

The New York State District Report Card

District CHEEKTOWAGA CENTRAL SCHOOL DISTRICT District ID 14-07-01-06-0000 Superintendent DENNIS KANE Telephone (716) 686-3606 Grades PK-12, UE, US

Comprehensive Information Report 2009 – 10

Regents Exams

Regents Exam		All Stu	dents			Genera	al-Educat	ion Stud	ents	Studer	nts with D	isabiliti	es
		Total	Percentag	e of stude	nts	Total	Percentag	e of studer	nts	Total	Percentag	e of studer	nts
		Tested	scoring at	or above:		Tested	scoring at	or above:		Tested	scoring at	or above:	
			55	65	85		55	65	85		55	65	85
Comprehensive English	2009–10	207	91%	87%	30%	185	94%	92%	34%	22	64%	45%	0%
	2008–09	234	94%	87%	21%	210	96%	90%	23%	24	71%	58%	0%
	2007-08	214	92%	86%	19%	182	97%	92%	23%	32	66%	47%	0%
Mathematics B	2009–10	74	88%	77%	24%	73	-	-	-	1	-	-	-
	2008–09	75	91%	81%	29%	75	91%	81%	29%	0			
	2007-08	77	99%	90%	44%	74	-	_	_	3	_	_	-
Integrated Algebra	2009–10	253	84%	71%	10%	213	84%	73%	12%	40	85%	63%	3%
	2008–09	269	78%	68%	6%	236	83%	75%	7%	33	45%	24%	0%
	2007-08	214	81%	68%	9%	190	86%	74%	10%	24	42%	25%	4%
Geometry	2009–10	107	82%	57%	1%	104	-	-	-	3	-	_	-
	2008–09	154	77%	63%	24%	146	79%	65%	25%	8	38%	25%	13%
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Trigonometry	2009–10	170	66%	58%	15%	162	69%	60%	15%	8	25%	25%	13%
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History	2009–10	208	78%	67%	31%	179	82%	75%	35%	29	55%	17%	3%
and Geography	2008–09	251	88%	80%	27%	221	89%	85%	30%	30	80%	43%	0%
	2007-08	292	80%	71%	29%	249	84%	78%	34%	43	60%	35%	2%
U.S. History	2009–10	200	94%	89%	49%	179	96%	93%	54%	21	76%	57%	0%
and Government	2008–09	233	91%	88%	52%	206	95%	92%	58%	27	59%	56%	7%
	2007-08	206	94%	88%	53%	179	96%	91%	59%	27	81%	67%	15%
Living Environment	2009–10	227	82%	68%	17%	198	86%	74%	19%	29	55%	31%	0%
	2008–09	221	95%	84%	21%	194	97%	88%	24%	27	81%	56%	0%
	2007-08	218	91%	79%	20%	191	96%	85%	23%	27	56%	33%	4%
Physical Setting/	2009–10	160	84%	68%	23%	147	88%	72%	24%	13	38%	23%	8%
Earth Science	2008–09	154	83%	66%	16%	145	86%	68%	17%	9	44%	33%	0%
	2007-08	189	87%	74%	18%	175	90%	78%	19%	14	43%	21%	0%
Physical Setting/Chemistry	2009–10	106	90%	63%	6%	104	-	_	-	2	-	_	-
	2008–09	120	95%	82%	18%	120	95%	82%	18%	0			
	2007-08	97	96%	79%	9%	97	96%	79%	9%	0			
Physical Setting/Physics	2009–10	47	98%	94%	32%	47	98%	94%	32%	0			
	2008–09	44	86%	66%	7%	44	86%	66%	7%	0			
	2007-08	42	81%	57%	14%	42	81%	57%	14%	0			

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Regents Exams

		All Students				Gener	al-Educa	ation St	udents	Students with Disabilities			
		Total	Percenta	5		Total	Percenta	ge of stuc	lents	Total Percentage of stude			lents
		Tested	scoring a	t or abov	e:	Tested	scoring a	t or abov	9:	Tested	scoring a	t or above	9:
			55	65	85		55	65	85		55	65	85
Comprehensive French	2009–10	37	89%	86%	38%	36	-	-	-	1	-	-	-
	2008–09	28	100%	96%	50%	28	100%	96%	50%	0			
	2007–08	41	95%	93%	22%	41	95%	93%	22%	0			
Comprehensive German	2009–10	0				0				0			
	2008–09	0				0				0			
	2007–08	0				0				0			
Comprehensive Hebrew	2009–10	0				0				0			
	2008–09	0				0				0			
	2007-08	0				0				0			
Comprehensive Italian	2009–10	0				0				0			
	2008–09	0				0				0			
	2007–08	0				0				0			
Comprehensive Latin	2009–10	0				0				0			
	2008–09	0				0				0			
	2007-08	0				0				0			
Comprehensive Spanish	2009–10	59	93%	90%	25%	59	93%	90%	25%	0			
	2008–09	84	98%	94%	31%	84	98%	94%	31%	0			
	2007-08	93	88%	84%	35%	91	-	_	-	2	_	-	_

