The New York State District Report Card

Accountability and Overview Report 2005 – 06

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**
District ID **661004060000**
Superintendent **DAVID FLEISHMAN**
Telephone **(914) 238-7200**
Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.
This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.
This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.
This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003–04	2004–05	2005–06
Pre-K	0	0	0
Kindergarten	293	304	314
Grade 1	339	314	321
Grade 2	304	339	321
Grade 3	317	304	348
Grade 4	303	320	302
Grade 5	326	308	325
Grade 6	346	326	305
Ungraded Elementary	0	0	0
Grade 7	362	355	320
Grade 8	336	369	353
Grade 9	321	340	375
Grade 10	308	318	328
Grade 11	273	304	313
Grade 12	268	268	306
Ungraded Secondary	0	0	0
Total K–12	4096	4169	4231

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size

	2003–04	2004–05	2005–06
Common Branch	21	21	21
Grade 8			
English	21	23	22
Mathematics	21	23	22
Science	21	23	22
Social Studies	21	23	22
Grade 10			
English			
Mathematics	18	18	15
Science	17	17	19
Social Studies	20	21	19

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Eligible for Free Lunch	14	0%	29	1%	33	1%
Reduced-Price Lunch	3	0%	3	0%	12	0%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	27	1%	52	1%	52	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	3	0%	1	0%
Black or African American	42	1%	52	1%	47	1%
Hispanic or Latino	64	2%	77	2%	93	2%
Asian or Native Hawaiian/Other Pacific Islander	267	7%	298	7%	329	8%
White	3723	91%	3739	90%	3761	89%

* Not available at the district level.

Attendance and Suspensions

	2002–03		2003–04		2004–05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		97%		97%
Student Suspensions	26	N/A	26	1%	29	1%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003–04	2004–05	2005–06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1040	1080	1344
Percent Not Taught by Highly Qualified Teachers	1%	1%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	2	2	1
Percent with No Valid Teaching Certificate	1%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	4	3	3
Percentage of Total	1%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	46%	51%	55%

Staff Counts

	2003–04	2004–05	2005–06
Total Teachers	370	373	377
Total Other Professional Staff	37	39	39
Total Paraprofessionals*	64	79	74
Assistant Principals	7	8	8
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

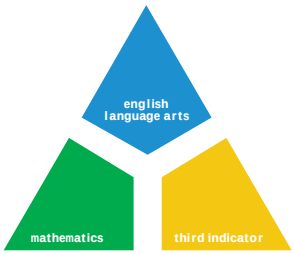
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **www.emsc.nysed.gov/irts/accountability/home.shtml**.

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.emsc.nysed.gov/irts**.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 0.10

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: **www.emsc.nysed.gov/irts/school-accountability/about.shtml**.

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (**Year 1**) A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 1**) A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.
District in Need of Improvement (**Year 2**) A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 2**) A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.
District in Need of Improvement (**Year 3**) A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 3**) A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.
District in Need of Improvement (**Year 4**) A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 4**) A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.
District in Need of Improvement (**Year 5 and above**) A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 5 and above**) A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level		Secondary Level	
ELA	Good Standing	ELA	Good Standing
Math	Good Standing	Math	Good Standing
Science	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05	2005–06	2006–07
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native						
Black or African American	–	–		–	–	
Hispanic or Latino	–	–		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✔	✔		–	–	
White	✔	✔		✔	✔	
Other Groups						
Students with Disabilities	✔	✔		–	–	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged	–	–				
Student groups making AYP in each subject	✔ 4 of 4	✔ 4 of 4	✔ 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 1 of 1

