

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	2002-03	2003-04	2004-05
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	67	69	74
Sixth	68	69	77
Ungraded Elementary	0	0	0
Seventh	81	83	92
Eighth	100	94	86
Ninth	138	133	164
Tenth	126	129	141
Eleventh	133	120	124
Twelfth	135	104	129
Ungraded Secondary	0	0	0
Total K-12 Enrollment	848	801	887

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	10	1.2%	21	2.4%
Black (Not Hispanic)	469	55.3%	449	56.1%	518	58.4%
Hispanic	80	9.4%	68	8.5%	77	8.7%
White (Not Hispanic)	290	34.2%	274	34.2%	271	30.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	23	23	25
English Grade 8	29	27	22
Mathematics Grade 8	32	27	21
Science Grade 8	21	18	22
Social Studies Grade 8	28	27	22
English Grade 10	32	30	31
Mathematics Grade 10	25	24	36
Science Grade 10	33	28	26
Social Studies Grade 10	32	34	31

(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
40	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 lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.5%	5	0.6%	7	0.8%
Eligible for Free Lunch	379	44.7%	428	53.4%	310	35.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.4%		94.0%		92.1%
Student Suspensions	34	4.1%	57	6.7%	157	19.6%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	15.6%	15.6%	14.1%
Public Assistance	41-50%	31-40%	41-50%
Student Stability	98%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	66
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	86	102	102
	Regents Diplomas	54	64	61
	% Regents Diplomas	63%	63%	60%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	1	2
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	12	7
All Students	Total Graduates*	92	103	104
	Regents Diplomas	54	64	62
	% Regents Diplomas	59%	62%	60%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates	2	12	7

