

140702-03-0000

The New York State School District Report Card  
for  
Cheektowaga-Maryvale Union Free School District

*An Overview of Academic Performance*



**March 2002**



The University of the State of New York  
**The State Education Department**

**March 25, 2002**

**THE UNIVERSITY OF THE STATE OF NEW YORK**  
**Regents of The University**

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D. ....	Elmira
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D. ....	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. ....	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D. ....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ROBERT M. BENNETT, B.A., M.S. ....	Tonawanda
ROBERT M. JOHNSON, B.S., J.D. ....	Huntington
ANTHONY S. BOTTAR, B.A., J.D. ....	North Syracuse
MERRYL H. TISCH, B.A., M.A. ....	New York
ENA L. FARLEY, B.A., M.A., Ph.D. ....	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B. ....	Buffalo
CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D. ....	New York
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D. ....	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. ....	Bronx

**President of The University and Commissioner of Education**

RICHARD P. MILLS

**Chief Operating Officer**

RICHARD H. CATE

**Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education**

JAMES A. KADAMUS

**Coordinator, Facilities, Management and Information Services**

CHARLES SZUBERLA

**Coordinator, Information, Reporting and Technology Services**

MARTHA P. MUSSER

---

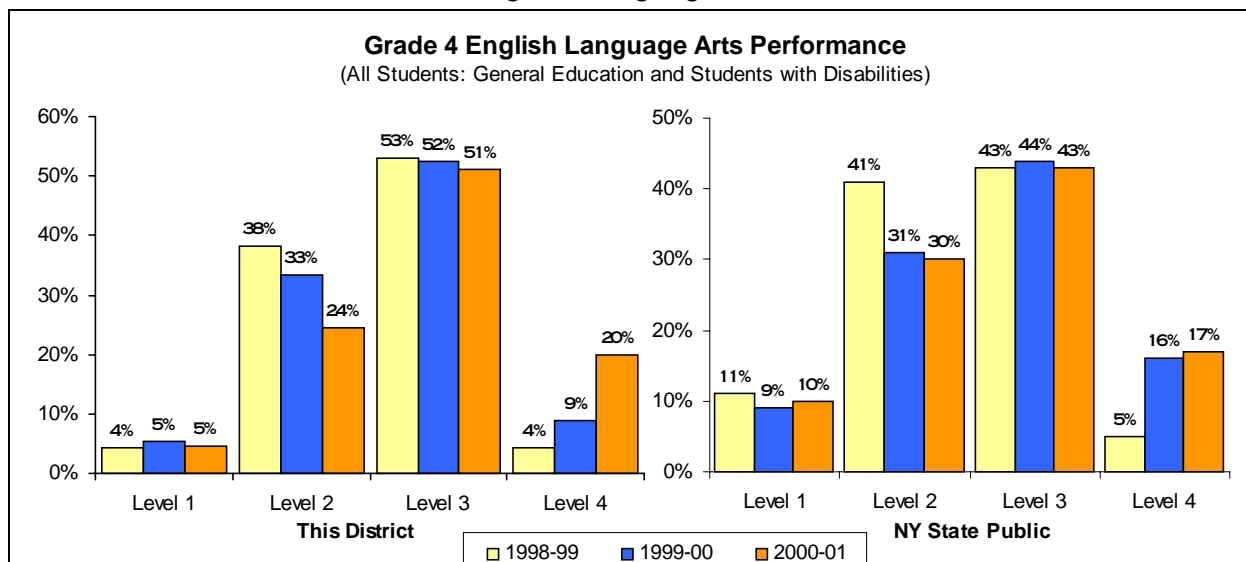
The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

Please address all correspondence about this report that is not related to data corrections to:

**School Report Card Coordinator  
Information, Reporting, and Technology Services Team  
Room 863 Education Building Annex  
New York State Education Department  
Albany, NY 12234**

e-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

# Elementary Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		1	1	4	63	94	8	169	650
	Students with Disabilities	1	0	1	4	6	2	0	12	607
	<b>All Students</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>69</b>	<b>96</b>	<b>8</b>	<b>181</b>	<b>647</b>
Jan 2000	General Education		0	3	4	60	103	18	185	657
	Students with Disabilities	1	0	1	7	8	4	0	19	612
	<b>All Students</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>11</b>	<b>68</b>	<b>107</b>	<b>18</b>	<b>204</b>	<b>653</b>
Jan 2001	General Education		0	0	4	42	105	43	194	667
	Students with Disabilities	0	0	0	6	11	6	0	23	616
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>53</b>	<b>111</b>	<b>43</b>	<b>217</b>	<b>662</b>

## Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>692 to 800</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>645 to 691</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>603 to 644</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>455 to 602</b> are in this level.

