

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-10-04-06-0000  
 Name: Chappaqua Central School District  
 Superintendent: David A. Fleishman

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	310	293	304
First	294	339	314
Second	316	304	339
Third	300	317	304
Fourth	325	303	320
Fifth	350	326	308
Sixth	365	346	326
Ungraded Elementary	0	0	0
Seventh	337	362	355
Eighth	321	336	369
Ninth	301	321	340
Tenth	282	308	318
Eleventh	272	273	304
Twelfth	282	268	268
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4055	4096	4169

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	255	6.3%	267	6.5%	301	7.2%
Black (Not Hispanic)	43	1.1%	42	1.0%	52	1.2%
Hispanic	51	1.3%	64	1.6%	77	1.8%
White (Not Hispanic)	3706	91.4%	3723	90.9%	3739	89.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	19	19
Common Branch	20	21	21
English Grade 8	23	21	23
Mathematics Grade 8	23	21	23
Science Grade 8	23	21	23
Social Studies Grade 8	23	21	23
English Grade 10	0	0	0
Mathematics Grade 10	15	18	18
Science Grade 10	18	17	17
Social Studies Grade 10	20	20	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	31	0.8%	27	0.7%	52	1.3%
Eligible for Free Lunch	15	0.4%	14	0.3%	29	0.7%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.7%		96.1%		97.2%
Student Suspensions	45	1.1%	26	0.6%	26	0.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.2%	0.1%	0.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	373
Total Other Professional Staff	53
Total Paraprofessionals	79
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	255	244	247
	Regents Diplomas	0	0	243
	% Regents Diplomas	0%	0%	98%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	16	19	20
	Regents Diplomas	0	0	17
	% Regents Diplomas	0%	0%	85%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
<b>All Students</b>	Total Graduates*	271	263	267
	Regents Diplomas	0	0	260
	% Regents Diplomas	0%	0%	97%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	242	2	0	0	0	0	0	3
	<b>Percent</b>	98%	1%	0%	0%	0%	0%	0%	1%
<b>Students with Disabilities</b>	<b>Number</b>	19	1	0	0	0	0	0	0
	<b>Percent</b>	95%	5%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	261	3	0	0	0	0	0	3
	<b>Percent</b>	98%	1%	0%	0%	0%	0%	0%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		20	1.8%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		20	1.8%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		1	1.2%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	1.2%	0	0.0%
<b>All Students</b>	Dropped Out	2	0.2%	21	1.8%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.2%	21	1.8%	0	0.0%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	241	494	334
	Number of Students with Disabilities	80	42	32
	Number of All Students	321	536	366
	Percent of Enrollment	31%	51%	35%
9-12	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%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	70	99%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	2	#
Science	0	0%	0	0%	0	0%
Reading	2	#	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	305	303	314	27	22	23
Number Scoring 55-100	300	300	313	24	20	23
Number Scoring 65-100	291	296	309	21	18	20
Number Scoring 85-100	194	222	244	4	4	5
Percentage of Tested Scoring 55-100	98%	99%	100%	89%	91%	100%
Percentage of Tested Scoring 65-100	95%	98%	98%	78%	82%	87%
Percentage of Tested Scoring 85-100	64%	73%	78%	15%	18%	22%
<b>Mathematics A</b>						
Number Tested	276	296	331	22	19	21
Number Scoring 55-100	274	295	331	22	19	21
Number Scoring 65-100	271	294	331	22	18	21
Number Scoring 85-100	176	260	291	7	9	12
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	100%	95%	100%
Percentage of Tested Scoring 85-100	64%	88%	88%	32%	47%	57%
<b>Mathematics B</b>						
Number Tested	204	0	2	5	0	0
Number Scoring 55-100	190	0	#	3	0	0
Number Scoring 65-100	173	0	#	2	0	0
Number Scoring 85-100	85	0	#	0	0	0
Percentage of Tested Scoring 55-100	93%	0%	#	60%	0%	0%
Percentage of Tested Scoring 65-100	85%	0%	#	40%	0%	0%
Percentage of Tested Scoring 85-100	42%	0%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	269	299	326	19	21	27
Number Scoring 55-100	267	296	325	18	19	26
Number Scoring 65-100	265	291	319	18	16	23
Number Scoring 85-100	194	235	258	5	9	6
Percentage of Tested Scoring 55-100	99%	99%	100%	95%	90%	96%
Percentage of Tested Scoring 65-100	99%	97%	98%	95%	76%	85%
Percentage of Tested Scoring 85-100	72%	79%	79%	26%	43%	22%
<b>U.S. History and Government</b>						
Number Tested	262	260	295	17	14	27
Number Scoring 55-100	261	259	294	16	13	26
Number Scoring 65-100	260	259	289	15	13	22
Number Scoring 85-100	226	227	267	9	6	16
Percentage of Tested Scoring 55-100	100%	100%	100%	94%	93%	96%
Percentage of Tested Scoring 65-100	99%	100%	98%	88%	93%	81%
Percentage of Tested Scoring 85-100	86%	87%	91%	53%	43%	59%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	320	307	339	21	14	33
Number Scoring 55-100	320	307	336	21	14	31
Number Scoring 65-100	317	307	329	20	14	25
Number Scoring 85-100	206	216	235	6	5	6
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65-100	99%	100%	97%	95%	100%	76%
Percentage of Tested Scoring 85-100	64%	70%	69%	29%	36%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	68	81	71	11	13	22
Number Scoring 55-100	67	75	67	10	9	19
Number Scoring 65-100	66	72	61	10	7	15
Number Scoring 85-100	24	26	26	2	0	1
Percentage of Tested Scoring 55-100	99%	93%	94%	91%	69%	86%
Percentage of Tested Scoring 65-100	97%	89%	86%	91%	54%	68%
Percentage of Tested Scoring 85-100	35%	32%	37%	18%	0%	5%
<b>Physical Setting/Chemistry</b>						
Number Tested	246	294	287	17	15	12
Number Scoring 55-100	246	293	286	17	14	11
Number Scoring 65-100	240	275	269	13	12	10
Number Scoring 85-100	112	133	139	1	5	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	93%	92%
Percentage of Tested Scoring 65-100	98%	94%	94%	76%	80%	83%
Percentage of Tested Scoring 85-100	46%	45%	48%	6%	33%	17%
<b>Physical Setting/Physics</b>						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	33	62	52	0	4	2
Number Scoring 55-100	33	62	52	0	#	#
Number Scoring 65-100	33	62	52	0	#	#
Number Scoring 85-100	25	50	49	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	76%	81%	94%	0%	#	#
<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	0	82	98	0	5	7
Number Scoring 55-100	0	82	98	0	5	7
Number Scoring 65-100	0	81	98	0	4	7
Number Scoring 85-100	0	59	65	0	3	2
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	99%	100%	0%	80%	100%
Percentage of Tested Scoring 85-100	0%	72%	66%	0%	60%	29%
<b>Comprehensive Latin</b>						
Number Tested	29	16	28	0	0	0
Number Scoring 55-100	29	16	28	0	0	0
Number Scoring 65-100	29	16	28	0	0	0
Number Scoring 85-100	25	15	20	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	86%	94%	71%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	277	0%	0%	21%	78%
	Students with Disabilities	29	3%	7%	69%	21%
	All Students	306	1%	1%	25%	73%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	336	0%	1%	45%	54%
	Students with Disabilities	30	3%	13%	67%	17%
	All Students	366	0%	2%	46%	51%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	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