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1954:1938)	✔	✔	100%	✔	190	120		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (16:16)	–	–	–	–	–	–		–
Hispanic or Latino (28:28)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (155:152)	✔	✔	99%	✔	191	114		
White (1755:1742)	✔	✔	100%	✔	191	119		
Other Groups								
Students with Disabilities[4] (241:232)	✔	✔	98%	✔	157	115		
Limited English Proficient (12:11)	–	–	–	–	–	–		–
Economically Disadvantaged (20:20)	–	–	–	–	–	–		–
Final AYP Determination	✔ 4 of 4							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1953:1942)	✔	✔	100%	✔	194	84		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (16:16)	–	–	–	–	–	–		–
Hispanic or Latino (28:28)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (158:155)	✔	✔	99%	✔	195	78		
White (1751:1743)	✔	✔	100%	✔	194	83		
Other Groups								
Students with Disabilities[4] (241:234)	✔	✔	99%	✔	167	79		
Limited English Proficient (13:13)	–	–	–	–	–	–		–
Economically Disadvantaged (20:20)	–	–	–	–	–	–		–
Final AYP Determination	✔ 4 of 4							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2005–06	Progress Target 2006–07
All Students (649:642)	✔	Qualified	✔	99%	✔	198	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (3:3)		–	–	–	–	–	–		–
Hispanic or Latino (13:13)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (48:48)		Qualified	✔	100%	✔	198	100		
White (585:578)		Qualified	✔	99%	✔	198	100		
Other Groups									
Students with Disabilities (84:80)		Qualified	✔	98%	✔	186	100		
Limited English Proficient (3:2)		–	–	–	–	–	–		–
Economically Disadvantaged (8:8)		–	–	–	–	–	–		–
Final AYP Determination	✔	1 of 1							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (299:294)	✔	✔	99%	✔	195	148		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (4:4)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (23:22)	–	–	–	–	–	–	–	–
White (268:264)	✔	✔	99%	✔	195	147		
Other Groups								
Students with Disabilities (23:22)	–	–	–	–	–	–	–	–
Limited English Proficient (1:1)	–	–	–	–	–	–	–	–
Economically Disadvantaged (0:0)								
Final AYP Determination	✔ 2 of 2							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (299:294)	✔	✔	99%	✔	198	140		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (4:4)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (23:22)	–	–	–	–	–	–	–	–
White (268:264)	✔	✔	99%	✔	197	139		
Other Groups								
Students with Disabilities (23:22)	–	–	–	–	–	–	–	–
Limited English Proficient (1:1)	–	–	–	–	–	–	–	–
Economically Disadvantaged (0:0)								
Final AYP Determination	✔ 2 of 2							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2006–07)	✔	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Graduation Rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2005–06	Progress Target 2006-07
All Students (264)	✔	✔	99%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (2)		–	–	–	–	–
Hispanic or Latino (5)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (25)		–	–	–	–	–
White (232)		✔	100%	55%		
Other Groups						
Students with Disabilities (18)		–	–	–	–	–
Limited English Proficient (2)		–	–	–	–	–
Economically Disadvantaged (0)						
Final AYP Determination	✔ 1 of 1					

NOTES

1 Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

2 Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status	New York State Status
Good Standing	
6 schools identified 100% of total	
DOUGLAS G. GRAFFLIN SCHOOL	
HORACE GREELEY HIGH SCHOOL	
ROARING BROOK SCHOOL	
ROBERT E. BELL SCHOOL	
SEVEN BRIDGES MIDDLE SCHOOL	
WESTORCHARD SCHOOL	

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	93%	344
Grade 4	93%	301
Grade 5	92%	321
Grade 6	92%	302
Grade 7	94%	318
Grade 8	83%	346
Mathematics		
Grade 3	97%	347
Grade 4	97%	302
Grade 5	92%	323
Grade 6	95%	305
Grade 7	92%	321
Grade 8	95%	346
Science		
Grade 4	100%	301
Grade 8	97%	344

	Percentage of students that scored at or above Level 3	2002 Cohort
Secondary Level	0% 50% 100%	
English	95%	300
Mathematics	97%	300

	Percentage of students who graduated	2002 Cohort
Graduation Rate	0% 50% 100%	
2002 Cohort	97%	300

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.emsc.nysed.gov/irts**.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

