



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **CHAPPAQUA CENTRAL SCHOOL
DISTRICT**

District ID **66-10-04-06-0000**

Superintendent **DAVID FLEISHMAN**

Telephone **(914) 238-7200**

Grades **K-12, UE, US**

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.

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

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 2007–08 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.

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

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	304	314	281
Grade 1	314	321	335
Grade 2	339	321	323
Grade 3	304	348	322
Grade 4	320	302	345
Grade 5	308	325	307
Grade 6	326	305	322
Ungraded Elementary	0	0	0
Grade 7	355	320	315
Grade 8	369	353	314
Grade 9	340	375	340
Grade 10	318	328	376
Grade 11	304	313	317
Grade 12	268	306	316
Ungraded Secondary	0	0	0
Total K-12	4169	4231	4213

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	21	22
Grade 8			
English	23	22	19
Mathematics	23	22	20
Science	23	22	20
Social Studies	23	22	19
Grade 10			
English			22
Mathematics	18	15	23
Science	17	19	13
Social Studies	21	19	21

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 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**District ID **66-10-04-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	29	1%	33	1%	28	1%
Reduced-Price Lunch	3	0%	12	0%	17	0%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	52	1%	52	1%	48	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	1	0%	0	0%
Black or African American	52	1%	47	1%	50	1%
Hispanic or Latino	77	2%	93	2%	104	2%
Asian or Native Hawaiian/Other Pacific Islander	298	7%	329	8%	322	8%
White	3739	90%	3761	89%	3733	89%
Multiracial**	N/A	N/A	N/A	N/A	4	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	97%		97%		97%	
Student Suspensions	26	1%	29	1%	56	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**District ID **66-10-04-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	373	377	360
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	55%	58%
Total Number of Core Classes*	N/A	1344	1028
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	1431	1460	1448
Percent Taught by Teachers Without Appropriate Certification	1%	1%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	23%	23%
Turnover Rate of All Teachers	16%	13%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	39	39	40
Total Paraprofessionals*	79	74	79
Assistant Principals	8	8	8
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

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)

▲ 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 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 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 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 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.

New York State Status

(Applies to New York State districts)

■ 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 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 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 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 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

Good Standing

ELA  Good Standing

Science  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06

2006–07























2007–08

YES




YES

YES

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







Student Groups	Elementary/Middle Level			Secondary Level		
	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			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—	—
Student groups making AYP in each subject	 5 of 5	 5 of 5	 1 of 1	 2 of 2	 2 of 2	 1 of 1

AYP Status







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

Accountability Status Levels

Federal

- Good Standing 
- Improvement (Year 1) 
- Improvement (Year 2) 
- Improvement (Year 3) 
- Improvement (Year 4) 
- Improvement (Year 5 & Above) 
- Pending – Requires Special Evaluation

State

- Good Standing 
- Requiring Academic Progress (Year 1) 
- Requiring Academic Progress (Year 2) 
- Requiring Academic Progress (Year 3) 
- Requiring Academic Progress (Year 4) 
- Requiring Academic Progress (Year 5 & Above) 

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [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	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1938:1926)	✓	✓	100%	✓	193	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (21:21)	—	—	—	—	—	—	—
Hispanic or Latino (45:44)	✓	✓	100%	✓	184	107	
Asian or Native Hawaiian/Other Pacific Islander (161:160)	✓	✓	100%	✓	196	114	
White (1711:1701)	✓	✓	100%	✓	193	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (227:222)	✓	✓	98%	✓	168	115	
Limited English Proficient ⁵ (8:7)	—	—	—	—	—	—	—
Economically Disadvantaged (22:21)	—	—	—	—	—	—	—
Final AYP Determination	✓ 5 of 5						

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1943:1924)	✓	✓	100%	✓	196	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (23:21)	—	—	—	—	—	—	—
Hispanic or Latino (44:42)	✓	✓	100%	✓	186	71	
Asian or Native Hawaiian/Other Pacific Islander (161:160)	✓	✓	100%	✓	199	78	
White (1715:1701)	✓	✓	100%	✓	196	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (227:223)	✓	✓	99%	✓	173	79	
Limited English Proficient ⁵ (9:7)	—	—	—	—	—	—	—
Economically Disadvantaged (20:20)	—	—	—	—	—	—	—
Final AYP Determination	✓ 5 of 5						

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target





Did Not Make AYP



Insufficient Number of Students to Determine AYP Status











Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (664:657)		Qualified		100%		197	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:8)		–	–	–	–	–	–	–
Hispanic or Latino (9:9)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (57:56)		Qualified		100%		198	100	
White (589:584)		Qualified		100%		197	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (76:74)		Qualified		99%		180	100	
Limited English Proficient ⁴ (4:3)		–	–	–	–	–	–	–
Economically Disadvantaged (8:8)		–	–	–	–	–	–	–
Final AYP Determination		1 of 1						

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)



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 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (311:306)	✓	✓	100%	✓	196	153	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	–	–	–	–	–	–	–
Hispanic or Latino (7:7)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (20:20)	–	–	–	–	–	–	–
White (280:275)	✓	✓	100%	✓	197	152	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (24:25)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (1:1)	–	–	–	–	–	–	–
Economically Disadvantaged (3:3)	–	–	–	–	–	–	–
Final AYP Determination	✓ 2 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)



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 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (311:306)	✓	✓	99%	✓	197	146	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	–	–	–	–	–	–	–
Hispanic or Latino (7:7)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (20:20)	–	–	–	–	–	–	–
White (280:275)	✓	✓	100%	✓	197	145	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (24:25)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (1:1)	–	–	–	–	–	–	–
Economically Disadvantaged (3:3)	–	–	–	–	–	–	–
Final AYP Determination	✓ 2 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status





Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08
All Students (297)			99%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (4)		–	–	–	
Hispanic or Latino (4)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–	
White (266)			98%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (24)		–	–	–	
Limited English Proficient ³ (0)					
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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

District ID **66-10-04-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

2 schools identified 33% of total

DOUGLAS G GRAFFLIN SCHOOL

WESTORCHARD SCHOOL

New York State Status

Good Standing

4 schools identified 67% of total

HORACE GREELEY HIGH SCHOOL

ROARING BROOK SCHOOL

ROBERT E BELL SCHOOL







SEVEN BRIDGES MIDDLE SCHOOL

District CHAPPAQUA CENTRAL SCHOOL DISTRICT







District ID 66-10-04-06-0000

Summary of 2006–07 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	94%			322
Grade 4	95%			347
Grade 5	95%			307
Grade 6	95%			318
Grade 7	94%			317
Grade 8	90%			314

Mathematics

Grade 3	97%		323
Grade 4	96%		350
Grade 5	96%		307
Grade 6	97%		319
Grade 7	97%		318
Grade 8	95%		314

Science

Grade 4	98%		348
Grade 8	97%		314

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	96%			309
Mathematics	97%			309

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.

