

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-07-01-06-0006
Name: Cheektowaga High School
Principal: Steven Wright

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	197	218	205
Eighth	193	194	218
Ninth	242	237	227
Tenth	192	202	210
Eleventh	181	160	156
Twelfth	167	174	175
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1172	1185	1191

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	17	1.5%	16	1.4%	21	1.8%
Black (Not Hispanic)	102	8.7%	112	9.5%	150	12.6%
Hispanic	12	1.0%	11	0.9%	21	1.8%
White (Not Hispanic)	1041	88.8%	1046	88.3%	999	83.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	24	22
Mathematics Grade 8	23	25	21
Science Grade 8	23	21	21
Social Studies Grade 8	24	25	22
English Grade 10	23	21	23
Mathematics Grade 10	19	22	20
Science Grade 10	22	22	22
Social Studies Grade 10	21	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	13	1.1%	4	0.3%	2	0.2%
Eligible for Free Lunch	165	14.1%	174	14.7%	164	13.8%

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		94.5%		96.0%		94.5%
Student Suspensions	82	7.1%	101	8.6%	103	8.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	6.2%	5.9%
Public Assistance	11-20%	21-30%	None
Student Stability	96%	97%	96%

Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*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	127	92	72%	160	108	68%	148	88	59%
Students with Disabilities	9	0	0%	5	0	0%	13	4	31%
All Students	136	92	68%	165	108	65%	161	92	57%

*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	73	62	1	4	10	11
Percent	45%	39%	1%	2%	6%	7%

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)
13	4	1	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			6		12	
	Entered GED Program*			1		13	
	Total Noncompleters			7		25	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			1		1	
	Total Noncompleters			1		3	
All Students	Dropped Out	17	2.2%	6	0.8%	14	1.8%
	Entered GED Program*	18	2.3%	2	0.3%	14	1.8%
	Total Noncompleters	35	4.5%	8	1.0%	28	3.6%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		412	382
	Number of Students with Disabilities		0	38
	Number of All Students		412	420
	Percent of Enrollment		100%	99%
9–12	Number of General-Education Students		753	707
	Number of Students with Disabilities		20	52
	Number of All Students		773	759
	Percent of Enrollment		100%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	74	96%	80	76%	50	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	92	88%	102	92%	123	98%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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	5	40%	8	62%	12	92%