This is a school district with low student needs in relation to district resource capacity.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 699	Range:	616–780	650–780	730–780			
	100%	99%	93%	19%	92%	69%	7%
Number of Students:		341	321	66			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**344**	**99%**	**93%**	**19%**				
Female	163	100%	94%	22%				
Male	181	98%	93%	17%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	2	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	28	100%	89%	32%				
White	311	99%	94%	18%				
Small Group Totals	5	100%	80%	20%				
General-Education Students	305	100%	96%	21%				
Students with Disabilities	39	92%	74%	5%				
English Proficient	344	99%	93%	19%				
Limited English Proficient								
Economically Disadvantaged	2	–	–	–				
Not Disadvantaged	342	–	–	–				
Migrant								
Not Migrant	344	99%	93%	19%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 700	Range:	624–770	650–770	703–770			
	100%	99%	97%	47%	94%	81%	25%
Number of Students:		345	335	162			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**347**	**99%**	**97%**	**47%**				
Female	165	100%	98%	47%				
Male	182	99%	95%	47%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	2	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	55%				
White	313	99%	97%	46%				
Small Group Totals	5	100%	60%	20%				
General-Education Students	308	100%	98%	48%				
Students with Disabilities	39	95%	82%	33%				
English Proficient	345	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	3	–	–	–				
Not Disadvantaged	344	–	–	–				
Migrant								
Not Migrant	347	99%	97%	47%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 695	Range:	612–775	650–775	716–775			
	100%	99%	93%	21%	91%	69%	9%
Number of Students:		298	280	63			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**301**	**99%**	**93%**	**21%**				
Female	145	100%	96%	26%				
Male	156	98%	90%	16%				
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	7	100%	86%	14%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	16%				
White	275	99%	94%	21%				
Small Group Totals								
General-Education Students	263	100%	95%	24%				
Students with Disabilities	38	92%	76%	0%				
English Proficient	301	99%	93%	21%				
Limited English Proficient								
Economically Disadvantaged	4	–	–	–				
Not Disadvantaged	297	–	–	–				
Migrant								
Not Migrant	301	99%	93%	21%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	–	–	N/A	3	–	–	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 708	Range:	622–800	650–800	702–800			
	100%	99%	97%	58%	93%	78%	26%
Number of Students:		300	294	176			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**302**	**99%**	**97%**	**58%**				
Female	146	100%	98%	54%				
Male	156	99%	97%	62%				
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	7	100%	86%	14%				
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	67%				
White	274	99%	98%	59%				
Small Group Totals								
General-Education Students	264	100%	99%	65%				
Students with Disabilities	38	95%	84%	13%				
English Proficient	300	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	4	–	–	–				
Not Disadvantaged	298	–	–	–				
Migrant								
Not Migrant	302	99%	97%	58%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has 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.

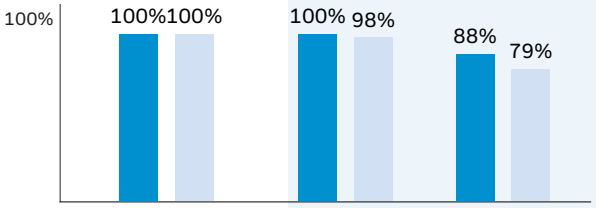
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	–	–	–

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 91	Range:	45–100	65–100	85–100			
		100%	100%	88%	97%	86%	49%
		100%	98%	79%	95%	80%	42%
Number of Students:		300 322	300 317	266 254			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**301**	**100%**	**100%**	**88%**	**322**	**100%**	**98%**	**79%**
Female	145	100%	100%	88%	162	100%	99%	80%
Male	156	99%	99%	88%	160	100%	98%	78%
American Indian or Alaska Native								
Black or African American					5	–	–	–
Hispanic or Latino	7	100%	100%	43%	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	80%	24	100%	96%	67%
White	274	100%	100%	90%	291	100%	99%	81%
Small Group Totals					7	100%	86%	43%
General-Education Students	263	100%	100%	92%	292	100%	99%	83%
Students with Disabilities	38	97%	97%	63%	30	100%	93%	37%
English Proficient	299	–	–	–	319	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	4	–	–	–	3	–	–	–
Not Disadvantaged	297	–	–	–	319	–	–	–
Migrant								
Not Migrant	301	100%	100%	88%	322	100%	98%	79%

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	–	–	–

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 698	Range:	608–795	650–795	711–795			
		100%	92%	36%	94%	67%	12%
Number of Students:		320	295	116			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**321**	**100%**	**92%**	**36%**				
Female	165	99%	94%	42%				
Male	156	100%	90%	30%				
American Indian or Alaska Native								
Black or African American	3	–	–	–				
Hispanic or Latino	4	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	26	100%	96%	42%				
White	288	100%	92%	36%	This test was not given in 2004-05.			
Small Group Totals	7	86%	71%	0%				
General-Education Students	279	100%	97%	41%				
Students with Disabilities	42	100%	57%	5%				
English Proficient	320	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	2	–	–	–				
Not Disadvantaged	319	–	–	–				
Migrant								
Not Migrant	321	100%	92%	36%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 691	Range:	619–780	650–780	699–780			
	100%	99%	92%	41%	90%	68%	19%
Number of Students:		321	297	133			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**323**	**99%**	**92%**	**41%**				
Female	165	99%	93%	43%				
Male	158	100%	91%	39%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	3	–	–	–				
Hispanic or Latino	5	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	26	100%	92%	58%				
White	289	100%	93%	40%				
Small Group Totals	8	88%	63%	25%				
General-Education Students	281	100%	95%	46%				
Students with Disabilities	42	98%	69%	10%				
English Proficient	320	–	–	–				
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	3	–	–	–				
Not Disadvantaged	320	–	–	–				
Migrant								
Not Migrant	323	99%	92%	41%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	This test was not given in 2004-05.			