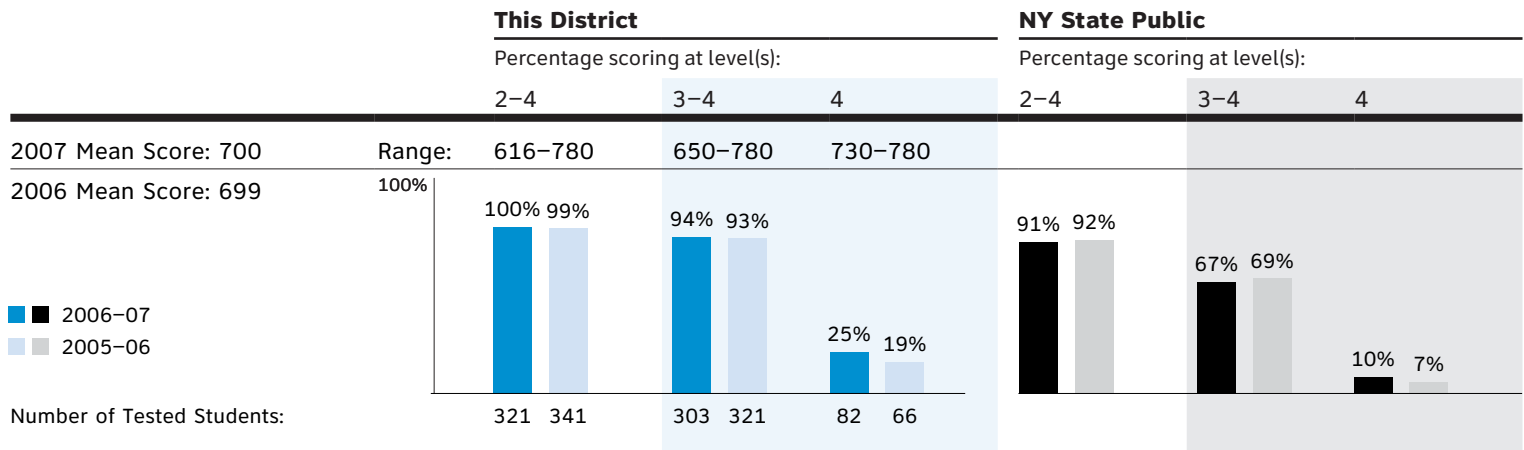
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	322	100%	94%	25%	344	99%	93%	19%
Female	140	99%	96%	26%	163	100%	94%	22%
Male	182	100%	93%	25%	181	98%	93%	17%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	14	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	25	100%	100%	24%	28	100%	89%	32%
White	279	100%	94%	26%	311	99%	94%	18%
Multiracial								
Small Group Totals	18	100%	89%	17%	5	100%	80%	20%
General-Education Students	291	100%	96%	27%	305	100%	96%	21%
Students with Disabilities	31	97%	81%	6%	39	92%	74%	5%
English Proficient	321	-	-	-	344	99%	93%	19%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	4	-	-	-	2	-	-	-
Not Disadvantaged	318	-	-	-	342	-	-	-
Migrant								
Not Migrant	322	100%	94%	25%	344	99%	93%	19%

NOTES

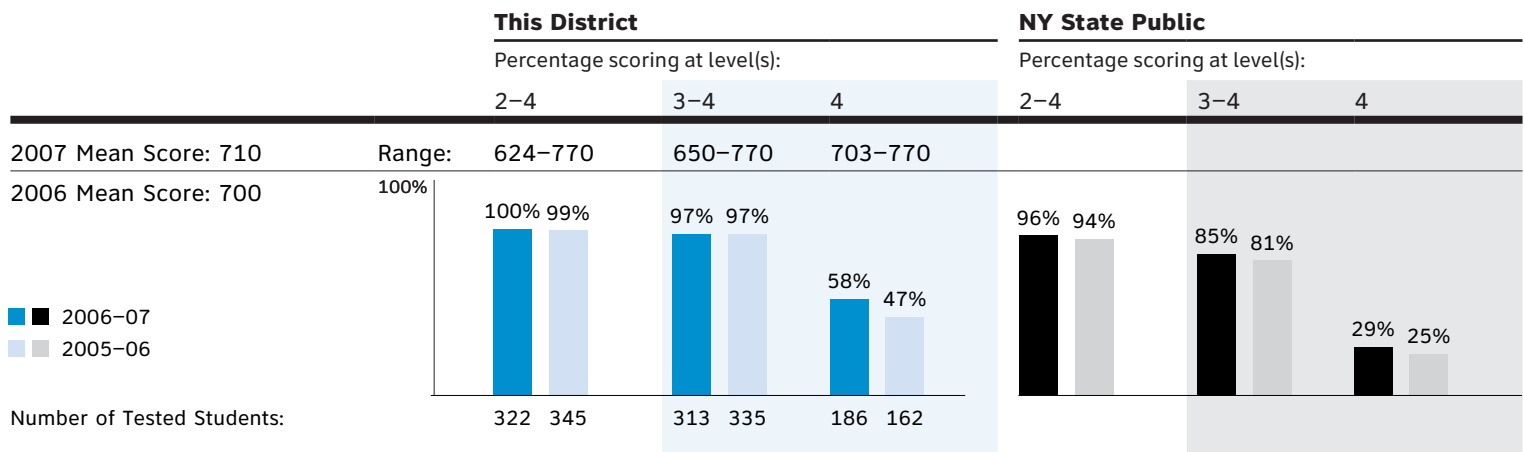
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	323	100%	97%	58%	347	99%	97%	47%
Female	141	100%	98%	58%	165	100%	98%	47%
Male	182	99%	96%	57%	182	99%	95%	47%
American Indian or Alaska Native								
Black or African American	4	—	—	—	2	—	—	—
Hispanic or Latino	15	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	100%	100%	68%	29	100%	100%	55%
White	279	100%	97%	59%	313	99%	97%	46%
Multiracial								
Small Group Totals	19	100%	95%	26%	5	100%	60%	20%
General-Education Students	292	100%	99%	61%	308	100%	98%	48%
Students with Disabilities	31	100%	77%	29%	39	95%	82%	33%
English Proficient	321	—	—	—	345	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	4	—	—	—	3	—	—	—
Not Disadvantaged	319	—	—	—	344	—	—	—
Migrant								
Not Migrant	323	100%	97%	58%	347	99%	97%	47%

