



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **OSSINING UNION FREE SCHOOL  
DISTRICT**

District ID **66-14-01-03-0000**

Superintendent **PHYLLIS GLASSMAN**

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 the district's accountability status.

**3**

#### **Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science.

### 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](mailto: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

	2006-07	2007-08	2008-09
Pre-K	0	283	308
Kindergarten	323	342	365
Grade 1	319	319	341
Grade 2	283	318	317
Grade 3	305	270	314
Grade 4	277	293	268
Grade 5	260	278	299
Grade 6	292	256	293
Ungraded Elementary	6	13	11
Grade 7	275	290	262
Grade 8	271	283	294
Grade 9	366	320	386
Grade 10	330	363	334
Grade 11	284	305	304
Grade 12	307	320	323
Ungraded Secondary	25	23	36
<b>Total K-12</b>	<b>3923</b>	<b>3993</b>	<b>4147</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	19	21	23
<b>Grade 8</b>			
English	19	17	19
Mathematics	17	19	23
Science	20	18	21
Social Studies	19	23	19
<b>Grade 10</b>			
English	21	24	25
Mathematics	19	16	26
Science	20	23	21
Social Studies	22	23	25

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	842	21%	1043	26%	1059	26%
Reduced-Price Lunch	360	9%	389	10%	487	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	459	12%	548	14%	548	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	1	0%
Black or African American	655	17%	645	16%	650	16%
Hispanic or Latino	1461	37%	1603	40%	1775	43%
Asian or Native Hawaiian/Other Pacific Islander	206	5%	200	5%	204	5%
White	1601	41%	1545	39%	1501	36%
Multiracial	0	0%	0	0%	16	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	97%		95%		96%	
Student Suspensions	209	5%	178	5%	211	5%

## 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.

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	329	339	337
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	4%	3%
Percent with Fewer Than Three Years of Experience	9%	9%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	50%	55%
<b>Total Number of Core Classes</b>	822	874	861
Percent Not Taught by Highly Qualified Teachers	2%	1%	1%
<b>Total Number of Classes</b>	1124	1098	1091
Percent Taught by Teachers Without Appropriate Certification	2%	4%	3%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	20%	24%
Turnover Rate of All Teachers	14%	14%	16%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	56	62	62
Total Paraprofessionals*	192	183	194
Assistant Principals	10	10	10
Principals	6	6	6

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 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 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.



## Understanding Your District Accountability Status

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

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

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

## Summary

### Overall Accountability Status (2009–10)

▲ **Good Standing**

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2007–08**

**2008–09**

**2009–10**

YES

YES

YES

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

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

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal

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

##### State

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2009–10)



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 2010-11. [201]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (1734:1681)	✓	✓	99%	✓	176	141		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (267:256)	✓	✓	99%	✓	165	137		
Hispanic or Latino (715:687)	✓	✓	99%	✓	166	140		
Asian or Native Hawaiian/Other Pacific Islander (88:83)	✓	✓	100%	✓	193	133		
White (658:649)	✓	✓	99%	✓	189	140		
Multiracial (6:6)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (282:269)	✓ <sup>SH</sup>	✓	96%	✓ <sup>SH</sup>	119	137	118	127
Limited English Proficient <sup>5</sup> (162:191)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	132	136	131	139
Economically Disadvantaged (689:654)	✓	✓	99%	✓	162	140		
<b>Final AYP Determination</b>	✓ 8 of 8							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2009–10)



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 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (1744:1703)	✓	✓	100%	✓	182	116	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (273:260)	✓	✓	100%	✓	172	112	
Hispanic or Latino (719:700)	✓	✓	100%	✓	178	115	
Asian or Native Hawaiian/Other Pacific Islander (88:85)	✓	✓	100%	✓	194	108	
White (657:652)	✓	✓	100%	✓	190	115	
Multiracial (7:6)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (284:277)	✓	✓	100%	✓	135	112	
Limited English Proficient <sup>5</sup> (163:203)	✓	✓	99%	✓	161	111	
Economically Disadvantaged (697:667)	✓	✓	100%	✓	173	115	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status


















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (579:555)		Qualified		99%		172	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (86:80)		Qualified		99%		159	100	
Hispanic or Latino (239:224)		Qualified		100%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (32:31)		Qualified	—	—		190	100	
White (220:219)		Qualified		100%		186	100	
Multiracial (2:1)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (92:85)		Qualified		97%		120	100	
Limited English Proficient <sup>4</sup> (59:60)		Qualified		100%		122	100	
Economically Disadvantaged (213:196)		Qualified		100%		152	100	
<b>Final AYP Determination</b>	 1 of 1							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

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

#### AYP Status

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2009–10)



Good Standing

### Accountability Measures

4 of 5

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (350:283)	✓	✓	97%	✓	182	165	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (61:42)	✓	✓	98%	✓	181	156	
Hispanic or Latino (122:87)	✓	✓	96%	✓	164	160	
Asian or Native Hawaiian/Other Pacific Islander (20:16)	—	—	—	—	—	—	—
White (146:137)	✓	✓	98%	✓	193	162	
Multiracial (1:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (34:28)	—	—	—	—	—	—	—
Limited English Proficient <sup>5</sup> (36:18)	—	—	—	—	—	—	—
Economically Disadvantaged (146:55)	✗	✗	94%	✓	169	158	
<b>Final AYP Determination</b>	✗ 4 of 5						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2009–10)



