

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0035
 Name: Buffalo Alternative High School
 Principal: Elzie Fisher

Grade Range : 7-12

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	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	36	24	6
Eighth	28	40	17
Ninth	57	55	60
Tenth	36	37	23
Eleventh	34	30	31
Twelfth	46	76	93
Ungraded Secondary	50	0	19
Total K-12 Enrollment	287	262	249

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	3	1.0%	4	1.5%	3	1.2%
Black (Not Hispanic)	168	58.5%	177	67.6%	158	63.5%
Hispanic	85	29.6%	42	16.0%	81	32.5%
White (Not Hispanic)	31	10.8%	39	14.9%	7	2.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	3	6	4
Mathematics Grade 8	4	5	4
Science Grade 8	3	6	4
Social Studies Grade 8	3	6	3
English Grade 10	15	6	5
Mathematics Grade 10	7	7	2
Science Grade 10	8	1	7
Social Studies Grade 10	15	4	9

(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	40	13.9%	21	8.0%	25	10.0%
Eligible for Free Lunch	74	25.8%	90	34.4%	91	36.5%

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		68.9%		83.0%		72.5%
Student Suspensions	29	16.2%	33	11.5%	39	14.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.1%	1.9%	1.6%
Public Assistance	81-90%	81-90%	41-50%
Student Stability	78%	20%	22%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	10
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	30	0	0%	38	3	8%	54	6	11%
Students with Disabilities	1	0	0%	12	0	0%	10	0	0%
All Students	31	0	0%	50	3	6%	64	6	9%

*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	18	28	0	2	14	2
Percent	28%	44%	0%	3%	22%	3%

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)
10	0	1	11

*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			42		50	
	Entered GED Program*			39		34	
	Total Noncompleters			81		84	
Students with Disabilities	Dropped Out			16		8	
	Entered GED Program*			8		3	
	Total Noncompleters			24		11	
All Students	Dropped Out	22	10.5%	58	29.3%	58	25.9%
	Entered GED Program*	61	29.1%	47	23.7%	37	16.5%
	Total Noncompleters	83	39.6%	105	53.0%	95	42.4%

*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)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	1	#	0	0%
Science	42	31%	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	7	57%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	2	#
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	37	22	27	0	1	2
Number Scoring 55–100	28	17	17	0	#	#
Number Scoring 65–100	15	11	10	0	#	#
Number Scoring 85–100	1	0	1	0	#	#
Percentage of Tested Scoring 55–100	76%	77%	63%	0%	#	#
Percentage of Tested Scoring 65–100	41%	50%	37%	0%	#	#
Percentage of Tested Scoring 85–100	3%	0%	4%	0%	#	#
Mathematics A						
Number Tested	44	54	67	1	3	8
Number Scoring 55–100	11	11	25	#	#	0
Number Scoring 65–100	5	1	15	#	#	0
Number Scoring 85–100	0	0	0	#	#	0
Percentage of Tested Scoring 55–100	25%	20%	37%	#	#	0%
Percentage of Tested Scoring 65–100	11%	2%	22%	#	#	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
Global History and Geography						
Number Tested	27	23	34	2	3	9
Number Scoring 55–100	19	16	10	#	#	1
Number Scoring 65–100	16	11	8	#	#	1
Number Scoring 85–100	2	0	0	#	#	0
Percentage of Tested Scoring 55–100	70%	70%	29%	#	#	11%
Percentage of Tested Scoring 65–100	59%	48%	24%	#	#	11%
Percentage of Tested Scoring 85–100	7%	0%	0%	#	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	24	25	23	0	1	2
Number Scoring 55–100	20	22	22	0	#	#
Number Scoring 65–100	13	13	19	0	#	#
Number Scoring 85–100	1	1	2	0	#	#
Percentage of Tested Scoring 55–100	83%	88%	96%	0%	#	#
Percentage of Tested Scoring 65–100	54%	52%	83%	0%	#	#
Percentage of Tested Scoring 85–100	4%	4%	9%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	27	34	21	0	4	5
Number Scoring 55–100	22	24	14	0	#	5
Number Scoring 65–100	13	15	10	0	#	2
Number Scoring 85–100	1	0	0	0	#	0
Percentage of Tested Scoring 55–100	81%	71%	67%	0%	#	100%
Percentage of Tested Scoring 65–100	48%	44%	48%	0%	#	40%
Percentage of Tested Scoring 85–100	4%	0%	0%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	11	32	28	0	1	9
Number Scoring 55–100	11	26	11	0	#	4
Number Scoring 65–100	2	16	7	0	#	3
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	100%	81%	39%	0%	#	44%
Percentage of Tested Scoring 65–100	18%	50%	25%	0%	#	33%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	1		0	0
Number Scoring 55–100		0	#		0	0
Number Scoring 65–100		0	#		0	0
Number Scoring 85–100		0	#		0	0
Percentage of Tested Scoring 55–100		0%	#		0%	0%
Percentage of Tested Scoring 65–100		0%	#		0%	0%
Percentage of Tested Scoring 85–100		0%	#		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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 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	1	2	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%
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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	79%	37	92%	8	88%
Students with Disabilities	2	#	1	#	4	#

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	16	19%	75%	6%	0%
	Students with Disabilities	8	38%	63%	0%	0%
	All Students	24	25%	71%	4%	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
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

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	10	10	10	2	2	2	12	12	12
Number Scoring 55–64	#	#	#	#	#	#	1	0	2
Number Scoring 65–84	#	#	#	#	#	#	3	2	2
Number Scoring 85–100	#	#	#	#	#	#	0	1	0
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)