



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **BUFFALO CITY SCHOOL DISTRICT**
District ID **14-06-00-01-0000**
Superintendent **JAMES WILLIAMS**
Telephone **(716) 816-3575**
Grades **PK-12, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	2358	2432	2601
Kindergarten	2586	2439	2436
Grade 1	2658	2577	2498
Grade 2	2577	2524	2499
Grade 3	2421	2529	2460
Grade 4	2447	2440	2467
Grade 5	2297	2440	2449
Grade 6	2292	2344	2446
Ungraded Elementary	209	57	0
Grade 7	2639	2425	2444
Grade 8	2488	2525	2397
Grade 9	3260	3057	2903
Grade 10	2587	2835	2394
Grade 11	2132	2265	2175
Grade 12	2035	2063	1950
Ungraded Secondary	104	87	72
Total K-12	32732	32607	31590

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	22	23
Grade 8			
English	19	17	18
Mathematics	20	20	20
Science	21	21	21
Social Studies	21	23	20
Grade 10			
English	24	22	21
Mathematics	24	23	24
Science	23	22	21
Social Studies	23	24	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	24114	74%	22879	70%	23139	73%
Reduced-Price Lunch	2584	8%	2314	7%	1836	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2765	8%	3075	9%	3254	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	476	1%	468	1%	437	1%
Black or African American	18581	57%	18393	56%	17257	55%
Hispanic or Latino	4871	15%	4953	15%	4713	15%
Asian or Native Hawaiian/Other Pacific Islander	900	3%	1148	4%	1448	5%
White	7850	24%	7443	23%	7238	23%
Multiracial	54	0%	202	1%	497	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		88%		87%		86%
Student Suspensions	5106	15%	8042	25%	6635	20%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

Teacher Qualifications

	2008–09	2009–10	2010–11
Total Number of Teachers	3013	3060	2878
Percent with No Valid Teaching Certificate	0%	1%	1%
Percent Teaching Out of Certification	2%	3%	3%
Percent with Fewer Than Three Years of Experience	8%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	29%	29%
Total Number of Core Classes	6981	6931	6769
Percent Not Taught by Highly Qualified Teachers in This District	2%	3%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	8855	9150	9256
Percent Taught by Teachers Without Appropriate Certification	3%	3%	3%

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	21%	27%
Turnover Rate of All Teachers	19%	18%	21%

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	346	566	263
Total Paraprofessionals*	961	993	986
Assistant Principals	71	74	72
Principals	64	60	58

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

▲ Improvement (Year 9)

ELA	▲ Improvement (Year 9)	Science	▲ Good Standing
Math	▲ Improvement (Year 4)	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✗	✗	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓ ^{SH}		✓	✗	
Black or African American	✗	✗		✗	✗	
Hispanic or Latino	✗	✗		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✗	✗		✗	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✗	✗		✗	✗	
Student groups making AYP in each subject	✗ 3 of 10	✗ 3 of 10	✓ 1 of 1	✗ 2 of 9	✗ 2 of 9	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts
































Accountability Status  Improvement (Year 9)
for This Subject
(2011–12)

Accountability Measures 3 of 10 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 10) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 9) in 2012-13. [210]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (15094:14062)			98%		104	121	114	114
Ethnicity								
American Indian or Alaska Native (198:192)			98%		114	114		
Black or African American (8274:7856)			98%		93	121	105	104
Hispanic or Latino (2372:2163)			98%		97	120	107	107
Asian or Native Hawaiian/Other Pacific Islander (732:542)			97%		77	117	97	89
White (3405:3211)			98%		136	120		
Multiracial (113:98)			98%		132	112		
Other Groups								
Students with Disabilities (3557:3624)			97%		71	120	83	84
Limited English Proficient (1689:1544)			97%		59	119	76	73
Economically Disadvantaged (13035:12161)			99%		98	121	109	108
Final AYP Determination	 3 of 10							
Non-Accountability Groups								
Female (7382:6930)			99%		112	121		
Male (7712:7132)			98%		96	121		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics
































Accountability Status  Improvement (Year 4)
for This Subject
(2011–12)

Accountability Measures 3 of 10 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 5) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 4) in 2012-13. [209]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (15113:14226)			98%		110	136	118	119
Ethnicity								
American Indian or Alaska Native (200:192)			97%		128	129	127	135
Black or African American (8277:7874)			99%		97	136	106	107
Hispanic or Latino (2378:2212)			98%		106	135	115	115
Asian or Native Hawaiian/Other Pacific Islander (736:621)			99%		108	133	109	117
White (3409:3229)			99%		143	135		
Multiracial (113:98)			98%		130	127		
Other Groups								
Students with Disabilities (3560:3627)			96%		82	135	91	94
Limited English Proficient (1697:1714)			98%		82	134	90	94
Economically Disadvantaged (13045:12322)			99%		105	136	114	115
Final AYP Determination	 3 of 10							
Non-Accountability Groups								
Female (7390:7010)			99%		113	136		
Male (7723:7216)			98%		107	136		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.






















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (5053:4599)		Qualified		96%		146	100		
Ethnicity									
American Indian or Alaska Native (66:57)		Qualified		89%		158	100		
Black or African American (2740:2513)		Qualified		95%		135	100		
Hispanic or Latino (770:691)		Qualified		96%		150	100		
Asian or Native Hawaiian/Other Pacific Islander (246:198)		Qualified		99%		120	100		
White (1193:1110)		Qualified		96%		173	100		
Multiracial (38:30)		Qualified	–	–		173	100		
Other Groups									
Students with Disabilities (1172:1143)		Qualified		93%		127	100		
Limited English Proficient (575:548)		Qualified		97%		118	100		
Economically Disadvantaged (4295:3915)		Qualified		96%		142	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (2480:2277)				96%		146	100		
Male (2573:2322)				95%		147	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts




























Accountability Status  Improvement (Year 9)
for This Subject
(2011–12)

Accountability Measures 2 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 10) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 9) in 2012-13. [210]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1859:1955)			98%		164	181	153‡	168
Ethnicity								
American Indian or Alaska Native (31:31)		—	—		168	166		
Black or African American (1068:1147)			98%		160	180	146‡	164
Hispanic or Latino (205:218)			97%		158	175	150‡	162
Asian or Native Hawaiian/Other Pacific Islander (62:61)			100%		161	171	152‡	165
White (491:497)			98%		178	178		
Multiracial (2:1)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (453:362)			87%		94	177	88‡	105
Limited English Proficient (143:109)			95%		123	173	105‡	131
Economically Disadvantaged (1224:1412)			99%		163	180	156‡	167
Final AYP Determination		2 of 9						
Non-Accountability Groups								
Female (1004:1000)			98%		175	180		
Male (855:955)			97%		153	179		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics




























Accountability Status  Improvement (Year 4)
for This Subject
(2011–12)

Accountability Measures 2 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 5) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 4) in 2012-13. [209]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1859:1955)			98%		164	178	151 [‡]	168
Ethnicity								
American Indian or Alaska Native (31:31)		—	—		152	163	20 [‡]	157
Black or African American (1068:1147)			98%		159	177	143 [‡]	163
Hispanic or Latino (205:218)			99%		156	172	148 [‡]	160
Asian or Native Hawaiian/Other Pacific Islander (62:61)			100%		175	168		
White (491:497)			97%		179	175		
Multiracial (2:1)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (453:362)			90%		101	174	99 [‡]	111
Limited English Proficient (71:109)			99%		127	170	116 [‡]	134
Economically Disadvantaged (1224:1412)			100%		163	177	152 [‡]	167
Final AYP Determination	 2 of 9							
Non-Accountability Groups								
Female (1004:1000)			99%		173	177		
Male (855:955)			97%		155	176		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.












Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (3475)			50%	80%	62%
Ethnicity					
American Indian or Alaska Native (47)			47%	80%	79%
Black or African American (2039)			47%	80%	61%
Hispanic or Latino (475)			41%	80%	54%
Asian or Native Hawaiian/Other Pacific Islander (52)			52%	80%	66%
White (861)			61%	80%	68%
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (799)			27%	80%	34%
Limited English Proficient (198)			22%	80%	45%
Economically Disadvantaged (2362)			52%	80%	63%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1788)			55%	80%	
Male (1687)			44%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **53%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

16 schools identified 28% of total

CITY HONORS SCHOOL AT FOSDICK MASTEN PARK
 DISCOVERY SCHOOL
 DR CHARLES R DREW SCIENCE MAGNET - #90
 EMERSON SCHOOL OF HOSPITALITY
 FREDERICK OLMSTED #56
 FREDERICK OLMSTED #64
 HUTCHINSON CENTRAL TECHNICAL HIGH SCHOOL
 LEONARDO DA VINCI HIGH SCHOOL
 PS 27 HILLERY PARK ACADEMY
 PS 61
 PS 65 ROOSEVELT ACADEMY
 PS 69 HOUGHTON ACADEMY
 PS 81
 PS 84
 SOUTHSIDE ELEMENTARY SCHOOL
 THE MATH SCIENCE TECHNOLOGY PREPARATORY SCHOOL AT SENECA

Improvement (year 1) Focused

1 school identified 2% of total

LORRAINE ELEMENTARY SCHOOL

Improvement (year 1) Comprehensive

15 schools identified 26% of total

BENNETT PARK MONTESSORI SCHOOL
 BUILD ACADEMY
 D'YOUVILLE-PORTER CAMPUS
 DR GEORGE BLACKMAN ECC
 DR LYDIA T WRIGHT SCH OF EXCELLENCE
 HARRIET ROSS TUBMAN ACADEMY
 HIGHGATE HEIGHTS
 INTERNATIONAL PREPARATORY SCHOOL AT GROVER CLEVELAND (THE)
 MCKINLEY VOCATIONAL HIGH SCHOOL
 NATIVE AMERICAN MAGNET
 PS 42 OCCUPATIONAL TRAINING CENTER
 PS 66 NORTH PARK ACADEMY
 PS 74 HAMLIN PARK ELEMENTARY SCHOOL
 PS 82
 STANLEY MAKOWSKI EARLY CHILDHOOD CENTER

Improvement (year 2) Comprehensive

3 schools identified 5% of total

BUFFALO ACADEMY FOR THE VISUAL & PERFORMING ARTS
 COMMUNITY SCHOOL #53
 EAST HIGH SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 2% of total

HARVEY AUSTIN SCHOOL #97

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

(continued)

2011–12 Accountability Status of Schools in Your District (Continued)

Corrective Action (year 2) Comprehensive (continued)

PS 17

Restructuring (year 1) Comprehensive

2 schools identified 4% of total

DR ANTONIA PANTOJA COMMUNITY SCHOOL OF ACADEMIC EXCELLENCE
HERMAN BADILLO COMMUNITY SCHOOL

Restructuring (year 2) Comprehensive

2 schools identified 4% of total

BILINGUAL CENTER
WATERFRONT SCHOOL

Restructuring (advanced) Comprehensive

16 schools identified 28% of total

BENNETT HIGH SCHOOL
BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY
BURGARD VOCATIONAL HIGH SCHOOL
CAMPUS WEST SCHOOL
DR MARTIN LUTHER KING, JR MULTICULTURAL INSTITUTE
FRANK A SEDITA SCHOOL #30
GRABIARZ SCHOOL OF EXCELLENCE
GROVER CLEVELAND HIGH SCHOOL
INTERNATIONAL SCHOOL
LAFAYETTE HIGH SCHOOL
LOVEJOY DISCOVERY SCHOOL #43
PS 37 FUTURES ACADEMY
PS 59 DR CHARLES DREW SCIENCE MAGNET
RIVERSIDE INSTITUTE OF TECHNOLOGY
SOUTH PARK HIGH SCHOOL
WEST HERTEL ELEMENTARY SCHOOL

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	26%			2406
Grade 4	28%			2415
Grade 5	25%			2391
Grade 6	35%			2393
Grade 7	24%			2377
Grade 8	23%			2306

Mathematics			
Grade 3	28%		2472
Grade 4	35%		2481
Grade 5	31%		2445
Grade 6	32%		2434
Grade 7	32%		2416
Grade 8	28%		2391

Science			
Grade 4	68%		2420
Grade 8	39%		2215

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	60%			2653
Mathematics	60%			2653

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Large Cities

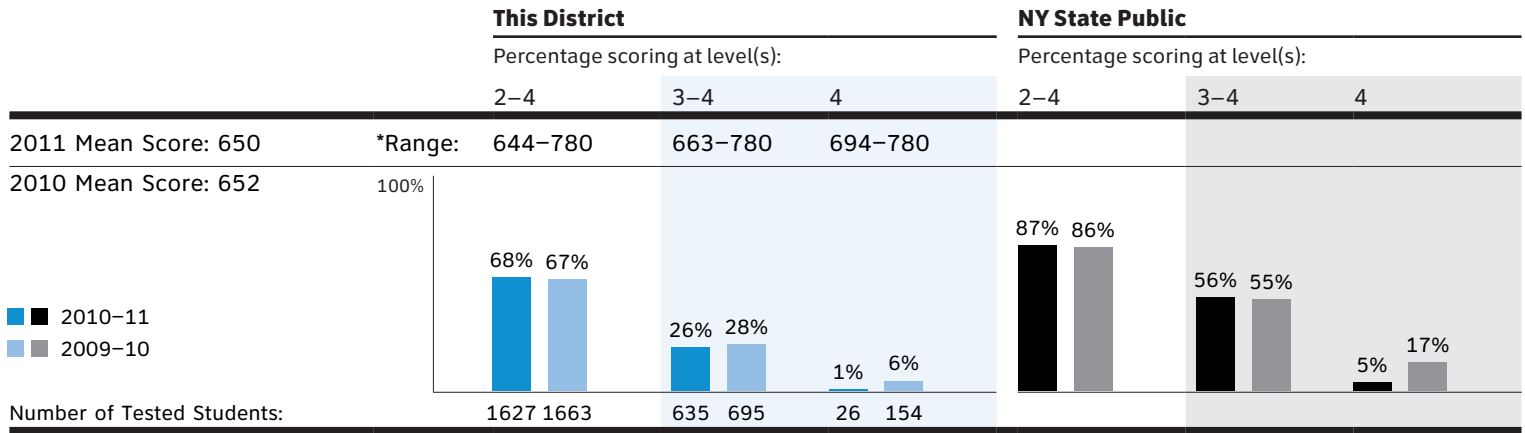
This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2406	68%	26%	1%	2477	67%	28%	6%
Female	1210	71%	30%	2%	1217	70%	31%	8%
Male	1196	64%	23%	1%	1260	64%	25%	5%
American Indian or Alaska Native	43	86%	37%	0%	38	76%	37%	11%
Black or African American	1318	62%	19%	0%	1362	61%	22%	4%
Hispanic or Latino	357	65%	24%	1%	384	67%	27%	4%
Asian or Native Hawaiian/Other Pacific Islander	102	64%	29%	0%	71	48%	20%	3%
White	567	81%	45%	3%	603	83%	43%	12%
Multiracial	19	58%	21%	0%	19	79%	32%	5%
Small Group Totals								
General-Education Students	1868	75%	30%	1%	1867	74%	32%	7%
Students with Disabilities	538	42%	14%	0%	610	46%	15%	3%
English Proficient	2167	70%	28%	1%	2234	69%	30%	7%
Limited English Proficient	239	48%	11%	0%	243	49%	14%	1%
Economically Disadvantaged	2152	66%	22%	0%	2229	66%	25%	5%
Not Disadvantaged	254	83%	59%	7%	248	82%	58%	20%
Migrant								
Not Migrant	2406	68%	26%	1%	2477	67%	28%	6%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	34	33	31	27	44	43	43	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	54	N/A	N/A	N/A	52	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	55	N/A	N/A	N/A	53	N/A	N/A	N/A