ΝΟΤΕ

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Regents Competency Tests

		All Students		General-Ed	ucation Students	s Students with Disabilit		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	2009–10	7	29%	0		7	29%	
	2008–09	18	50%	1	-	17	-	
	2007-08	4	-	0		4	_	
Science	2009–10	16	38%	0		16	38%	
	2008–09	15	40%	1	-	14	-	
	2007-08	7	71%	0		7	71%	
Reading	2009–10	11	55%	1	-	10	-	
	2008–09	10	50%	1	-	9	-	
	2007-08	3	-	0		3	-	
Writing	2009–10	5	100%	0		5	100%	
	2008–09	8	75%	0		8	75%	
	2007-08	2	-	0		2	-	
Global Studies	2009–10	13	54%	1	-	12	-	
	2008–09	13	54%	1	-	12	-	
	2007-08	7	71%	2	-	5	-	
U.S. History	2009–10	10	30%	0		10	30%	
and Government	2008–09	8	25%	1	-	7	-	
	2007-08	5	20%	1	-	4	-	

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Second Language Proficiency Examinations

		All Students	5	General-Ed	ucation Students	ts Students with Disabilities			
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:		
French	2009–10	71	92%	67	-	4	-		
	2008–09	43	79%	40	-	3	-		
	2007-08	77	88%	75	-	2	-		
German	2009–10	0		0		0			
	2008–09	0		0		0			
	2007-08	0		0		0			
Italian	2009–10	0		0		0			
	2008–09	0		0		0			
	2007-08	0		0		0			
Latin	2009–10	0		0		0			
	2008–09	0		0		0			
	2007–08	0		0		0			
Spanish	2009–10	123	93%	106	97%	17	71%		
	2008–09	125	84%	111	87%	14	57%		
	2007–08	79	99%	72	99%	7	100%		

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

New York State English as a Second Language Achievement Test (NYSESLAT)