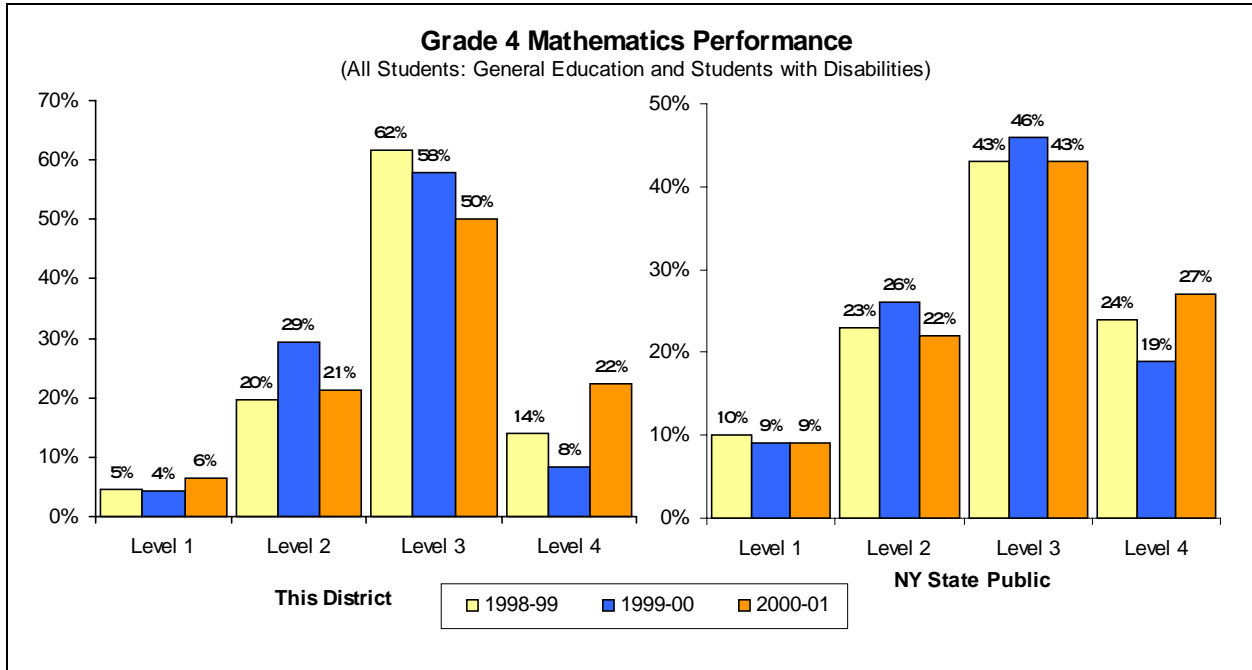
## Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	0	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
  - 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.
  - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	0	5	32	106	25	168	654
	Students with Disabilities	1	0	0	3	3	3	0	9	618
	<b>All Students</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>35</b>	<b>109</b>	<b>25</b>	<b>177</b>	<b>652</b>
May 2000	General Education		0	0	3	53	112	17	185	649
	Students with Disabilities	1	0	0	6	8	8	0	22	618
	<b>All Students</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>61</b>	<b>120</b>	<b>17</b>	<b>207</b>	<b>645</b>
May 2001	General Education		0	0	4	40	101	48	193	660
	Students with Disabilities	0	0	0	10	6	7	0	23	612
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>46</b>	<b>108</b>	<b>48</b>	<b>216</b>	<b>655</b>

### Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>678 to 810</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>637 to 677</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>602 to 636</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>448 to 601</b> are in this level.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