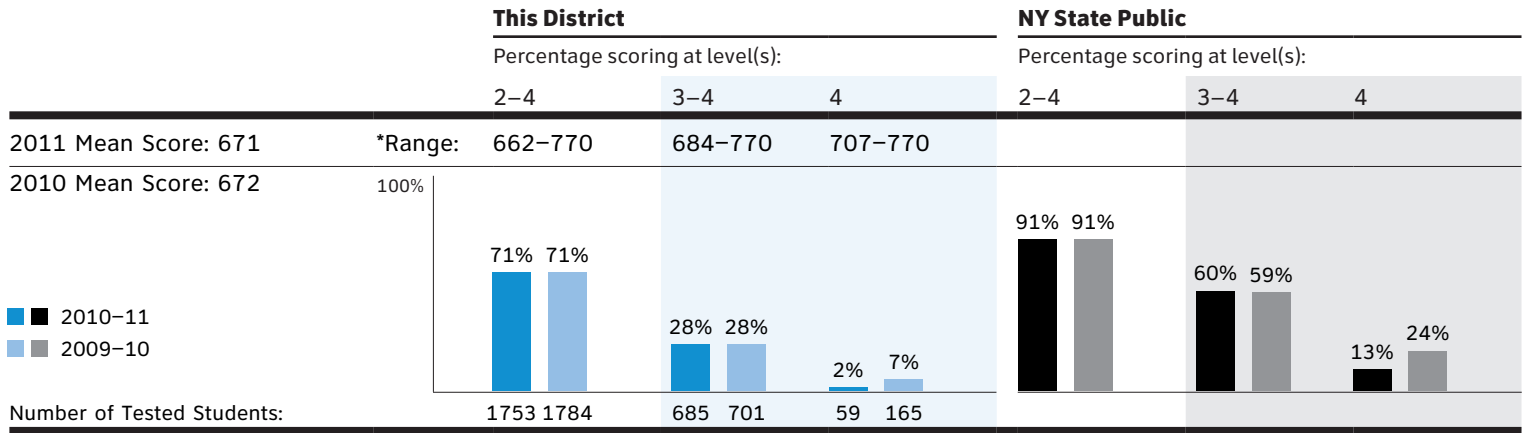
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2472	71%	28%	2%	2514	71%	28%	7%
Female	1237	72%	27%	3%	1234	73%	28%	7%
Male	1235	70%	28%	2%	1280	69%	27%	6%
American Indian or Alaska Native	43	86%	44%	0%	38	79%	24%	5%
Black or African American	1326	66%	20%	1%	1360	65%	20%	4%
Hispanic or Latino	377	71%	27%	1%	398	74%	28%	4%
Asian or Native Hawaiian/Other Pacific Islander	130	65%	30%	6%	96	51%	19%	4%
White	577	83%	44%	5%	604	85%	47%	14%
Multiracial	19	58%	21%	11%	18	89%	39%	11%
Small Group Totals								
General-Education Students	1929	75%	31%	3%	1904	77%	32%	7%
Students with Disabilities	543	57%	15%	1%	610	53%	17%	4%
English Proficient	2176	73%	30%	3%	2221	73%	30%	7%
Limited English Proficient	296	54%	11%	1%	293	56%	15%	2%
Economically Disadvantaged	2214	69%	24%	2%	2266	70%	25%	5%
Not Disadvantaged	258	84%	57%	8%	248	83%	54%	19%
Migrant								
Not Migrant	2472	71%	28%	2%	2514	71%	28%	7%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	34	33	30	22	44	43	41	27

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 637-775	671-775	722-775			
2010 Mean Score: 654						
Number of Tested Students:	1912	1889	680	677	20	51

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2415	79%	28%	1%	2420	78%	28%	2%
Female	1195	83%	32%	2%	1146	82%	31%	3%
Male	1220	76%	24%	0%	1274	75%	25%	1%
American Indian or Alaska Native	31	90%	32%	0%	27	89%	33%	0%
Black or African American	1331	75%	20%	0%	1387	75%	21%	1%
Hispanic or Latino	350	79%	26%	1%	371	76%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	88	59%	23%	0%	80	63%	34%	5%
White	594	90%	47%	2%	541	89%	46%	5%
Multiracial	21	90%	48%	10%	14	86%	43%	0%
Small Group Totals								
General-Education Students	1825	86%	34%	1%	1844	85%	34%	3%
Students with Disabilities	590	59%	11%	0%	576	57%	8%	0%
English Proficient	2185	82%	30%	1%	2193	81%	30%	2%
Limited English Proficient	230	54%	10%	0%	227	52%	8%	0%
Economically Disadvantaged	2122	78%	24%	0%	2181	77%	25%	1%
Not Disadvantaged	293	86%	55%	5%	239	85%	58%	10%
Migrant								
Not Migrant	2415	79%	28%	1%	2420	78%	28%	2%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	49	49	48	36	43	43	42	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	54	N/A	N/A	N/A	51	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	55	N/A	N/A	N/A	51	N/A	N/A	N/A