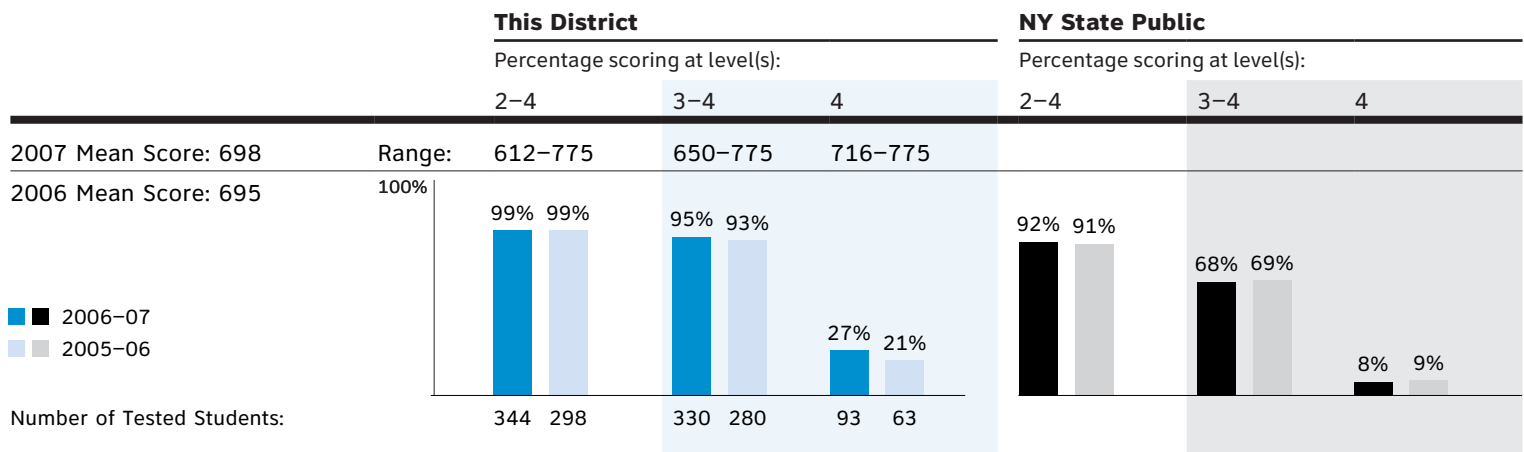
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	347	99%	95%	27%	301	99%	93%	21%
Female	171	99%	97%	32%	145	100%	96%	26%
Male	176	99%	93%	22%	156	98%	90%	16%
American Indian or Alaska Native								
Black or African American	3	—	—	—				
Hispanic or Latino	6	—	—	—	7	100%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	97%	30%	19	100%	84%	16%
White	308	99%	95%	27%	275	99%	94%	21%
Multiracial								
Small Group Totals	9	100%	100%	22%				
General-Education Students	307	100%	98%	30%	263	100%	95%	24%
Students with Disabilities	40	93%	73%	5%	38	92%	76%	0%
English Proficient	346	—	—	—	301	99%	93%	21%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	6	100%	67%	50%	4	—	—	—
Not Disadvantaged	341	99%	96%	26%	297	—	—	—
Migrant								
Not Migrant	347	99%	95%	27%	301	99%	93%	21%

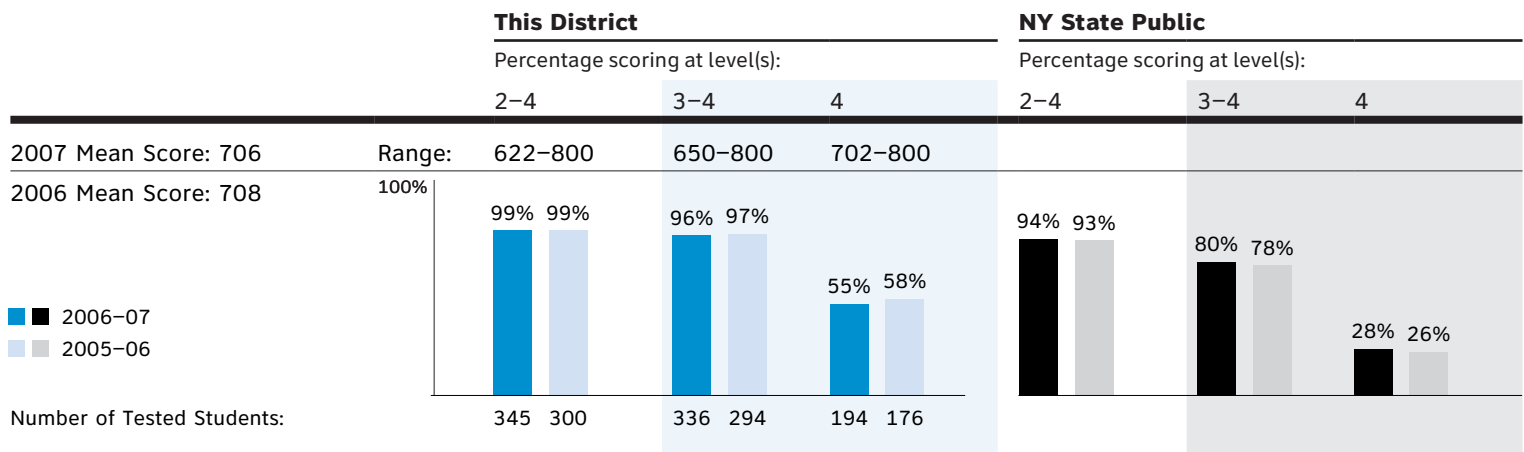
NOTES

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Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	350	99%	96%	55%	302	99%	97%	58%
Female	174	99%	98%	55%	146	100%	98%	54%
Male	176	98%	94%	56%	156	99%	97%	62%
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	6	—	—	—	7	100%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	97%	57%	21	100%	95%	67%
White	310	98%	96%	55%	274	99%	98%	59%
Multiracial								
Small Group Totals	10	100%	100%	60%				
General-Education Students	311	100%	98%	61%	264	100%	99%	65%
Students with Disabilities	39	87%	77%	10%	38	95%	84%	13%
English Proficient	348	—	—	—	300	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	6	100%	100%	67%	4	—	—	—
Not Disadvantaged	344	99%	96%	55%	298	—	—	—
Migrant								
Not Migrant	350	99%	96%	55%	302	99%	97%	58%

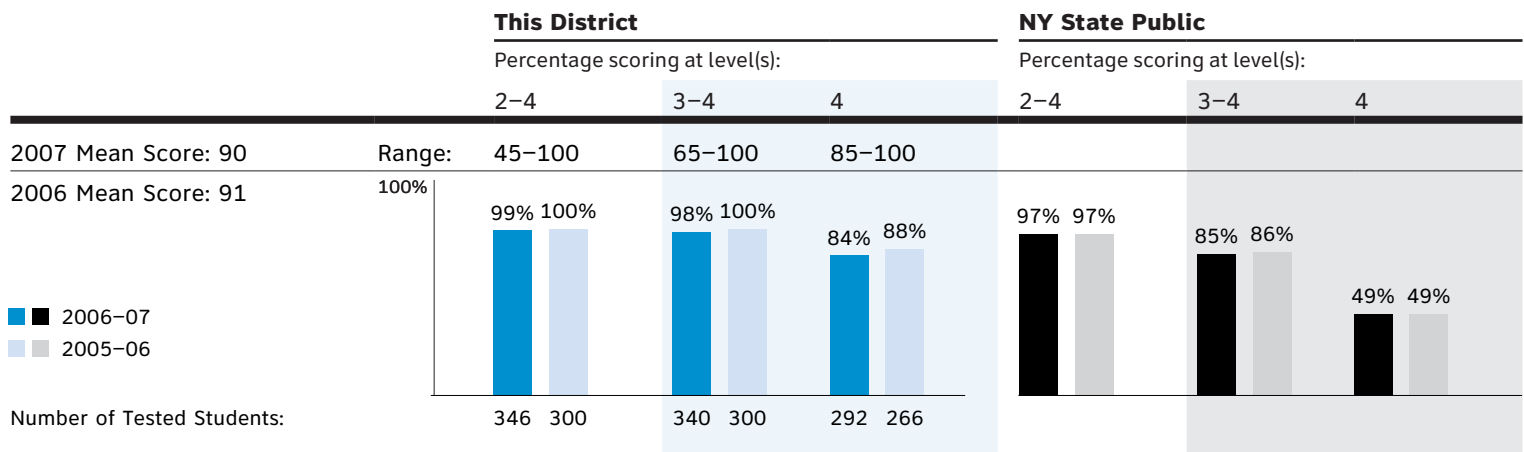
NOTES

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Other Assessments

Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	348	99%	98%	84%	301	100%	100%	88%
Female	171	99%	99%	85%	145	100%	100%	88%
Male	177	99%	97%	82%	156	99%	99%	88%
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	5	—	—	—	7	100%	100%	43%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	77%	20	100%	100%	80%
White	309	99%	97%	84%	274	100%	100%	90%
Multiracial								
Small Group Totals	9	100%	100%	89%				
General-Education Students	308	100%	99%	88%	263	100%	100%	92%
Students with Disabilities	40	98%	88%	53%	38	97%	97%	63%
English Proficient	346	—	—	—	299	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	5	100%	100%	60%	4	—	—	—
Not Disadvantaged	343	99%	98%	84%	297	—	—	—
Migrant								
Not Migrant	348	99%	98%	84%	301	100%	100%	88%