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 691	Range:	598–785	650–785	705–785			
	100%	99%	92%	35%	93%	60%	12%
Number of Students:		299	279	107			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**302**	**99%**	**92%**	**35%**				
Female	162	99%	93%	38%				
Male	140	99%	91%	33%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	3	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	26	100%	92%	50%				
White	270	99%	92%	34%				
Small Group Totals	6	100%	100%	33%				
General-Education Students	268	100%	97%	39%				
Students with Disabilities	34	91%	53%	6%				
English Proficient	301	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	2	–	–	–				
Not Disadvantaged	300	–	–	–				
Migrant								
Not Migrant	302	99%	92%	35%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 689	Range:	616–780	650–780	696–780			
	100%	99%	95%	38%	87%	60%	13%
Number of Students:		301	289	116			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**305**	**99%**	**95%**	**38%**				
Female	163	98%	94%	30%				
Male	142	99%	95%	47%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	3	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	27	96%	93%	41%				
White	272	99%	95%	38%				
Small Group Totals	6	100%	83%	17%				
General-Education Students	270	100%	98%	42%				
Students with Disabilities	35	89%	71%	9%				
English Proficient	303	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	2	–	–	–				
Not Disadvantaged	303	–	–	–				
Migrant								
Not Migrant	305	99%	95%	38%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 689	Range:	600–790	650–790	712–790			
	100%	100%	94%	25%	92%	56%	8%
Number of Students:		318	298	80			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**318**	**100%**	**94%**	**25%**				
Female	158	100%	94%	26%				
Male	160	100%	94%	24%				
American Indian or Alaska Native								
Black or African American	5	–	–	–				
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	36%				
White	286	100%	94%	24%	This test was not given in 2004-05.			
Small Group Totals	7	100%	86%	14%				
General-Education Students	285	100%	97%	28%				
Students with Disabilities	33	100%	64%	0%				
English Proficient	318	100%	94%	25%				
Limited English Proficient								
Economically Disadvantaged	2	–	–	–				
Not Disadvantaged	316	–	–	–				
Migrant								
Not Migrant	318	100%	94%	25%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 688	Range:	611–800	650–800	693–800			
	100%	99%	92%	42%	87%	56%	12%
Number of Students:		318	296	135			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**321**	**99%**	**92%**	**42%**				
Female	158	99%	92%	35%				
Male	163	99%	93%	49%				
American Indian or Alaska Native								
Black or African American	5	–	–	–				
Hispanic or Latino	4	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	44%				
White	287	99%	92%	42%	This test was not given in 2004-05.			
Small Group Totals	9	89%	78%	33%				
General-Education Students	286	100%	97%	47%				
Students with Disabilities	35	91%	54%	6%				
English Proficient	319	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	4	–	–	–				
Not Disadvantaged	317	–	–	–				
Migrant								
Not Migrant	321	99%	92%	42%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 676	Range:	602–790	650–790	715–790			
	100%	99%	83%	7%	91%	49%	5%
Number of Students:		344	286	24			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**346**	**99%**	**83%**	**7%**				
Female	158	99%	85%	9%				
Male	188	99%	80%	5%				
American Indian or Alaska Native								
Black or African American	3	–	–	–				
Hispanic or Latino	6	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	27	100%	93%	4%				
White	310	99%	82%	7%				
Small Group Totals	9	100%	67%	11%				
General-Education Students	303	100%	88%	8%				
Students with Disabilities	43	95%	44%	0%				
English Proficient	345	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	4	–	–	–				
Not Disadvantaged	342	–	–	–				
Migrant								
Not Migrant	346	99%	83%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0				3	–	–	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 696	Range:	616–775	650–775	701–775			
	100%	99%	95%	45%	85%	54%	10%
Number of Students:		343	329	157			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**346**	**99%**	**95%**	**45%**				
Female	159	99%	95%	44%				
Male	187	99%	95%	47%				
American Indian or Alaska Native								
Black or African American	3	–	–	–				
Hispanic or Latino	6	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	72%				
White	308	99%	95%	43%				
Small Group Totals	9	89%	78%	33%				
General-Education Students	303	100%	99%	51%				
Students with Disabilities	43	93%	67%	5%				
English Proficient	344	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	4	–	–	–				
Not Disadvantaged	342	–	–	–				
Migrant								
Not Migrant	346	99%	95%	45%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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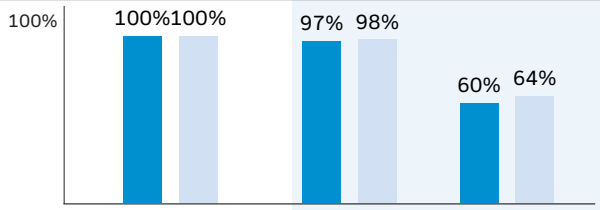
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	2	–	–	–