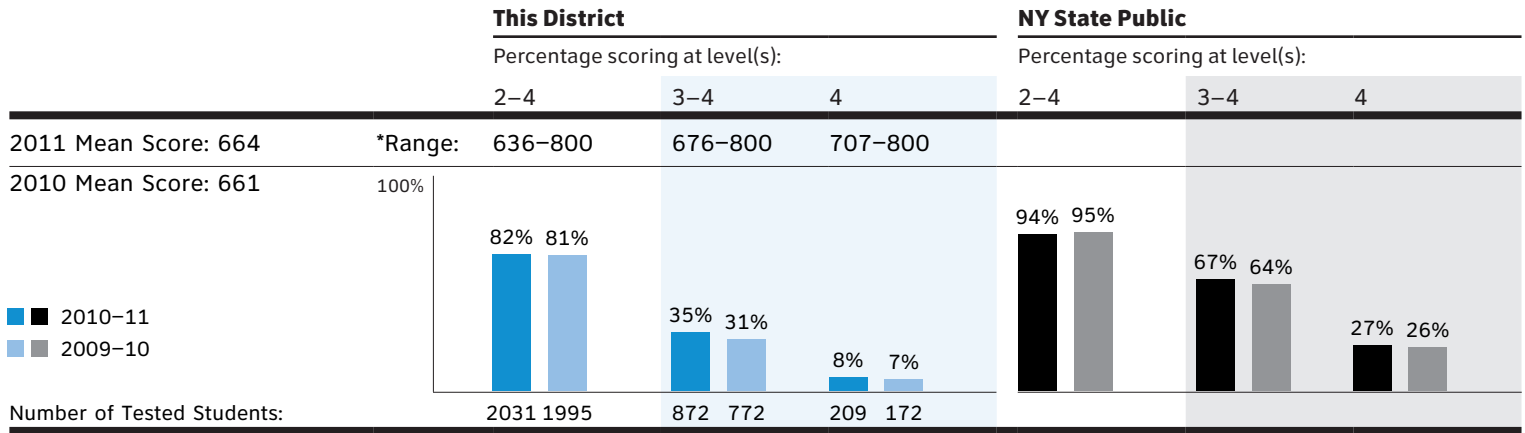
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2481	82%	35%	8%	2466	81%	31%	7%
Female	1222	83%	37%	9%	1172	83%	31%	7%
Male	1259	80%	33%	8%	1294	79%	32%	7%
American Indian or Alaska Native	31	90%	52%	6%	27	85%	33%	7%
Black or African American	1340	79%	26%	4%	1396	79%	24%	4%
Hispanic or Latino	370	83%	34%	5%	386	77%	27%	4%
Asian or Native Hawaiian/Other Pacific Islander	115	65%	29%	8%	102	70%	39%	13%
White	604	91%	57%	20%	541	91%	50%	16%
Multiracial	21	90%	57%	24%	14	86%	57%	36%
Small Group Totals								
General-Education Students	1884	87%	40%	10%	1890	85%	36%	9%
Students with Disabilities	597	66%	18%	3%	576	66%	16%	2%
English Proficient	2192	84%	37%	9%	2190	83%	33%	8%
Limited English Proficient	289	67%	19%	1%	276	61%	14%	1%
Economically Disadvantaged	2187	82%	32%	6%	2229	81%	28%	5%
Not Disadvantaged	294	84%	58%	28%	237	84%	58%	25%
Migrant								
Not Migrant	2481	82%	35%	8%	2466	81%	31%	7%

NOTES

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Other Assessments

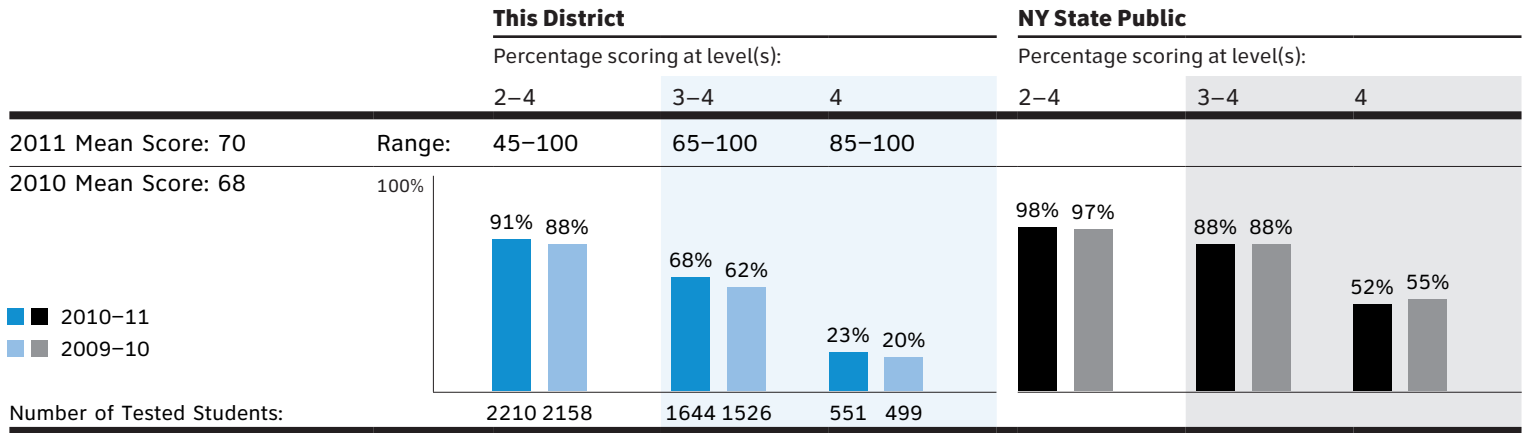
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	48	41	31	43	42	39	29

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2420	91%	68%	23%	2447	88%	62%	20%
Female	1193	92%	69%	23%	1160	88%	62%	20%
Male	1227	91%	67%	23%	1287	88%	63%	21%
American Indian or Alaska Native	29	100%	76%	31%	25	92%	68%	28%
Black or African American	1297	89%	60%	13%	1386	87%	55%	13%
Hispanic or Latino	371	95%	73%	22%	381	90%	64%	19%
Asian or Native Hawaiian/Other Pacific Islander	115	73%	50%	17%	102	66%	49%	25%
White	588	96%	85%	44%	539	96%	82%	39%
Multiracial	20	100%	80%	45%	14	93%	86%	50%
Small Group Totals								
General-Education Students	1843	93%	73%	26%	1882	90%	66%	23%
Students with Disabilities	577	85%	53%	14%	565	83%	50%	11%
English Proficient	2134	93%	70%	25%	2171	90%	65%	22%
Limited English Proficient	286	79%	51%	8%	276	73%	40%	5%
Economically Disadvantaged	2131	91%	66%	20%	2210	88%	60%	17%
Not Disadvantaged	289	94%	81%	45%	237	92%	80%	48%
Migrant								
Not Migrant	2420	91%	68%	23%	2447	88%	62%	20%

NOTES

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Other Assessments

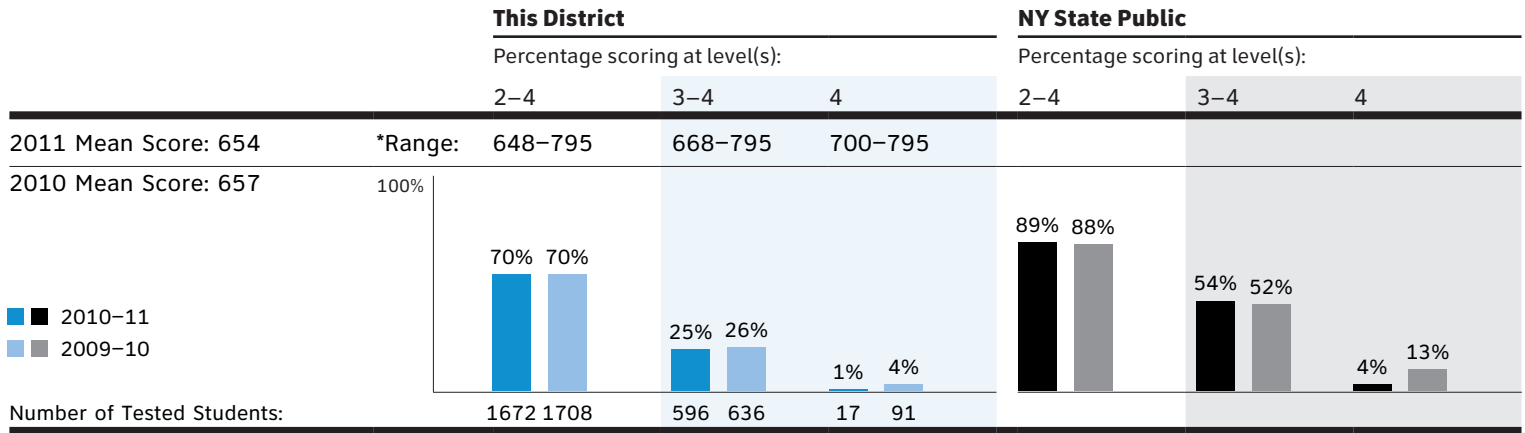
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	49	49	49	44	43	42	42	38

