The New York State District Report Card

Accountability and Overview Report 2005 – 06

District **OSSINING UNION FREE SCHOOL DISTRICT**
District ID **661401030000**
Superintendent **ROBERT ROELLE**
Telephone **(914) 941-7700**
Grades **PK-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.

Use this report to:

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

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

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

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

For more information:

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

District Profile

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

Enrollment

	2003–04	2004–05	2005–06
Pre-K	216	214	251
Kindergarten	618	288	342
Grade 1	0	308	298
Grade 2	304	289	312
Grade 3	303	293	287
Grade 4	283	297	283
Grade 5	285	287	296
Grade 6	306	280	267
Ungraded Elementary	15	8	5
Grade 7	286	301	274
Grade 8	310	282	281
Grade 9	417	365	340
Grade 10	305	383	306
Grade 11	273	283	315
Grade 12	284	282	290
Ungraded Secondary	15	27	32
Total K–12	4004	3973	3928

Enrollment Information

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

Average Class Size

	2003–04	2004–05	2005–06
Common Branch	20	20	22
Grade 8			
English	19	17	20
Mathematics	13	14	20
Science	22	22	22
Social Studies	18	20	22
Grade 10			
English	20	24	24
Mathematics	14	25	21
Science	20	23	22
Social Studies	21	21	21

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 **OSSINING UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Eligible for Free Lunch	804	20%	816	21%	769	20%
Reduced-Price Lunch	306	8%	387	10%	401	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	422	11%	558	14%	394	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	733	18%	688	17%	654	17%
Hispanic or Latino	1264	32%	1344	34%	1409	36%
Asian or Native Hawaiian/Other Pacific Islander	232	6%	223	6%	215	5%
White	1775	44%	1718	43%	1650	42%

* Not available at the district level.

Attendance and Suspensions

	2002–03		2003–04		2004–05	
	#	%	#	%	#	%
Annual Attendance Rate		98%		97%		94%
Student Suspensions	292	N/A	285	7%	264	7%

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 **OSSINING UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003–04	2004–05	2005–06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	994	933	1186
Percent Not Taught by Highly Qualified Teachers	4%	3%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	4	1
Percent with No Valid Teaching Certificate	1%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	12	8	5
Percentage of Total	4%	2%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	47%	46%	47%

Staff Counts

	2003–04	2004–05	2005–06
Total Teachers	333	343	333
Total Other Professional Staff	50	55	52
Total Paraprofessionals*	181	183	188
Assistant Principals	9	9	10
Principals	6	5	6

* Not available at the school level.

Teacher Qualifications Information

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

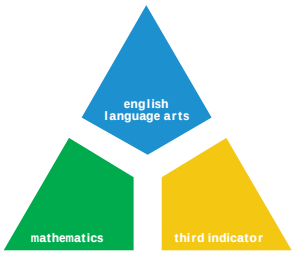
Staff Counts Information

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

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



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

1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

Understanding Your District Accountability Status

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

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

2 District Accountability

District **OSSINING UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05	2005–06	2006–07
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native						
Black or African American	✔	✔		✔	✔	
Hispanic or Latino	✔	✔		✔	✔	
Asian or Native Hawaiian/Other Pacific Islander	✔	✔		–	–	
White	✔	✔		✔	✔	
Other Groups						
Students with Disabilities	✔SH	✔		–	–	
Limited English Proficient	✔	✔		–	–	
Economically Disadvantaged	✔	✔		✘	✔	
Student groups making AYP in each subject	✔ 8 of 8	✔ 8 of 8	✔ 1 of 1	✘ 4 of 5	✔ 5 of 5	✔ 1 of 1

AYP Status

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

Accountability Status Levels

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

2 District Accountability

District **OSSINING UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1702:1648)	✔	✔	99%	✔	159	119		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (294:280)	✔	✔	98%	✔	131	116		
Hispanic or Latino (609:580)	✔	✔	100%	✔	146	117		
Asian or Native Hawaiian/Other Pacific Islander (97:93)	✔	✔	99%	✔	176	112		
White (702:695)	✔	✔	100%	✔	178	118		
Other Groups								
Students with Disabilities[4] (241:236)	✔SH	✔	99%	✔SH	93	115	89	104
Limited English Proficient (141:115)	✔	✔	100%	✔	137	112		
Economically Disadvantaged (645:606)	✔	✔	99%	✔	135	118		
Final AYP Determination	✔ 8 of 8							

AYP Status

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

NOTES

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

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

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

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

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

2 District Accountability

District **OSSINING UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1697:1648)	✔	✔	100%	✔	150	83		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (292:284)	✔	✔	100%	✔	118	80		
Hispanic or Latino (605:575)	✔	✔	100%	✔	133	81		
Asian or Native Hawaiian/Other Pacific Islander (96:93)	✔	✔	100%	✔	177	76		
White (704:696)	✔	✔	100%	✔	174	82		
Other Groups								
Students with Disabilities[4] (238:237)	✔	✔	100%	✔	84	79		
Limited English Proficient (135:117)	✔	✔	100%	✔	81	76		
Economically Disadvantaged (642:605)	✔	✔	100%	✔	122	82		
Final AYP Determination	✔ 8 of 8							