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 85	Range:	44–100	65–100	85–100			
2005–06		100%	97%	60%	91%	64%	18%
2004–05		100%	98%	64%	91%	68%	25%
Number of Students:		343 365	334 359	206 234			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**344**	**100%**	**97%**	**60%**	**366**	**100%**	**98%**	**64%**
Female	158	99%	96%	52%	178	100%	99%	60%
Male	186	100%	98%	67%	188	99%	97%	68%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	6	–	–	–	12	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	28	100%	96%	86%	26	100%	92%	65%
White	307	100%	98%	58%	327	100%	99%	65%
Small Group Totals	9	100%	78%	44%	13	100%	85%	23%
General-Education Students	300	100%	99%	66%	336	100%	99%	67%
Students with Disabilities	44	98%	82%	20%	30	97%	90%	33%
English Proficient	343	–	–	–	363	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	4	–	–	–	7	100%	86%	14%
Not Disadvantaged	340	–	–	–	359	100%	98%	65%
Migrant								
Not Migrant	344	100%	97%	60%	366	100%	98%	64%

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–
Regents Science	0				0			

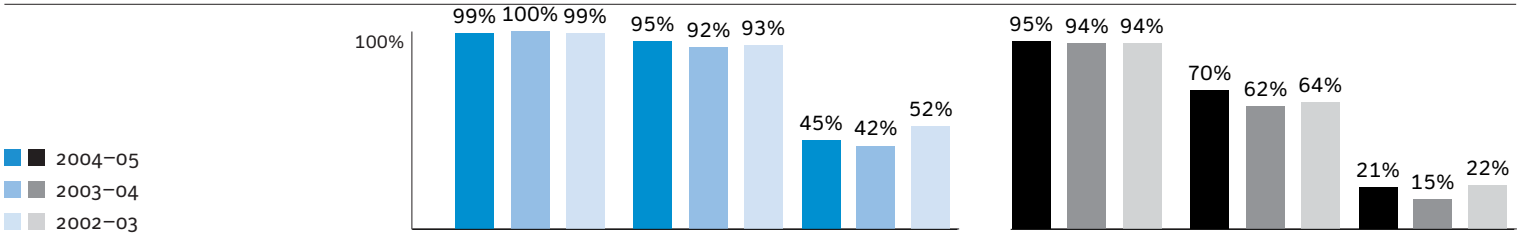
District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

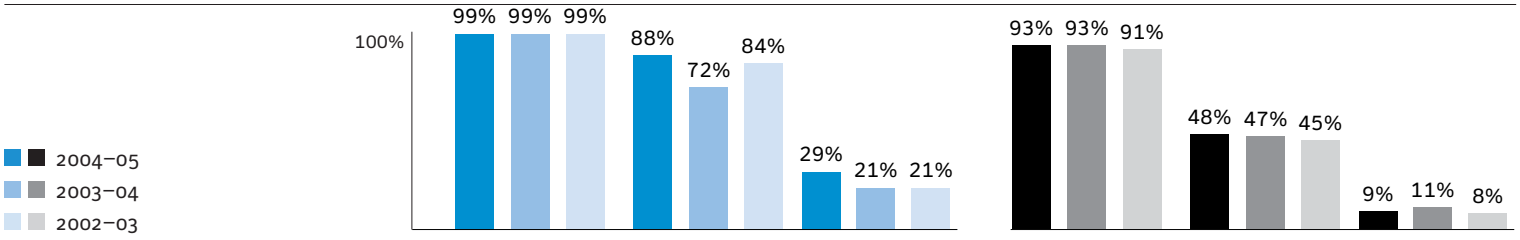
	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	603–800	645–800	692–800			
2004–05	99%	95%	45%	95%	70%	21%
2003–04	100%	92%	42%	94%	62%	15%
2002–03	99%	93%	52%	94%	64%	22%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	3	14	157	143	317	694
Feb 2004	1	24	145	125	295	688
Feb 2003	2	22	131	168	323	693

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	658–830	697–830	737–830			
2004–05	99%	88%	29%	93%	48%	9%
2003–04	99%	72%	21%	93%	47%	11%
2002–03	99%	84%	21%	91%	45%	8%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	2	42	216	104	364	727
Jan 2004	3	89	172	69	333	716
Jan 2003	2	48	202	65	317	719

