

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0096  
 Name: Buffalo Traditional School  
 Principal: Michael Mogavero

Grade Range : 5-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	50	47	40
Sixth	65	70	55
Ungraded Elementary	35	0	20
Seventh	94	105	92
Eighth	87	87	85
Ninth	149	180	174
Tenth	158	147	112
Eleventh	111	121	126
Twelfth	101	93	112
Ungraded Secondary	11	0	19
Total K-12 Enrollment	861	850	835

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	0.8%	6	0.7%	4	0.5%
Black (Not Hispanic)	627	72.8%	658	77.4%	669	80.1%
Hispanic	30	3.5%	25	2.9%	18	2.2%
White (Not Hispanic)	197	22.9%	161	18.9%	144	17.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	23	23	24
English Grade 8	0	0	0
Mathematics Grade 8	21	0	18
Science Grade 8	21	18	22
Social Studies Grade 8	22	18	0
English Grade 10	23	24	26
Mathematics Grade 10	0	26	33
Science Grade 10	27	17	22
Social Studies Grade 10	25	0	19

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	464	53.9%	464	54.6%	414	49.6%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.0%		92.3%		91.0%
Student Suspensions	94	11.4%	134	15.6%	443	52.1%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.8%	14.0%	16.5%
Public Assistance	51-60%	51-60%	61-70%
Student Stability	82%	89%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	70
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	81	12	15%	68	7	10%	96	15	16%
Students with Disabilities	4	0	0%	10	0	0%	14	2	14%
All Students	85	12	14%	78	7	9%	110	17	15%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	46	41	0	3	15	5
Percent	42%	37%	0%	3%	14%	5%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
14	2	0	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			25		18	
	Entered GED Program*			7		4	
	Total Noncompleters			32		22	
Students with Disabilities	Dropped Out			4		3	
	Entered GED Program*			2		1	
	Total Noncompleters			6		4	
All Students	Dropped Out	23	4.4%	29	5.4%	21	3.9%
	Entered GED Program*	23	4.4%	9	1.7%	5	0.9%
	Total Noncompleters	46	8.7%	38	7.0%	26	4.8%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		45	0
	Number of Students with Disabilities		0	0
	Number of All Students		45	0
	Percent of Enrollment		96%	0%
6-8	Number of General-Education Students		219	0
	Number of Students with Disabilities		20	0
	Number of All Students		239	0
	Percent of Enrollment		91%	0%
9-12	Number of General-Education Students		501	0
	Number of Students with Disabilities		17	0
	Number of All Students		518	0
	Percent of Enrollment		96%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	58%	31	58%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	59%	126	59%	83	72%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	5	0%	2	#	11	73%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	24	75%	3	#
Science	4	#	8	0%	2	#
Reading	0	0%	5	100%	1	#
Writing	0	0%	6	100%	1	#
Global Studies	0	0%	3	#	3	#
U.S. Hist & Gov't	13	69%	1	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	67%	3	#	22	50%
Science	3	#	0	0%	2	#
Reading	7	14%	1	#	22	100%
Writing	7	71%	1	#	26	100%
Global Studies	4	#	0	0%	12	100%
U.S. Hist & Gov't	3	#	0	0%	11	82%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	100	120	120	13	4	29
Number Scoring 55–100	95	116	109	10	#	26
Number Scoring 65–100	81	77	84	5	#	18
Number Scoring 85–100	4	8	4	0	#	0
Percentage of Tested Scoring 55–100	95%	97%	91%	77%	#	90%
Percentage of Tested Scoring 65–100	81%	64%	70%	38%	#	62%
Percentage of Tested Scoring 85–100	4%	7%	3%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	155	220	209	18	9	28
Number Scoring 55–100	77	80	77	1	0	2
Number Scoring 65–100	22	37	31	0	0	0
Number Scoring 85–100	2	4	0	0	0	0
Percentage of Tested Scoring 55–100	50%	36%	37%	6%	0%	7%
Percentage of Tested Scoring 65–100	14%	17%	15%	0%	0%	0%
Percentage of Tested Scoring 85–100	1%	2%	0%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	6	0	0	0
Number Scoring 55–100	0	0	4	0	0	0
Number Scoring 65–100	0	0	1	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	17%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	137	111	145	16	2	8
Number Scoring 55–100	129	91	110	14	#	8
Number Scoring 65–100	105	61	86	14	#	8
Number Scoring 85–100	3	2	6	0	#	2
Percentage of Tested Scoring 55–100	94%	82%	76%	88%	#	100%
Percentage of Tested Scoring 65–100	77%	55%	59%	88%	#	100%
Percentage of Tested Scoring 85–100	2%	2%	4%	0%	#	25%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	92	134	106	9	2	11
Number Scoring 55–100	67	117	103	8	#	11
Number Scoring 65–100	44	77	80	4	#	11
Number Scoring 85–100	6	10	11	1	#	2
Percentage of Tested Scoring 55–100	73%	87%	97%	89%	#	100%
Percentage of Tested Scoring 65–100	48%	57%	75%	44%	#	100%
Percentage of Tested Scoring 85–100	7%	7%	10%	11%	#	18%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	250	132	135	48	0	21
Number Scoring 55–100	178	118	103	27	0	18
Number Scoring 65–100	99	89	67	17	0	14
Number Scoring 85–100	1	4	1	0	0	1
Percentage of Tested Scoring 55–100	71%	89%	76%	56%	0%	86%
Percentage of Tested Scoring 65–100	40%	67%	50%	35%	0%	67%
Percentage of Tested Scoring 85–100	0%	3%	1%	0%	0%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	110	159	129	16	3	21
Number Scoring 55–100	79	132	86	12	#	18
Number Scoring 65–100	59	83	55	6	#	11
Number Scoring 85–100	2	1	4	0	#	1
Percentage of Tested Scoring 55–100	72%	83%	67%	75%	#	86%
Percentage of Tested Scoring 65–100	54%	52%	43%	38%	#	52%
Percentage of Tested Scoring 85–100	2%	1%	3%	0%	#	5%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		50	64		0	2
Number Scoring 55–100		35	30		0	#
Number Scoring 65–100		16	7		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		70%	47%		0%	#
Percentage of Tested Scoring 65–100		32%	11%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	26	15	11	1	0	0
Number Scoring 55–100	23	13	10	#	0	0
Number Scoring 65–100	14	11	9	#	0	0
Number Scoring 85–100	1	0	1	#	0	0
Percentage of Tested Scoring 55–100	88%	87%	91%	#	0%	0%
Percentage of Tested Scoring 65–100	54%	73%	82%	#	0%	0%
Percentage of Tested Scoring 85–100	4%	0%	9%	#	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	32	56	53	1	1	2
Number Scoring 55–100	29	44	53	#	#	#
Number Scoring 65–100	29	43	53	#	#	#
Number Scoring 85–100	19	14	12	#	#	#
Percentage of Tested Scoring 55–100	91%	79%	100%	#	#	#
Percentage of Tested Scoring 65–100	91%	77%	100%	#	#	#
Percentage of Tested Scoring 85–100	59%	25%	23%	#	#	#
<b>Comprehensive Latin</b>						
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)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	11	100%	0	0%
Students with Disabilities	0	0%	1	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	38	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	40	20%	20%	55%	5%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	72	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	76	1%	64%	34%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 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	110	110	110	7	7	7	117	117	117
Number Scoring 55–64	21	35	26	2	3	4	23	38	30
Number Scoring 65–84	71	51	77	2	1	1	73	52	78
Number Scoring 85–100	3	8	1	0	0	0	3	8	1
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)