AYP Status

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

NOTES

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

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

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

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

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

2 District Accountability

District **OSSINING UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Science

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

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2005–06	Progress Target 2006–07
All Students (565:545)	✔	Qualified	✔	100%	✔	175	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (111:107)		Qualified	✔	99%	✔	158	100		
Hispanic or Latino (194:181)		Qualified	✔	100%	✔	164	100		
Asian or Native Hawaiian/Other Pacific Islander (32:32)		–	–	–	✔	184	100		
White (228:225)		Qualified	✔	100%	✔	191	100		
Other Groups									
Students with Disabilities (77:76)		Qualified	✔	99%	✔	139	100		
Limited English Proficient (50:38)		Qualified	✔	100%	✔	95	100	1	96
Economically Disadvantaged (213:198)		Qualified	✔	100%	✔	156	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

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

NOTES

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

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

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

2 District Accountability

District **OSSINING UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	4 of 5	Student groups making AYP in English Language Arts
	✗	Did not make AYP
Prospective Status		A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (12th Graders: 2002 Cohort)[1]	AYP	Participation[2]		Test Performance[3]		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (306:269)	✔	✔	98%	✔	173	147		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (43:43)	✔	✔	98%	✔	151	139		
Hispanic or Latino (105:70)	✔	✔	95%	✔	149	143		
Asian or Native Hawaiian/Other Pacific Islander (10:9)	–	–	–	–	–	–	–	–
White (148:147)	✔	✔	99%	✔	190	145		
Other Groups								
Students with Disabilities (20:22)	–	–	–	–	–	–	–	–
Limited English Proficient (31:20)	–	–	–	–	–	–	–	–
Economically Disadvantaged (74:63)	✗	✔	95%	✗	138	142	142‡	144
Final AYP Determination	✗ 4 of 5							

AYP Status

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

NOTES

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

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

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

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

2 District Accountability

District **OSSINING UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)	^	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 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (306:269)	✔	✔	99%	✔	178	139		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (43:43)	✔	✔	100%	✔	156	131		
Hispanic or Latino (105:70)	✔	✔	97%	✔	170	135		
Asian or Native Hawaiian/Other Pacific Islander (10:9)	–	–	–	–	–	–	–	–
White (148:147)	✔	✔	99%	✔	187	137		
Other Groups								
Students with Disabilities (20:22)	–	–	–	–	–	–	–	–
Limited English Proficient (31:20)	–	–	–	–	–	–	–	–
Economically Disadvantaged (74:63)	✔	✔	97%	✔	156	134		
Final AYP Determination	✔ 5 of 5							

AYP Status

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

NOTES

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

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

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

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

Graduation Rate

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

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2005–06	Progress Target 2006-07
All Students (277)	✔	✔	77%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (47)		✘	49%	55%	55%	50%
Hispanic or Latino (74)		✔	59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–	–	–
White (148)		✔	94%	55%		
Other Groups						
Students with Disabilities (39)		✘	51%	55%	55%	52%
Limited English Proficient (10)		–	–	–	–	–
Economically Disadvantaged (42)		✘	50%	55%	55%	51%
Final AYP Determination	✔ 1 of 1					

NOTES

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

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

Graduation Rate Information

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

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

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status	New York State Status
Good Standing	
3 schools identified 60% of total	
ANNE M. DORNER MIDDLE SCHOOL	
BROOKSIDE SCHOOL	
PARK SCHOOL	
	Requiring Academic Progress (Year 1)
	2 schools identified 40% of total
	CLAREMONT SCHOOL
	OSSINING HIGH SCHOOL

District **OSSINING UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	72%	255
Grade 4	67%	258
Grade 5	72%	283
Grade 6	65%	251
Grade 7	59%	248
Grade 8	60%	261
Mathematics		
Grade 3	77%	278
Grade 4	69%	270
Grade 5	70%	299
Grade 6	56%	269
Grade 7	49%	277
Grade 8	49%	283
Science		
Grade 4	85%	270
Grade 8	57%	182

	Percentage of students that scored at or above Level 3	2002 Cohort
Secondary Level	0% 50% 100%	
English	71%	309
Mathematics	73%	309

	Percentage of students who graduated	2002 Cohort
Graduation Rate	0% 50% 100%	
2002 Cohort	69%	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:

Average Need Districts

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 672	Range:	616–780	650–780	730–780			
	100%	95%	72%	9%	92%	69%	7%
Number of Students:		241	183	22			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**255**	**95%**	**72%**	**9%**				
Female	125	95%	75%	12%				
Male	130	94%	68%	5%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	42	90%	55%	0%				
Hispanic or Latino	89	97%	66%	4%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	21%				
White	110	94%	81%	14%				
Small Group Totals								
General-Education Students	226	98%	78%	10%				
Students with Disabilities	29	66%	21%	0%				
English Proficient	255	95%	72%	9%				
Limited English Proficient								
Economically Disadvantaged	97	91%	56%	3%				
Not Disadvantaged	158	97%	82%	12%				
Migrant								
Not Migrant	255	95%	72%	9%				