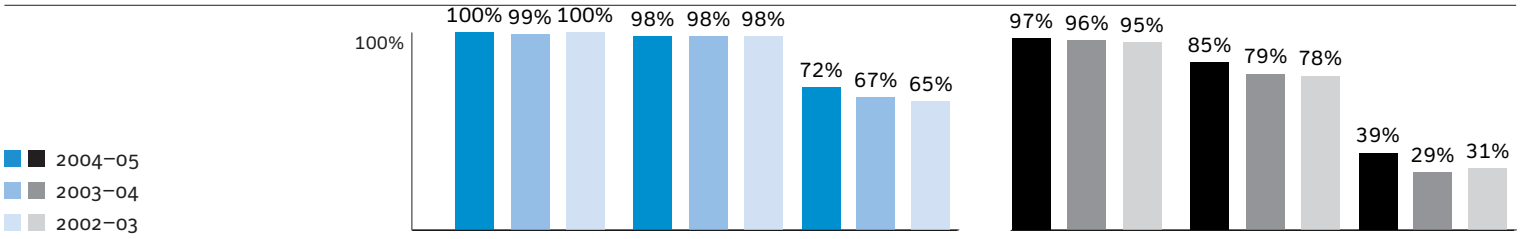
District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

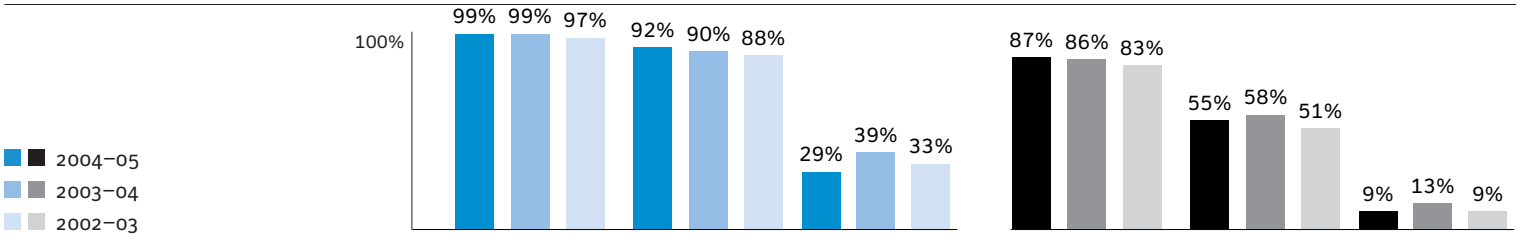
	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	602–810	637–810	678–810			
2004–05	100%	98%	72%	97%	85%	39%
2003–04	99%	98%	67%	96%	79%	29%
2002–03	100%	98%	65%	95%	78%	31%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	0	5	85	234	324	694
May 2004	2	3	96	203	304	691
May 2003	0	7	107	211	325	690

Grade 8

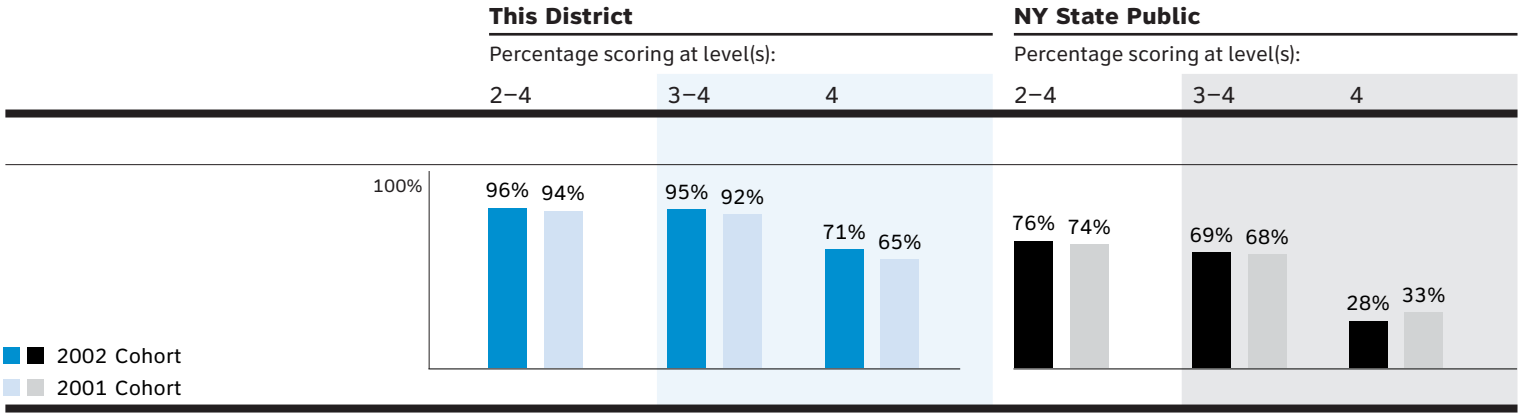
	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	681–882	716–882	760–882			
2004–05	99%	92%	29%	87%	55%	9%
2003–04	99%	90%	39%	86%	58%	13%
2002–03	97%	88%	33%	83%	51%	9%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	5	26	229	108	368	748
May 2004	5	29	170	130	334	751
May 2003	9	29	176	105	319	747

