



# The New York State Report Card 2011–12

District **CHAPPAQUA CENTRAL SCHOOL  
DISTRICT**

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

Superintendent **LYN MCKAY**

Telephone **(914) 238-7200**

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

Need/Resource

Capacity Category **Low Need Districts**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

#### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	292	259	255
Grade 1	281	293	269
Grade 2	333	292	293
Grade 3	305	336	297
Grade 4	341	310	340
Grade 5	330	346	309
Grade 6	326	337	354
Ungraded Elementary	0	0	3
Grade 7	359	325	337
Grade 8	312	356	328
Grade 9	319	308	351
Grade 10	323	317	304
Grade 11	303	321	308
Grade 12	342	306	317
Ungraded Secondary	0	0	3
<b>Total K-12</b>	<b>4166</b>	<b>4106</b>	<b>4068</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	21	22	21
<b>Grade 8</b>			
English	20	22	22
Mathematics	20	22	23
Science	20	22	23
Social Studies	19	22	23
<b>Grade 10</b>			
English			
Mathematics	17	19	19
Science	20	14	14
Social Studies	24	19	24

## 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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## 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.

# 1 Profile

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	35	1%	45	1%	52	1%
Reduced Price Lunch	12	0%	13	0%	17	0%
Limited English Proficient	38	1%	33	1%	35	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	1	0%	5	0%
Black or African American	34	1%	36	1%	38	1%
Hispanic or Latino	97	2%	112	3%	157	4%
Asian or Native Hawaiian/Other Pacific Islander	333	8%	359	9%	370	9%
White	3589	86%	3486	85%	3367	83%
Multiracial	112	3%	112	3%	131	3%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		97%		97%		97%
Student Suspensions	40	1%	48	1%	38	1%

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

## 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.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*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.

# 1 Profile

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	360	355	345
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	2%	1%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	65%	68%
<b>Total Number of Core Classes</b>	939	924	893
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	1348	1336	1292
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	37%	13%	25%
Turnover Rate of All Teachers	13%	8%	10%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	41	41	39
Total Paraprofessionals*	92	77	74
Assistant Principals	8	8	8
Principals	6	6	6

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who 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.

## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

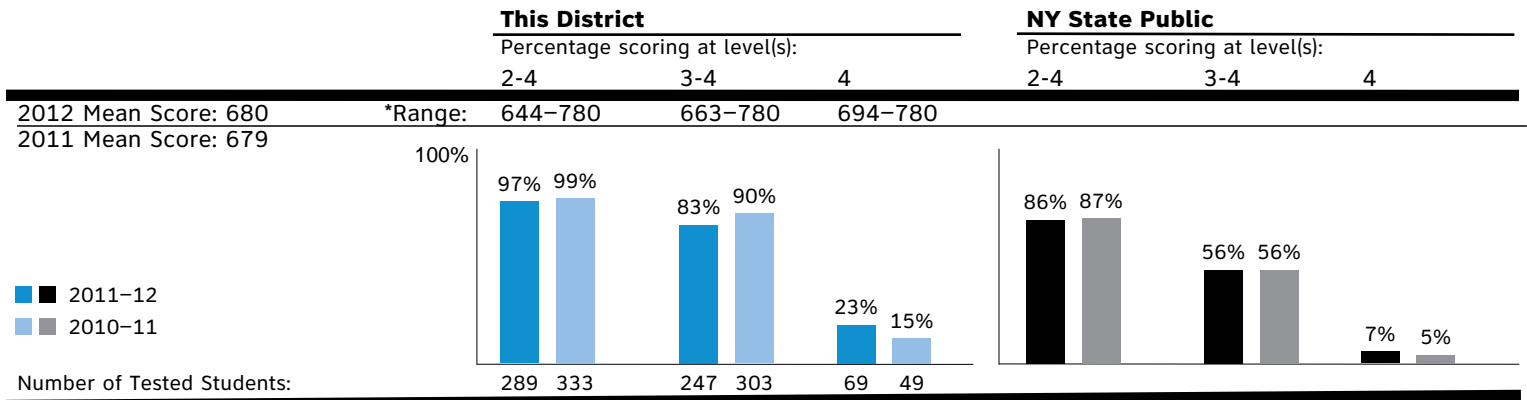
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 3 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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	298	97%	83%	23%	336	99%	90%	15%
Female	150	98%	84%	27%	172	99%	94%	19%
Male	148	96%	82%	19%	164	99%	87%	10%
American Indian or Alaska Native	1	–	–	–				
Black or African American	6	–	–	–	2	–	–	–
Hispanic or Latino	12	100%	75%	17%	11	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	25	96%	92%	28%	32	100%	91%	13%
White	232	97%	82%	22%	277	99%	91%	15%
Multiracial	22	95%	82%	32%	14	100%	93%	21%
Small Group Totals	7	86%	86%	14%	13	92%	69%	8%
General-Education Students	262	99%	89%	26%	318	99%	92%	15%
Students with Disabilities	36	83%	39%	0%	18	94%	50%	0%
English Proficient	296	–	–	–	333	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	4	–	–	–	7	71%	57%	0%
Not Disadvantaged	294	–	–	–	329	100%	91%	15%
Migrant								
Not Migrant	298	97%	83%	23%	336	99%	90%	15%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	2011–12 School Year				2010–11 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	–	–	–	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

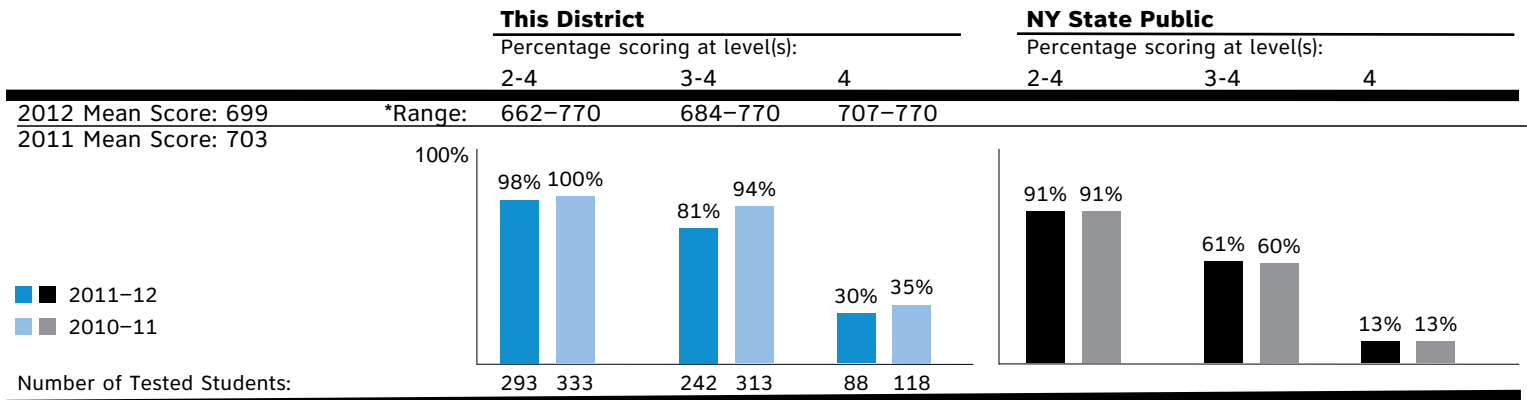
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 3 Mathematics



