

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-07-09-03-0000
 Name: Cheektowaga-Sloan Union Free School District
 Superintendent: James P. Mazgajewski

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	70	54	62
Kindergarten	94	96	97
First	113	91	104
Second	108	109	93
Third	103	119	117
Fourth	110	117	116
Fifth	107	118	111
Sixth	135	119	126
Ungraded Elementary	23	13	13
Seventh	119	131	120
Eighth	112	127	131
Ninth	103	117	129
Tenth	123	100	107
Eleventh	96	123	93
Twelfth	104	97	112
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1450	1477	1469

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	5	0.3%	9	0.6%	10	0.7%
Black (Not Hispanic)	12	0.8%	23	1.6%	20	1.4%
Hispanic	8	0.6%	10	0.7%	12	0.8%
White (Not Hispanic)	1425	98.3%	1435	97.2%	1427	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	20
Common Branch	21	22	23
English Grade 8	22	24	26
Mathematics Grade 8	21	25	26
Science Grade 8	22	29	26
Social Studies Grade 8	22	25	26
English Grade 10	19	24	23
Mathematics Grade 10	22	17	30
Science Grade 10	20	0	22
Social Studies Grade 10	20	20	21

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	8	0.5%	10	0.7%
Eligible for Free Lunch	278	19.2%	303	20.5%	367	25.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		96.2%		96.1%
Student Suspensions	39	2.7%	57	3.9%	74	5.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	15.3%	20.2%	22.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	119
Total Other Professional Staff	15
Total Paraprofessionals	29
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 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	100	73	73%	79	66	84%	93	71	76%
Students with Disabilities	4	0	0%	5	2	40%	14	2	14%
All Students	104	73	70%	84	68	81%	107	73	68%

*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	47	29	4	6	21	0
Percent	44%	27%	4%	6%	20%	0%

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)
14	2	5	19

*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	9		9		5	1.2%
	Entered GED Program*	0		2		2	0.5%
	Total Noncompleters	9		11		7	1.7%
Students with Disabilities	Dropped Out	1		2		4	4.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		2		4	4.9%
All Students	Dropped Out	10	2.3%	11	2.5%	9	1.9%
	Entered GED Program*	0	0.0%	2	0.5%	2	0.4%
	Total Noncompleters	10	2.3%	13	3.0%	11	2.3%

