

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0096
 Name: Buffalo Traditional School
 Principal: Geraldine Horton

Grade Range : 5-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	47	40	38
Sixth	70	55	46
Ungraded Elementary	0	20	0
Seventh	105	92	98
Eighth	87	85	102
Ninth	180	174	183
Tenth	147	112	177
Eleventh	121	126	125
Twelfth	93	112	119
Ungraded Secondary	0	19	0
Total K-12 Enrollment	850	835	888

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.7%	4	0.5%	5	0.6%
Black (Not Hispanic)	658	77.4%	669	80.1%	742	83.6%
Hispanic	25	2.9%	18	2.2%	26	2.9%
White (Not Hispanic)	161	18.9%	144	17.2%	115	13.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	23	24	20
English Grade 8	0	0	27
Mathematics Grade 8	0	18	27
Science Grade 8	18	22	22
Social Studies Grade 8	18	0	27
English Grade 10	24	26	25
Mathematics Grade 10	26	33	28
Science Grade 10	17	22	27
Social Studies Grade 10	0	19	26

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	464	54.6%	414	49.6%	515	58.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.3%		91.0%		90.9%
Student Suspensions	134	15.6%	443	52.1%	209	25.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	14.0%	16.5%	12.6%
Public Assistance	51-60%	61-70%	71-80%
Student Stability	89%	97%	97%