NOTES

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

Other Assessments

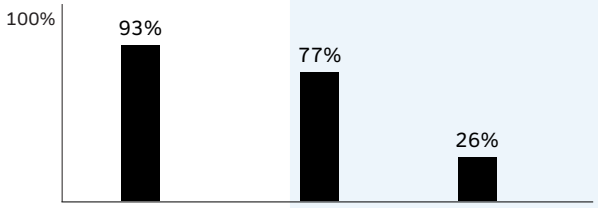
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	14	12	N/A	N/A	N/A	N/A	N/A

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 676	Range:	624–770	650–770	703–770			
		93%	77%	26%	94%	81%	25%
Number of Students:		258	213	72			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**278**	**93%**	**77%**	**26%**				
Female	133	92%	75%	26%				
Male	145	93%	78%	26%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	41	85%	61%	22%				
Hispanic or Latino	112	92%	69%	12%				
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	47%				
White	110	95%	88%	39%				
Small Group Totals								
General-Education Students	239	96%	83%	29%				
Students with Disabilities	39	74%	38%	5%				
English Proficient	255	94%	80%	28%				
Limited English Proficient	23	78%	39%	0%				
Economically Disadvantaged	115	87%	58%	7%				
Not Disadvantaged	163	97%	90%	39%				
Migrant								
Not Migrant	278	93%	77%	26%				

NOTES

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

Other Assessments

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 662	Range:	612–775	650–775	716–775			
	100%	89%	67%	7%	91%	69%	9%
Number of Students:		229	172	19			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**258**	**89%**	**67%**	**7%**				
Female	111	92%	71%	11%				
Male	147	86%	63%	5%				
American Indian or Alaska Native								
Black or African American	44	80%	48%	0%				
Hispanic or Latino	88	85%	53%	1%				
Asian or Native Hawaiian/Other Pacific Islander	19	95%	84%	5%				
White	107	94%	82%	16%				
Small Group Totals								
General-Education Students	223	95%	74%	9%				
Students with Disabilities	35	49%	20%	0%				
English Proficient	249	90%	69%	8%				
Limited English Proficient	9	44%	0%	0%				
Economically Disadvantaged	103	83%	49%	1%				
Not Disadvantaged	155	92%	79%	12%				
Migrant								
Not Migrant	258	89%	67%	7%				

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

NOTES

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

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	15	11	9	N/A	15	13	13	N/A

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 671	Range:	622–800	650–800	702–800			
	100%	87%	69%	25%	93%	78%	26%
Number of Students:		235	187	68			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**270**	**87%**	**69%**	**25%**				
Female	118	89%	69%	24%				
Male	152	86%	69%	26%				
American Indian or Alaska Native								
Black or African American	46	74%	43%	9%				
Hispanic or Latino	99	83%	60%	12%				
Asian or Native Hawaiian/Other Pacific Islander	19	95%	89%	42%				
White	106	95%	86%	42%				
Small Group Totals								
General-Education Students	230	94%	79%	30%				
Students with Disabilities	40	48%	15%	0%				
English Proficient	247	89%	74%	28%				
Limited English Proficient	23	61%	17%	0%				
Economically Disadvantaged	114	82%	55%	10%				
Not Disadvantaged	156	91%	79%	37%				
Migrant								
Not Migrant	270	87%	69%	25%				

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

NOTES

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

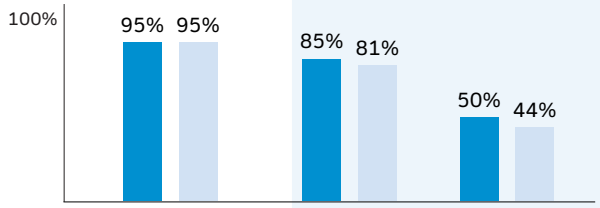
Other Assessments

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 80	Range:	45–100	65–100	85–100			
2005–06		95%	85%	50%	97%	86%	49%
2004–05		95%	81%	44%	95%	80%	42%
Number of Students:		257 279	229 238	136 130			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**270**	**95%**	**85%**	**50%**	**293**	**95%**	**81%**	**44%**
Female	116	94%	85%	49%	146	97%	83%	44%
Male	154	96%	84%	51%	147	94%	80%	45%
American Indian or Alaska Native								
Black or African American	45	89%	67%	36%	40	90%	65%	20%
Hispanic or Latino	101	94%	81%	29%	98	92%	70%	22%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	94%	83%	15	100%	80%	67%
White	106	99%	94%	72%	140	99%	94%	64%
Small Group Totals								
General-Education Students	231	97%	89%	58%	253	96%	87%	50%
Students with Disabilities	39	85%	59%	8%	40	88%	48%	10%
English Proficient	246	97%	89%	55%	273	96%	84%	47%
Limited English Proficient	24	75%	38%	0%	20	85%	45%	10%
Economically Disadvantaged	116	93%	76%	28%	103	87%	63%	17%
Not Disadvantaged	154	97%	92%	68%	190	99%	91%	59%
Migrant								
Not Migrant	270	95%	85%	50%	293	95%	81%	44%