*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%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	104	110	117
	Number of Students with Disabilities	8	17	14
	Number of All Students	112	127	131
	Percent of Enrollment	30%	34%	35%
9-12	Number of General-Education Students	148	0	0
	Number of Students with Disabilities	8	0	0
	Number of All Students	156	0	0
	Percent of Enrollment	37%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	35	91%	39	92%	28	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	64	94%	70	89%	90	82%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	4	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	5	100%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	7	86%	5	80%
Science	8	50%	2	#	7	71%
Reading	9	100%	5	100%	4	#
Writing	9	100%	0	0%	6	83%
Global Studies	7	71%	3	#	5	40%
U.S. Hist & Gov't	4	#	3	#	7	43%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	12	100%	2	#
Science	1	#	5	0%	9	78%
Reading	2	#	13	77%	8	88%
Writing	1	#	2	#	4	#
Global Studies	1	#	3	#	3	#
U.S. Hist & Gov't	0	0%	10	30%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	81	124	107	0	15	6
Number Scoring 55-100	71	107	98	0	4	4
Number Scoring 65-100	65	94	91	0	2	3
Number Scoring 85-100	7	25	25	0	0	1
Percentage of Tested Scoring 55-100	88%	86%	92%	0%	27%	67%
Percentage of Tested Scoring 65-100	80%	76%	85%	0%	13%	50%
Percentage of Tested Scoring 85-100	9%	20%	23%	0%	0%	17%
Mathematics A						
Number Tested	128	135	121	1	19	3
Number Scoring 55-100	93	102	114	#	6	#
Number Scoring 65-100	83	83	112	#	3	#
Number Scoring 85-100	16	9	25	#	0	#
Percentage of Tested Scoring 55-100	73%	76%	94%	#	32%	#
Percentage of Tested Scoring 65-100	65%	61%	93%	#	16%	#
Percentage of Tested Scoring 85-100	12%	7%	21%	#	0%	#
Mathematics B						
Number Tested	55	81	45	0	1	1
Number Scoring 55-100	51	33	35	0	#	#
Number Scoring 65-100	49	28	30	0	#	#
Number Scoring 85-100	26	2	4	0	#	#
Percentage of Tested Scoring 55-100	93%	41%	78%	0%	#	#
Percentage of Tested Scoring 65-100	89%	35%	67%	0%	#	#
Percentage of Tested Scoring 85-100	47%	2%	9%	0%	#	#
Global History and Geography						
Number Tested	124	109	114	1	15	8
Number Scoring 55-100	116	104	110	#	14	6
Number Scoring 65-100	108	98	105	#	13	5
Number Scoring 85-100	15	18	27	#	3	0
Percentage of Tested Scoring 55-100	94%	95%	96%	#	93%	75%
Percentage of Tested Scoring 65-100	87%	90%	92%	#	87%	62%
Percentage of Tested Scoring 85-100	12%	17%	24%	#	20%	0%
U.S. History and Government						
Number Tested	98	126	87	0	16	9
Number Scoring 55-100	90	119	81	0	14	8
Number Scoring 65-100	85	108	78	0	9	8
Number Scoring 85-100	14	26	20	0	1	0
Percentage of Tested Scoring 55-100	92%	94%	93%	0%	88%	89%
Percentage of Tested Scoring 65-100	87%	86%	90%	0%	56%	89%
Percentage of Tested Scoring 85-100	14%	21%	23%	0%	6%	0%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	57	97	124	1	11	11
Number Scoring 55-100	57	93	117	#	8	9
Number Scoring 65-100	57	88	111	#	6	8
Number Scoring 85-100	11	7	9	#	0	0
Percentage of Tested Scoring 55-100	100%	96%	94%	#	73%	82%
Percentage of Tested Scoring 65-100	100%	91%	90%	#	55%	73%
Percentage of Tested Scoring 85-100	19%	7%	7%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	146	130	136	4	13	11
Number Scoring 55-100	134	123	117	#	10	8
Number Scoring 65-100	118	112	95	#	9	7
Number Scoring 85-100	21	28	13	#	1	0
Percentage of Tested Scoring 55-100	92%	95%	86%	#	77%	73%
Percentage of Tested Scoring 65-100	81%	86%	70%	#	69%	64%
Percentage of Tested Scoring 85-100	14%	22%	10%	#	8%	0%
Physical Setting/Chemistry						
Number Tested	58	59	69	0	1	0
Number Scoring 55-100	56	51	59	0	#	0
Number Scoring 65-100	47	34	43	0	#	0
Number Scoring 85-100	4	2	2	0	#	0
Percentage of Tested Scoring 55-100	97%	86%	86%	0%	#	0%
Percentage of Tested Scoring 65-100	81%	58%	62%	0%	#	0%
Percentage of Tested Scoring 85-100	7%	3%	3%	0%	#	0%
Physical Setting/Physics						
Number Tested			19			0
Number Scoring 55-100			15			0
Number Scoring 65-100			14			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			79%			0%
Percentage of Tested Scoring 65-100			74%			0%
Percentage of Tested Scoring 85-100			0%			0%

* 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
Comprehensive French						
Number Tested	10	30	21	0	0	0
Number Scoring 55-100	10	30	21	0	0	0
Number Scoring 65-100	10	29	21	0	0	0
Number Scoring 85-100	5	8	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	27%	43%	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	0	21	51	0	0	0
Number Scoring 55-100	0	21	49	0	0	0
Number Scoring 65-100	0	21	49	0	0	0
Number Scoring 85-100	0	7	16	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	33%	31%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	55	4	38	0	0	0
Number Scoring 55-100	51	#	17	0	0	0
Number Scoring 65-100	49	#	13	0	0	0
Number Scoring 85-100	26	#	0	0	0	0
Percentage of Tested Scoring 55-100	93%	#	45%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	#	34%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	#	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	82	96%	64	95%	45	98%
Students with Disabilities	2	#	13	77%	5	80%

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
Nov 2003	General-Education Students	104	4%	3%	59%	35%
	Students with Disabilities	13	31%	31%	38%	0%
	All Students	117	7%	6%	56%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	119	3%	42%	55%	1%
	Students with Disabilities	21	19%	71%	10%	0%
	All Students	140	5%	46%	48%	1%

(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
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	102	102	102	20	20	20	122	122	122
Number Scoring 55–64	1	1	2	4	5	1	5	6	3
Number Scoring 65–84	84	68	75	10	8	12	94	76	87
Number Scoring 85–100	15	26	25	1	1	3	16	27	28
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
Listening and Speaking (Grade K-1)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			1			0
Proficient (37-39)			1			0
Reading and Writing (Grade K-1)						
Number Tested			5			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			1			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 2-4)						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – 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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			3			2
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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)