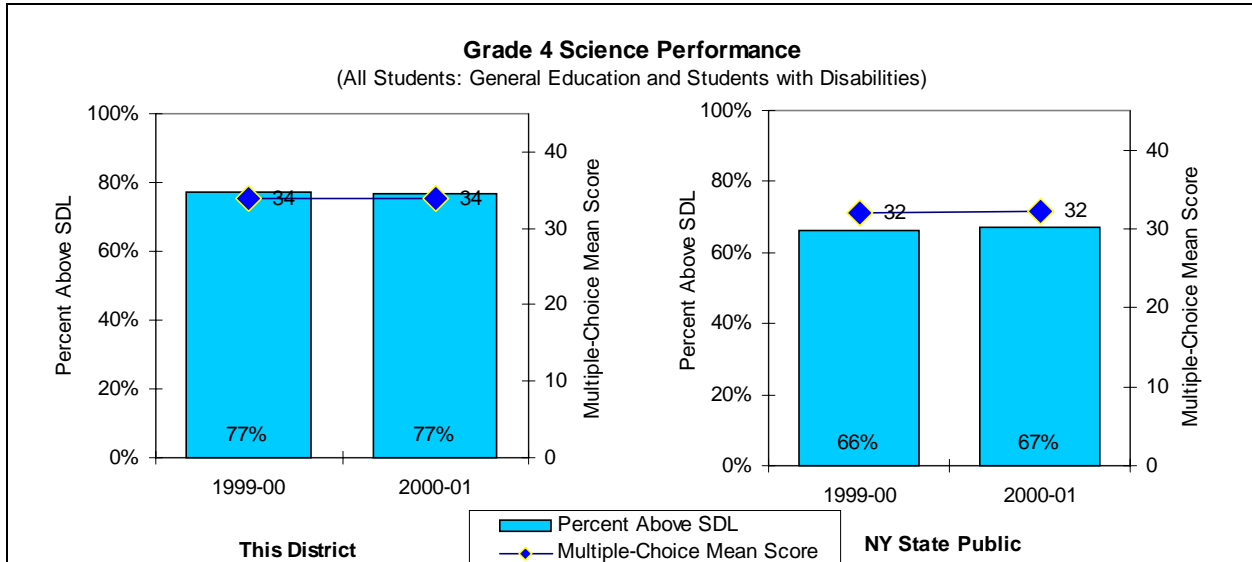
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Elementary Level

## Science



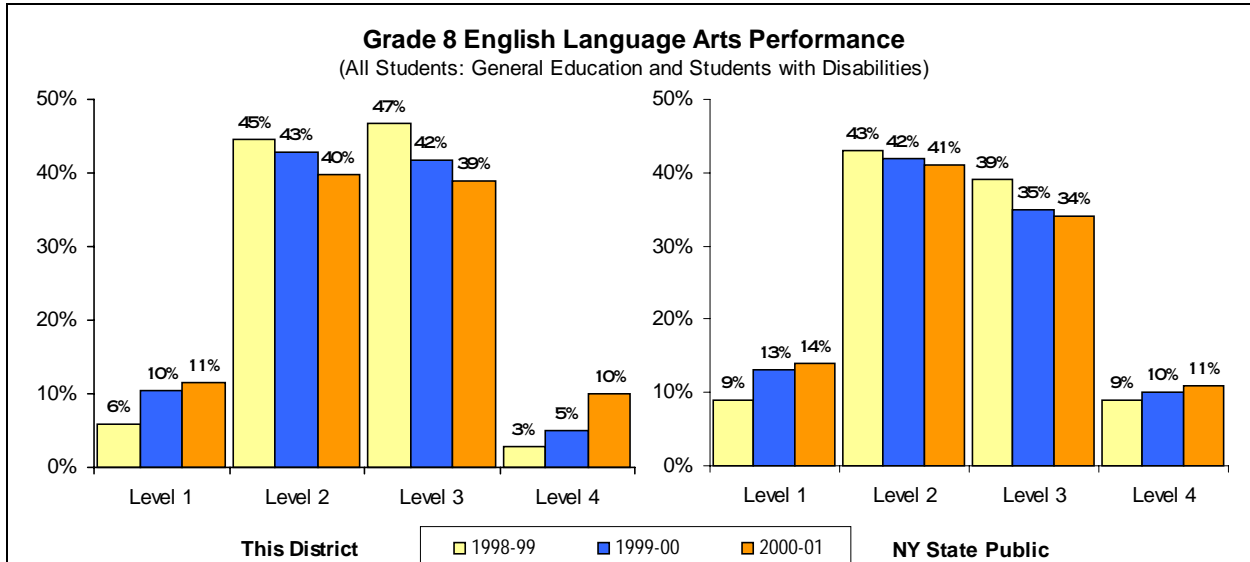
Performance at This District	Counts of Students						School Mean Scores		
	Not Tested			Multiple-Choice Test Component		Performance Component	Mult.-Choice	Performance	
	AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Tested	Above SDL	Tested			
May 2000	General Education		0	0	185	152	184	35	29
	Students with Disabilities	1	0	0	22	8	22	26	22
	<b>All Students</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>207</b>	<b>160</b>	<b>206</b>	<b>34</b>	<b>28</b>
May 2001	General Education		0	0	193	159	190	35	31
	Students with Disabilities	0	0	0	23	7	23	27	26
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>216</b>	<b>166</b>	<b>213</b>	<b>34</b>	<b>30</b>

