

The University of the State of New York  
**The State Education Department**



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**Buffalo City School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	1	9	20	15	5	49	82%	41%
Black	15	12	53	568	914	561	66	2109	73%	30%
Hispanic	2	95	47	49	137	80	24	290	83%	36%
Asian or Pacific Islander	0	5	5	7	18	12	6	43	84%	42%
White	6	17	36	116	327	346	91	880	87%	50%
Total	23	129	142	749	1416	1014	192	3371	78%	36%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	3	63	53	313	697	520	107	1637	81%	38%
Male	20	66	89	436	719	494	85	1734	75%	33%
Total	23	129	142	749	1416	1014	192	3371	78%	36%
<b>Results by English Proficiency Status</b>										
English Proficient	23	0	75	741	1384	1002	191	3318	78%	36%
Limited English Proficient	0	129	67	8	32	12	1	53	85%	25%
Total	23	129	142	749	1416	1014	192	3371	78%	36%
<b>Results by Income Level</b>										
Economically Disadvantaged	13	93	91	657	1196	763	111	2727	76%	32%
Not Disadvantaged	10	36	51	92	220	251	81	644	86%	52%
Total	23	129	142	749	1416	1014	192	3371	78%	36%
<b>Results by Migrant Status</b>										
Migrant Family	0	4	3	3	1	1	0	5	40%	20%
Not Migrant Family	23	125	139	746	1415	1013	192	3366	78%	36%
Total	23	129	142	749	1416	1014	192	3371	78%	36%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	1	1	5	16	20	7	48	90%	56%
Black	19	20	36	346	869	768	130	2113	84%	42%
Hispanic	4	4	15	62	157	152	42	413	85%	47%
Asian or Pacific Islander	1	9	1	4	9	13	14	40	90%	68%
White	8	31	22	62	206	412	190	870	93%	69%
Total	32	65	75	479	1257	1365	383	3484	86%	50%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	7	22	30	199	640	665	184	1688	88%	50%
Male	25	43	45	280	617	700	199	1796	84%	50%
Total	32	65	75	479	1257	1365	383	3484	86%	50%
<b>Results by English Proficiency Status</b>										
English Proficient	32	0	70	440	1180	1307	376	3303	87%	51%
Limited English Proficient	0	65	5	39	77	58	7	181	78%	36%
Total	32	65	75	479	1257	1365	383	3484	86%	50%
<b>Results by Income Level</b>										
Economically Disadvantaged	15	19	61	412	1091	1072	235	2810	85%	47%
Not Disadvantaged	17	46	14	67	166	293	148	674	90%	65%
Total	32	65	75	479	1257	1365	383	3484	86%	50%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	1	6	4	1	12	92%	42%
Not Migrant Family	32	65	75	478	1251	1361	382	3472	86%	50%
Total	32	65	75	479	1257	1365	383	3484	86%	50%

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# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	6	5	32	15	1	53	91%	30%
Black	20	15	106	479	937	275	25	1716	72%	17%
Hispanic	3	60	33	61	133	47	3	244	75%	20%
Asian or Pacific Islander	0	3	0	0	11	11	5	27	100%	59%
White	10	20	61	134	455	231	70	890	85%	34%
Total	33	98	206	679	1568	579	104	2930	77%	23%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	12	38	90	269	807	344	64	1484	82%	27%
Male	21	60	116	410	761	235	40	1446	72%	19%
Total	33	98	206	679	1568	579	104	2930	77%	23%
<b>Results by English Proficiency Status</b>										
English Proficient	33	0	198	668	1536	573	104	2881	77%	23%
Limited English Proficient	0	98	8	11	32	6	0	49	78%	12%
Total	33	98	206	679	1568	579	104	2930	77%	23%
<b>Results by Income Level</b>										
Economically Disadvantaged	17	53	146	585	1258	374	29	2246	74%	18%
Not Disadvantaged	16	45	60	94	310	205	75	684	86%	41%
Total	33	98	206	679	1568	579	104	2930	77%	23%
<b>Results by Migrant Status</b>										
Migrant Family	0	1	0	s	s	s	s	2	s	s
Not Migrant Family	33	97	206	s	s	s	s	2928	s	s
Total	33	98	206	679	1568	579	104	2930	77%	23%

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# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	5	19	30	5	0	54	65%	9%
Black	21	15	95	892	643	187	4	1726	48%	11%
Hispanic	3	3	20	176	117	20	1	314	44%	7%
Asian or Pacific Islander	0	3	0	1	10	11	5	27	96%	59%
White	13	18	45	276	378	218	32	904	69%	28%
Total	37	39	165	1364	1178	441	42	3025	55%	16%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	12	15	59	694	610	215	18	1537	55%	15%
Male	25	24	106	670	568	226	24	1488	55%	17%
Total	37	39	165	1364	1178	441	42	3025	55%	16%
<b>Results by English Proficiency Status</b>										
English Proficient	37	0	159	1292	1147	435	41	2915	56%	16%
Limited English Proficient	0	39	6	72	31	6	1	110	35%	6%
Total	37	39	165	1364	1178	441	42	3025	55%	16%
<b>Results by Income Level</b>										
Economically Disadvantaged	19	18	124	1133	880	273	13	2299	51%	12%
Not Disadvantaged	18	21	41	231	298	168	29	726	68%	27%
Total	37	39	165	1364	1178	441	42	3025	55%	16%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	1	s	s	s	s	2	s	s
Not Migrant Family	37	39	164	s	s	s	s	3023	s	s
Total	37	39	165	1364	1178	441	42	3025	55%	16%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	1713	468	1103	0	92%
Students with Disabilities	145	51	33	9	64%
<b>Total</b>	1858	519	1136	9	90%
Results by English Language Proficiency					
English Proficient	1808	506	1114	7	90%
Limited English Proficient	50	13	22	2	74%
<b>Total</b>	1858	519	1136	9	90%

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	1713	329	979	1	76%
Students with Disabilities	145	7	10	47	44%
<b>Total</b>	1858	336	989	48	74%

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>	3034	1858	48	0	584	6