

New York State District Report Card

Comprehensive Information Report

BEDS Code: 66-14-01-03-0000
 Name: Ossining Union Free School District
 Superintendent: Robert J. Roelle

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	204	216	216
Kindergarten	314	297	618
First	308	315	0
Second	279	298	304
Third	287	277	303
Fourth	296	286	283
Fifth	312	297	285
Sixth	323	316	306
Ungraded Elementary	13	15	15
Seventh	297	319	286
Eighth	296	295	310
Ninth	402	397	417
Tenth	305	322	305
Eleventh	272	290	273
Twelfth	233	291	284
Ungraded Secondary	16	18	15
Total K-12 Enrollment	3953	4033	4004

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	204	5.2%	219	5.4%	232	5.8%
Black (Not Hispanic)	784	19.8%	776	19.2%	733	18.3%
Hispanic	1126	28.5%	1232	30.5%	1264	31.6%
White (Not Hispanic)	1839	46.5%	1806	44.8%	1775	44.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	18	20
Common Branch	23	23	20
English Grade 8	19	20	19
Mathematics Grade 8	20	20	13
Science Grade 8	22	24	22
Social Studies Grade 8	19	20	18
English Grade 10	21	25	20
Mathematics Grade 10	14	19	14
Science Grade 10	17	21	20
Social Studies Grade 10	22	22	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	428	10.3%	396	9.3%	422	10.0%
Eligible for Free Lunch	764	19.3%	779	19.3%	804	21.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		97.4%		97.6%
Student Suspensions	280	7.2%	253	6.4%	292	7.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.7%	7.4%	8.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	333
Total Other Professional Staff	65
Total Paraprofessionals	181
Teaching Out of Certification*	12

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	185	110	59%	215	116	54%	221	143	65%
Students with Disabilities	18	3	17%	17	1	6%	32	2	6%
All Students	203	113	56%	232	117	50%	253	145	57%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	156	67	6	1	9	14
Percent	62%	26%	2%	0%	4%	6%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
32	2	1	33