### Grade 4 Science - Knowledge, Reasoning, and Problem-Solving Standards

<b>Multiple-Choice Test Component</b>	This component is 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> , and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics.
<b>State Designated Level (SDL)</b>	Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction.
<b>Performance Component</b>	This component involves performance of hands-on tasks at 5 stations. The stations are named <i>Liquids</i> , <i>Grouping Objects</i> , <i>Ball and Ramp Game</i> , <i>Magnetic and Electrical Testing</i> , and <i>Unknown Object</i> . All tested students work at the <i>Ball and Ramp Game</i> . Approximately half the students work on <i>Liquids</i> and <i>Grouping Objects</i> and the other half work on <i>Magnetic and Electrical Testing</i> and <i>Unknown Object</i> . Schools use a statistically randomized procedure to assign students to these stations.
<b>School Mean Scores</b>	For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45. For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
  - 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
  - 3 These students were enrolled at the time of testing but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## Middle Level English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	6	6	67	78	5	156	702
	Students with Disabilities	0	0	1	4	10	3	0	17	678
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>77</b>	<b>81</b>	<b>5</b>	<b>173</b>	<b>700</b>
May 2000	General Education		0	1	9	59	75	9	152	702
	Students with Disabilities	2	0	0	10	19	1	0	30	670
	<b>All Students</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>19</b>	<b>78</b>	<b>76</b>	<b>9</b>	<b>182</b>	<b>696</b>
May 2001	General Education		1	3	4	72	78	20	174	707
	Students with Disabilities	0	0	1	19	8	0	0	27	655
	<b>All Students</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>23</b>	<b>80</b>	<b>78</b>	<b>20</b>	<b>201</b>	<b>700</b>

### Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>739 to 830</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>701 to 738</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>662 to 700</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>527 to 661</b> are in this level.

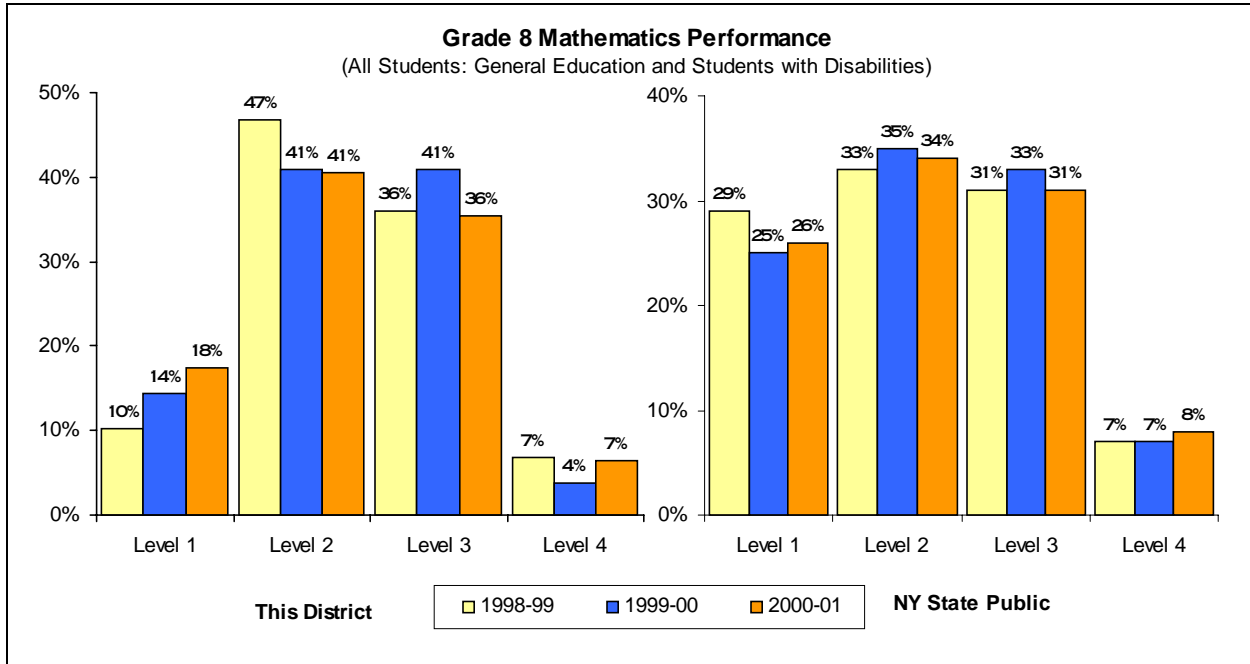
### Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	1	#