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**300**	**96%**	**95%**	**71%**	**279**	**94%**	**92%**	**65%**
Female	134	96%	96%	78%	129	92%	91%	67%
Male	166	96%	95%	66%	150	96%	93%	63%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	5	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	82%	25	92%	88%	72%
White	269	96%	96%	71%	246	95%	92%	65%
Small Group Totals	9	89%	89%	56%	8	88%	88%	38%
General-Education Students	277	97%	96%	75%	259	95%	93%	69%
Students with Disabilities	23	91%	83%	17%	20	85%	70%	15%
English Proficient	299	–	–	–	277	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged								
Not Disadvantaged	300	96%	95%	71%				
Migrant								
Not Migrant	300	96%	95%	71%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

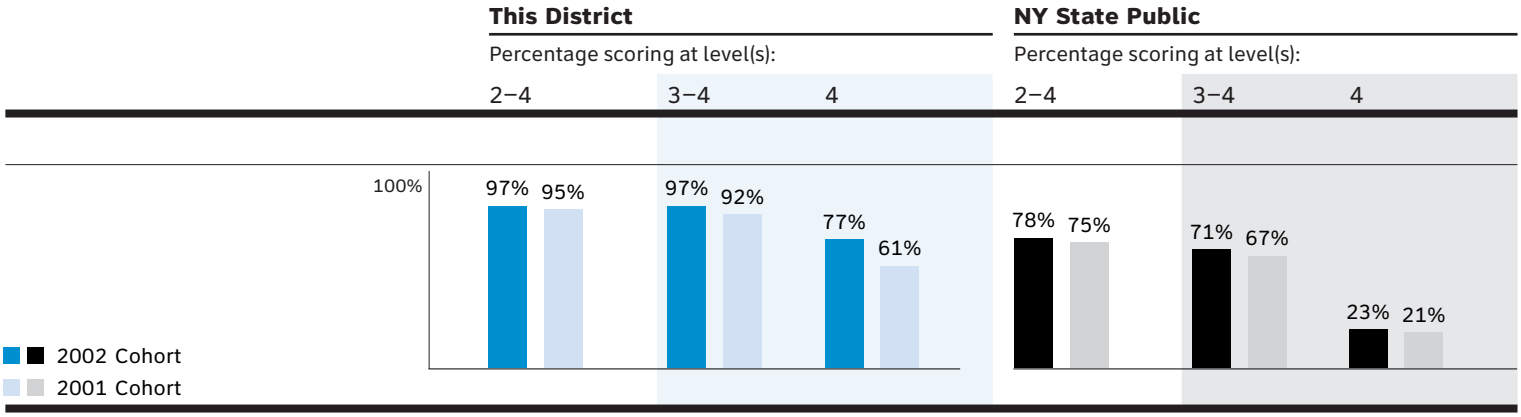
	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

4 Overview of District Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**300**	**97%**	**97%**	**77%**	**279**	**95%**	**92%**	**61%**
Female	134	98%	98%	81%	129	94%	92%	53%
Male	166	97%	97%	74%	150	97%	93%	68%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	5	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	86%	25	96%	96%	64%
White	269	97%	97%	77%	246	95%	92%	60%
Small Group Totals	9	89%	89%	67%	8	100%	100%	88%
General-Education Students	277	97%	97%	79%	259	96%	93%	65%
Students with Disabilities	23	96%	96%	48%	20	90%	80%	10%
English Proficient	299	–	–	–	277	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged								
Not Disadvantaged	300	97%	97%	77%				
Migrant								
Not Migrant	300	97%	97%	77%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