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	23		21		8	0.7%
	Entered GED Program*	15		19		11	1.0%
	Total Noncompleters	38		40		19	1.8%
Students with Disabilities	Dropped Out	4		2		2	0.9%
	Entered GED Program*	5		5		1	0.5%
	Total Noncompleters	9		7		3	1.4%
All Students	Dropped Out	27	2.2%	23	1.8%	10	0.8%
	Entered GED Program*	20	1.6%	24	1.8%	12	0.9%
	Total Noncompleters	47	3.9%	47	3.6%	22	1.7%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	713	1006	1090
	Number of Students with Disabilities	97	128	188
	Number of All Students	810	1134	1278
	Percent of Enrollment	66%	86%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	11		
Completed and Passed Regents Exams	6	55%	77%
Completed and had Course Average of 75% or More	11	100%	81%
Completed and Attained a HS Diploma or Equivalent	10	91%	96%
Completed and Whose Status is Known	11		
Completed and Were Successfully Placed	11	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	96%	34	94%	46	87%
German	0	0%	0	0%	0	0%
Italian	28	89%	34	91%	38	89%
Latin	0	0%	0	0%	0	0%
Spanish	150	83%	174	93%	174	76%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	2	#	2	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	14	43%	20	70%	28	32%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	0%	3	#	2	#
Science	14	0%	3	#	2	#
Reading	3	#	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	6	0%	2	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	39	0%	63	76%	44	75%
Science	9	0%	19	53%	13	54%
Reading	3	#	19	68%	17	88%
Writing	1	#	5	100%	18	100%
Global Studies	13	0%	30	60%	20	40%
U.S. Hist & Gov't	14	0%	16	63%	9	33%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	245	276	317	18	33	30
Number Scoring 55–100	239	252	295	16	21	20
Number Scoring 65–100	217	226	271	14	14	16
Number Scoring 85–100	121	98	150	1	1	3
Percentage of Tested Scoring 55–100	98%	91%	93%	89%	64%	67%
Percentage of Tested Scoring 65–100	89%	82%	85%	78%	42%	53%
Percentage of Tested Scoring 85–100	49%	36%	47%	6%	3%	10%
Mathematics A						
Number Tested	289	424	363	25	48	52
Number Scoring 55–100	215	280	325	4	14	20
Number Scoring 65–100	179	210	284	3	10	15
Number Scoring 85–100	52	45	89	0	2	2
Percentage of Tested Scoring 55–100	74%	66%	90%	16%	29%	38%
Percentage of Tested Scoring 65–100	62%	50%	78%	12%	21%	29%
Percentage of Tested Scoring 85–100	18%	11%	25%	0%	4%	4%
Mathematics B						
Number Tested	0	0	139	0	0	4
Number Scoring 55–100	0	0	133	0	0	#
Number Scoring 65–100	0	0	118	0	0	#
Number Scoring 85–100	0	0	46	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	0%	#
Global History and Geography						
Number Tested	247	293	288	29	32	35
Number Scoring 55–100	222	240	253	14	15	24
Number Scoring 65–100	201	216	223	10	10	14
Number Scoring 85–100	68	95	108	1	1	4
Percentage of Tested Scoring 55–100	90%	82%	88%	48%	47%	69%
Percentage of Tested Scoring 65–100	81%	74%	77%	34%	31%	40%
Percentage of Tested Scoring 85–100	28%	32%	38%	3%	3%	11%
U.S. History and Government						
Number Tested	266	295	297	19	33	27
Number Scoring 55–100	240	281	251	11	30	18
Number Scoring 65–100	210	244	232	7	19	14
Number Scoring 85–100	75	115	137	1	2	2
Percentage of Tested Scoring 55–100	90%	95%	85%	58%	91%	67%
Percentage of Tested Scoring 65–100	79%	83%	78%	37%	58%	52%
Percentage of Tested Scoring 85–100	28%	39%	46%	5%	6%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	310	330	352	42	53	52
Number Scoring 55–100	294	294	294	34	34	28
Number Scoring 65–100	266	247	254	22	20	22
Number Scoring 85–100	84	85	66	0	2	1
Percentage of Tested Scoring 55–100	95%	89%	84%	81%	64%	54%
Percentage of Tested Scoring 65–100	86%	75%	72%	52%	38%	42%
Percentage of Tested Scoring 85–100	27%	26%	19%	0%	4%	2%
Physical Setting/Earth Science						
Number Tested	213	238	247	11	27	37
Number Scoring 55–100	198	200	201	11	12	13
Number Scoring 65–100	181	180	183	7	8	11
Number Scoring 85–100	68	94	94	1	3	2
Percentage of Tested Scoring 55–100	93%	84%	81%	100%	44%	35%
Percentage of Tested Scoring 65–100	85%	76%	74%	64%	30%	30%
Percentage of Tested Scoring 85–100	32%	39%	38%	9%	11%	5%
Physical Setting/Chemistry						
Number Tested	144	155	165	3	1	2
Number Scoring 55–100	133	145	152	#	#	#
Number Scoring 65–100	93	107	118	#	#	#
Number Scoring 85–100	9	21	25	#	#	#
Percentage of Tested Scoring 55–100	92%	94%	92%	#	#	#
Percentage of Tested Scoring 65–100	65%	69%	72%	#	#	#
Percentage of Tested Scoring 85–100	6%	14%	15%	#	#	#
Physical Setting/Physics						
Number Tested			19			1
Number Scoring 55–100			18			#
Number Scoring 65–100			14			#
Number Scoring 85–100			3			#
Percentage of Tested Scoring 55–100			95%			#
Percentage of Tested Scoring 65–100			74%			#
Percentage of Tested Scoring 85–100			16%			#