### Results by Student Group

	2011-12 School Year				2010-11 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	298	98%	81%	30%	334	100%	94%	35%
Female	150	98%	77%	28%	170	99%	95%	31%
Male	148	99%	86%	31%	164	100%	93%	40%
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	-	-	-	2	-	-	-
Hispanic or Latino	12	100%	92%	8%	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	25	100%	88%	36%	31	100%	100%	48%
White	232	98%	81%	28%	276	100%	94%	34%
Multiracial	22	95%	77%	50%	14	100%	100%	50%
Small Group Totals	7	100%	57%	14%	13	100%	69%	15%
General-Education Students	262	100%	88%	33%	316	100%	96%	37%
Students with Disabilities	36	89%	31%	3%	18	100%	61%	11%
English Proficient	296	-	-	-	331	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	4	-	-	-	7	100%	71%	0%
Not Disadvantaged	294	-	-	-	327	100%	94%	36%
Migrant								
Not Migrant	298	98%	81%	30%	334	100%	94%	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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year				2010-11 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	-	-	-	5	5	5	3

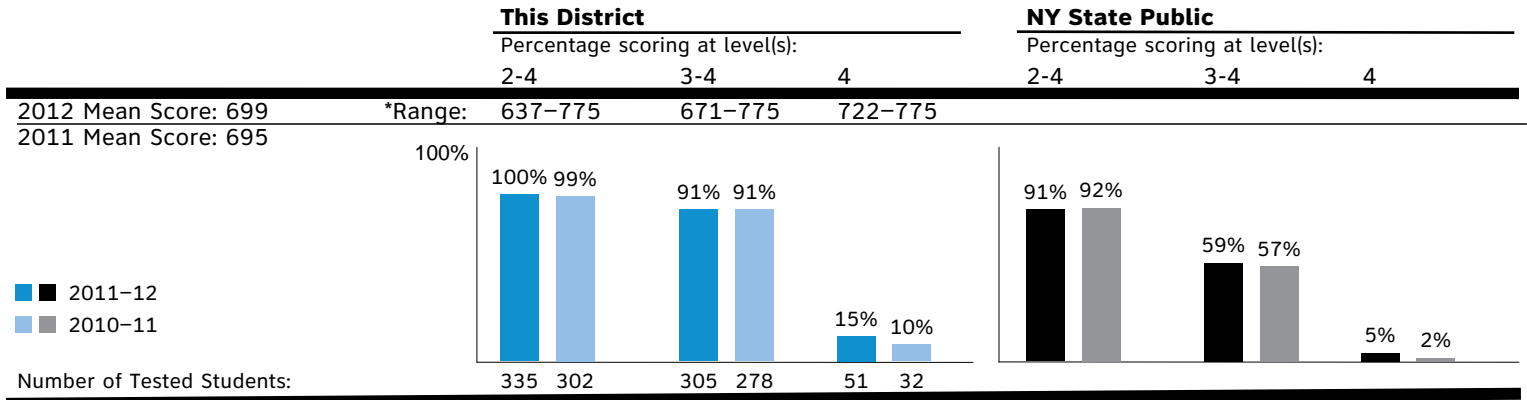


# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 4 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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	336	100%	91%	15%	305	99%	91%	10%
Female	173	100%	91%	19%	121	98%	91%	15%
Male	163	99%	90%	11%	184	99%	91%	8%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	9	–	–	–	10	90%	90%	20%
Hispanic or Latino	31	100%	90%	13%	31	100%	97%	16%
Asian or Native Hawaiian/Other Pacific Islander	279	100%	92%	16%	253	99%	90%	9%
White	15	100%	100%	13%	10	–	–	–
Multiracial	11	100%	55%	9%	11	100%	100%	9%
Small Group Totals								
General-Education Students	314	100%	93%	16%	275	100%	96%	12%
Students with Disabilities	22	95%	64%	0%	30	90%	50%	0%
English Proficient	335	–	–	–	301	–	–	–
Limited English Proficient	1	–	–	–	4	–	–	–
Economically Disadvantaged	7	100%	71%	0%	3	–	–	–
Not Disadvantaged	329	100%	91%	16%	302	–	–	–
Migrant								
Not Migrant	336	100%	91%	15%	305	99%	91%	10%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 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	4	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	0	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.

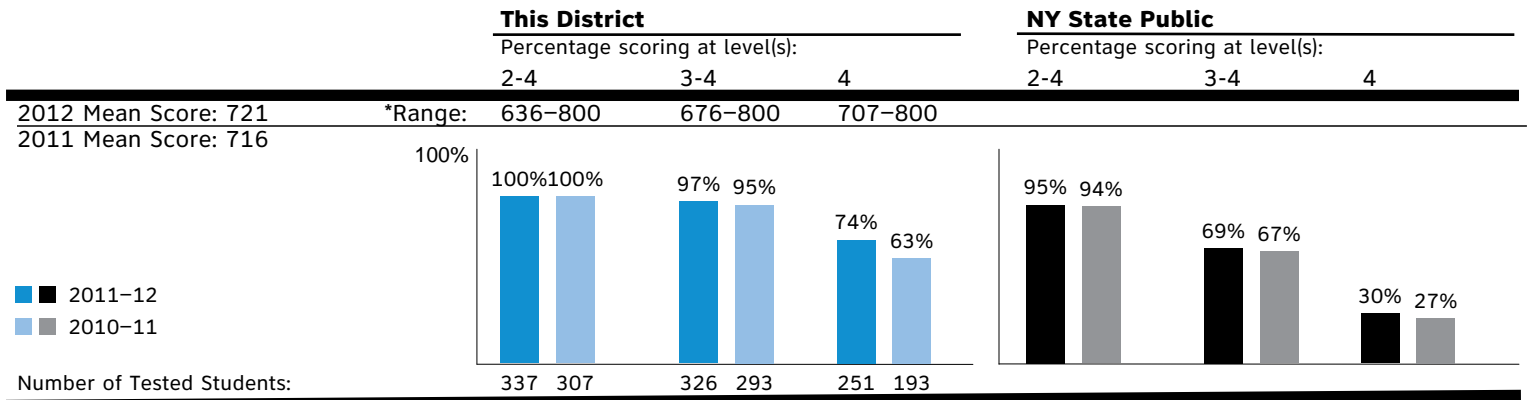


# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 4 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 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	337	100%	97%	74%	308	100%	95%	63%
Female	174	100%	97%	75%	123	99%	93%	54%
Male	163	100%	96%	74%	185	100%	97%	69%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	9	–	–	–	10	100%	90%	40%
Hispanic or Latino	31	100%	100%	84%	31	100%	100%	90%
Asian or Native Hawaiian/Other Pacific Islander	280	100%	97%	75%	256	100%	95%	60%
White	15	100%	100%	60%	10	–	–	–
Multiracial	11	100%	82%	55%	11	100%	100%	73%
Small Group Totals								
General-Education Students	315	100%	98%	78%	278	100%	97%	68%
Students with Disabilities	22	100%	77%	27%	30	100%	73%	17%
English Proficient	335	–	–	–	304	–	–	–
Limited English Proficient	2	–	–	–	4	–	–	–
Economically Disadvantaged	7	100%	100%	43%	3	–	–	–
Not Disadvantaged	330	100%	97%	75%	305	–	–	–
Migrant								
Not Migrant	337	100%	97%	74%	308	100%	95%	63%

#### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

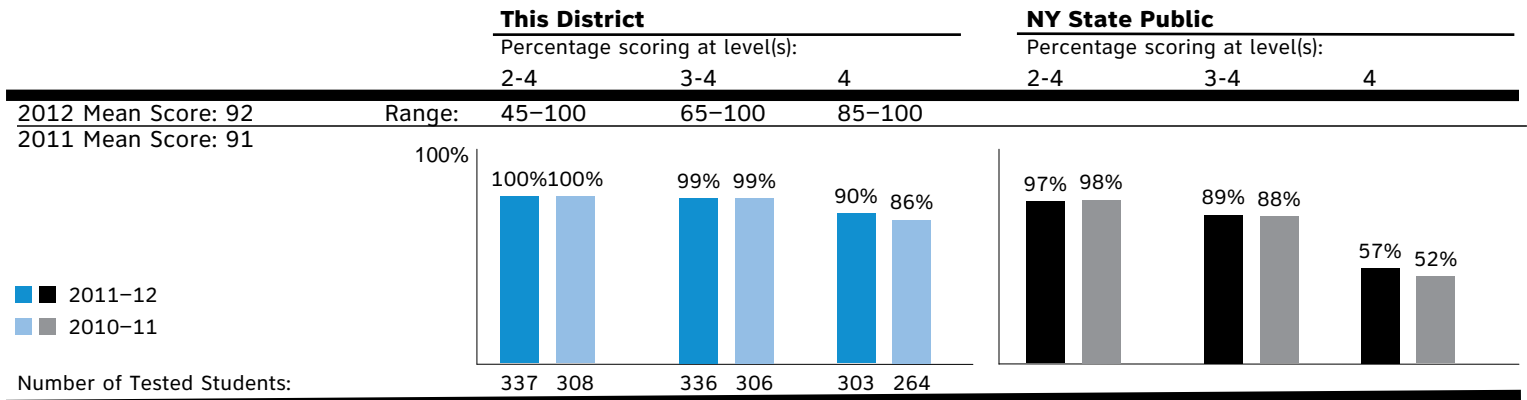
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	2	–	–	–

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 4 Science



### Results by Student Group

	2011-12 School Year				2010-11 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	338	100%	99%	90%	308	100%	99%	86%
Female	175	100%	99%	89%	123	100%	99%	83%
Male	163	99%	99%	91%	185	100%	99%	88%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	9	-	-	-	10	-	-	-
Hispanic or Latino	31	100%	100%	94%	31	100%	100%	87%
Asian or Native Hawaiian/Other Pacific Islander	280	100%	99%	90%	256	100%	100%	86%
White	16	100%	100%	88%	10	100%	100%	90%
Multiracial	11	100%	100%	64%	11	100%	91%	82%
Small Group Totals								
General-Education Students	316	100%	100%	91%	278	100%	100%	90%
Students with Disabilities	22	95%	95%	64%	30	100%	93%	43%
English Proficient	336	-	-	-	304	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	7	100%	100%	86%	3	-	-	-
Not Disadvantaged	331	100%	99%	90%	305	-	-	-
Migrant								
Not Migrant	338	100%	99%	90%	308	100%	99%	86%

#### 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

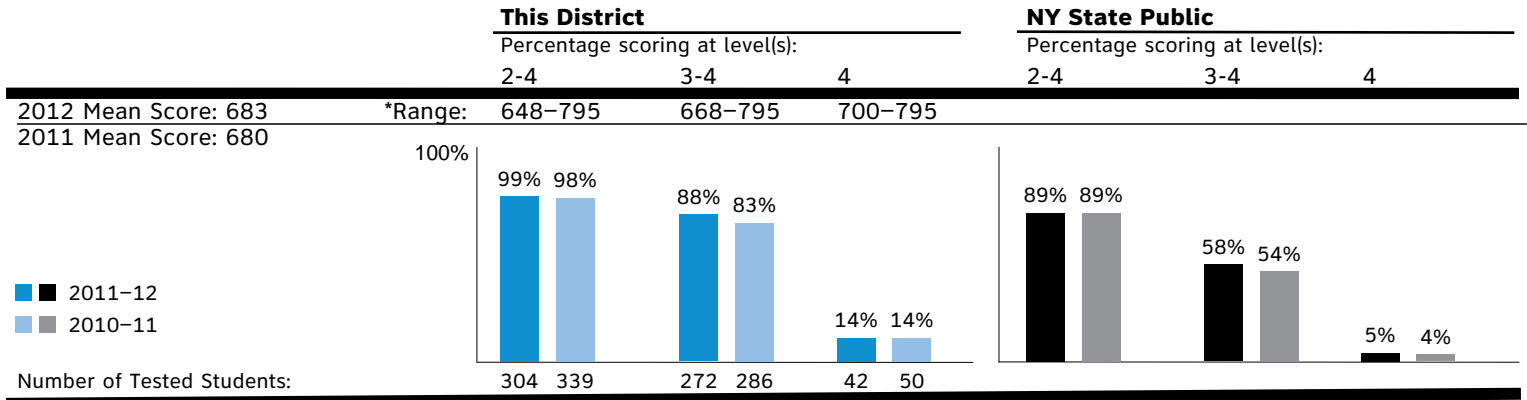
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	2	-	-	-

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 5 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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	308	99%	88%	14%	345	98%	83%	14%
Female	119	99%	87%	16%	174	99%	89%	17%
Male	189	98%	89%	12%	171	97%	77%	12%
American Indian or Alaska Native	1	–	–	–				
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	11	82%	73%	18%	14	79%	57%	7%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	97%	30%	32	97%	84%	22%
White	255	99%	88%	12%	288	99%	85%	15%
Multiracial	10	–	–	–	8	–	–	–
Small Group Totals	12	100%	92%	8%	11	100%	64%	0%
General-Education Students	275	100%	94%	15%	309	100%	89%	16%
Students with Disabilities	33	91%	39%	0%	36	83%	33%	0%
English Proficient	305	–	–	–	343	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	7	86%	57%	0%	8	88%	38%	0%
Not Disadvantaged	301	99%	89%	14%	337	99%	84%	15%
Migrant								
Not Migrant	308	99%	88%	14%	345	98%	83%	14%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 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	2	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