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2391	70%	25%	1%	2431	70%	26%	4%
Female	1150	74%	28%	1%	1202	75%	31%	5%
Male	1241	66%	22%	0%	1229	66%	22%	3%
American Indian or Alaska Native	28	75%	14%	0%	38	87%	21%	0%
Black or African American	1370	66%	18%	0%	1396	64%	20%	2%
Hispanic or Latino	376	68%	20%	0%	366	72%	22%	4%
Asian or Native Hawaiian/Other Pacific Islander	96	50%	31%	2%	59	61%	34%	5%
White	501	86%	45%	2%	552	85%	42%	8%
Multiracial	20	75%	70%	5%	20	90%	60%	15%
Small Group Totals								
General-Education Students	1848	77%	30%	1%	1848	79%	31%	5%
Students with Disabilities	543	46%	7%	0%	583	44%	12%	1%
English Proficient	2171	74%	27%	1%	2236	73%	28%	4%
Limited English Proficient	220	34%	4%	0%	195	43%	6%	0%
Economically Disadvantaged	2119	68%	21%	0%	2160	68%	23%	2%
Not Disadvantaged	272	84%	53%	4%	271	85%	54%	16%
Migrant								
Not Migrant	2391	70%	25%	1%	2431	70%	26%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	46	45	45	28	32	32	29	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	49	N/A	N/A	N/A	48	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	49	N/A	N/A	N/A	49	N/A	N/A	N/A

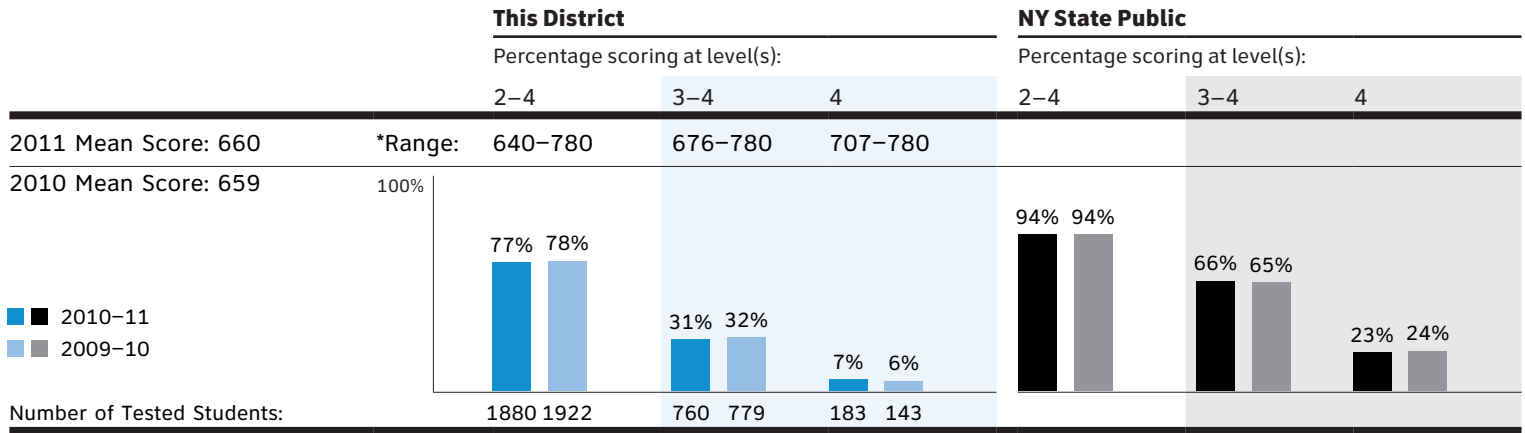
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2445	77%	31%	7%	2470	78%	32%	6%
Female	1175	78%	31%	7%	1220	80%	33%	6%
Male	1270	76%	31%	8%	1250	76%	30%	5%
American Indian or Alaska Native	29	86%	38%	10%	38	84%	39%	5%
Black or African American	1385	73%	23%	3%	1398	73%	23%	2%
Hispanic or Latino	384	75%	26%	5%	376	80%	34%	6%
Asian or Native Hawaiian/Other Pacific Islander	120	67%	34%	14%	89	57%	28%	8%
White	507	90%	55%	19%	550	91%	51%	14%
Multiracial	20	80%	65%	35%	19	89%	63%	26%
Small Group Totals								
General-Education Students	1896	82%	36%	9%	1892	84%	37%	7%
Students with Disabilities	549	61%	15%	2%	578	58%	13%	2%
English Proficient	2174	80%	34%	8%	2225	81%	34%	6%
Limited English Proficient	271	54%	11%	1%	245	53%	9%	0%
Economically Disadvantaged	2171	76%	27%	5%	2201	77%	28%	4%
Not Disadvantaged	274	88%	61%	26%	269	87%	58%	20%
Migrant								
Not Migrant	2445	77%	31%	7%	2470	78%	32%	6%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	46	45	44	34	32	26	25	14

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
Number of Tested Students:	1857	1745	843	730	30	38

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2393	78%	35%	1%	2302	76%	32%	2%
Female	1182	82%	39%	2%	1120	79%	35%	2%
Male	1211	73%	31%	1%	1182	73%	28%	1%
American Indian or Alaska Native	29	86%	34%	0%	34	82%	35%	0%
Black or African American	1327	74%	28%	0%	1321	74%	27%	1%
Hispanic or Latino	374	77%	33%	1%	372	72%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	91	49%	25%	3%	69	46%	30%	1%
White	552	90%	55%	3%	494	87%	48%	4%
Multiracial	20	90%	65%	10%	12	83%	58%	0%
Small Group Totals								
General-Education Students	1848	86%	42%	2%	1737	85%	39%	2%
Students with Disabilities	545	50%	12%	0%	565	48%	9%	0%
English Proficient	2178	82%	38%	1%	2097	79%	34%	2%
Limited English Proficient	215	31%	2%	0%	205	38%	5%	0%
Economically Disadvantaged	2075	76%	31%	0%	2046	75%	28%	1%
Not Disadvantaged	318	86%	65%	6%	256	83%	57%	7%
Migrant								
Not Migrant	2393	78%	35%	1%	2302	76%	32%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	33	31	27	20	35	35	23	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	37	N/A	N/A	N/A	53	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	37	N/A	N/A	N/A	54	N/A	N/A	N/A