NOTES

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

Other Assessments

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 667	Range:	608–795	650–795	711–795			
	100%	93%	72%	16%	94%	67%	12%
Number of Students:		263	205	46			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**283**	**93%**	**72%**	**16%**				
Female	137	97%	80%	18%				
Male	146	89%	65%	14%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	43	74%	35%	7%				
Hispanic or Latino	87	92%	64%	3%				
Asian or Native Hawaiian/Other Pacific Islander	14	93%	71%	7%				
White	139	99%	89%	28%				
Small Group Totals								
General-Education Students	238	97%	82%	19%				
Students with Disabilities	45	71%	24%	0%				
English Proficient	278	94%	74%	17%				
Limited English Proficient	5	40%	0%	0%				
Economically Disadvantaged	96	84%	54%	3%				
Not Disadvantaged	187	97%	82%	23%				
Migrant								
Not Migrant	283	93%	72%	16%				

NOTES

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

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	17	14	12	N/A	N/A	N/A	N/A	N/A

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 668	Range:	619–780	650–780	699–780			
	100%	89%	70%	24%	90%	68%	19%
Number of Students:		267	210	73			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**299**	**89%**	**70%**	**24%**				
Female	148	91%	73%	26%				
Male	151	87%	68%	23%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	43	74%	49%	7%				
Hispanic or Latino	102	86%	57%	8%				
Asian or Native Hawaiian/Other Pacific Islander	16	88%	81%	38%				
White	138	96%	86%	41%				
Small Group Totals								
General-Education Students	256	94%	78%	27%				
Students with Disabilities	43	60%	23%	12%				
English Proficient	277	92%	75%	26%				
Limited English Proficient	22	59%	5%	0%				
Economically Disadvantaged	109	80%	52%	6%				
Not Disadvantaged	190	95%	81%	35%				
Migrant								
Not Migrant	299	89%	70%	24%				

NOTES

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Other Assessments

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 661	Range:	598–785	650–785	705–785			
	100%	91%	65%	14%	93%	60%	12%
Number of Students:		229	162	36			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**251**	**91%**	**65%**	**14%**				
Female	120	93%	71%	18%				
Male	131	89%	59%	11%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	40	88%	50%	8%				
Hispanic or Latino	91	88%	52%	5%				
Asian or Native Hawaiian/Other Pacific Islander	12	92%	75%	33%				
White	108	95%	80%	22%				
Small Group Totals								
General-Education Students	210	96%	71%	16%				
Students with Disabilities	41	66%	32%	5%				
English Proficient	249	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	87	82%	46%	3%				
Not Disadvantaged	164	96%	74%	20%				
Migrant								
Not Migrant	251	91%	65%	14%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	17	15	14	N/A	N/A	N/A	N/A	N/A

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 652	Range:	616–780	650–780	696–780			
	100%	81%	56%	15%	87%	60%	13%
Number of Students:		219	151	40			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**269**	**81%**	**56%**	**15%**				
Female	128	84%	55%	14%				
Male	141	79%	57%	16%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	42	67%	38%	2%				
Hispanic or Latino	104	74%	38%	2%				
Asian or Native Hawaiian/Other Pacific Islander	12	83%	83%	50%				
White	111	94%	77%	28%				
Small Group Totals								
General-Education Students	227	88%	63%	17%				
Students with Disabilities	42	48%	21%	2%				
English Proficient	251	84%	59%	16%				
Limited English Proficient	18	39%	22%	6%				
Economically Disadvantaged	101	66%	32%	4%				
Not Disadvantaged	168	90%	71%	21%				
Migrant								
Not Migrant	269	81%	56%	15%				

NOTES

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Other Assessments

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 653	Range:	600–790	650–790	712–790			
	100%	92%	59%	9%	92%	56%	8%
Number of Students:		228	147	22			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**248**	**92%**	**59%**	**9%**				
Female	115	96%	63%	9%				
Male	133	89%	56%	9%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	53	87%	49%	2%				
Hispanic or Latino	68	87%	32%	1%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	79%	5%				
White	108	96%	78%	18%				
Small Group Totals								
General-Education Students	222	95%	65%	10%				
Students with Disabilities	26	69%	8%	0%				
English Proficient	244	–	–	–				
Limited English Proficient	4	–	–	–				
Economically Disadvantaged	79	89%	34%	0%				
Not Disadvantaged	169	93%	71%	13%				
Migrant								
Not Migrant	248	92%	59%	9%				

NOTES

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Other Assessments

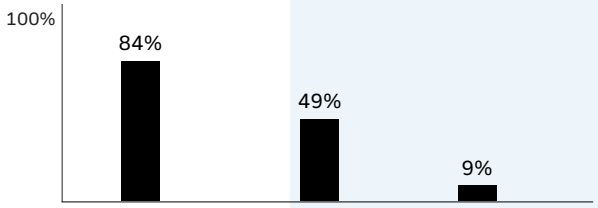
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	23	22	20	N/A	N/A	N/A	N/A	N/A

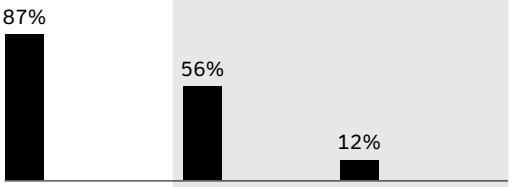
† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 645	Range:	611–800	650–800	693–800			
		84%	49%	9%	87%	56%	12%
Number of Students:		234	137	24			





Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**277**	**84%**	**49%**	**9%**				
Female	130	84%	47%	10%				
Male	147	85%	52%	7%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	55	71%	38%	2%				
Hispanic or Latino	91	81%	27%	1%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	78%	11%				
White	113	91%	68%	18%				
Small Group Totals								
General-Education Students	251	90%	53%	10%				
Students with Disabilities	26	35%	15%	0%				
English Proficient	250	86%	54%	10%				
Limited English Proficient	27	70%	11%	0%				
Economically Disadvantaged	103	74%	28%	1%				
Not Disadvantaged	174	91%	62%	13%				
Migrant								
Not Migrant	277	84%	49%	9%				

NOTES

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Other Assessments

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 656	Range:	602–790	650–790	715–790			
	100%	91%	60%	5%	91%	49%	5%
Number of Students:		237	157	12			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**261**	**91%**	**60%**	**5%**				
Female	132	95%	64%	5%				
Male	129	87%	56%	4%				
American Indian or Alaska Native								
Black or African American	59	83%	41%	0%				
Hispanic or Latino	68	88%	41%	1%				
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	14%				
White	120	96%	78%	8%				
Small Group Totals								
General-Education Students	231	94%	64%	5%				
Students with Disabilities	30	63%	30%	3%				
English Proficient	258	–	–	–				
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	72	81%	26%	1%				
Not Disadvantaged	189	95%	73%	6%				
Migrant								
Not Migrant	261	91%	60%	5%				

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

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	23	18	15	N/A	26	26	23	N/A

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 649	Range:	616–775	650–775	701–775			
	100%	82%	49%	7%	85%	54%	10%
Number of Students:		233	140	21			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**283**	**82%**	**49%**	**7%**				
Female	141	85%	52%	8%				
Male	142	80%	46%	7%				
American Indian or Alaska Native								
Black or African American	60	72%	33%	0%				
Hispanic or Latino	88	74%	26%	2%				
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	29%				
White	121	93%	70%	12%				
Small Group Totals								
General-Education Students	253	86%	53%	8%				
Students with Disabilities	30	53%	23%	0%				
English Proficient	261	85%	53%	8%				
Limited English Proficient	22	50%	5%	0%				
Economically Disadvantaged	89	67%	19%	2%				
Not Disadvantaged	194	89%	63%	10%				
Migrant								
Not Migrant	283	82%	49%	7%				

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

NOTES

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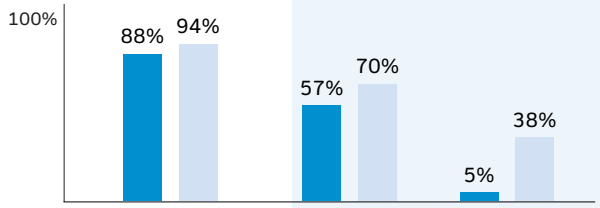
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	5	5	5	4

District **OSSINING UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Mean Score: 64 — Range:	44–100	65–100	85–100			
2005–06	88%	57%	5%	91%	64%	18%
2004–05	94%	70%	38%	91%	68%	25%
Number of Students:	161 260	104 195	9 105			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**182**	**88%**	**57%**	**5%**	**278**	**94%**	**70%**	**38%**
Female	87	92%	54%	3%	123	95%	66%	37%
Male	95	85%	60%	6%	155	92%	74%	38%
American Indian or Alaska Native								
Black or African American	47	91%	49%	2%	45	91%	56%	13%
Hispanic or Latino	76	83%	46%	0%	94	88%	46%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	20%	14	93%	71%	57%
White	54	94%	80%	13%	125	98%	94%	63%
Small Group Totals								
General-Education Students	155	92%	60%	6%	242	95%	75%	43%
Students with Disabilities	27	70%	41%	0%	36	83%	39%	6%
English Proficient	156	94%	65%	6%	252	96%	77%	42%
Limited English Proficient	26	54%	12%	0%	26	69%	4%	0%
Economically Disadvantaged	81	81%	40%	0%	93	88%	40%	9%
Not Disadvantaged	101	94%	71%	9%	185	96%	85%	52%
Migrant								
Not Migrant	182	88%	57%	5%	278	94%	70%	38%

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	3	–	–	–
Regents Science	105	105	103	43	0			

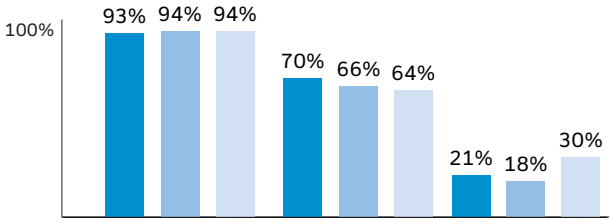
District **OSSINING UNION FREE SCHOOL DISTRICT**

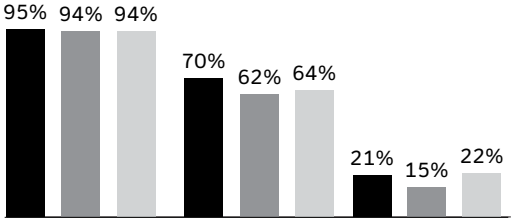
Previous Years' Results for English Language Arts