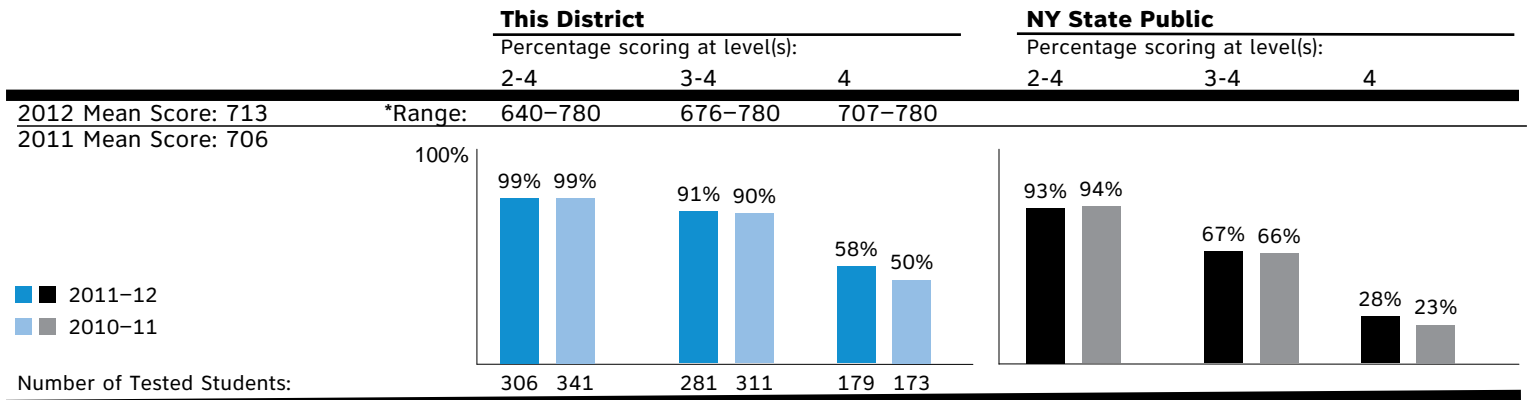
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 5 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 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	308	99%	91%	58%	346	99%	90%	50%
Female	119	99%	90%	51%	175	100%	91%	49%
Male	189	99%	92%	62%	171	97%	89%	51%
American Indian or Alaska Native	1	–	–	–				
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	11	100%	91%	45%	14	86%	57%	36%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	83%	33	97%	91%	55%
White	255	99%	91%	56%	288	99%	92%	50%
Multiracial	10	–	–	–	8	–	–	–
Small Group Totals	12	100%	83%	58%	11	100%	82%	45%
General-Education Students	275	100%	96%	63%	310	100%	95%	55%
Students with Disabilities	33	94%	52%	21%	36	86%	47%	11%
English Proficient	305	–	–	–	343	–	–	–
Limited English Proficient	3	–	–	–	3	–	–	–
Economically Disadvantaged	7	100%	100%	43%	8	75%	63%	13%
Not Disadvantaged	301	99%	91%	58%	338	99%	91%	51%
Migrant								
Not Migrant	308	99%	91%	58%	346	99%	90%	50%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

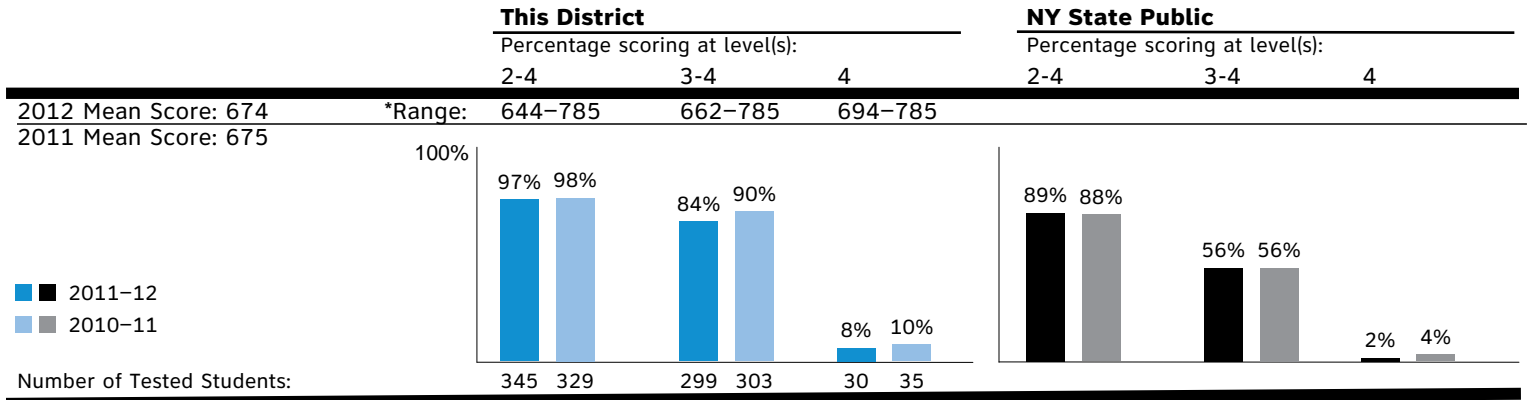
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	4	–	–	–

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 6 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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	355	97%	84%	8%	337	98%	90%	10%
Female	177	98%	91%	12%	150	99%	91%	12%
Male	178	96%	78%	5%	187	97%	89%	9%
American Indian or Alaska Native	2	–	–	–	4	–	–	–
Black or African American	16	81%	63%	13%	8	88%	63%	0%
Hispanic or Latino	34	94%	88%	9%	30	97%	97%	20%
Asian or Native Hawaiian/Other Pacific Islander	292	98%	85%	8%	289	98%	90%	10%
White	11	–	–	–	6	–	–	–
Multiracial	13	100%	77%	15%	10	100%	100%	0%
Small Group Totals								
General-Education Students	317	100%	91%	9%	297	100%	95%	12%
Students with Disabilities	38	74%	29%	0%	40	83%	53%	0%
English Proficient	353	–	–	–	337	98%	90%	10%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	9	78%	56%	11%	3	–	–	–
Not Disadvantaged	346	98%	85%	8%	334	–	–	–
Migrant								
Not Migrant	355	97%	84%	8%	337	98%	90%	10%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 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	4	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

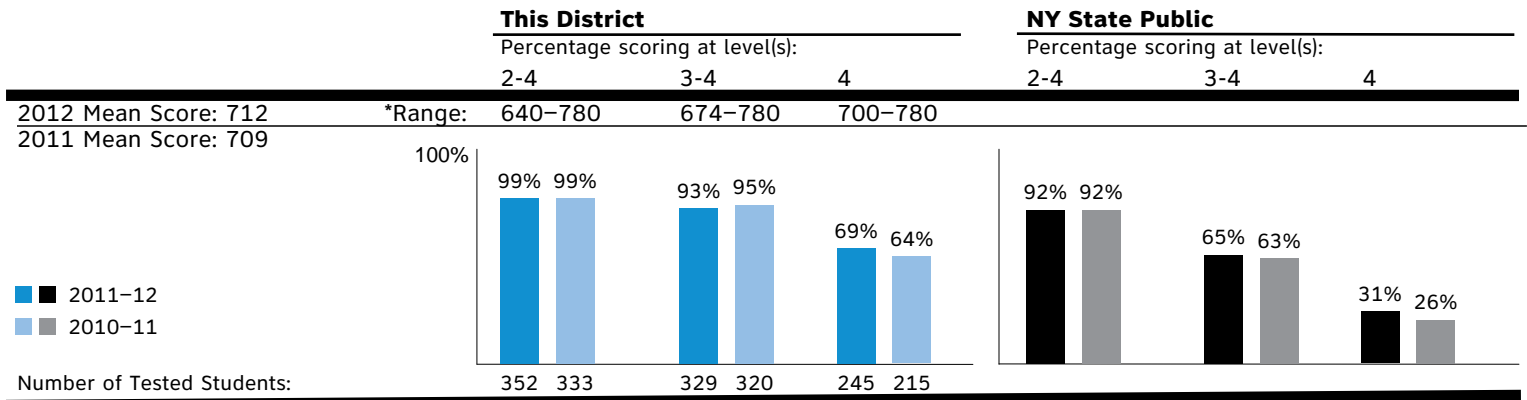
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 6 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 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	355	99%	93%	69%	337	99%	95%	64%
Female	177	100%	94%	71%	150	99%	94%	57%
Male	178	98%	91%	67%	187	98%	96%	69%
American Indian or Alaska Native	2	–	–	–	4	–	–	–
Black or African American	16	94%	63%	50%	8	88%	88%	63%
Hispanic or Latino	34	100%	91%	79%	30	100%	97%	90%
Asian or Native Hawaiian/Other Pacific Islander	292	99%	95%	69%	289	99%	95%	61%
White	11	–	–	–	6	–	–	–
Multiracial	13	100%	92%	62%	10	100%	100%	70%
Small Group Totals	317	100%	98%	76%	297	100%	99%	69%
General-Education Students	38	92%	45%	11%	40	90%	68%	23%
Students with Disabilities	353	–	–	–	337	99%	95%	64%
English Proficient	2	–	–	–				
Limited English Proficient	9	89%	56%	33%	3	–	–	–
Economically Disadvantaged	346	99%	94%	70%	334	–	–	–
Not Disadvantaged								
Migrant	355	99%	93%	69%	337	99%	95%	64%
Not Migrant								