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	57	26	3	5	4	0	7	0
	Percent	56%	25%	3%	5%	4%	0%	7%	0%
Students with Disabilities	Number	1	1	0	0	0	0	0	0
	Percent	50%	50%	0%	0%	0%	0%	0%	0%
All Students	Number	58	27	3	5	4	0	7	0
	Percent	56%	26%	3%	5%	4%	0%	7%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	13		8	1.8%	8	1.7%
	Entered GED Program*	0		2	0.4%	1	0.2%
	Total Noncompleters	13		10	2.2%	9	2.0%
Students with Disabilities	Dropped Out	9		5	5.6%	8	9.3%
	Entered GED Program*	0		2	2.2%	0	0.0%
	Total Noncompleters	9		7	7.8%	8	9.3%
All Students	Dropped Out	22	4.1%	13	2.4%	16	2.9%
	Entered GED Program*	0	0.0%	4	0.7%	1	0.2%
	Total Noncompleters	22	4.1%	17	3.1%	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	74
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	74
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	250
	Number of Students with Disabilities	0	0	5
	Number of All Students	0	0	255
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	110	0	423
	Number of Students with Disabilities	0	0	135
	Number of All Students	110	0	558
	Percent of Enrollment	21%	0%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	90	87%	80	94%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
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%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	70%	17	47%	11	9%
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	4	110	20	2	3	0
Number Scoring 55-100	#	110	20	#	#	0
Number Scoring 65-100	#	104	17	#	#	0
Number Scoring 85-100	#	43	12	#	#	0
Percentage of Tested Scoring 55-100	#	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	#	95%	85%	#	#	0%
Percentage of Tested Scoring 85-100	#	39%	60%	#	#	0%
Mathematics A						
Number Tested	145	120	123	4	8	6
Number Scoring 55-100	108	115	119	#	4	5
Number Scoring 65-100	71	97	98	#	4	0
Number Scoring 85-100	3	2	9	#	0	0
Percentage of Tested Scoring 55-100	74%	96%	97%	#	50%	83%
Percentage of Tested Scoring 65-100	49%	81%	80%	#	50%	0%
Percentage of Tested Scoring 85-100	2%	2%	7%	#	0%	0%
Mathematics B						
Number Tested	0	12	23	0	0	0
Number Scoring 55-100	0	11	7	0	0	0
Number Scoring 65-100	0	11	5	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	92%	30%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	92%	22%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	6	113	98	0	4	12
Number Scoring 55-100	6	101	93	0	#	11
Number Scoring 65-100	3	93	83	0	#	9
Number Scoring 85-100	0	16	10	0	#	0
Percentage of Tested Scoring 55-100	100%	89%	95%	0%	#	92%
Percentage of Tested Scoring 65-100	50%	82%	85%	0%	#	75%
Percentage of Tested Scoring 85-100	0%	14%	10%	0%	#	0%
U.S. History and Government						
Number Tested	10	108	125	3	3	4
Number Scoring 55-100	9	97	115	#	#	#
Number Scoring 65-100	4	79	102	#	#	#
Number Scoring 85-100	0	19	21	#	#	#
Percentage of Tested Scoring 55-100	90%	90%	92%	#	#	#
Percentage of Tested Scoring 65-100	40%	73%	82%	#	#	#
Percentage of Tested Scoring 85-100	0%	18%	17%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	1	180	165	0	15	12
Number Scoring 55-100	#	166	135	0	13	8
Number Scoring 65-100	#	132	95	0	8	4
Number Scoring 85-100	#	11	6	0	0	0
Percentage of Tested Scoring 55-100	#	92%	82%	0%	87%	67%
Percentage of Tested Scoring 65-100	#	73%	58%	0%	53%	33%
Percentage of Tested Scoring 85-100	#	6%	4%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	27	126	149	1	8	14
Number Scoring 55-100	24	115	117	#	7	4
Number Scoring 65-100	15	84	84	#	4	2
Number Scoring 85-100	0	13	10	#	1	0
Percentage of Tested Scoring 55-100	89%	91%	79%	#	88%	29%
Percentage of Tested Scoring 65-100	56%	67%	56%	#	50%	14%
Percentage of Tested Scoring 85-100	0%	10%	7%	#	12%	0%
Physical Setting/Chemistry						
Number Tested	2	63	51	0	1	1
Number Scoring 55-100	#	52	35	0	#	#
Number Scoring 65-100	#	25	10	0	#	#
Number Scoring 85-100	#	0	0	0	#	#
Percentage of Tested Scoring 55-100	#	83%	69%	0%	#	#
Percentage of Tested Scoring 65-100	#	40%	20%	0%	#	#
Percentage of Tested Scoring 85-100	#	0%	0%	0%	#	#
Physical Setting/Physics						
Number Tested		0	25		0	0
Number Scoring 55-100		0	16		0	0
Number Scoring 65-100		0	9		0	0
Number Scoring 85-100		0	1		0	0
Percentage of Tested Scoring 55-100		0%	64%		0%	0%
Percentage of Tested Scoring 65-100		0%	36%		0%	0%
Percentage of Tested Scoring 85-100		0%	4%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	0	1	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%
Comprehensive Italian						
Number Tested	0	1	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%
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	0	36	65	0	0	1
Number Scoring 55-100	0	36	63	0	0	#
Number Scoring 65-100	0	36	63	0	0	#
Number Scoring 85-100	0	23	29	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	64%	45%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	67	22%	18%	52%	7%
	Students with Disabilities	5	60%	20%	20%	0%
	All Students	72	25%	18%	50%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	75	0%	47%	52%	1%
	Students with Disabilities	9	22%	44%	33%	0%
	All Students	84	2%	46%	50%	1%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	108	108	108	9	9	9	117	117	117
Number Scoring 55–64	3	16	7	0	0	0	3	16	7
Number Scoring 65–84	75	63	87	3	3	2	78	66	89
Number Scoring 85–100	25	20	13	0	0	1	25	20	14
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	4		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 5-6)						
Number Tested		1	4		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		1	0		1	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	0		#	0
Reading and Writing (Grade 7-8)						
Number Tested		1	0		1	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	0		#	0
Listening and Speaking (Grade 9-12)						
Number Tested		3	5		2	2
Beginning		#	0		#	#
Intermediate		#	2		#	#
Advanced		#	3		#	#
Proficient		#	0		#	#
Reading and Writing (Grade 9-12)						
Number Tested		4	5		2	2
Beginning		#	0		#	#
Intermediate		#	2		#	#
Advanced		#	2		#	#
Proficient		#	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 - L)