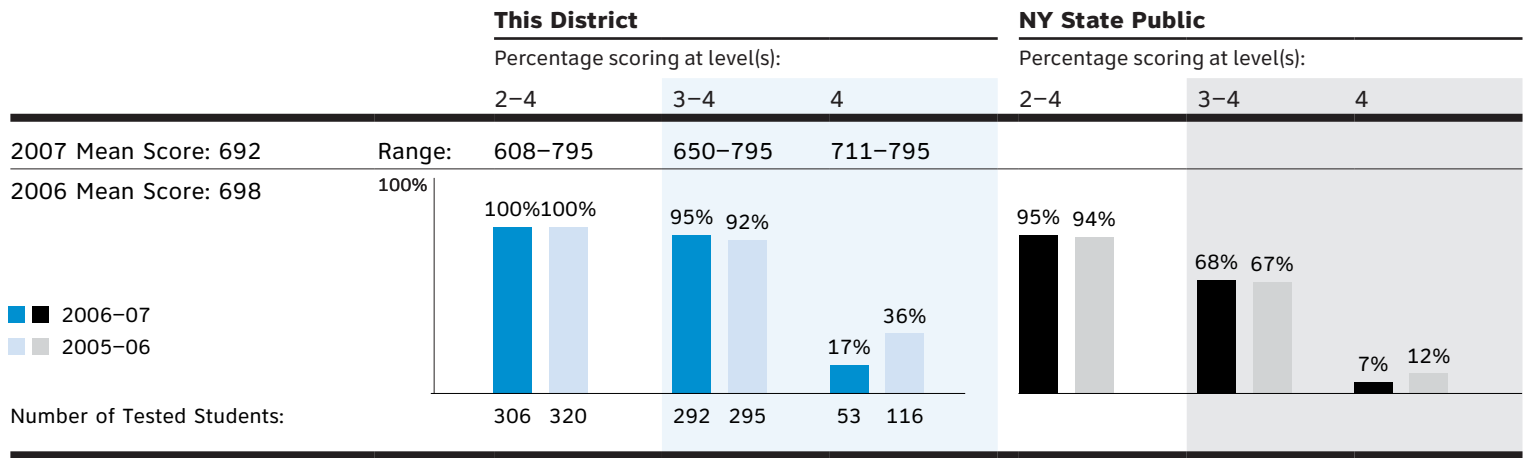
NOTES

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Other Assessments

Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	307	100%	95%	17%	321	100%	92%	36%
Female	149	100%	98%	21%	165	99%	94%	42%
Male	158	99%	92%	13%	156	100%	90%	30%
American Indian or Alaska Native								
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	10	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	14%	26	100%	96%	42%
White	274	100%	95%	18%	288	100%	92%	36%
Multiracial								
Small Group Totals	11	100%	82%	0%	7	86%	71%	0%
General-Education Students	269	100%	98%	19%	279	100%	97%	41%
Students with Disabilities	38	97%	76%	3%	42	100%	57%	5%
English Proficient	306	-	-	-	320	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	4	-	-	-	2	-	-	-
Not Disadvantaged	303	-	-	-	319	-	-	-
Migrant								
Not Migrant	307	100%	95%	17%	321	100%	92%	36%

NOTES

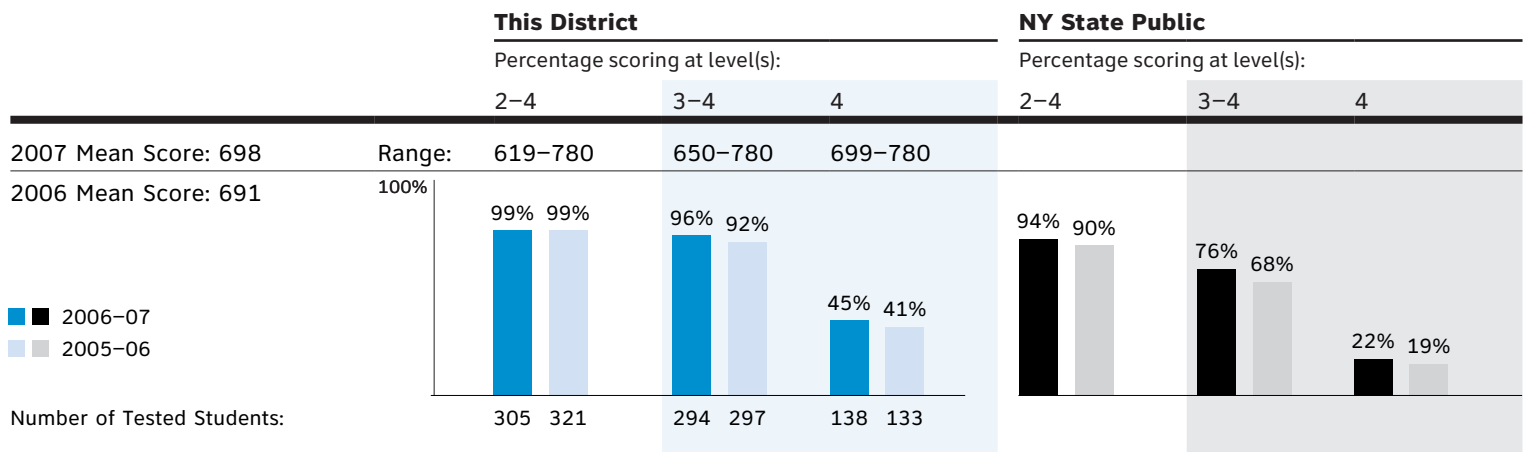
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