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

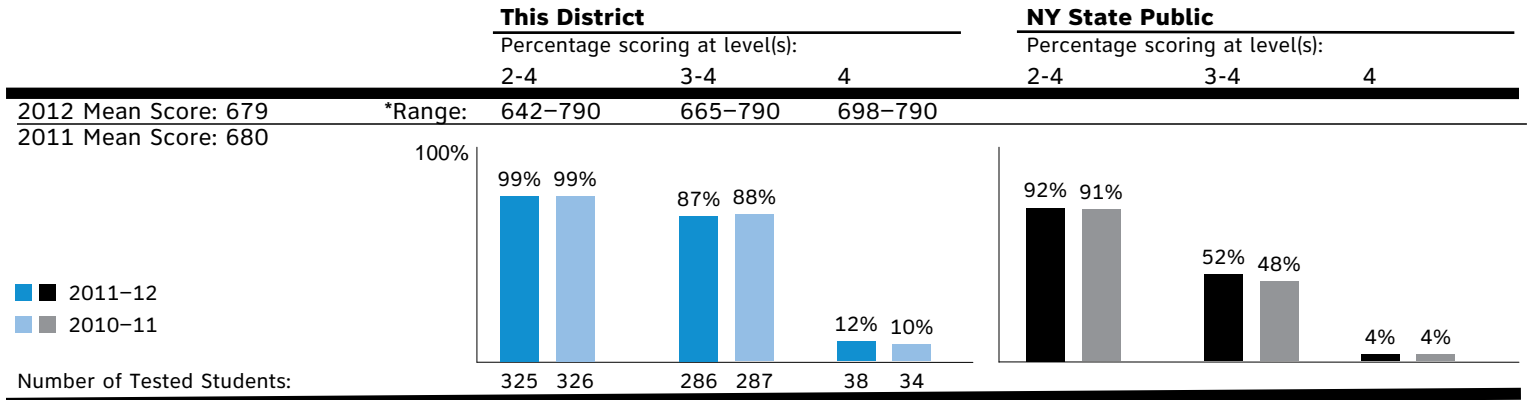
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	1	–	–	–

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 7 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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	329	99%	87%	12%	328	99%	88%	10%
Female	147	99%	90%	14%	142	100%	88%	11%
Male	182	98%	85%	9%	186	99%	87%	10%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	8	–	–	–	14	100%	86%	7%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	90%	35%	24	100%	92%	29%
White	276	99%	87%	9%	275	99%	87%	9%
Multiracial	10	100%	90%	10%	12	–	–	–
Small Group Totals	12	100%	75%	8%	15	100%	93%	13%
General-Education Students	297	100%	92%	13%	292	100%	93%	12%
Students with Disabilities	32	88%	38%	0%	36	97%	44%	0%
English Proficient	329	99%	87%	12%	327	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	5	100%	100%	0%	6	100%	50%	0%
Not Disadvantaged	324	99%	87%	12%	322	99%	88%	11%
Migrant								
Not Migrant	329	99%	87%	12%	328	99%	88%	10%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 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	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	2	N/A	N/A	N/A	1	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.

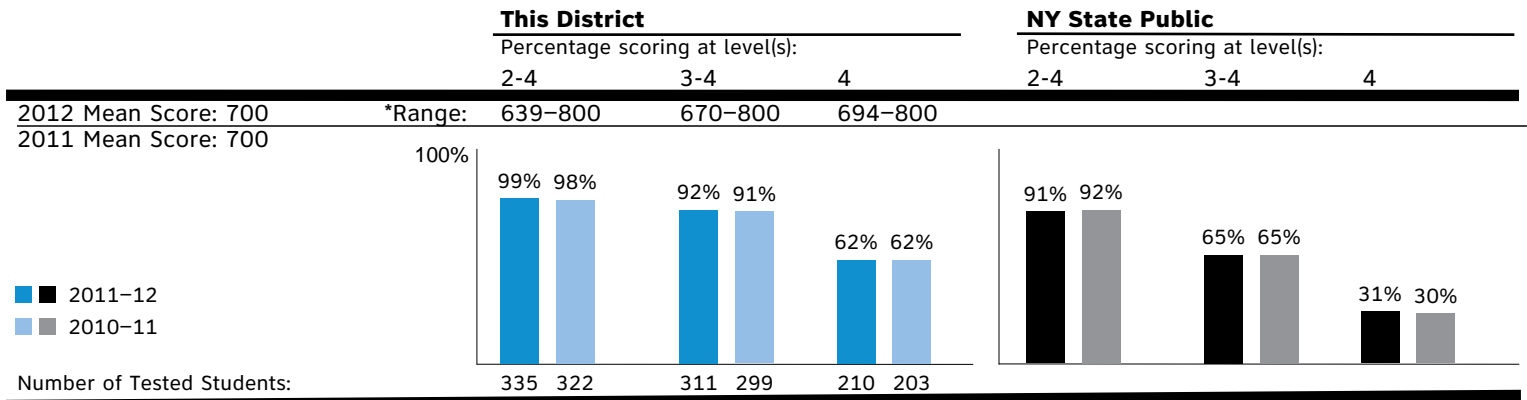


# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 7 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 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	339	99%	92%	62%	329	98%	91%	62%
Female	150	98%	92%	57%	142	98%	87%	53%
Male	189	99%	92%	66%	187	98%	94%	68%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	10	90%	80%	50%	14	100%	79%	64%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	97%	94%	24	100%	96%	88%
White	283	99%	92%	59%	276	97%	91%	59%
Multiracial	10	100%	100%	90%	12	–	–	–
Small Group Totals	5	100%	80%	20%	15	100%	93%	60%
General-Education Students	299	100%	97%	69%	293	100%	94%	66%
Students with Disabilities	40	93%	50%	10%	36	83%	64%	25%
English Proficient	337	–	–	–	327	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	6	100%	83%	33%	6	100%	67%	17%
Not Disadvantaged	333	99%	92%	62%	323	98%	91%	63%
Migrant								
Not Migrant	339	99%	92%	62%	329	98%	91%	62%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