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	68	7	10%	96	15	16%	92	21	23%
Students with Disabilities	10	0	0%	14	2	14%	18	0	0%
All Students	78	7	9%	110	17	15%	110	21	19%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	59	27	1	1	16	6
Percent	54%	25%	1%	1%	15%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
18	0	4	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	25		18		23	4.7%
	Entered GED Program*	7		4		3	0.6%
	Total Noncompleters	32		22		26	5.3%
Students with Disabilities	Dropped Out	4		3		2	1.8%
	Entered GED Program*	2		1		1	0.9%
	Total Noncompleters	6		4		3	2.7%
All Students	Dropped Out	29	5.4%	21	3.9%	25	4.2%
	Entered GED Program*	9	1.7%	5	0.9%	4	0.7%
	Total Noncompleters	38	7.0%	26	4.8%	29	4.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	45	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	45	0	0
	Percent of Enrollment	96%	0%	0%
6-8	Number of General-Education Students	219	0	45
	Number of Students with Disabilities	20	0	8
	Number of All Students	239	0	53
	Percent of Enrollment	91%	0%	22%
9-12	Number of General-Education Students	501	0	138
	Number of Students with Disabilities	17	0	13
	Number of All Students	518	0	151
	Percent of Enrollment	96%	0%	25%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	58%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	126	59%	83	72%	103	57%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	11	73%	18	67%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	75%	3	#	2	#
Science	8	0%	2	#	0	0%
Reading	5	100%	1	#	0	0%
Writing	6	100%	1	#	0	0%
Global Studies	3	#	3	#	0	0%
U.S. Hist & Gov't	1	#	4	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	22	50%	11	100%
Science	0	0%	2	#	5	80%
Reading	1	#	22	100%	0	0%
Writing	1	#	26	100%	0	0%
Global Studies	0	0%	12	100%	1	#
U.S. Hist & Gov't	0	0%	11	82%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	120	120	126	4	29	12
Number Scoring 55-100	116	109	108	#	26	10
Number Scoring 65-100	77	84	76	#	18	7
Number Scoring 85-100	8	4	7	#	0	0
Percentage of Tested Scoring 55-100	97%	91%	86%	#	90%	83%
Percentage of Tested Scoring 65-100	64%	70%	60%	#	62%	58%
Percentage of Tested Scoring 85-100	7%	3%	6%	#	0%	0%
Mathematics A						
Number Tested	220	209	171	9	28	26
Number Scoring 55-100	80	77	145	0	2	20
Number Scoring 65-100	37	31	90	0	0	15
Number Scoring 85-100	4	0	1	0	0	1
Percentage of Tested Scoring 55-100	36%	37%	85%	0%	7%	77%
Percentage of Tested Scoring 65-100	17%	15%	53%	0%	0%	58%
Percentage of Tested Scoring 85-100	2%	0%	1%	0%	0%	4%
Mathematics B						
Number Tested	0	6	0	0	0	0
Number Scoring 55-100	0	4	0	0	0	0
Number Scoring 65-100	0	1	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	17%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	111	145	151	2	8	20
Number Scoring 55-100	91	110	129	#	8	17
Number Scoring 65-100	61	86	105	#	8	15
Number Scoring 85-100	2	6	9	#	2	5
Percentage of Tested Scoring 55-100	82%	76%	85%	#	100%	85%
Percentage of Tested Scoring 65-100	55%	59%	70%	#	100%	75%
Percentage of Tested Scoring 85-100	2%	4%	6%	#	25%	25%
U.S. History and Government						
Number Tested	134	106	127	2	11	18
Number Scoring 55-100	117	103	111	#	11	16
Number Scoring 65-100	77	80	93	#	11	13
Number Scoring 85-100	10	11	14	#	2	5
Percentage of Tested Scoring 55-100	87%	97%	87%	#	100%	89%
Percentage of Tested Scoring 65-100	57%	75%	73%	#	100%	72%
Percentage of Tested Scoring 85-100	7%	10%	11%	#	18%	28%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	132	135	136	0	21	23
Number Scoring 55-100	118	103	101	0	18	13
Number Scoring 65-100	89	67	72	0	14	9
Number Scoring 85-100	4	1	0	0	1	0
Percentage of Tested Scoring 55-100	89%	76%	74%	0%	86%	57%
Percentage of Tested Scoring 65-100	67%	50%	53%	0%	67%	39%
Percentage of Tested Scoring 85-100	3%	1%	0%	0%	5%	0%
Physical Setting/Earth Science						
Number Tested	159	129	156	3	21	26
Number Scoring 55-100	132	86	95	#	18	19
Number Scoring 65-100	83	55	63	#	11	16
Number Scoring 85-100	1	4	3	#	1	1
Percentage of Tested Scoring 55-100	83%	67%	61%	#	86%	73%
Percentage of Tested Scoring 65-100	52%	43%	40%	#	52%	62%
Percentage of Tested Scoring 85-100	1%	3%	2%	#	5%	4%
Physical Setting/Chemistry						
Number Tested	50	64	85	0	2	4
Number Scoring 55-100	35	30	61	0	#	#
Number Scoring 65-100	16	7	25	0	#	#
Number Scoring 85-100	0	0	0	0	#	#
Percentage of Tested Scoring 55-100	70%	47%	72%	0%	#	#
Percentage of Tested Scoring 65-100	32%	11%	29%	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	#
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	11	0	0	0	0
Number Scoring 55-100	13	10	0	0	0	0
Number Scoring 65-100	11	9	0	0	0	0
Number Scoring 85-100	0	1	0	0	0	0
Percentage of Tested Scoring 55-100	87%	91%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	82%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	9%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	56	53	41	1	2	3
Number Scoring 55-100	44	53	40	#	#	#
Number Scoring 65-100	43	53	35	#	#	#
Number Scoring 85-100	14	12	11	#	#	#
Percentage of Tested Scoring 55-100	79%	100%	98%	#	#	#
Percentage of Tested Scoring 65-100	77%	100%	85%	#	#	#
Percentage of Tested Scoring 85-100	25%	23%	27%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	100%	0	0%	1	#
Students with Disabilities	1	#	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	35	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	36	25%	11%	53%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	63	5%	68%	25%	2%
	Students with Disabilities	17	35%	65%	0%	0%
	All Students	80	11%	68%	20%	1%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	6	0	0	2	3	1
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	86	86	86	29	29	29	115	115	115
Number Scoring 55–64	6	7	21	6	0	4	12	7	25
Number Scoring 65–84	72	59	61	11	10	20	83	69	81
Number Scoring 85–100	2	8	2	1	5	0	3	13	2
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)