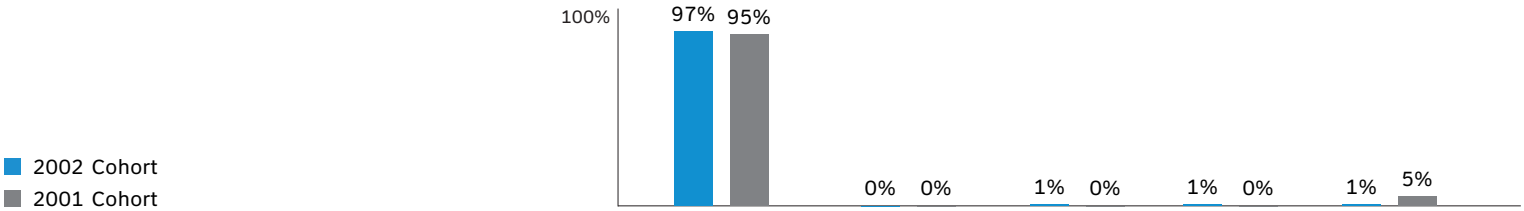
District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	**2002**	**300**	**97%**	**0%**	**1%**	**1%**	**1%**
	2001	**279**	**95%**	**0%**	**0%**	**0%**	**5%**
Female	2002	134	99%	0%	0%	0%	1%
	2001	129	94%	0%	0%	0%	6%
Male	2002	166	96%	0%	1%	2%	1%
	2001	150	97%	0%	0%	0%	3%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	4	–	–	–	–	–
	2001	3	–	–	–	–	–
Hispanic or Latino	2002	5	–	–	–	–	–
	2001	5	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	22	100%	0%	0%	0%	0%
	2001	25	100%	0%	0%	0%	0%
White	2002	269	97%	0%	1%	1%	1%
	2001	246	95%	0%	0%	0%	5%
Small Group Totals	2002	9	89%	0%	0%	0%	11%
	2001	8	88%	0%	0%	0%	13%
General-Education Students	2002	277	97%	0%	1%	1%	1%
	2001	259	95%	0%	0%	0%	5%
Students with Disabilities	2002	23	96%	0%	0%	4%	0%
	2001	20	100%	0%	0%	0%	0%
English Proficient	2002	299	–	–	–	–	–
	2001	277	–	–	–	–	–
Limited English Proficient	2002	1	–	–	–	–	–
	2001	2	–	–	–	–	–
Economically Disadvantaged	2002	0	N/A	N/A	N/A	N/A	N/A
Not Disadvantaged	2002	300	97%	0%	1%	1%	1%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	300	97%	0%	1%	1%	1%

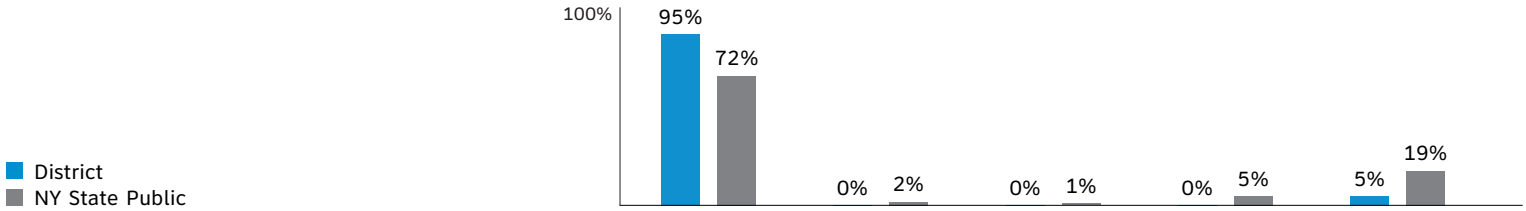
NOTES

The – symbol indicates that data for a group of students has 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.

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	**279**	**95%**	**0%**	**0%**	**0%**	**5%**
Female	128	94%	0%	0%	0%	6%
Male	151	97%	0%	0%	0%	3%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	3	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	25	100%	0%	0%	0%	0%
White	246	95%	0%	0%	0%	5%
Small Group Totals	8	88%	0%	0%	0%	13%
General-Education Students	261	95%	0%	0%	0%	5%
Students with Disabilities	18	100%	0%	0%	0%	0%
English Proficient	277	–	–	–	–	–
Limited English Proficient	2	–	–	–	–	–
Economically Disadvantaged	0	N/A	N/A	N/A	N/A	N/A
Not Disadvantaged	279	95%	0%	0%	0%	5%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	279	95%	0%	0%	0%	5%

NOTES

The – symbol indicates that data for a group of students has 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.