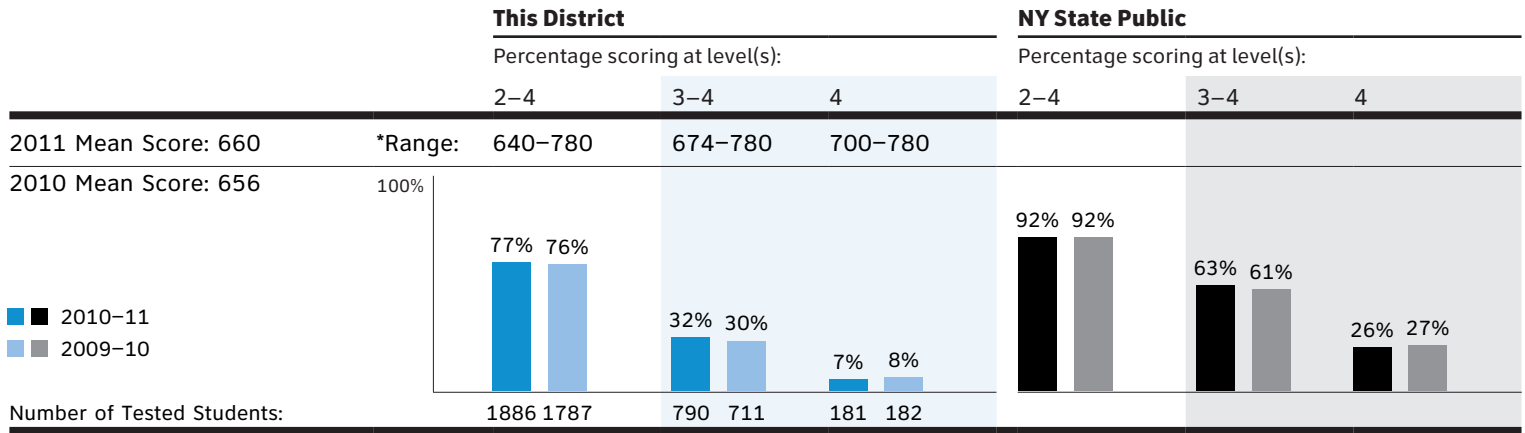
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2434	77%	32%	7%	2354	76%	30%	8%
Female	1199	81%	33%	7%	1155	78%	32%	8%
Male	1235	74%	31%	8%	1199	74%	29%	7%
American Indian or Alaska Native	28	82%	32%	11%	34	82%	41%	6%
Black or African American	1331	73%	25%	3%	1329	73%	24%	4%
Hispanic or Latino	384	81%	32%	5%	384	77%	28%	6%
Asian or Native Hawaiian/Other Pacific Islander	117	64%	31%	10%	96	57%	23%	7%
White	554	87%	50%	18%	499	85%	48%	19%
Multiracial	20	85%	55%	35%	12	92%	33%	17%
Small Group Totals								
General-Education Students	1887	85%	38%	9%	1783	84%	36%	9%
Students with Disabilities	547	53%	12%	3%	571	51%	11%	2%
English Proficient	2177	80%	35%	8%	2094	80%	33%	9%
Limited English Proficient	257	56%	9%	1%	260	46%	5%	0%
Economically Disadvantaged	2116	76%	29%	5%	2096	75%	27%	5%
Not Disadvantaged	318	85%	56%	25%	258	84%	57%	27%
Migrant								
Not Migrant	2434	77%	32%	7%	2354	76%	30%	8%

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	33	33	32	22	35	34	28	21

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 652	*Range: 642-790	665-790	698-790			
2010 Mean Score: 654						
Number of Tested Students:	1827	1879	567	614	19	90

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2377	77%	24%	1%	2399	78%	26%	4%
Female	1176	81%	29%	1%	1195	82%	29%	5%
Male	1201	73%	18%	1%	1204	75%	22%	2%
American Indian or Alaska Native	29	86%	34%	0%	34	74%	24%	0%
Black or African American	1342	76%	18%	0%	1372	76%	18%	2%
Hispanic or Latino	399	72%	19%	0%	383	72%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	92	41%	18%	1%	51	61%	29%	4%
White	501	88%	43%	3%	548	91%	46%	10%
Multiracial	14	93%	36%	0%	11	91%	55%	9%
Small Group Totals								
General-Education Students	1848	86%	29%	1%	1894	86%	31%	5%
Students with Disabilities	529	46%	6%	0%	505	50%	7%	1%
English Proficient	2161	82%	26%	1%	2205	81%	28%	4%
Limited English Proficient	216	28%	2%	0%	194	45%	4%	0%
Economically Disadvantaged	2054	76%	20%	0%	2057	77%	21%	2%
Not Disadvantaged	323	85%	50%	4%	342	86%	51%	13%
Migrant								
Not Migrant	2377	77%	24%	1%	2399	78%	26%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	38	36	35	31	36	36	36	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	52	N/A	N/A	N/A	47	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	53	N/A	N/A	N/A	47	N/A	N/A	N/A

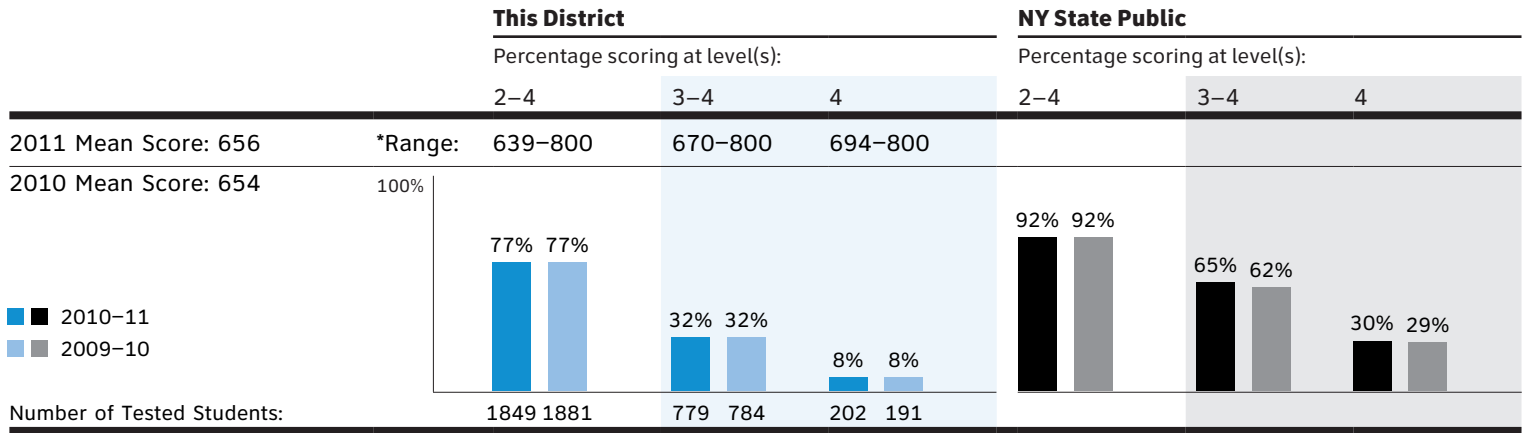
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2416	77%	32%	8%	2438	77%	32%	8%
Female	1196	80%	33%	9%	1207	78%	33%	8%
Male	1220	73%	32%	8%	1231	76%	32%	7%
American Indian or Alaska Native	29	83%	48%	14%	34	85%	29%	3%
Black or African American	1342	73%	25%	5%	1375	73%	24%	4%
Hispanic or Latino	415	74%	27%	6%	390	73%	29%	6%
Asian or Native Hawaiian/Other Pacific Islander	113	74%	31%	9%	80	60%	33%	11%
White	503	89%	55%	20%	548	93%	56%	18%
Multiracial	14	93%	36%	7%	11	100%	45%	18%
Small Group Totals								
General-Education Students	1891	84%	38%	10%	1936	84%	38%	9%
Students with Disabilities	525	51%	12%	2%	502	51%	11%	2%
English Proficient	2147	80%	35%	9%	2200	80%	34%	8%
Limited English Proficient	269	51%	9%	0%	238	53%	13%	2%
Economically Disadvantaged	2092	75%	28%	6%	2099	76%	28%	5%
Not Disadvantaged	324	86%	57%	26%	339	86%	59%	24%
Migrant								
Not Migrant	2416	77%	32%	8%	2438	77%	32%	8%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	38	36	34	16	36	34	33	22

