

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	40	38	39
Sixth	55	46	57
Ungraded Elementary	20	0	0
Seventh	92	98	100
Eighth	85	102	108
Ninth	174	183	285
Tenth	112	177	110
Eleventh	126	125	108
Twelfth	112	119	86
Ungraded Secondary	19	0	0
Total K-12 Enrollment	835	888	893

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.5%	5	0.6%	5	0.6%
Black (Not Hispanic)	669	80.1%	742	83.6%	784	87.8%
Hispanic	18	2.2%	26	2.9%	16	1.8%
White (Not Hispanic)	144	17.2%	115	13.0%	88	9.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	24	20	22
English Grade 8	0	27	27
Mathematics Grade 8	18	27	0
Science Grade 8	22	22	23
Social Studies Grade 8	0	27	24
English Grade 10	26	25	31
Mathematics Grade 10	33	28	23
Science Grade 10	22	27	22
Social Studies Grade 10	19	26	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	414	49.6%	515	58.0%	602	67.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.0%		90.9%		88.5%
Student Suspensions	443	52.1%	209	25.0%	150	16.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	16.5%	12.6%	10.2%
Public Assistance	61-70%	71-80%	71-80%
Student Stability	97%	97%	100%

Staff Counts

Staff	2004-05
Total Teachers	73
Total Other Professional Staff	7
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	96	92	0
	Regents Diplomas	15	21	0
	% Regents Diplomas	16%	23%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	18	0
	Regents Diplomas	2	0	0
	% Regents Diplomas	14%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	4	0
All Students	Total Graduates*	110	110	0
	Regents Diplomas	17	21	0
	% Regents Diplomas	15%	19%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	4	0

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

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

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		23	4.7%	26	288.9%
	Entered GED Program*	4		3	0.6%	10	111.1%
	Total Noncompleters	22		26	5.3%	36	400.0%
Students with Disabilities	Dropped Out	3		2	1.8%	2	100.0%
	Entered GED Program*	1		1	0.9%	7	350.0%
	Total Noncompleters	4		3	2.7%	9	450.0%
All Students	Dropped Out	21	3.9%	25	4.2%	28	254.5%
	Entered GED Program*	5	0.9%	4	0.7%	17	154.5%
	Total Noncompleters	26	4.8%	29	4.8%	45	409.1%

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

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	83	72%	103	57%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	73%	18	67%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	1	#
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	50%	11	100%	11	45%
Science	2	#	5	80%	4	#
Reading	22	100%	0	0%	1	#
Writing	26	100%	0	0%	0	0%
Global Studies	12	100%	1	#	0	0%
U.S. Hist & Gov't	11	82%	1	#	0	0%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	120	126	14	29	12	1
Number Scoring 55-100	109	108	10	26	10	#
Number Scoring 65-100	84	76	5	18	7	#
Number Scoring 85-100	4	7	0	0	0	#
Percentage of Tested Scoring 55-100	91%	86%	71%	90%	83%	#
Percentage of Tested Scoring 65-100	70%	60%	36%	62%	58%	#
Percentage of Tested Scoring 85-100	3%	6%	0%	0%	0%	#
Mathematics A						
Number Tested	209	171	61	28	26	9
Number Scoring 55-100	77	145	31	2	20	2
Number Scoring 65-100	31	90	5	0	15	1
Number Scoring 85-100	0	1	0	0	1	0
Percentage of Tested Scoring 55-100	37%	85%	51%	7%	77%	22%
Percentage of Tested Scoring 65-100	15%	53%	8%	0%	58%	11%
Percentage of Tested Scoring 85-100	0%	1%	0%	0%	4%	0%
Mathematics B						
Number Tested	6	0	5	0	0	0
Number Scoring 55-100	4	0	1	0	0	0
Number Scoring 65-100	1	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	67%	0%	20%	0%	0%	0%
Percentage of Tested Scoring 65-100	17%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	145	151	17	8	20	1
Number Scoring 55-100	110	129	14	8	17	#
Number Scoring 65-100	86	105	10	8	15	#
Number Scoring 85-100	6	9	1	2	5	#
Percentage of Tested Scoring 55-100	76%	85%	82%	100%	85%	#
Percentage of Tested Scoring 65-100	59%	70%	59%	100%	75%	#
Percentage of Tested Scoring 85-100	4%	6%	6%	25%	25%	#
U.S. History and Government						
Number Tested	106	127	5	11	18	0
Number Scoring 55-100	103	111	2	11	16	0
Number Scoring 65-100	80	93	0	11	13	0
Number Scoring 85-100	11	14	0	2	5	0
Percentage of Tested Scoring 55-100	97%	87%	40%	100%	89%	0%
Percentage of Tested Scoring 65-100	75%	73%	0%	100%	72%	0%
Percentage of Tested Scoring 85-100	10%	11%	0%	18%	28%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	135	136	38	21	23	9
Number Scoring 55-100	103	101	15	18	13	0
Number Scoring 65-100	67	72	4	14	9	0
Number Scoring 85-100	1	0	0	1	0	0
Percentage of Tested Scoring 55-100	76%	74%	39%	86%	57%	0%
Percentage of Tested Scoring 65-100	50%	53%	11%	67%	39%	0%
Percentage of Tested Scoring 85-100	1%	0%	0%	5%	0%	0%
Physical Setting/Earth Science						
Number Tested	129	156	48	21	26	3
Number Scoring 55-100	86	95	26	18	19	#
Number Scoring 65-100	55	63	9	11	16	#
Number Scoring 85-100	4	3	0	1	1	#
Percentage of Tested Scoring 55-100	67%	61%	54%	86%	73%	#
Percentage of Tested Scoring 65-100	43%	40%	19%	52%	62%	#
Percentage of Tested Scoring 85-100	3%	2%	0%	5%	4%	#
Physical Setting/Chemistry						
Number Tested	64	85	7	2	4	0
Number Scoring 55-100	30	61	3	#	#	0
Number Scoring 65-100	7	25	2	#	#	0
Number Scoring 85-100	0	0	0	#	#	0
Percentage of Tested Scoring 55-100	47%	72%	43%	#	#	0%
Percentage of Tested Scoring 65-100	11%	29%	29%	#	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	#	#	0%
Physical Setting/Physics						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	11	0	1	0	0	0
Number Scoring 55-100	10	0	#	0	0	0
Number Scoring 65-100	9	0	#	0	0	0
Number Scoring 85-100	1	0	#	0	0	0
Percentage of Tested Scoring 55-100	91%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	53	41	1	2	3	0
Number Scoring 55-100	53	40	#	#	#	0
Number Scoring 65-100	53	35	#	#	#	0
Number Scoring 85-100	12	11	#	#	#	0
Percentage of Tested Scoring 55-100	100%	98%	#	#	#	0%
Percentage of Tested Scoring 65-100	100%	85%	#	#	#	0%
Percentage of Tested Scoring 85-100	23%	27%	#	#	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	33	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	37	41%	16%	43%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	12	12	12	3	3	3	15	15	15
Number Scoring 55–64	#	#	#	#	#	#	1	0	5
Number Scoring 65–84	#	#	#	#	#	#	1	1	5
Number Scoring 85–100	#	#	#	#	#	#	0	0	1
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)