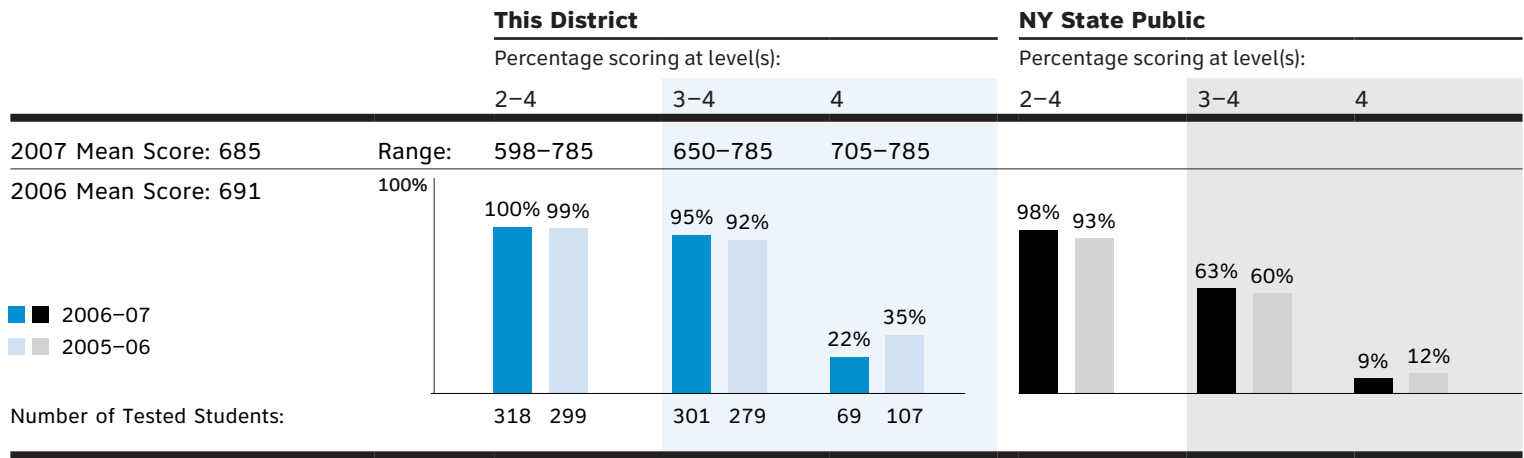
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	307	99%	96%	45%	323	99%	92%	41%
Female	149	100%	97%	40%	165	99%	93%	43%
Male	158	99%	95%	49%	158	100%	91%	39%
American Indian or Alaska Native								
Black or African American	1	—	—	—	3	—	—	—
Hispanic or Latino	10	—	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	64%	26	100%	92%	58%
White	274	100%	96%	45%	289	100%	93%	40%
Multiracial								
Small Group Totals	11	91%	82%	18%	8	88%	63%	25%
General-Education Students	269	100%	98%	50%	281	100%	95%	46%
Students with Disabilities	38	95%	79%	8%	42	98%	69%	10%
English Proficient	306	—	—	—	320	—	—	—
Limited English Proficient	1	—	—	—	3	—	—	—
Economically Disadvantaged	4	—	—	—	3	—	—	—
Not Disadvantaged	303	—	—	—	320	—	—	—
Migrant								
Not Migrant	307	99%	96%	45%	323	99%	92%	41%

NOTES

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

Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	318	100%	95%	22%	302	99%	92%	35%
Female	163	100%	96%	31%	162	99%	93%	38%
Male	155	100%	94%	12%	140	99%	91%	33%
American Indian or Alaska Native								
Black or African American	5	100%	80%	0%	3	—	—	—
Hispanic or Latino	6	100%	100%	17%	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	28	100%	100%	36%	26	100%	92%	50%
White	279	100%	94%	21%	270	99%	92%	34%
Multiracial								
Small Group Totals	6	100%	100%	33%				
General-Education Students	281	100%	98%	25%	268	100%	97%	39%
Students with Disabilities	37	100%	73%	0%	34	91%	53%	6%
English Proficient	318	100%	95%	22%	301	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	1	—	—	—	2	—	—	—
Not Disadvantaged	317	—	—	—	300	—	—	—
Migrant								
Not Migrant	318	100%	95%	22%	302	99%	92%	35%

NOTES

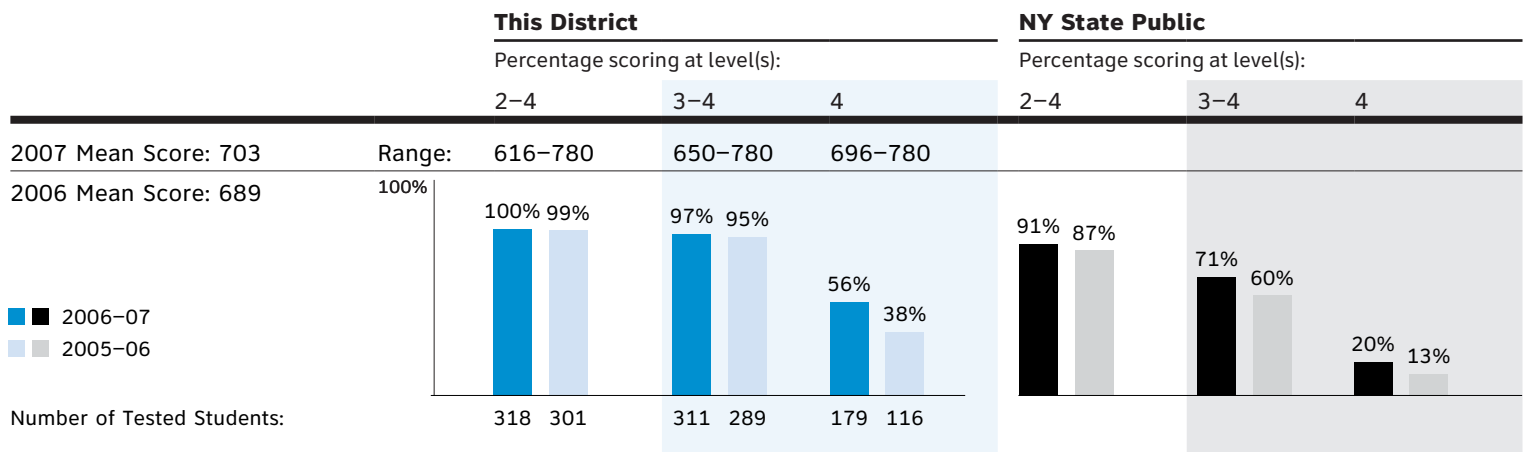
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	100%	97%	56%	305	99%	95%	38%
Female	162	100%	98%	61%	163	98%	94%	30%
Male	157	99%	97%	51%	142	99%	95%	47%
American Indian or Alaska Native								
Black or African American	6	100%	83%	33%	3	—	—	—
Hispanic or Latino	5	100%	100%	60%	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	28	100%	100%	75%	27	96%	93%	41%
White	280	100%	98%	55%	272	99%	95%	38%
Multiracial								
Small Group Totals					6	100%	83%	17%
General-Education Students	281	100%	98%	60%	270	100%	98%	42%
Students with Disabilities	38	97%	92%	24%	35	89%	71%	9%
English Proficient	319	100%	97%	56%	303	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	1	—	—	—	2	—	—	—
Not Disadvantaged	318	—	—	—	303	—	—	—
Migrant								
Not Migrant	319	100%	97%	56%	305	99%	95%	38%