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 644	*Range: 628-790	658-790	699-790			
2010 Mean Score: 644						
Number of Tested Students:	1881	1944	534	651	14	53

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2306	82%	23%	1%	2439	80%	27%	2%
Female	1162	87%	27%	1%	1167	82%	31%	2%
Male	1144	76%	19%	0%	1272	78%	23%	2%
American Indian or Alaska Native	32	84%	16%	0%	42	81%	24%	0%
Black or African American	1284	80%	17%	0%	1372	79%	20%	1%
Hispanic or Latino	353	77%	18%	0%	403	71%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	78	50%	17%	1%	61	49%	25%	3%
White	543	91%	42%	2%	551	91%	48%	6%
Multiracial	16	100%	44%	0%	10	90%	40%	0%
Small Group Totals								
General-Education Students	1869	87%	28%	1%	1908	87%	33%	3%
Students with Disabilities	437	58%	4%	0%	531	53%	5%	0%
English Proficient	2118	85%	25%	1%	2233	85%	29%	2%
Limited English Proficient	188	43%	1%	0%	206	26%	1%	0%
Economically Disadvantaged	1933	80%	19%	0%	2077	78%	22%	1%
Not Disadvantaged	373	91%	47%	2%	362	89%	56%	8%
Migrant								
Not Migrant	2306	82%	23%	1%	2439	80%	27%	2%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	38	35	28	46	46	44	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	78	N/A	N/A	N/A	88	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	79	N/A	N/A	N/A	89	N/A	N/A	N/A

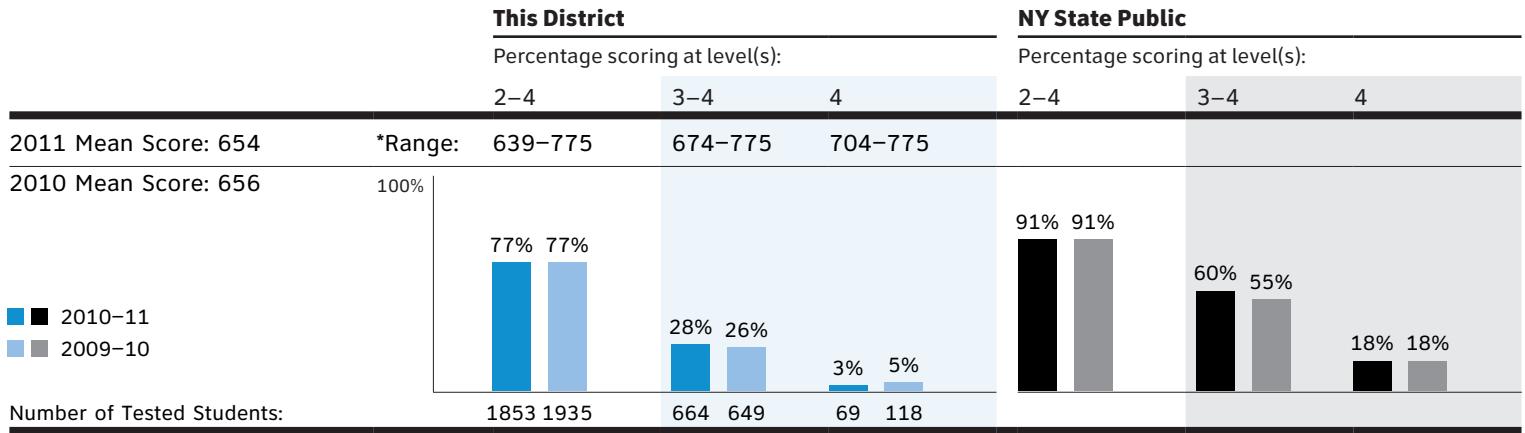
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2391	77%	28%	3%	2506	77%	26%	5%
Female	1207	79%	29%	3%	1198	78%	27%	5%
Male	1184	76%	27%	3%	1308	76%	25%	5%
American Indian or Alaska Native	32	88%	25%	0%	41	78%	39%	7%
Black or African American	1299	73%	19%	1%	1373	73%	18%	2%
Hispanic or Latino	367	75%	23%	3%	409	76%	23%	3%
Asian or Native Hawaiian/Other Pacific Islander	126	68%	33%	4%	115	66%	23%	7%
White	551	91%	50%	7%	558	90%	47%	13%
Multiracial	16	88%	38%	0%	10	90%	10%	0%
Small Group Totals								
General-Education Students	1953	83%	32%	3%	1984	83%	30%	6%
Students with Disabilities	438	52%	10%	0%	522	55%	10%	1%
English Proficient	2119	80%	29%	3%	2214	80%	28%	5%
Limited English Proficient	272	56%	14%	0%	292	53%	9%	1%
Economically Disadvantaged	2013	76%	23%	2%	2145	76%	21%	3%
Not Disadvantaged	378	85%	51%	8%	361	87%	52%	16%
Migrant								
Not Migrant	2391	77%	28%	3%	2506	77%	26%	5%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	37	36	35	23	46	45	45	24

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Results in Grade 8 Science

This District

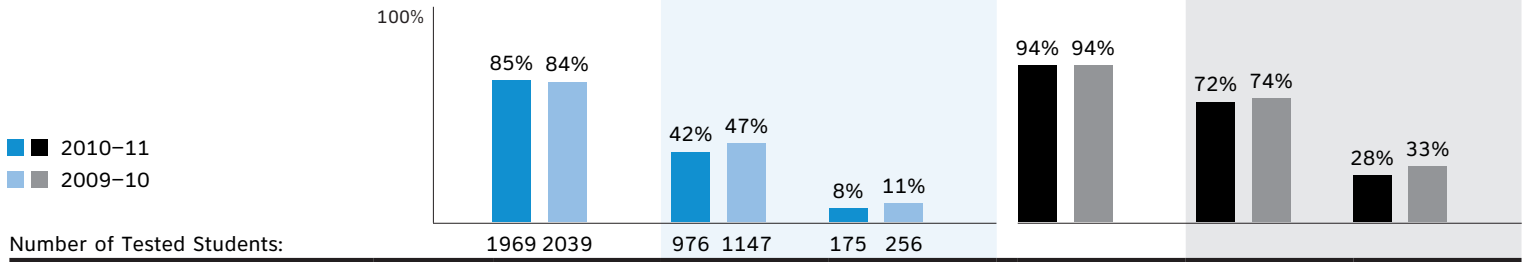
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