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

Grade 4

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	603–800	645–800	692–800			
2004–05	93%	70%	21%	95%	70%	21%
2003–04	94%	66%	18%	94%	62%	15%
2002–03	94%	64%	30%	94%	64%	22%



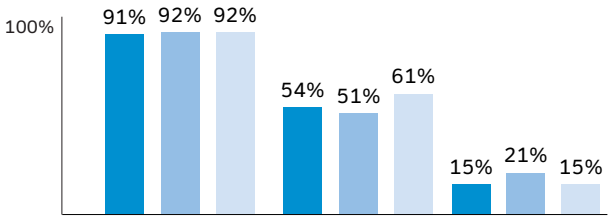


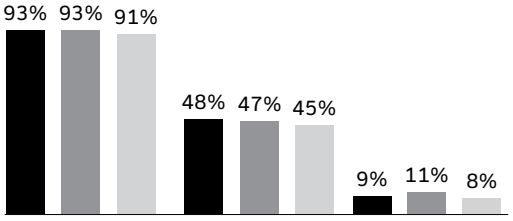
Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	21	62	139	58	280	664
Feb 2004	15	76	128	47	266	661
Feb 2003	15	79	90	78	262	662

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	658–830	697–830	737–830			
2004–05	91%	54%	15%	93%	48%	9%
2003–04	92%	51%	21%	93%	47%	11%
2002–03	92%	61%	15%	91%	45%	8%





Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	22	97	98	39	256	703
Jan 2004	24	120	87	60	291	706
Jan 2003	23	83	123	42	271	706

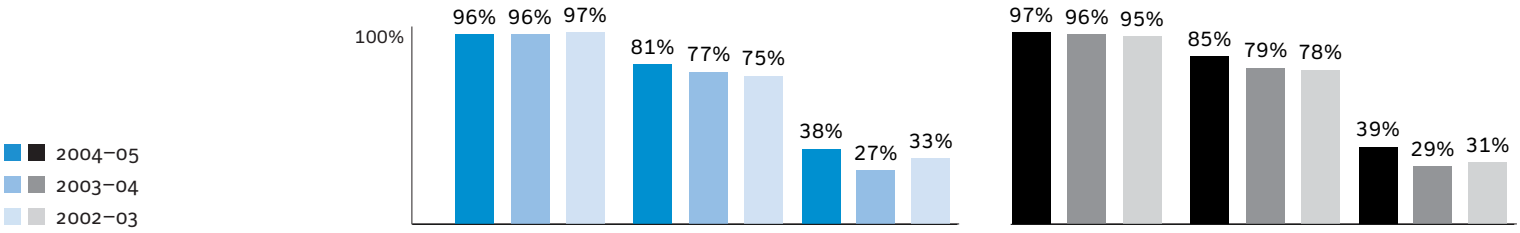
District **OSSINING UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

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

Grade 4

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	602–810	637–810	678–810			
2004–05	96%	81%	38%	97%	85%	39%
2003–04	96%	77%	27%	96%	79%	29%
2002–03	97%	75%	33%	95%	78%	31%

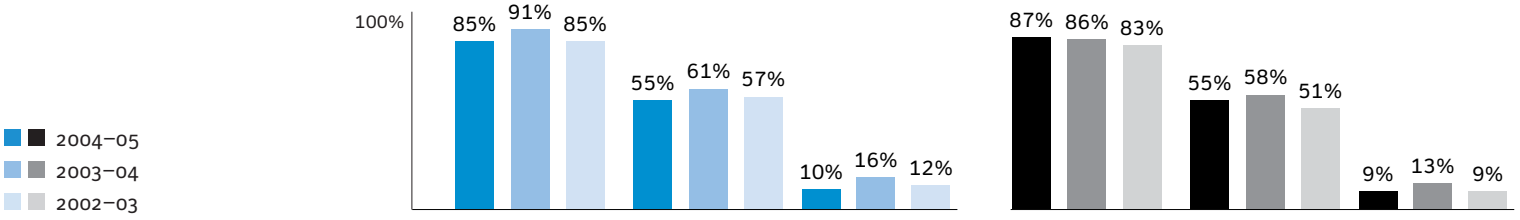


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	11	44	127	111	293	666
May 2004	10	54	141	76	281	660
May 2003	8	61	117	90	276	661

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	681–882	716–882	760–882			
2004–05	85%	55%	10%	87%	55%	9%
2003–04	91%	61%	16%	86%	58%	13%
2002–03	85%	57%	12%	83%	51%	9%