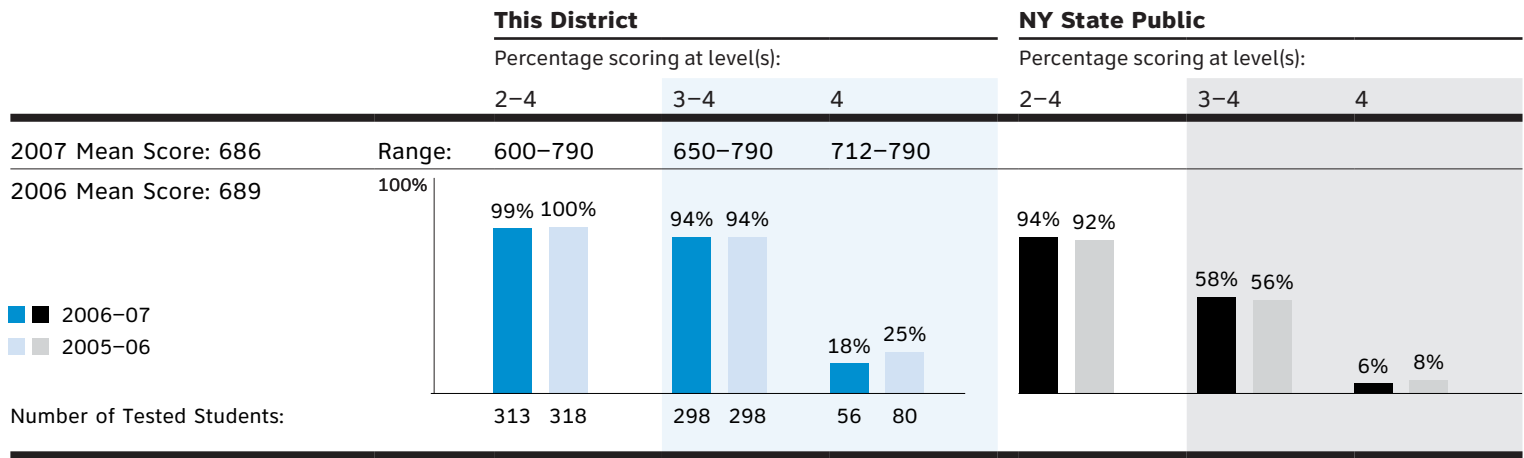
NOTES

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Other Assessments

Other Assessments	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	317	99%	94%	18%	318	100%	94%	25%
Female	169	99%	96%	20%	158	100%	94%	26%
Male	148	98%	92%	16%	160	100%	94%	24%
American Indian or Alaska Native								
Black or African American	3	-	-	-	5	-	-	-
Hispanic or Latino	4	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	29	97%	93%	28%	25	100%	96%	36%
White	281	99%	94%	16%	286	100%	94%	24%
Multiracial								
Small Group Totals	7	100%	86%	29%	7	100%	86%	14%
General-Education Students	281	100%	97%	20%	285	100%	97%	28%
Students with Disabilities	36	92%	72%	0%	33	100%	64%	0%
English Proficient	315	-	-	-	318	100%	94%	25%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	2	-	-	-	2	-	-	-
Not Disadvantaged	315	-	-	-	316	-	-	-
Migrant								
Not Migrant	317	99%	94%	18%	318	100%	94%	25%

NOTES

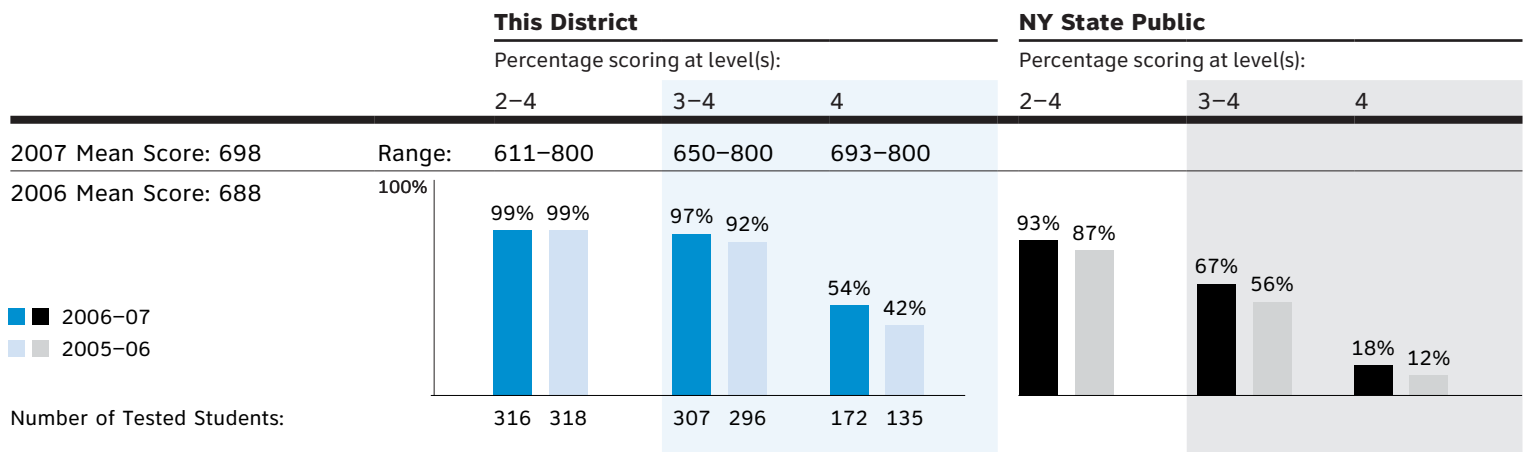
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	318	99%	97%	54%	321	99%	92%	42%
Female	170	100%	97%	53%	158	99%	92%	35%
Male	148	99%	96%	55%	163	99%	93%	49%
American Indian or Alaska Native								
Black or African American	3	-	-	-	5	-	-	-
Hispanic or Latino	4	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	69%	25	100%	96%	44%
White	282	99%	96%	53%	287	99%	92%	42%
Multiracial								
Small Group Totals	7	100%	86%	43%	9	89%	78%	33%
General-Education Students	282	100%	99%	58%	286	100%	97%	47%
Students with Disabilities	36	94%	75%	22%	35	91%	54%	6%
English Proficient	316	-	-	-	319	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	2	-	-	-	4	-	-	-
Not Disadvantaged	316	-	-	-	317	-	-	-
Migrant								
Not Migrant	318	99%	97%	54%	321	99%	92%	42%

