

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-07-01-06-0000  
 Name: Cheektowaga Central School District  
 Superintendent: Delia G. Bonenberger

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	179	135	151
First	156	192	150
Second	166	157	195
Third	214	165	161
Fourth	204	214	163
Fifth	197	201	202
Sixth	217	198	200
Ungraded Elementary	0	0	0
Seventh	218	205	195
Eighth	194	218	220
Ninth	237	227	233
Tenth	202	210	204
Eleventh	160	156	185
Twelfth	174	175	157
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2518	2453	2416

## 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	62	2.5%	69	2.8%	76	3.1%
Black (Not Hispanic)	318	12.6%	361	14.7%	431	17.8%
Hispanic	34	1.4%	51	2.1%	56	2.3%
White (Not Hispanic)	2104	83.6%	1972	80.4%	1853	76.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	17	18
Common Branch	21	21	21
English Grade 8	24	22	22
Mathematics Grade 8	25	21	22
Science Grade 8	21	21	22
Social Studies Grade 8	25	22	20
English Grade 10	21	23	21
Mathematics Grade 10	22	20	21
Science Grade 10	22	22	19
Social Studies Grade 10	23	22	23

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	15	0.6%	32	1.3%	36	1.5%
<b>Eligible for Free Lunch</b>	497	19.7%	465	19.0%	467	19.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.0%		95.2%		95.0%
<b>Student Suspensions</b>	117	4.7%	113	4.5%	110	4.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.6%	6.6%	7.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	180
Total Other Professional Staff	29
Total Paraprofessionals	43
Teaching Out of Certification*	2

\*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	160	108	68%	148	88	59%	134	112	84%
Students with Disabilities	5	0	0%	13	4	31%	7	1	14%
All Students	165	108	65%	161	92	57%	141	113	80%

\*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	78	40	1	0	6	16
Percent	55%	28%	1%	0%	4%	11%

## 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)
7	1	2	9

\*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	6		12		9	1.2%
	Entered GED Program*	1		13		16	2.2%
	Total Noncompleters	7		25		25	3.4%
Students with Disabilities	Dropped Out	0		2		1	1.9%
	Entered GED Program*	1		1		1	1.9%
	Total Noncompleters	1		3		2	3.8%
All Students	Dropped Out	6	0.8%	14	1.8%	10	1.3%
	Entered GED Program*	2	0.3%	14	1.8%	17	2.2%
	Total Noncompleters	8	1.0%	28	3.6%	27	3.4%

\*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%	100%	100%
2-3	100%	98%	100%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	356	375	332
	Number of Students with Disabilities	45	39	33
	Number of All Students	401	414	365
	Percent of Enrollment	100%	100%	100%
6-8	Number of General-Education Students	613	553	554
	Number of Students with Disabilities	16	62	61
	Number of All Students	629	615	615
	Percent of Enrollment	100%	99%	100%
9-12	Number of General-Education Students	753	707	725
	Number of Students with Disabilities	20	52	54
	Number of All Students	773	759	779
	Percent of Enrollment	100%	99%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	25		
Completed and Passed Regents Exams	23	92%	77%
Completed and had Course Average of 75% or More	21	84%	81%
Completed and Attained a HS Diploma or Equivalent	25	100%	96%
Completed and Whose Status is Known	25		
Completed and Were Successfully Placed	23	92%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	100%	30%
Underrepresented Gender Members Who Completed	1	100%	19%