and Speaking (Grades K-1)200 200Reading and Writing (Grades K-1)200 200Listening and Speaking (Grades 2-4)200 200	09-10 08-09 07-08 09-10 08-09 07-08 09-10 08-09 07-08 09-10 09-10	Total Tested 16 18 18 18 18 24 15 13	in each	of stude perform Interm. 13% 6% 17% 44% 11% 28% 0%	Adv. Adv. 56% 67% 56% 13% 28% 22%	5	Total Tested 16 16 15 16 16	in each	Interm. 13% – –	ance lev	5	Total Tested 0 2 3	in each	of studer performa Interm. / _ _	nce le	5
and Speaking (Grades K-1)200Reading and Writing (Grades K-1)200Listening and Speaking (Grades 2-4)200	08-09 07-08 09-10 08-09 07-08 09-10 08-09 08-09 08-09 09-10	18 18 16 18 18 24 15	0% 6% 6% 19% 28% 28% 4%	13% 6% 17% 44% 11% 28%	56% 67% 56% 13% 28% 22%	31% 22% 22% 25% 33%	16 15 16	0% _ _	13% _ _			2	Begin. –	Interm. /	Adv. — —	Prof.
and Speaking (Grades K-1)200 200Reading and Writing (Grades K-1)200 200Listening and Speaking (Grades 2-4)200 200	08-09 07-08 09-10 08-09 07-08 09-10 08-09 08-09 08-09 09-10	18 18 16 18 18 24 15	6% 6% 19% 28% 28% 4%	6% 17% 44% 11% 28%	67% 56% 13% 28% 22%	22% 22% 25% 33%	16 15 16	-	-	56% _ _	31% _ _	2	-	-	_	-
(Grades K-1) 200 Reading 200 and Writing 200 (Grades K-1) 200 Listening 200 and Speaking 200 (Grades 2-4) 200	07-08 09-10 08-09 07-08 09-10 08-09 07-08 09-10	18 16 18 18 24 15	6% 19% 28% 28% 4%	17% 44% 11% 28%	56% 13% 28% 22%	22% 25% 33%	15 16	- - 19%	-	-	_			_	_	_
200 Reading 200 and Writing 200 (Grades K-1) 200 Listening 200 and Speaking 200 (Grades 2-4) 200	09-10 08-09 07-08 09-10 08-09 07-08 09-10	16 18 18 24 15	19% 28% 28% 4%	44% 11% 28%	13% 28% 22%	25% 33%	16	_ 19%			-	3	-	_	_	-
and Writing (Grades K-1) 200 200 200 Listening 200 and Speaking 200 (Grades 2-4) 200	08-09 07-08 09-10 08-09 07-08 09-10	18 18 24 15	28% 28% 4%	11% 28%	28% 22%	33%		19%								
(Grades K-1) 200 Listening 200 and Speaking 200 (Grades 2-4) 200	07-08 09-10 08-09 07-08 09-10	18 24 15	28% 4%	28%	22%		16		44%	13%	25%	0				
200 Listening 200 and Speaking 200 (Grades 2-4) 200	09-10 08-09 07-08 09-10	24 15	4%			220/		-	_	_	_	2	-	_	_	-
and Speaking 200 (Grades 2-4) 200	08–09 07–08 09–10	15		0%	4 - 04	2270	15	-	_	_	_	3	-	_	_	-
(Grades 2-4) 200	07-08 09-10		7%		17%	79%	22	_	_	-	-	2	-	-	_	-
200	09–10	13		0%	13%	80%	13	-	_	_	_	2	_	_	_	-
Reading 200	-		0%	0%	31%	69%	12	_	_	_	_	1	_	_	_	_
		24	8%	8%	46%	38%	22	_	_	_	_	2	_	_	_	-
	08–09	15	13%	13%	33%	40%	13	-	_	_	_	2	-	_	_	-
(Grades 2-4) 200	07-08	13	8%	8%	38%	46%	12	_	_	_	_	1	_	_	_	_
Listening 200	09-10	3	_	_	_	_	2	_	_	_	_	1	_	_	_	-
and Speaking 200	08-09	3	_	_	_	_	2	_	_	_	_	1	_	_	_	_
(Grades 5-6) 200	07-08	3	_	_	_	_	2	_	_	_	_	1	_	_	_	_
Reading 200	09-10	3	_	_	_	_	2	_	_	_	_	1	_	_	_	-
and Writing 200	08-09	3	_	_	_	_	2	_	_	_	_	1	_	_	_	_
(Grades 5-6) 200	07-08	3	_	_	_	_	2	_	_	_	_	1	_	_	_	_
Listening 200	09-10	4	_	_	_	_	3	_	_	_	_	1	_	_	_	-
	08-09	6	0%	0%	17%	83%	5	_	_	_	_	1	_	_	_	_
(Grades 7-8) 200	07-08	6	0%	0%	33%	67%	4	_	_	_	_	2	_	_	_	_
Reading 200	09-10	4	-	_	_	_	3	_	_	_	_	1	_	_	_	_
	08-09	6	0%	17%	50%	33%	5	_	_	_	_	1	_	_	_	_
(Grades 7–8)	07-08	6	0%	67%	33%	0%	4	_	_	_	_	2	_	_	_	_
	09-10	9	0%	0%	22%	78%	8	_	_	_	_	1	_	-	_	_
	08-09	8	0%	0%	0%	100%	7	_	_	_	_	1	_	_	_	_
(Grades 9-12)	07-08	6	0%	33%	0%	67%	5	_	_	_	_	1	_	_	_	_
	09-10	9	0%	22%	33%	44%	8	_	_	_	_	1	_	_	_	_
	08-09	8	0%	38%	25%	38%	7	_	_	_	_	1	_	_	_	_
(Grades 9-12)	07-08	6	0%	17%	17%	67%	5	_	_	_	_	1	_	_	_	_

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Statewide 2008–09 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	29%	35%	27%	9%
Grade 8 Reading	25%	41%	30%	3%
Grade 4 Mathematics	17%	43%	35%	5%
Grade 8 Mathematics	27%	39%	26%	8%

Statewide 2008–09 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	78%
Students with Disabilities	69%
Grade 8 Reading	
Limited English Proficient	53%
Students with Disabilities	61%
Grade 4 Mathematics	
Limited English Proficient	90%
Students with Disabilities	88%
Grade 8 Mathematics	
Limited English Proficient	80%
Students with Disabilities	82%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