### 2001 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	245	245	245	20	20	20	265	265	265
Number Scoring 55–64	2	0	0	0	0	0	2	0	0
Number Scoring 65–84	53	25	59	13	8	12	66	33	71
Number Scoring 85–100	188	220	186	6	11	6	194	231	192
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		11	17		0	0
Beginning		0	0		0	0
Intermediate		1	1		0	0
Advanced		7	6		0	0
Proficient		3	10		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		11	17		0	0
Beginning		1	4		0	0
Intermediate		4	5		0	0
Advanced		4	6		0	0
Proficient		2	2		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		15	9		2	1
Beginning		1	0		#	#
Intermediate		0	0		#	#
Advanced		8	6		#	#
Proficient		6	3		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		15	9		2	1
Beginning		2	0		#	#
Intermediate		5	0		#	#
Advanced		6	6		#	#
Proficient		2	3		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		4	6		0	0
Beginning		#	0		0	0
Intermediate		#	2		0	0
Advanced		#	2		0	0
Proficient		#	2		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		4	6		0	0
Beginning		#	1		0	0
Intermediate		#	1		0	0
Advanced		#	1		0	0
Proficient		#	3		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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		6	6		1	0
Beginning		1	0		#	0
Intermediate		0	2		#	0
Advanced		1	2		#	0
Proficient		4	2		#	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		6	6		1	0
Beginning		1	0		#	0
Intermediate		0	2		#	0
Advanced		2	2		#	0
Proficient		3	2		#	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		7	0		0	0
Beginning		1	0		0	0
Intermediate		0	0		0	0
Advanced		4	0		0	0
Proficient		2	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		7	0		0	0
Beginning		1	0		0	0
Intermediate		1	0		0	0
Advanced		5	0		0	0
Proficient		0	0		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)