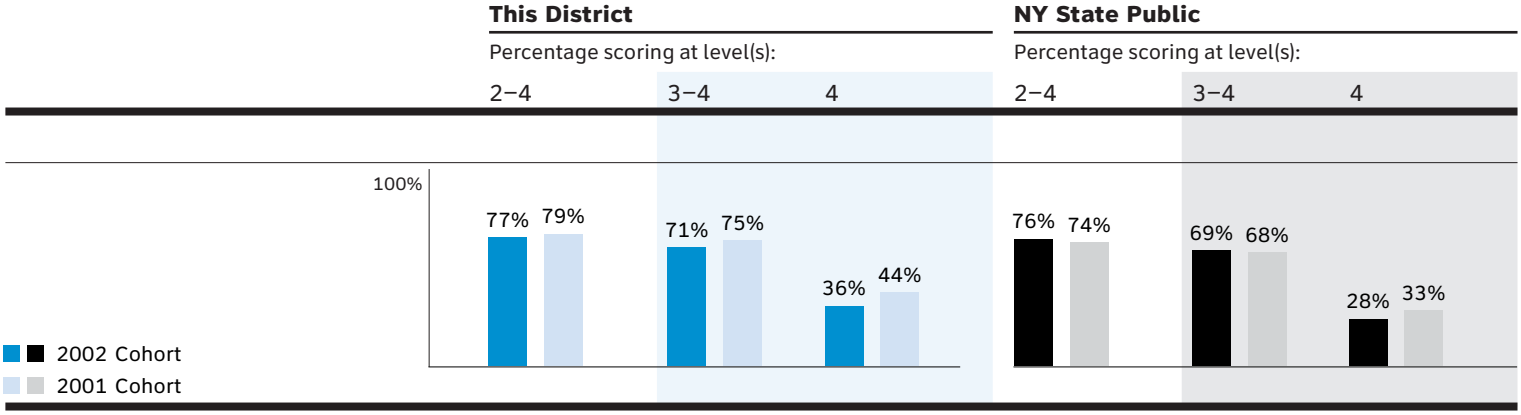


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	43	84	127	28	282	717
May 2004	28	92	136	50	306	724
May 2003	45	82	131	35	293	720

District **OSSINING UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**309**	**77%**	**71%**	**36%**	**314**	**79%**	**75%**	**44%**
Female	148	80%	74%	42%	155	83%	80%	50%
Male	161	73%	67%	30%	159	75%	70%	38%
American Indian or Alaska Native								
Black or African American	59	51%	46%	14%	56	54%	46%	14%
Hispanic or Latino	89	69%	54%	10%	95	68%	61%	19%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	90%	70%	8	75%	75%	63%
White	151	91%	89%	58%	155	95%	94%	69%
Small Group Totals								
General-Education Students	281	81%	76%	40%	269	86%	82%	51%
Students with Disabilities	28	29%	18%	0%	45	40%	31%	4%
English Proficient	282	80%	75%	39%	297	82%	78%	46%
Limited English Proficient	27	37%	26%	0%	17	24%	24%	0%
Economically Disadvantaged	73	60%	49%	11%				
Not Disadvantaged	236	82%	77%	44%				
Migrant								
Not Migrant	309	77%	71%	36%				

NOTES

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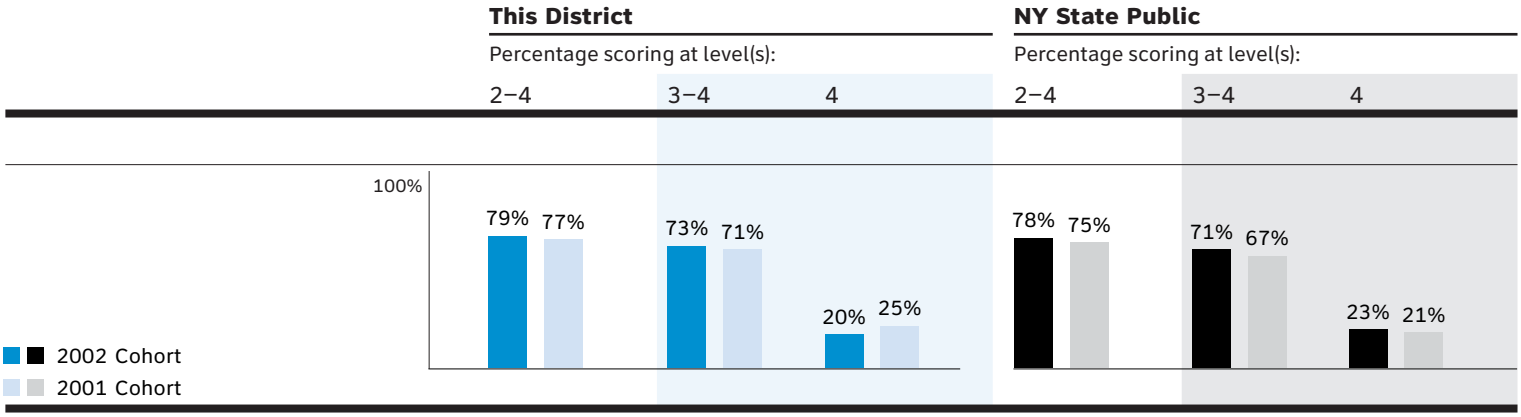
Other Assessments

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

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

District **OSSINING UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**309**	**79%**	**73%**	**20%**	**314**	**77%**	**71%**	**25%**
Female	148	82%	77%	20%	155	82%	74%	30%
Male	161	77%	69%	20%	159	72%	68%	21%
American Indian or Alaska Native								
Black or African American	59	51%	44%	2%	56	45%	34%	5%
Hispanic or Latino	89	73%	64%	3%	95	69%	59%	9%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	70%	8	63%	63%	50%
White	151	93%	87%	33%	155	94%	92%	41%
Small Group Totals								
General-Education Students	281	83%	77%	21%	269	86%	79%	29%
Students with Disabilities	28	43%	29%	4%	45	27%	22%	2%
English Proficient	282	81%	74%	22%	297	79%	73%	27%
Limited English Proficient	27	59%	56%	0%	17	41%	41%	0%
Economically Disadvantaged	73	66%	55%	3%				
Not Disadvantaged	236	83%	78%	25%				
Migrant								
Not Migrant	309	79%	73%	20%				