Elementary/Middle-Level Social Studies 2009–10

	All Students				Gener	General-Education Students					Students with Disabilities						
		Percenta scoring	5				Percent scoring	5					age of st at level:				
		1	2	3	4		1	2	3	4		1	2	3	4		
Elementary Level	164	8%	4%	55%	32%	141	6%	3%	55%	36%	23	17%	13%	61%	9%		
Middle Level	207	2%	23%	57%	17%	174	0%	17%	63%	20%	33	15%	52%	30%	3%		

2006 Total Cohort Performance on Regents Exams After Four Years

	All S	All Students				General-Education Students					Students with Disabilities				
	Cohort Enrollment	Percentag			C q c	부 또 또 이 이 Percentage of Students scoring:						부 프 모 프 오 프 오 프 오 프 Students scoring:			
		55-64	65-84	85-100			55-64	65-84	85-100			55-64	65-84	85-100	
Global History and Geography	227	4%	48%	36%	2	200	2%	49%	41%		27	26%	41%	4%	
U.S. History and Government	227	1%	34%	51%	2	200	0%	33%	57%		27	11%	44%	7%	
Science	227	3%	56%	29%	2	200	2%	57%	33%		27	11%	52%	0%	

New York State Alternate Assessments (NYSAA) 2009–10

	All Students										
	Total Tested	Number of students scoring at Level:									
		1	2	3	4						
Elementary Level											
Social Studies	2	-	-	-	-						
Middle Level											
Social Studies	2	-	-	-	-						
Secondary Level											
English Language Arts	2	-	-	-	-						
Mathematics	2	-	-	-	-						
Social Studies	2	-	-	-	-						
Science	2	-	-	-	-						

All Studente

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

High School Completers

		All Students		General-Education Students		Students with	Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2009–10	209		187		22		
	2008–09	173		160		13		
	2007-08	188		163		25		
Receiving a Regents Diploma	2009–10	193	92%	182	97%	11	50%	
	2008–09	163	94%	156	98%	7	54%	
	2007-08	182	97%	162	99%	20	80%	
Receiving a Regents Diploma	2009–10	76	36%	75	40%	1	5%	
with Advanced Designation	2008–09	61	35%	60	38%	1	8%	
	2007–08	89	47%	87	53%	2	8%	
Receiving an	2009–10	4	N/A	0		4	N/A	
Individualized Education	2008–09	4	N/A	0		4	N/A	
Program (IEP) Diploma	2007–08	4	N/A	0		4	N/A	

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Educ	ation Students	Students with Disabilities			
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students		
Dropped Out	2009–10	13	1%	13	2%	0	0%		
	2008–09	31	3%	23	3%	8	5%		
	2007-08	26	2%	19	2%	7	5%		
Entered Approved High	2009–10	11	1%	8	1%	3	2%		
School Equivalency	2008–09	0	0%	0	0%	0	0%		
Preparation Program	2007-08	15	1%	11	1%	4	3%		
Total Noncompleters	2009–10	24	2%	21	2%	3	2%		
	2008–09	31	3%	23	3%	8	5%		
	2007–08	41	4%	30	3%	11	7%		

Post-secondary Plans of 2009–10 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	77	36%	76	41%	1	4%
To 2-year College	98	46%	86	46%	12	46%
To Other Post-secondary	5	2%	4	2%	1	4%
To the Military	5	2%	5	3%	0	0%
To Employment	14	7%	8	4%	6	23%
To Adult Services	3	1%	0	0%	3	12%
To Other Known Plans	1	0%	1	1%	0	0%
Plan Unknown	10	5%	7	4%	3	12%

Career and Technical Education Programs (CTE Programs)

	This Distric	This District		
	Number of Students	Percentage of Students	Statewide Average	
All CTE Programs				
Completed the CTE Program	15			
Completed and Passed Regents Exams	13	87%	76%	
Completed and had Course Average of 75% or more				
Completed and Attained a HS Diploma or Equivalent	14	93%	78%	
Completed and Whose Status is Known				
Completed and Were Successfully Placed				
Iontraditional Programs				
Enrolled Members, Regardless of Gender, in 2009–10	53			
Enrolled Members of Historically Underrepresented Gender in 2009–10	31	58%	49%	
Completers, Regardless of Gender, as of June 2009	7	••••••••••••••••••••••••	••••••••••••••••••••••••	
Completers of Historically Underrepresented Gender as of June 2009	5	71%	48%	

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.