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
  - 2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.
  - 3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## Middle Level Mathematics



Performance at This District	Counts of Students								Mean Score	
	Not Tested			Tested						
	AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total		
June 1999	General Education		0	3	10	73	62	12	157	718
	Students with Disabilities	0	0	0	8	9	1	0	18	679
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>18</b>	<b>82</b>	<b>63</b>	<b>12</b>	<b>175</b>	<b>714</b>
May 2000	General Education		0	2	9	62	73	7	151	718
	Students with Disabilities	2	0	0	17	12	1	0	30	673
	<b>All Students</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>74</b>	<b>74</b>	<b>7</b>	<b>181</b>	<b>710</b>
May 2001	General Education		1	2	17	76	69	13	175	715
	Students with Disabilities	0	0	3	18	5	2	0	25	656
	<b>All Students</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>35</b>	<b>81</b>	<b>71</b>	<b>13</b>	<b>200</b>	<b>708</b>

### Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>760 to 882</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>716 to 759</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>681 to 715</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>517 to 680</b> are in this level.

\* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcrd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

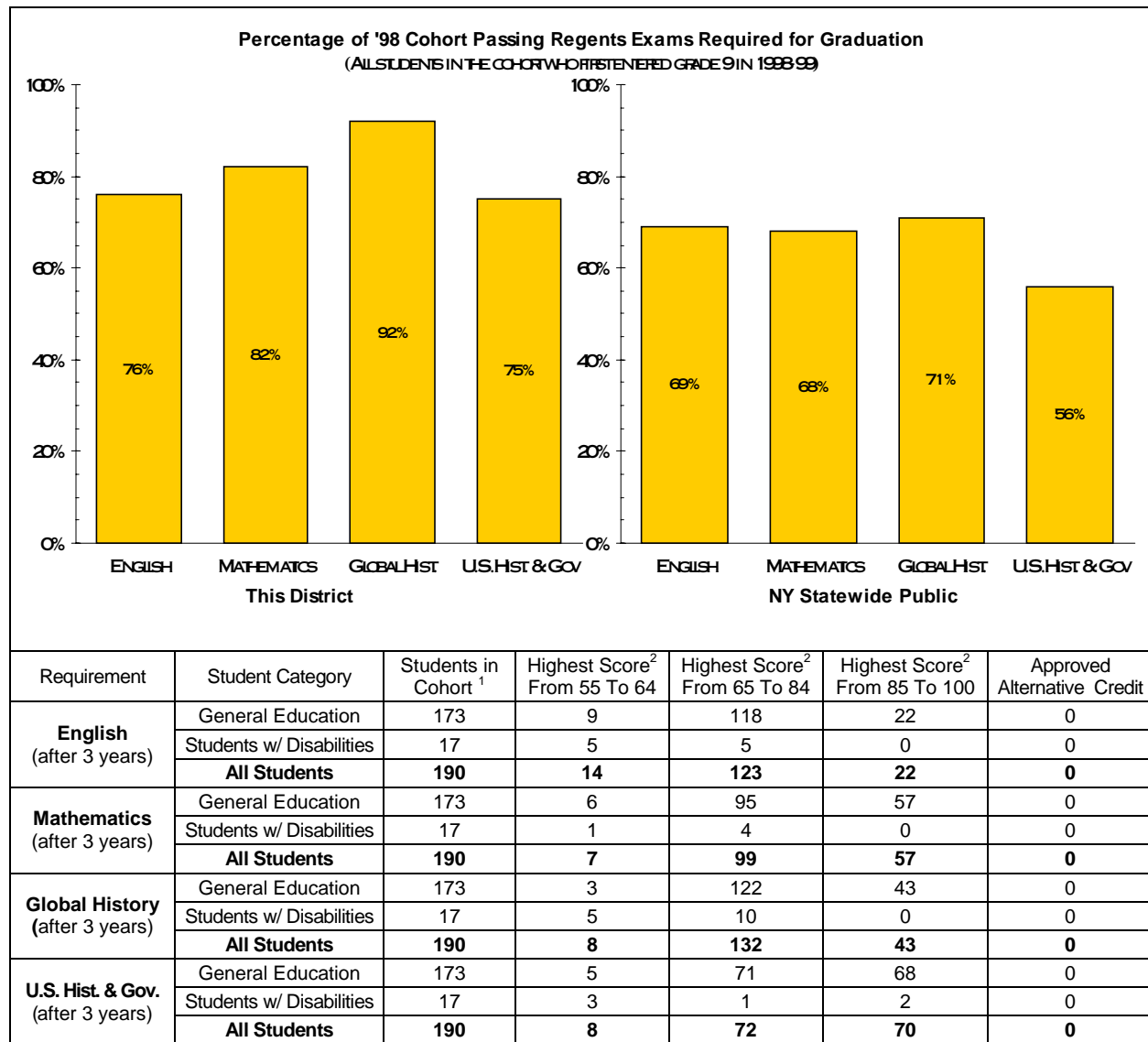
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