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	37	42	44	0	1	1
Number Scoring 55–100	37	41	43	0	#	#
Number Scoring 65–100	37	41	43	0	#	#
Number Scoring 85–100	23	31	28	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	98%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	98%	0%	#	#
Percentage of Tested Scoring 85–100	62%	74%	64%	0%	#	#
Comprehensive Italian						
Number Tested	25	51	23	1	1	1
Number Scoring 55–100	25	51	23	#	#	#
Number Scoring 65–100	24	50	23	#	#	#
Number Scoring 85–100	16	35	17	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	64%	69%	74%	#	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	153	147	172	1	2	5
Number Scoring 55–100	152	147	170	#	#	5
Number Scoring 65–100	146	145	169	#	#	5
Number Scoring 85–100	102	101	121	#	#	1
Percentage of Tested Scoring 55–100	99%	100%	99%	#	#	100%
Percentage of Tested Scoring 65–100	95%	99%	98%	#	#	100%
Percentage of Tested Scoring 85–100	67%	69%	70%	#	#	20%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	175	184	25	0	2	0
Number Scoring 55–100	159	148	9	0	#	0
Number Scoring 65–100	150	134	7	0	#	0
Number Scoring 85–100	98	63	3	0	#	0
Percentage of Tested Scoring 55–100	91%	80%	36%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	73%	28%	0%	#	0%
Percentage of Tested Scoring 85–100	56%	34%	12%	0%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	46	91%	45	96%	21	95%
Students with Disabilities	5	80%	17	88%	5	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	204	3%	5%	48%	45%
	Students with Disabilities	22	23%	14%	41%	23%
	All Students	226	5%	6%	47%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	259	2%	43%	42%	13%
	Students with Disabilities	43	12%	72%	16%	0%
	All Students	302	3%	47%	38%	11%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	1	#	#	#	#
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	2	1	#	#	#	#
Social Studies	2	1	#	#	#	#
Mathematics	2	1	#	#	#	#
Science	2	1	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	224	224	224	34	34	34	258	258	258
Number Scoring 55–64	12	7	6	3	10	10	15	17	16
Number Scoring 65–84	132	91	144	10	15	15	142	106	159
Number Scoring 85–100	64	108	62	1	1	1	65	109	63
Approved Alternatives	1	1	0	0	0	0	1	1	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			120			13
Beginning (0-18)			8			1
Intermediate (19-31)			14			4
Advanced (32-36)			35			3
Proficient (37-39)			63			5
Reading and Writing (Grade K-1)						
Number Tested			121			13
Beginning (0-14)			20			3
Intermediate (15-24)			26			2
Advanced (25-32)			47			5
Proficient (33-35)			28			3
Listening and Speaking (Grade 2-4)						
Number Tested			71			9
Beginning (0-18)			4			0
Intermediate (19-31)			3			0
Advanced (32-36)			15			1
Proficient (37-39)			49			8
Reading and Writing (Grade 2-4)						
Number Tested			73			10
Beginning (0-14)			11			4
Intermediate (15-24)			33			5
Advanced (25-32)			14			1
Proficient (33-35)			15			0
Listening and Speaking (Grade 5-6)						
Number Tested			46			2
Beginning (0-18)			8			#
Intermediate (19-31)			6			#
Advanced (32-36)			6			#
Proficient (37-39)			26			#
Reading and Writing (Grade 5-6)						
Number Tested			47			2
Beginning (0-14)			10			#
Intermediate (15-24)			18			#
Advanced (25-32)			14			#
Proficient (33-35)			5			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			43			2
Beginning (0-18)			6			#
Intermediate (19-31)			6			#
Advanced (32-36)			12			#
Proficient (37-39)			19			#
Reading and Writing (Grade 7-8)						
Number Tested			44			2
Beginning (0-14)			6			#
Intermediate (15-24)			17			#
Advanced (25-32)			18			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 9-12)						
Number Tested			141			3
Beginning (0-18)			18			#
Intermediate (19-31)			43			#
Advanced (32-36)			46			#
Proficient (37-39)			34			#
Reading and Writing (Grade 9-12)						
Number Tested			141			3
Beginning (0-14)			21			#
Intermediate (15-24)			61			#
Advanced (25-32)			55			#
Proficient (33-35)			4			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)