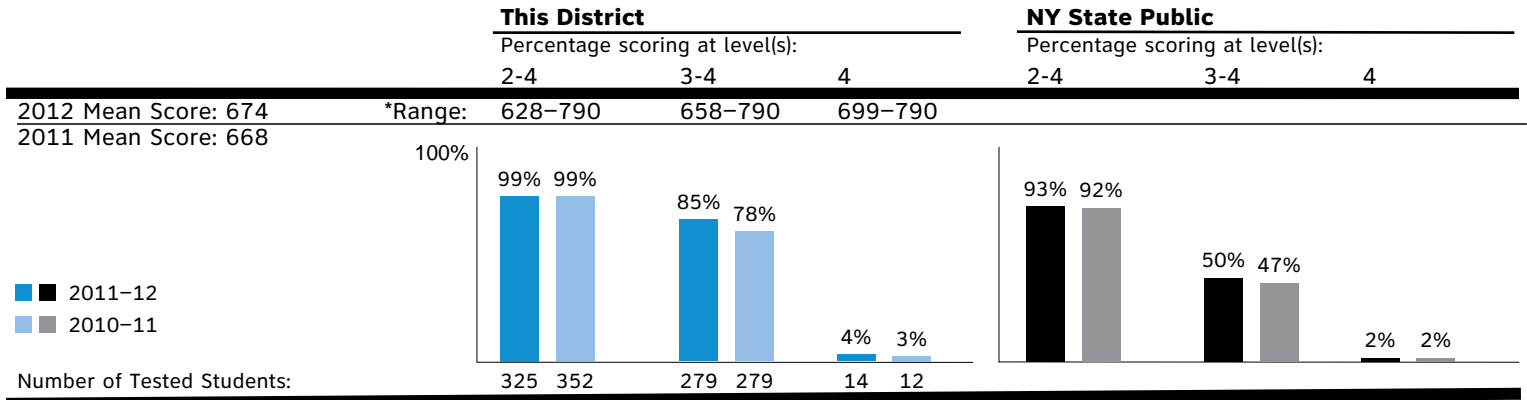
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	1	–	–	–

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 8 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 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	327	99%	85%	4%	357	99%	78%	3%
Female	145	99%	87%	6%	175	100%	83%	5%
Male	182	99%	84%	3%	182	97%	74%	2%
American Indian or Alaska Native								
Black or African American	5	100%	80%	0%	3	–	–	–
Hispanic or Latino	18	100%	78%	0%	10	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	0%	26	100%	88%	0%
White	269	99%	85%	5%	308	98%	78%	4%
Multiracial	13	100%	85%	0%	10	100%	80%	0%
Small Group Totals					13	100%	85%	0%
General-Education Students	292	100%	90%	5%	315	100%	85%	4%
Students with Disabilities	35	94%	49%	0%	42	88%	24%	0%
English Proficient	327	99%	85%	4%	354	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	9	100%	33%	0%	8	100%	63%	13%
Not Disadvantaged	318	99%	87%	4%	349	99%	79%	3%
Migrant								
Not Migrant	327	99%	85%	4%	357	99%	78%	3%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 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	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	N/A	N/A	N/A	0	N/A	N/A	N/A

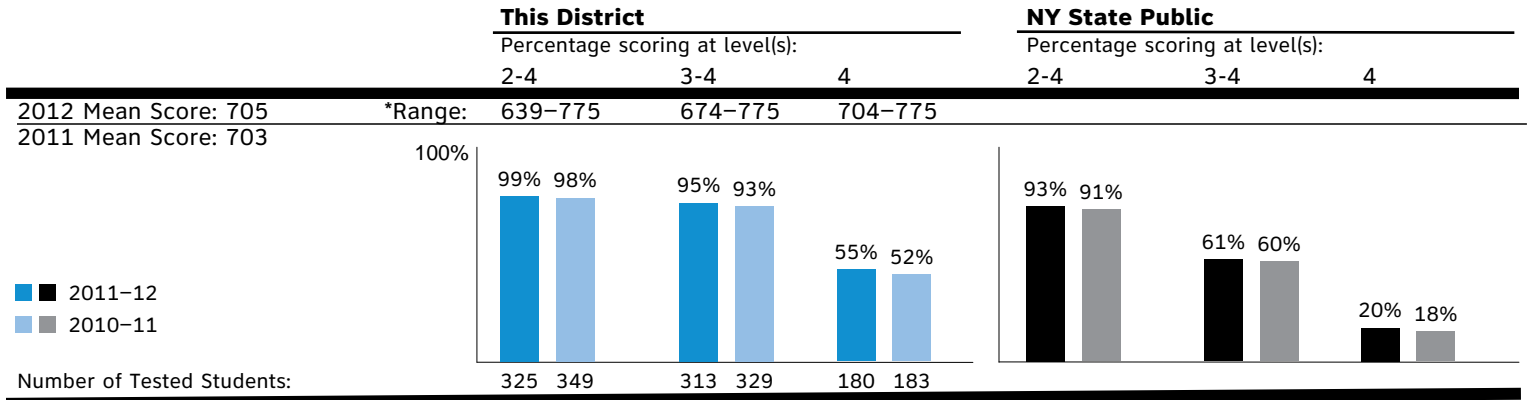
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 8 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 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	328	99%	95%	55%	355	98%	93%	52%
Female	145	99%	94%	52%	175	99%	94%	52%
Male	183	99%	97%	57%	180	98%	91%	51%
American Indian or Alaska Native	5	100%	100%	20%	3	–	–	–
Black or African American	19	100%	89%	42%	10	–	–	–
Hispanic or Latino	22	100%	100%	82%	26	100%	100%	65%
Asian or Native Hawaiian/Other Pacific Islander	269	99%	95%	53%	306	98%	92%	50%
White	13	100%	100%	77%	10	100%	100%	50%
Multiracial	13	100%	100%	77%	10	100%	100%	50%
Small Group Totals	13	100%	100%	54%	13	100%	100%	54%
General-Education Students	293	100%	98%	59%	313	100%	98%	57%
Students with Disabilities	35	91%	71%	23%	42	86%	52%	10%
English Proficient	327	–	–	–	352	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	9	100%	78%	11%	8	88%	88%	38%
Not Disadvantaged	319	99%	96%	56%	347	99%	93%	52%
Migrant	328	99%	95%	55%	355	98%	93%	52%
Not Migrant	328	99%	95%	55%	355	98%	93%	52%

### 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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 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	–	–	–	0	–	–	–

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## Results in Grade 8 Science