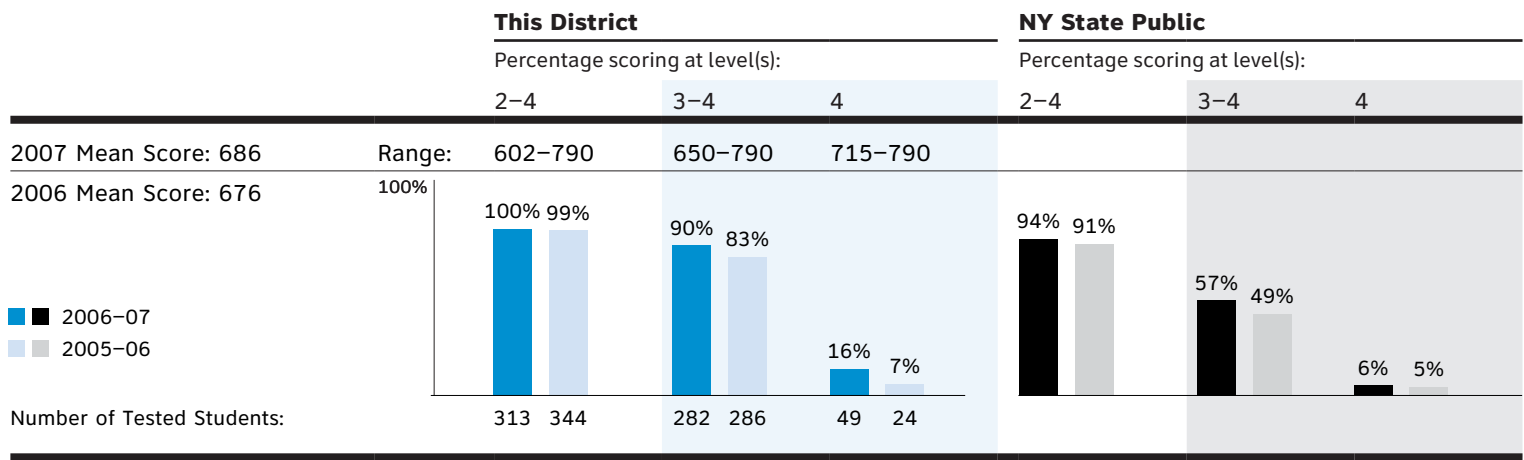
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	314	100%	90%	16%	346	99%	83%	7%
Female	156	100%	93%	19%	158	99%	85%	9%
Male	158	99%	87%	12%	188	99%	80%	5%
American Indian or Alaska Native								
Black or African American	5	100%	100%	0%	3	—	—	—
Hispanic or Latino	5	80%	40%	0%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	100%	92%	19%	27	100%	93%	4%
White	278	100%	90%	16%	310	99%	82%	7%
Multiracial								
Small Group Totals					9	100%	67%	11%
General-Education Students	281	100%	95%	17%	303	100%	88%	8%
Students with Disabilities	33	97%	48%	3%	43	95%	44%	0%
English Proficient	312	—	—	—	345	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	4	—	—	—	4	—	—	—
Not Disadvantaged	310	—	—	—	342	—	—	—
Migrant								
Not Migrant	314	100%	90%	16%	346	99%	83%	7%

NOTES

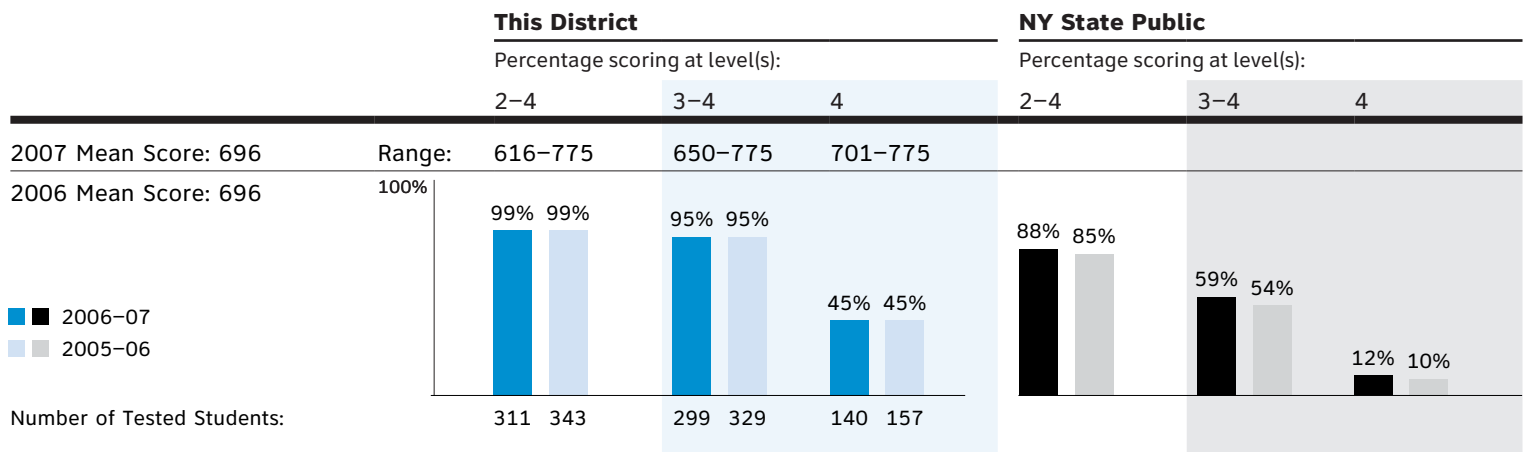
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	314	99%	95%	45%	346	99%	95%	45%
Female	156	100%	96%	40%	159	99%	95%	44%
Male	158	98%	95%	49%	187	99%	95%	47%
American Indian or Alaska Native								
Black or African American	5	—	—	—	3	—	—	—
Hispanic or Latino	4	—	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	100%	96%	62%	29	100%	100%	72%
White	279	99%	96%	43%	308	99%	95%	43%
Multiracial								
Small Group Totals	9	89%	78%	33%	9	89%	78%	33%
General-Education Students	280	100%	99%	49%	303	100%	99%	51%
Students with Disabilities	34	91%	65%	9%	43	93%	67%	5%
English Proficient	312	—	—	—	344	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	3	—	—	—	4	—	—	—
Not Disadvantaged	311	—	—	—	342	—	—	—
Migrant								
Not Migrant	314	99%	95%	45%	346	99%	95%	45%

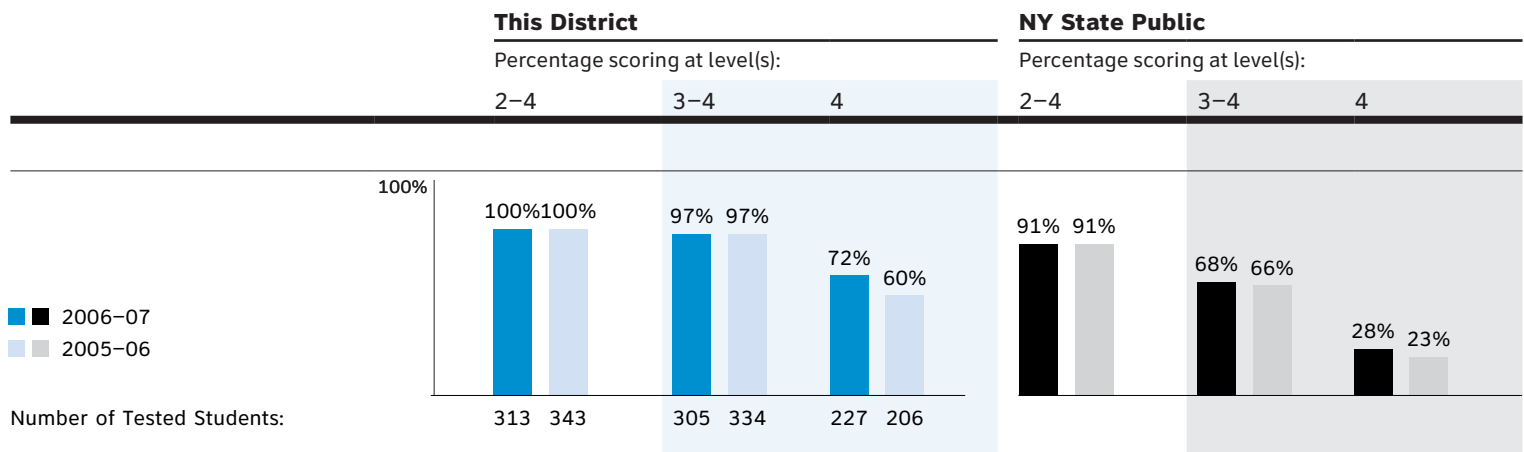
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	314	100%	97%	72%	344	100%	97%	60%
Female	156	100%	97%	69%	158	99%	96%	52%
Male	158	99%	97%	75%	186	100%	98%	67%
American Indian or Alaska Native								
Black or African American	5	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	26	100%	96%	69%	28	100%	96%	86%
White	279	100%	97%	73%	307	100%	98%	58%
Multiracial								
Small Group Totals	9	89%	89%	56%	9	100%	78%	44%
General-Education Students	280	100%	100%	78%	300	100%	99%	66%
Students with Disabilities	34	97%	76%	29%	44	98%	82%	20%
English Proficient	312	–	–	–	343	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	3	–	–	–	4	–	–	–
Not Disadvantaged	311	–	–	–	340	–	–	–
Migrant								
Not Migrant	314	100%	97%	72%	344	100%	97%	60%