NOTES

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

Other Assessments

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

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

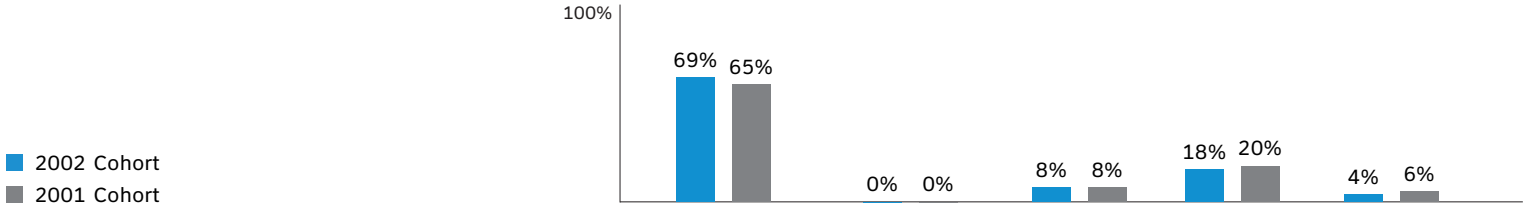
District **OSSINING UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	**2002**	**309**	**69%**	**0%**	**8%**	**18%**	**4%**
	2001	**314**	**65%**	**0%**	**8%**	**20%**	**6%**
Female	2002	148	74%	0%	7%	17%	3%
	2001	155	71%	1%	7%	17%	5%
Male	2002	161	65%	0%	10%	19%	6%
	2001	159	58%	0%	9%	24%	8%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	59	47%	0%	19%	24%	10%
	2001	56	41%	2%	18%	25%	14%
Hispanic or Latino	2002	89	57%	0%	13%	25%	4%
	2001	95	35%	0%	12%	41%	13%
Asian or Native Hawaiian/Other Pacific Islander	2002	10	80%	0%	0%	10%	10%
	2001	8	88%	0%	0%	13%	0%
White	2002	151	84%	0%	2%	13%	1%
	2001	155	90%	0%	3%	6%	0%
Small Group Totals							
General-Education Students	2002	281	74%	0%	7%	15%	4%
	2001	269	68%	0%	9%	19%	4%
Students with Disabilities	2002	28	25%	0%	18%	54%	4%
	2001	45	42%	2%	7%	31%	18%
English Proficient	2002	282	73%	0%	7%	15%	4%
	2001	297	68%	0%	8%	19%	5%
Limited English Proficient	2002	27	26%	0%	22%	48%	4%
	2001	17	6%	0%	18%	47%	29%
Economically Disadvantaged	2002	73	59%	0%	10%	29%	3%
Not Disadvantaged	2002	236	72%	0%	8%	15%	5%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	309	69%	0%	8%	18%	4%

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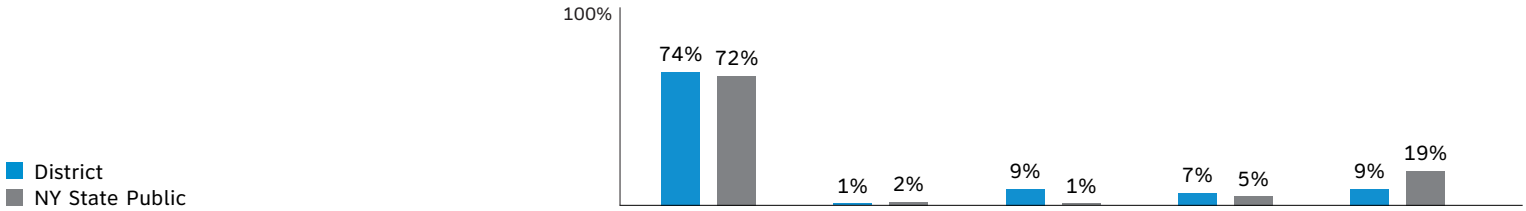
District **OSSINING UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	**310**	**74%**	**1%**	**9%**	**7%**	**9%**
Female	150	80%	1%	7%	5%	7%
Male	160	68%	1%	11%	9%	12%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	54	48%	2%	22%	13%	15%
Hispanic or Latino	94	54%	1%	14%	12%	19%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	0%	0%	0%	0%
White	154	93%	0%	3%	3%	2%
Small Group Totals						
General-Education Students	268	78%	0%	9%	6%	7%
Students with Disabilities	42	48%	5%	10%	12%	26%
English Proficient	292	77%	1%	8%	6%	8%
Limited English Proficient	18	22%	0%	28%	22%	28%
Economically Disadvantaged	48	54%	2%	13%	19%	13%
Not Disadvantaged	262	77%	0%	9%	5%	9%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	310	74%	1%	9%	7%	9%

NOTES

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