(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	7	57%	2	#	8	75%
Science	29	97%	15	47%	8	75%
Reading	1	#	2	#	5	100%
Writing	1	#	1	#	6	100%
Global Studies	6	67%	6	17%	4	#
U.S. Hist & Gov't	11	27%	2	#	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	93%	3	#	6	100%
Science	21	52%	15	33%	8	50%
Reading	10	20%	1	#	12	92%
Writing	10	80%	2	#	12	100%
Global Studies	5	40%	6	33%	9	67%
U.S. Hist & Gov't	5	40%	5	80%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	207	182	203	13	13	22
Number Scoring 55–100	195	170	179	7	10	11
Number Scoring 65–100	180	141	149	3	7	7
Number Scoring 85–100	16	33	54	0	0	0
Percentage of Tested Scoring 55–100	94%	93%	88%	54%	77%	50%
Percentage of Tested Scoring 65–100	87%	77%	73%	23%	54%	32%
Percentage of Tested Scoring 85–100	8%	18%	27%	0%	0%	0%
Mathematics A						
Number Tested	46	183	215	0	4	13
Number Scoring 55–100	45	142	181	0	#	6
Number Scoring 65–100	44	130	168	0	#	5
Number Scoring 85–100	26	44	38	0	#	0
Percentage of Tested Scoring 55–100	98%	78%	84%	0%	#	46%
Percentage of Tested Scoring 65–100	96%	71%	78%	0%	#	38%
Percentage of Tested Scoring 85–100	57%	24%	18%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	64	0	0	1
Number Scoring 55–100	0	0	62	0	0	#
Number Scoring 65–100	0	0	48	0	0	#
Number Scoring 85–100	0	0	8	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	208	169	220	17	13	21
Number Scoring 55–100	197	156	194	13	11	13
Number Scoring 65–100	173	132	171	12	9	8
Number Scoring 85–100	34	34	50	0	1	0
Percentage of Tested Scoring 55–100	95%	92%	88%	76%	85%	62%
Percentage of Tested Scoring 65–100	83%	78%	78%	71%	69%	38%
Percentage of Tested Scoring 85–100	16%	20%	23%	0%	8%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	168	182	201	6	11	18
Number Scoring 55–100	154	166	188	4	9	14
Number Scoring 65–100	142	148	182	2	8	13
Number Scoring 85–100	61	26	74	0	0	1
Percentage of Tested Scoring 55–100	92%	91%	94%	67%	82%	78%
Percentage of Tested Scoring 65–100	85%	81%	91%	33%	73%	72%
Percentage of Tested Scoring 85–100	36%	14%	37%	0%	0%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	200	218	197	24	13	10
Number Scoring 55–100	186	211	195	17	11	9
Number Scoring 65–100	170	198	182	12	8	8
Number Scoring 85–100	26	29	39	1	0	0
Percentage of Tested Scoring 55–100	93%	97%	99%	71%	85%	90%
Percentage of Tested Scoring 65–100	85%	91%	92%	50%	62%	80%
Percentage of Tested Scoring 85–100	13%	13%	20%	4%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	118	120	169	3	7	14
Number Scoring 55–100	108	112	146	#	6	11
Number Scoring 65–100	88	88	128	#	2	10
Number Scoring 85–100	16	18	48	#	0	0
Percentage of Tested Scoring 55–100	92%	93%	86%	#	86%	79%
Percentage of Tested Scoring 65–100	75%	73%	76%	#	29%	71%
Percentage of Tested Scoring 85–100	14%	15%	28%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		59	105		2	1
Number Scoring 55–100		58	97		#	#
Number Scoring 65–100		43	76		#	#
Number Scoring 85–100		6	5		#	#
Percentage of Tested Scoring 55–100		98%	92%		#	#
Percentage of Tested Scoring 65–100		73%	72%		#	#
Percentage of Tested Scoring 85–100		10%	5%		#	#
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	40	54	61	0	2	2
Number Scoring 55–100	36	48	54	0	#	#
Number Scoring 65–100	35	47	52	0	#	#
Number Scoring 85–100	4	3	23	0	#	#
Percentage of Tested Scoring 55–100	90%	89%	89%	0%	#	#
Percentage of Tested Scoring 65–100	88%	87%	85%	0%	#	#
Percentage of Tested Scoring 85–100	10%	6%	38%	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	91	80	76	3	0	1
Number Scoring 55–100	91	78	74	#	0	#
Number Scoring 65–100	89	78	74	#	0	#
Number Scoring 85–100	49	50	51	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	97%	#	0%	#
Percentage of Tested Scoring 65–100	98%	97%	97%	#	0%	#
Percentage of Tested Scoring 85–100	54%	62%	67%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	127	19	10	3	0	2
Number Scoring 55–100	96	14	5	#	0	#
Number Scoring 65–100	74	10	3	#	0	#
Number Scoring 85–100	16	1	0	#	0	#
Percentage of Tested Scoring 55–100	76%	74%	50%	#	0%	#
Percentage of Tested Scoring 65–100	58%	53%	30%	#	0%	#
Percentage of Tested Scoring 85–100	13%	5%	0%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	90	77	8	0	2	0
Number Scoring 55–100	82	70	3	0	#	0
Number Scoring 65–100	76	64	2	0	#	0
Number Scoring 85–100	33	28	0	0	#	0
Percentage of Tested Scoring 55–100	91%	91%	38%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	83%	25%	0%	#	0%
Percentage of Tested Scoring 85–100	37%	36%	0%	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	213	94%	216	89%	216	76%
Students with Disabilities	17	88%	17	65%	15	67%

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	183	2%	36%	49%	14%
	Students with Disabilities	25	0%	80%	20%	0%
	All Students	208	1%	41%	45%	13%

(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	153	153	153	12	12	12	165	165	165
Number Scoring 55–64	7	2	5	1	1	4	8	3	9
Number Scoring 65–84	108	116	118	7	9	5	115	125	123
Number Scoring 85–100	32	25	27	1	0	0	33	25	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)