### This District

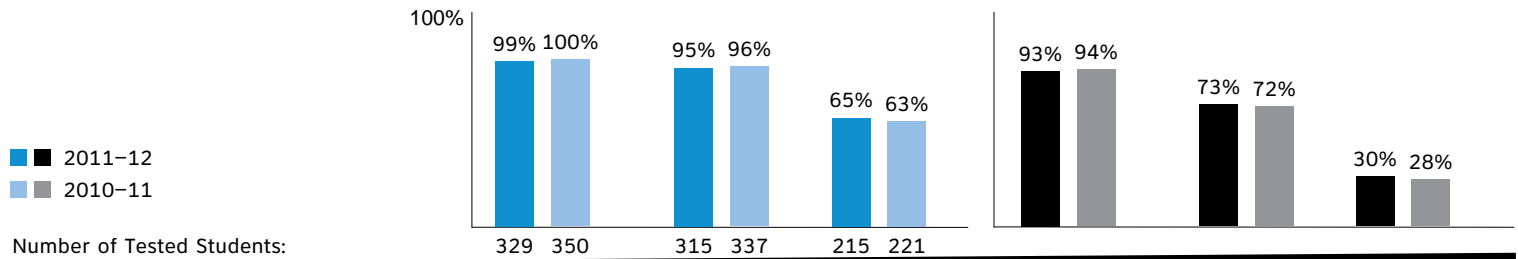
Percentage scoring at level(s):

2-4 3-4 4

### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



### Results by Student Group

#### 2011-12 School Year

#### 2010-11 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	331	99%	95%	65%	351	100%	96%	63%
Female	147	99%	93%	57%	174	99%	97%	59%
Male	184	99%	97%	71%	177	100%	95%	67%
American Indian or Alaska Native	5	100%	100%	20%	3	–	–	–
Black or African American	19	100%	84%	42%	10	–	–	–
Hispanic or Latino	22	100%	100%	86%	26	100%	96%	73%
Asian or Native Hawaiian/Other Pacific Islander	271	99%	95%	65%	302	100%	96%	63%
White	14	100%	100%	79%	10	100%	100%	70%
Multiracial	13	100%	92%	31%	13	100%	92%	31%
Small Group Totals								
General-Education Students	294	100%	98%	70%	311	100%	99%	70%
Students with Disabilities	37	95%	73%	24%	40	98%	75%	10%
English Proficient	330	–	–	–	348	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	9	100%	78%	44%	8	100%	75%	63%
Not Disadvantaged	322	99%	96%	66%	343	100%	97%	63%
Migrant								
Not Migrant	331	99%	95%	65%	351	100%	96%	63%

### 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

#### 2011-12 School Year

#### 2010-11 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	–	–	–	0			
Regents Science	0				0			

## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

### Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

#### NOTES

\*Reporting standards not met.

\*\*Rounds to 0.

### Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

#### NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

#### This District

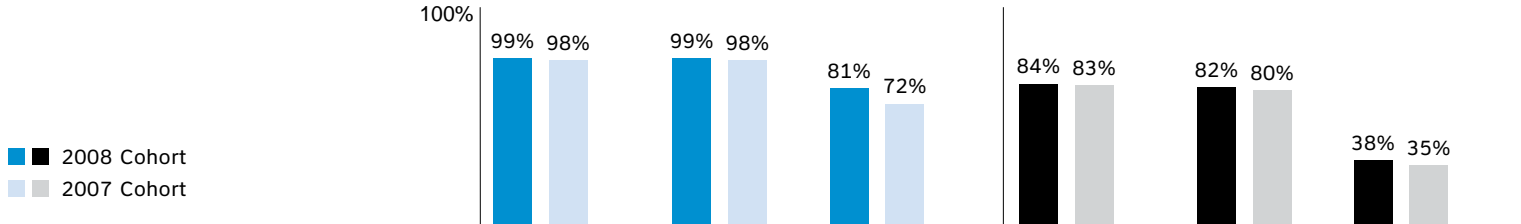
Percentage scoring at level(s):

2-4      3-4      4

#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Results by Student Group

##### 2008 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

##### 2007 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

	2008 Cohort				2007 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
<b>All Students</b>	<b>317</b>	<b>99%</b>	<b>99%</b>	<b>81%</b>	<b>301</b>	<b>98%</b>	<b>98%</b>	<b>72%</b>
Female	167	100%	100%	86%	148	99%	99%	76%
Male	150	99%	99%	76%	153	97%	97%	69%
American Indian or Alaska Native								
Black or African American	2	—	—	—	4	—	—	—
Hispanic or Latino	7	100%	100%	86%	7	86%	86%	57%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	80%	24	100%	100%	75%
White	275	99%	99%	81%	263	98%	98%	73%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	5	100%	100%	80%	7	100%	100%	71%
General-Education Students	275	100%	100%	89%	253	100%	100%	81%
Students with Disabilities	42	95%	95%	29%	48	90%	90%	25%
English Proficient	316	—	—	—	300	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	3	—	—	—	3	—	—	—
Not Disadvantaged	314	—	—	—	298	—	—	—
Migrant								
Not Migrant	317	99%	99%	81%	301	98%	98%	72%

#### 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.

## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

#### This District

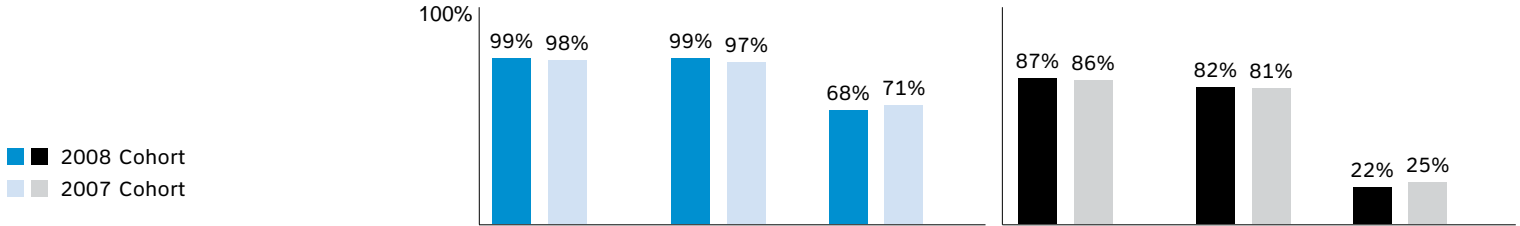
Percentage scoring at level(s):

2-4      3-4      4

#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Results by Student Group

Results by Student Group	2008 Cohort				2007 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	317	99%	99%	68%	301	98%	97%	71%
Female	167	99%	99%	68%	148	98%	98%	70%
Male	150	99%	98%	67%	153	98%	97%	71%
American Indian or Alaska Native								
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	7	100%	100%	57%	7	100%	100%	71%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	87%	24	100%	100%	83%
White	275	99%	99%	66%	263	98%	97%	70%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	5	100%	100%	60%	7	100%	100%	57%
General-Education Students	275	100%	100%	76%	253	100%	100%	81%
Students with Disabilities	42	93%	90%	12%	48	88%	83%	15%
English Proficient	316	–	–	–	300	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	3	–	–	–	3	–	–	–
Not Disadvantaged	314	–	–	–	298	–	–	–
Migrant								
Not Migrant	317	99%	99%	68%	301	98%	97%	71%

#### 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.



## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	317	1%	20%	78%	275	0%	13%	87%	42	5%	67%	19%
<b>U.S. History and Government</b>	317	1%	9%	89%	275	0%	3%	97%	42	7%	50%	36%
<b>Science</b>	317	1%	18%	80%	275	0%	13%	87%	42	7%	52%	31%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	4	—	—	—	—
Mathematics	4	—	—	—	—
Social Studies	4	—	—	—	—
Science	4	—	—	—	—

