Tested Scoring 85-100	32%	#	39%	0%	#	#
Mathematics A						
Number Tested	176	145	120	4	4	8
Number Scoring 55-100	115	108	115	#	#	4
Number Scoring 65-100	85	71	97	#	#	4
Number Scoring 85-100	11	3	2	#	#	0
Percentage of Tested Scoring 55-100	65%	74%	96%	#	#	50%
Percentage of Tested Scoring 65-100	48%	49%	81%	#	#	50%
Percentage of Tested Scoring 85-100	6%	2%	2%	#	#	0%
Mathematics B						
Number Tested	0	0	12	0	0	0
Number Scoring 55-100	0	0	11	0	0	0
Number Scoring 65-100	0	0	11	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	125	6	113	1	0	4
Number Scoring 55-100	121	6	101	#	0	#
Number Scoring 65-100	118	3	93	#	0	#
Number Scoring 85-100	24	0	16	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	89%	#	0%	#
Percentage of Tested Scoring 65-100	94%	50%	82%	#	0%	#
Percentage of Tested Scoring 85-100	19%	0%	14%	#	0%	#
U.S. History and Government						
Number Tested	95	10	108	2	3	3
Number Scoring 55-100	89	9	97	#	#	#
Number Scoring 65-100	75	4	79	#	#	#
Number Scoring 85-100	22	0	19	#	#	#
Percentage of Tested Scoring 55-100	94%	90%	90%	#	#	#
Percentage of Tested Scoring 65-100	79%	40%	73%	#	#	#
Percentage of Tested Scoring 85-100	23%	0%	18%	#	#	#

(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	118	1	180	0	0	15
Number Scoring 55-100	115	#	166	0	0	13
Number Scoring 65-100	111	#	132	0	0	8
Number Scoring 85-100	17	#	11	0	0	0
Percentage of Tested Scoring 55-100	97%	#	92%	0%	0%	87%
Percentage of Tested Scoring 65-100	94%	#	73%	0%	0%	53%
Percentage of Tested Scoring 85-100	14%	#	6%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	145	27	126	1	1	8
Number Scoring 55-100	108	24	115	#	#	7
Number Scoring 65-100	68	15	84	#	#	4
Number Scoring 85-100	8	0	13	#	#	1
Percentage of Tested Scoring 55-100	74%	89%	91%	#	#	88%
Percentage of Tested Scoring 65-100	47%	56%	67%	#	#	50%
Percentage of Tested Scoring 85-100	6%	0%	10%	#	#	12%
Physical Setting/Chemistry						
Number Tested	53	2	63	0	0	1
Number Scoring 55-100	42	#	52	0	0	#
Number Scoring 65-100	21	#	25	0	0	#
Number Scoring 85-100	0	#	0	0	0	#
Percentage of Tested Scoring 55-100	79%	#	83%	0%	0%	#
Percentage of Tested Scoring 65-100	40%	#	40%	0%	0%	#
Percentage of Tested Scoring 85-100	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
Comprehensive French						
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%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	74	0	36	0	0	0
Number Scoring 55-100	72	0	36	0	0	0
Number Scoring 65-100	72	0	36	0	0	0
Number Scoring 85-100	35	0	23	0	0	0
Percentage of Tested Scoring 55-100	97%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	0%	64%	0%	0%	0%
Comprehensive Latin						
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)

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%	0	0%

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	60	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	63	13%	22%	52%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	72	1%	68%	31%	0%
	Students with Disabilities	14	43%	50%	7%	0%
	All Students	86	8%	65%	27%	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	0	0	0	0	0	0
Secondary Level						
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

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	111	111	111	14	14	14	125	125	125
Number Scoring 55–64	3	2	3	0	0	1	3	2	4
Number Scoring 65–84	79	64	89	4	2	2	83	66	91
Number Scoring 85–100	25	40	17	0	0	0	25	40	17
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 K-1)						
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 K-1)						
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 2-4)						
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 2-4)						
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 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - 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
Listening and Speaking (Grade 7-8)						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			3			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			4			2
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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)