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	80	76%	50	96%	57	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	102	92%	123	98%	134	80%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	8	63%	12	92%	13	15%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	9	78%	11	64%
Science	15	47%	8	75%	7	43%
Reading	2	#	6	100%	5	80%
Writing	1	#	7	86%	5	100%
Global Studies	6	17%	4	#	4	#
U.S. Hist & Gov't	2	#	4	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	100%	9	22%
Science	15	33%	8	50%	8	75%
Reading	1	#	12	92%	3	#
Writing	2	#	12	100%	4	#
Global Studies	6	33%	9	67%	5	40%
U.S. Hist & Gov't	5	80%	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	182	204	204	13	22	13
Number Scoring 55-100	170	179	193	10	11	10
Number Scoring 65-100	141	149	184	7	7	8
Number Scoring 85-100	33	54	71	0	0	0
Percentage of Tested Scoring 55-100	93%	88%	95%	77%	50%	77%
Percentage of Tested Scoring 65-100	77%	73%	90%	54%	32%	62%
Percentage of Tested Scoring 85-100	18%	26%	35%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	183	216	214	4	13	15
Number Scoring 55-100	142	181	205	#	6	13
Number Scoring 65-100	130	168	195	#	5	11
Number Scoring 85-100	44	38	73	#	0	2
Percentage of Tested Scoring 55-100	78%	84%	96%	#	46%	87%
Percentage of Tested Scoring 65-100	71%	78%	91%	#	38%	73%
Percentage of Tested Scoring 85-100	24%	18%	34%	#	0%	13%
<b>Mathematics B</b>						
Number Tested	0	64	77	0	1	1
Number Scoring 55-100	0	62	73	0	#	#
Number Scoring 65-100	0	48	68	0	#	#
Number Scoring 85-100	0	8	24	0	#	#
Percentage of Tested Scoring 55-100	0%	97%	95%	0%	#	#
Percentage of Tested Scoring 65-100	0%	75%	88%	0%	#	#
Percentage of Tested Scoring 85-100	0%	12%	31%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	169	220	211	13	21	11
Number Scoring 55-100	156	194	189	11	13	9
Number Scoring 65-100	132	171	166	9	8	8
Number Scoring 85-100	34	50	50	1	0	0
Percentage of Tested Scoring 55-100	92%	88%	90%	85%	62%	82%
Percentage of Tested Scoring 65-100	78%	78%	79%	69%	38%	73%
Percentage of Tested Scoring 85-100	20%	23%	24%	8%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	182	202	182	11	18	11
Number Scoring 55-100	166	189	168	9	14	10
Number Scoring 65-100	148	183	160	8	13	9
Number Scoring 85-100	26	74	72	0	1	0
Percentage of Tested Scoring 55-100	91%	94%	92%	82%	78%	91%
Percentage of Tested Scoring 65-100	81%	91%	88%	73%	72%	82%
Percentage of Tested Scoring 85-100	14%	37%	40%	0%	6%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	218	197	187	13	10	13
Number Scoring 55-100	211	195	182	11	9	12
Number Scoring 65-100	198	182	172	8	8	12
Number Scoring 85-100	29	39	46	0	0	1
Percentage of Tested Scoring 55-100	97%	99%	97%	85%	90%	92%
Percentage of Tested Scoring 65-100	91%	92%	92%	62%	80%	92%
Percentage of Tested Scoring 85-100	13%	20%	25%	0%	0%	8%
<b>Physical Setting/Earth Science</b>						
Number Tested	120	169	155	7	14	4
Number Scoring 55-100	112	146	136	6	11	#
Number Scoring 65-100	88	128	119	2	10	#
Number Scoring 85-100	18	48	20	0	0	#
Percentage of Tested Scoring 55-100	93%	86%	88%	86%	79%	#
Percentage of Tested Scoring 65-100	73%	76%	77%	29%	71%	#
Percentage of Tested Scoring 85-100	15%	28%	13%	0%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	59	105	109	2	1	3
Number Scoring 55-100	58	97	101	#	#	#
Number Scoring 65-100	43	76	74	#	#	#
Number Scoring 85-100	6	5	17	#	#	#
Percentage of Tested Scoring 55-100	98%	92%	93%	#	#	#
Percentage of Tested Scoring 65-100	73%	72%	68%	#	#	#
Percentage of Tested Scoring 85-100	10%	5%	16%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			84			1
Number Scoring 55-100			77			#
Number Scoring 65-100			68			#
Number Scoring 85-100			20			#
Percentage of Tested Scoring 55-100			92%			#
Percentage of Tested Scoring 65-100			81%			#
Percentage of Tested Scoring 85-100			24%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	54	61	47	2	2	1
Number Scoring 55-100	48	54	40	#	#	#
Number Scoring 65-100	47	52	40	#	#	#
Number Scoring 85-100	3	23	15	#	#	#
Percentage of Tested Scoring 55-100	89%	89%	85%	#	#	#
Percentage of Tested Scoring 65-100	87%	85%	85%	#	#	#
Percentage of Tested Scoring 85-100	6%	38%	32%	#	#	#
<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	80	76	79	0	1	1
Number Scoring 55-100	78	74	73	0	#	#
Number Scoring 65-100	78	74	72	0	#	#
Number Scoring 85-100	50	51	34	0	#	#
Percentage of Tested Scoring 55-100	97%	97%	92%	0%	#	#
Percentage of Tested Scoring 65-100	97%	97%	91%	0%	#	#
Percentage of Tested Scoring 85-100	62%	67%	43%	0%	#	#
<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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	77	8	0	2	0	0
Number Scoring 55-100	70	3	0	#	0	0
Number Scoring 65-100	64	2	0	#	0	0
Number Scoring 85-100	28	0	0	#	0	0
Percentage of Tested Scoring 55-100	91%	38%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	83%	25%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	36%	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	216	89%	216	76%	250	76%
Students with Disabilities	17	65%	15	67%	21	71%

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
<b>Nov 2003</b>	General-Education Students	179	3%	9%	64%	24%
	Students with Disabilities	24	29%	29%	38%	4%
	All Students	203	6%	12%	61%	22%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	192	3%	53%	41%	4%
	Students with Disabilities	29	17%	76%	7%	0%
	All Students	221	5%	56%	36%	3%

(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
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	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

## 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	142	142	142	15	15	15	157	157	157
Number Scoring 55–64	3	1	1	1	0	0	4	1	1
Number Scoring 65–84	99	62	85	8	9	6	107	71	91
Number Scoring 85–100	33	68	49	1	1	1	34	69	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			17			0
Beginning (0-18)			2			0
Intermediate (19-31)			2			0
Advanced (32-36)			9			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			17			0
Beginning (0-14)			3			0
Intermediate (15-24)			2			0
Advanced (25-32)			8			0
Proficient (33-35)			4			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			19			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			10			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			19			1
Beginning (0-14)			2			#
Intermediate (15-24)			7			#
Advanced (25-32)			7			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			2
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)