1969 2039 976 1147 175 256

Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2215	84%	39%	5%	2331	83%	45%	8%
Female	1111	85%	36%	4%	1121	82%	43%	6%
Male	1104	83%	42%	6%	1210	84%	46%	10%
American Indian or Alaska Native	30	87%	47%	7%	41	93%	61%	15%
Black or African American	1242	82%	32%	2%	1305	81%	37%	4%
Hispanic or Latino	348	88%	39%	6%	389	83%	44%	7%
Asian or Native Hawaiian/Other Pacific Islander	122	53%	24%	2%	110	60%	29%	8%
White	461	93%	61%	13%	476	94%	69%	20%
Multiracial	12	100%	50%	0%	10	90%	50%	0%
Small Group Totals								
General-Education Students	1794	87%	44%	6%	1839	87%	50%	9%
Students with Disabilities	421	71%	18%	2%	492	70%	24%	3%
English Proficient	1948	88%	43%	6%	2047	87%	49%	9%
Limited English Proficient	267	57%	11%	0%	284	56%	13%	1%
Economically Disadvantaged	1926	83%	35%	4%	2055	82%	42%	7%
Not Disadvantaged	289	90%	64%	12%	276	91%	70%	20%
Migrant								
Not Migrant	2215	84%	39%	5%	2331	83%	45%	8%

NOTES

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Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

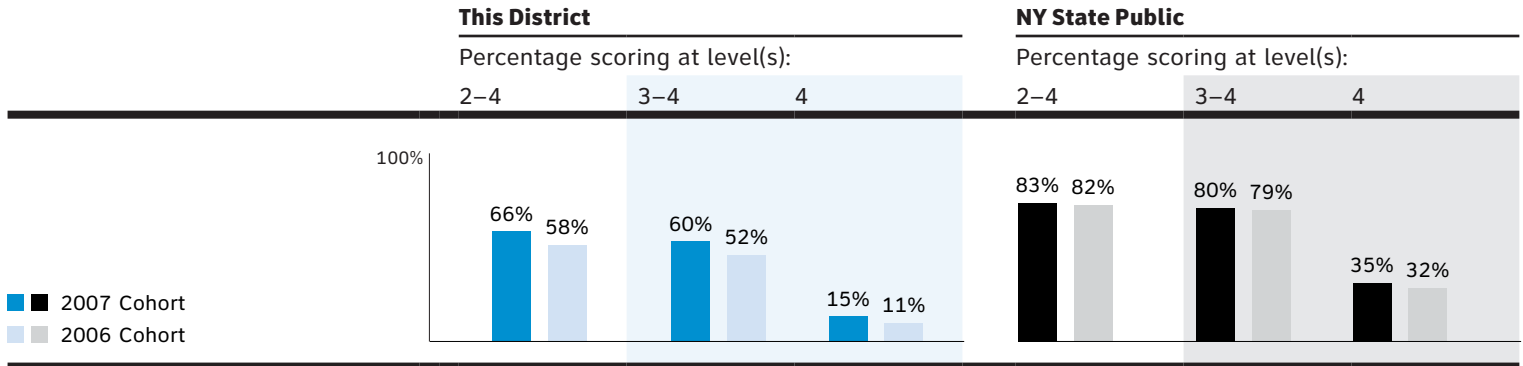
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	46
Regents Science	115	104

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2653	66%	60%	15%	3479	58%	52%	11%
Female	1352	70%	66%	18%	1791	64%	58%	14%
Male	1301	60%	55%	12%	1688	52%	45%	8%
American Indian or Alaska Native	44	-	-	-	47	-	-	-
Black or African American	1517	66%	60%	11%	2040	57%	49%	7%
Hispanic or Latino	348	53%	50%	12%	475	50%	45%	8%
Asian or Native Hawaiian/Other Pacific Islander	87	62%	56%	14%	52	52%	52%	17%
White	655	71%	68%	27%	864	68%	63%	22%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	46	65%	59%	9%	48	56%	50%	8%
General-Education Students	2149	73%	70%	18%	2732	67%	62%	14%
Students with Disabilities	504	32%	20%	2%	747	26%	17%	1%
English Proficient	2473	68%	63%	16%	3300	60%	54%	12%
Limited English Proficient	180	36%	27%	2%	179	22%	17%	1%
Economically Disadvantaged	1824	68%	62%	11%	2366	62%	55%	9%
Not Disadvantaged	829	60%	56%	23%	1113	51%	47%	16%
Migrant								
Not Migrant	2653	66%	60%	15%	3479	58%	52%	11%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

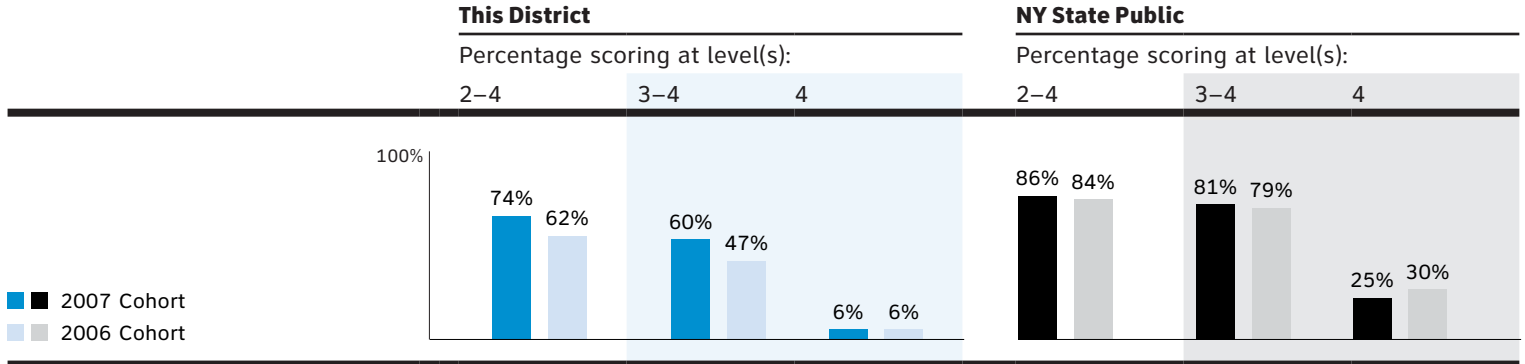
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2653	74%	60%	6%	3479	62%	47%	6%
Female	1352	77%	64%	7%	1791	66%	51%	6%
Male	1301	70%	55%	5%	1688	57%	43%	6%
American Indian or Alaska Native	44	-	-	-	47	-	-	-
Black or African American	1517	74%	58%	3%	2040	59%	43%	3%
Hispanic or Latino	348	62%	46%	6%	475	54%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	87	79%	69%	13%	52	67%	65%	13%
White	655	78%	70%	13%	864	72%	59%	13%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	46	65%	52%	0%	48	69%	54%	6%
General-Education Students	2149	81%	68%	7%	2732	70%	56%	7%
Students with Disabilities	504	41%	22%	1%	747	33%	16%	0%
English Proficient	2473	75%	62%	6%	3300	64%	49%	6%
Limited English Proficient	180	48%	28%	2%	179	31%	19%	0%
Economically Disadvantaged	1824	76%	61%	4%	2366	65%	49%	4%
Not Disadvantaged	829	69%	57%	11%	1113	55%	43%	10%
Migrant								
Not Migrant	2653	74%	60%	6%	3479	62%	47%	6%

NOTES

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