#### 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.

## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	321	99%	98%	71%	273	100%	100%	79%	48	96%	83%	23%
	2010-11	321	99%	99%	77%	263	100%	100%	89%	58	95%	93%	24%
	2009-10	323	99%	98%	81%	281	100%	100%	89%	42	90%	86%	31%
Integrated Algebra	2011-12	354	99%	99%	77%	302	100%	100%	85%	52	96%	94%	29%
	2010-11	314	99%	98%	80%	270	100%	100%	89%	44	95%	86%	23%
	2009-10	350	100%	99%	74%	300	100%	100%	81%	50	100%	96%	32%
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	305	99%	98%	83%	264	100%	100%	89%	41	93%	85%	44%
	2010-11	325	98%	97%	77%	266	100%	100%	88%	59	90%	83%	24%
	2009-10	328	98%	96%	78%	283	99%	99%	88%	45	87%	78%	18%
U.S. History and Government	2011-12	311	100%	99%	90%	262	100%	100%	95%	49	100%	92%	61%
	2010-11	316	99%	99%	89%	267	100%	100%	97%	49	96%	92%	45%
	2009-10	304	100%	100%	90%	263	100%	100%	97%	41	98%	98%	46%
Living Environment	2011-12	322	100%	99%	88%	286	100%	100%	93%	36	100%	94%	50%
	2010-11	296	100%	100%	75%	255	100%	100%	81%	41	100%	100%	34%
	2009-10	332	100%	100%	80%	290	100%	100%	86%	42	98%	98%	33%
Physical Setting/Earth Science	2011-12	97	95%	85%	51%	57	98%	96%	75%	40	90%	68%	15%
	2010-11	92	98%	91%	54%	59	100%	100%	68%	33	94%	76%	30%
	2009-10	86	97%	90%	45%	49	100%	100%	63%	37	92%	76%	22%
Physical Setting/Chemistry	2011-12	282	100%	98%	66%	257	100%	99%	70%	25	100%	88%	20%
	2010-11	292	100%	100%	58%	272	100%	100%	61%	20	100%	100%	5%
	2009-10	279	100%	98%	53%	255	100%	100%	57%	24	100%	83%	4%
Physical Setting/Physics	2011-12	1	—	—	—	1	—	—	—	0	—	—	—
	2010-11	0				0				0			
	2009-10	0				0				0			

#### NOTE

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.

## 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	4	—	0		4	—
	2010-11	7	57%	0		7	57%
	2009-10	8	38%	0		8	38%
Science	2011-12	4	—	0		4	—
	2010-11	5	80%	0		5	80%
	2009-10	1	—	0		1	—
Reading	2011-12	4	—	0		4	—
	2010-11	3	—	0		3	—
	2009-10	2	—	0		2	—
Writing	2011-12	1	—	0		1	—
	2010-11	3	—	0		3	—
	2009-10	3	—	0		3	—
Global Studies	2011-12	5	100%	0		5	100%
	2010-11	5	40%	0		5	40%
	2009-10	6	33%	0		6	33%
U.S. History and Government	2011-12	2	—	0		2	—
	2010-11	1	—	0		1	—
	2009-10	1	—	0		1	—

#### NOTE

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.

# 2 Student Performance

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	14	0%	7%	64%	29%	13	—	—	—	—	1	—	—	—	—
	2010-11	13	8%	15%	31%	46%	12	—	—	—	—	1	—	—	—	—
	2009-10	11	0%	0%	45%	55%	11	0%	0%	45%	55%	0				
Reading and Writing (Grades K-1)	2011-12	14	21%	50%	14%	14%	13	—	—	—	—	1	—	—	—	—
	2010-11	13	23%	38%	15%	23%	12	—	—	—	—	1	—	—	—	—
	2009-10	11	27%	55%	9%	9%	11	27%	55%	9%	9%	0				
Listening and Speaking (Grades 2-4)	2011-12	9	0%	0%	11%	89%	9	0%	0%	11%	89%	0				
	2010-11	11	0%	0%	9%	91%	10	—	—	—	—	1	—	—	—	—
	2009-10	19	0%	0%	0%	100%	14	0%	0%	0%	100%	5	0%	0%	0%	100%
Reading and Writing (Grades 2-4)	2011-12	9	0%	11%	56%	33%	9	0%	11%	56%	33%	0				
	2010-11	11	0%	0%	27%	73%	10	—	—	—	—	1	—	—	—	—
	2009-10	19	0%	5%	47%	47%	14	0%	0%	43%	57%	5	0%	20%	60%	20%
Listening and Speaking (Grades 5-6)	2011-12	5	0%	0%	40%	60%	2	—	—	—	—	3	—	—	—	—
	2010-11	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2009-10	1	—	—	—	—	0					1	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	5	0%	20%	60%	20%	2	—	—	—	—	3	—	—	—	—
	2010-11	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2009-10	1	—	—	—	—	0					1	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	2	—	—	—	—	0					2	—	—	—	—
	2010-11	5	0%	0%	20%	80%	3	—	—	—	—	2	—	—	—	—
	2009-10	7	0%	14%	29%	57%	5	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 7-8)	2011-12	2	—	—	—	—	0					2	—	—	—	—
	2010-11	5	0%	20%	20%	60%	3	—	—	—	—	2	—	—	—	—
	2009-10	7	14%	0%	29%	57%	5	—	—	—	—	2	—	—	—	—
Listening and Speaking (Grades 9-12)	2011-12	4	—	—	—	—	2	—	—	—	—	2	—	—	—	—
	2010-11	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2009-10	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—
Reading and Writing (Grades 9-12)	2011-12	4	—	—	—	—	2	—	—	—	—	2	—	—	—	—
	2010-11	1	—	—	—	—	1	—	—	—	—	0				
	2009-10	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—

NOTE  
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.

# 3 Student Outcomes

District **CHAPPAQUA CENTRAL SCHOOL DISTRICT**

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

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011–12	315		277		38	
	2010–11	298		255		43	
	2009–10	331		299		32	
<b>Receiving a Regents Diploma</b>	2011–12	312	99%	277	100%	35	92%
	2010–11	292	98%	255	100%	37	86%
	2009–10	325	98%	299	100%	26	81%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	1	N/A	0		1	N/A
	2010–11	0		0		0	
	2009–10	0		0		0	

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011–12	3	0%	2	0%	1	1%
	2010–11	4	0%	1	0%	3	1%
	2009–10	2	0%	2	0%	0	0%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	3	0%	0	0%	3	2%
	2010–11	0	0%	0	0%	0	0%
	2009–10	1	0%	1	0%	0	0%
<b>Total Non-completers</b>	2011–12	6	0%	2	0%	4	2%
	2010–11	4	0%	1	0%	3	1%
	2009–10	3	0%	3	0%	0	0%

## Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>		299	95%	268	97%	31	79%
<b>To 2-year College</b>		6	2%	3	1%	3	8%
<b>To Other Post-secondary</b>		1	0%	0	0%	1	3%
<b>To the Military</b>		0	0%	0	0%	0	0%
<b>To Employment</b>		2	1%	1	0%	1	3%
<b>To Adult Services</b>		0	0%	0	0%	0	0%
<b>To Other Known Plans</b>		3	1%	2	1%	1	3%
<b>Plan Unknown</b>		5	2%	3	1%	2	5%