NOTES

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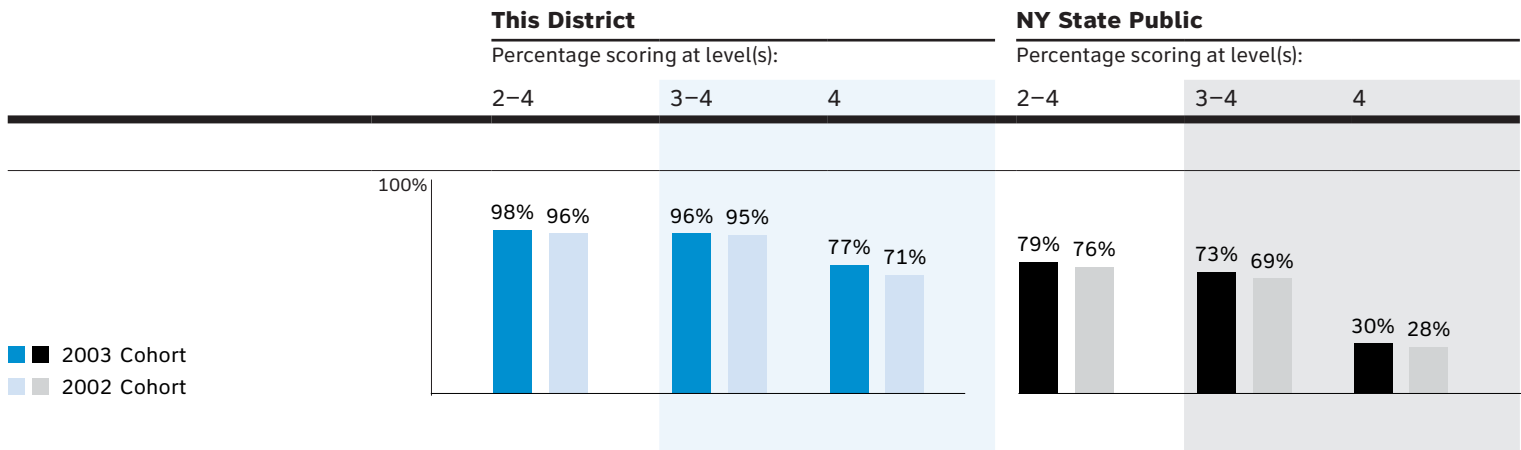
Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

District CHAPPAQUA CENTRAL SCHOOL DISTRICT

District ID 66-10-04-06-0000

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	309	98%	96%	77%	300	96%	95%	71%
Female	151	98%	96%	79%	134	96%	96%	78%
Male	158	98%	97%	75%	166	96%	95%	66%
American Indian or Alaska Native								
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	7	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	95%	90%	75%	22	100%	95%	82%
White	278	98%	97%	79%	269	96%	96%	71%
Multiracial								
Small Group Totals	11	100%	91%	27%	9	89%	89%	56%
General-Education Students	282	100%	99%	82%	277	97%	96%	75%
Students with Disabilities	27	81%	67%	19%	23	91%	83%	17%
English Proficient	308	–	–	–	299	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	3	–	–	–				
Not Disadvantaged	306	–	–	–	300	96%	95%	71%
Migrant								
Not Migrant					300	96%	95%	71%

NOTES

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Other Assessments

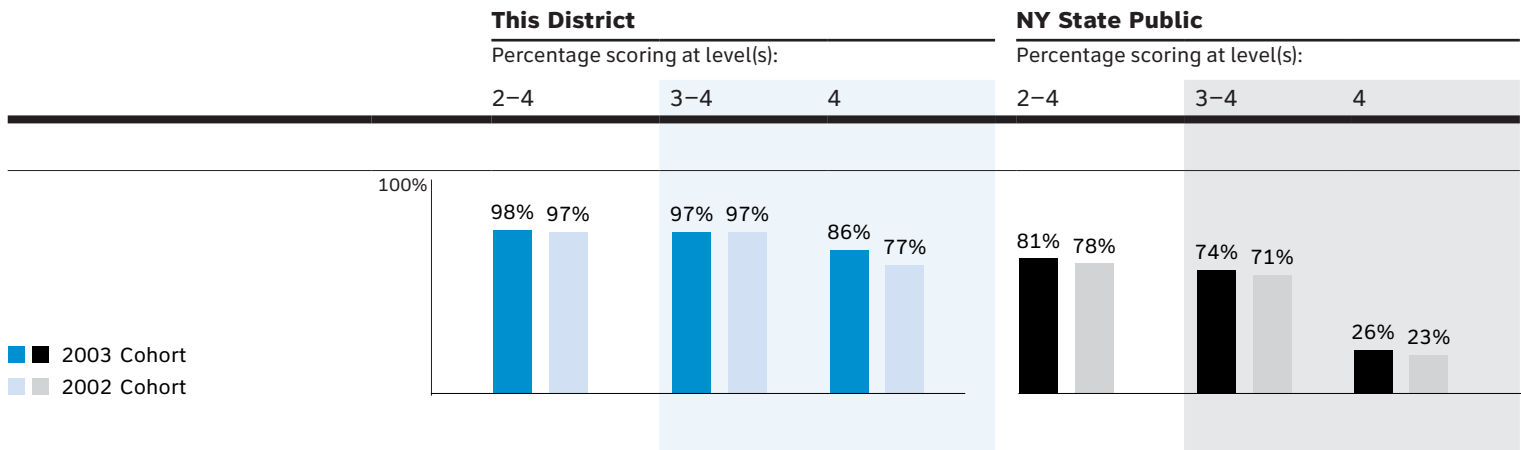
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2002 cohort data are those reported in the 2005-06 Accountability and Overview Report.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	309	98%	97%	86%	300	97%	97%	77%
Female	151	98%	97%	82%	134	98%	98%	81%
Male	158	97%	97%	91%	166	97%	97%	74%
American Indian or Alaska Native								
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	7	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	85%	22	100%	100%	86%
White	278	98%	97%	87%	269	97%	97%	77%
Multiracial								
Small Group Totals	11	91%	91%	64%	9	89%	89%	67%
General-Education Students	282	99%	99%	91%	277	97%	97%	79%
Students with Disabilities	27	81%	74%	41%	23	96%	96%	48%
English Proficient	308	–	–	–	299	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	3	–	–	–				
Not Disadvantaged	306	–	–	–	300	97%	97%	77%
Migrant								
Not Migrant					300	97%	97%	77%

NOTES

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

Other Assessments

Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.