<sup>1</sup> Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

<sup>2</sup> Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.



## School District Profile

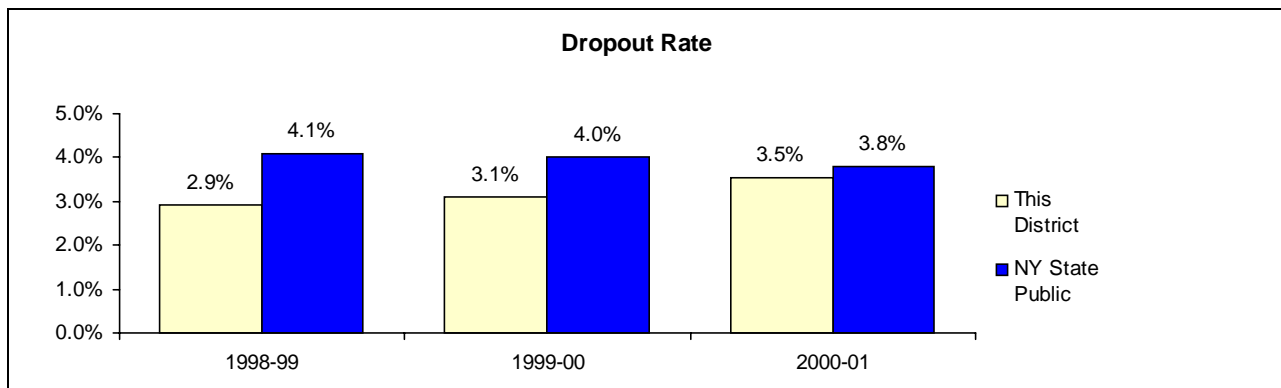
Superintendent: Mr. Gary L. Brader			Phone: (716)631-7407	
<b>Organization 2000-01</b>		School District Staff <sup>1</sup> (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	2,531	190	23	26

<b>1999-00 School District Total Expenditure per Pupil</b>	\$11,378
<b>1999-00 NY State Public Schools Total Expenditure per Pupil</b>	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	199
Kindergarten	173	Grade 8	201
Grade 1	179	Grade 9	184
Grade 2	182	Grade 10	203
Grade 3	209	Grade 11	213
Grade 4	208	Grade 12	189
Grade 5	210	Ungraded Elementary with Disabilities	9
Grade 6	172	Ungraded Secondary with Disabilities	0

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	10	0.4%	10	0.4%	15	0.6%
Eligible For Free Lunch	411	16.1%	382	15.2%	346	13.7%

<b>Need to Resource Capacity (N/RC) Group</b>	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
---	---



A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are included in counts reported here.