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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (350:283)	✓	✓	99%	✓	178	160	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (61:42)	✓	✓	100%	✓	171	151	
Hispanic or Latino (122:87)	✓	✓	99%	✓	163	155	
Asian or Native Hawaiian/Other Pacific Islander (20:16)	—	—	—	—	—	—	—
White (146:137)	✓	✓	99%	✓	186	157	
Multiracial (1:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (34:28)	—	—	—	—	—	—	—
Limited English Proficient <sup>5</sup> (36:18)	—	—	—	—	—	—	—
Economically Disadvantaged (73:55)	✓	✓	100%	✓	169	153	
<b>Final AYP Determination</b>	✓ 5 of 5						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status










## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (355)			69%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (65)			60%	55%	
Hispanic or Latino (117)			48%	55%	55% 49%
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–	
White (158)			87%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (52)			44%	55%	44% 45%
Limited English Proficient <sup>2</sup> (46)			24%	55%	1% 25%
Economically Disadvantaged (82)			52%	55%	54% 53%
<b>Final AYP Determination</b>  1 of 1					

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.







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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.







District **OSSINING UNION FREE SCHOOL DISTRICT**District ID **66-14-01-03-0000**

## Summary of 2008–09 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	76%			309
Grade 4	75%			263
Grade 5	87%			294
Grade 6	80%			283
Grade 7	81%			243
Grade 8	68%			292

### Mathematics

Grade 3	95%		309
Grade 4	85%		271
Grade 5	88%		301
Grade 6	80%		285
Grade 7	77%		259
Grade 8	80%		301

### Science

Grade 4	84%		269
Grade 8	38%		16

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	83%			316
Mathematics	77%			316

## 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](http://www.emsc.nysed.gov/irts).

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

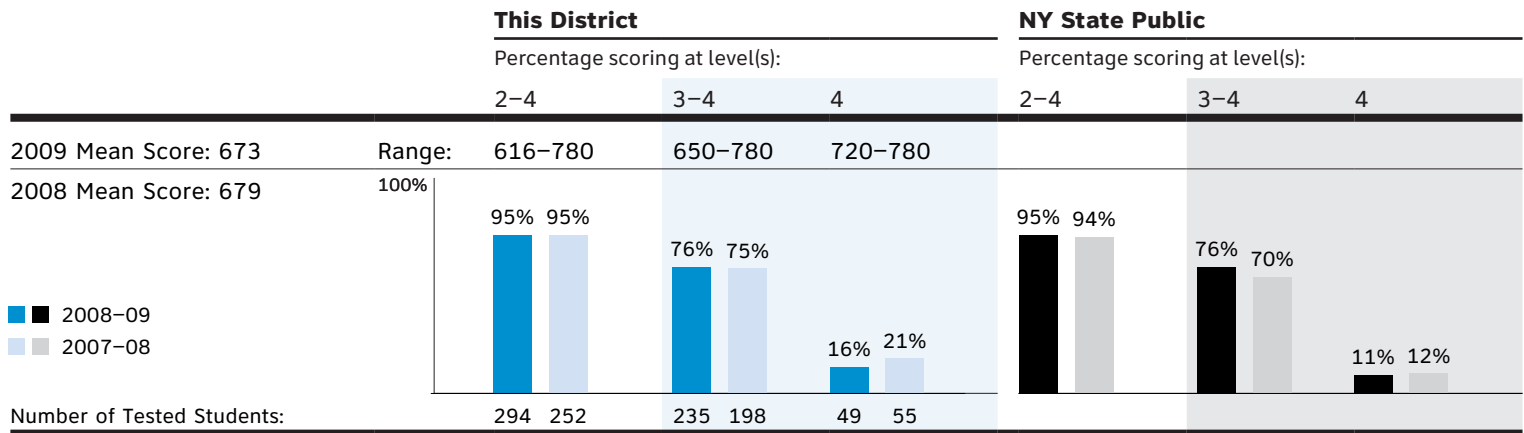
## This District's N/RC Category:

### Average Need Districts

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



## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>309</b>	<b>95%</b>	<b>76%</b>	<b>16%</b>	<b>264</b>	<b>95%</b>	<b>75%</b>	<b>21%</b>
Female	148	97%	80%	19%	125	94%	78%	22%
Male	161	93%	73%	13%	139	97%	72%	19%
American Indian or Alaska Native								
Black or African American	38	92%	74%	13%	34	97%	79%	15%
Hispanic or Latino	146	93%	64%	4%	126	93%	64%	13%
Asian or Native Hawaiian/Other								
Pacific Islander	15	—	—	—	15	100%	87%	40%
White	107	98%	91%	30%	89	98%	87%	31%
Multiracial	3	—	—	—				
Small Group Totals	18	100%	94%	33%				
General-Education Students	249	100%	88%	19%	219	98%	84%	25%
Students with Disabilities	60	75%	25%	3%	45	84%	29%	0%
English Proficient	260	97%	83%	19%	233	97%	82%	24%
Limited English Proficient	49	86%	41%	0%	31	84%	19%	0%
Economically Disadvantaged	137	91%	62%	3%	109	92%	62%	11%
Not Disadvantaged	172	99%	87%	26%	155	98%	84%	28%
Migrant								
Not Migrant	309	95%	76%	16%	264	95%	75%	21%

### NOTES

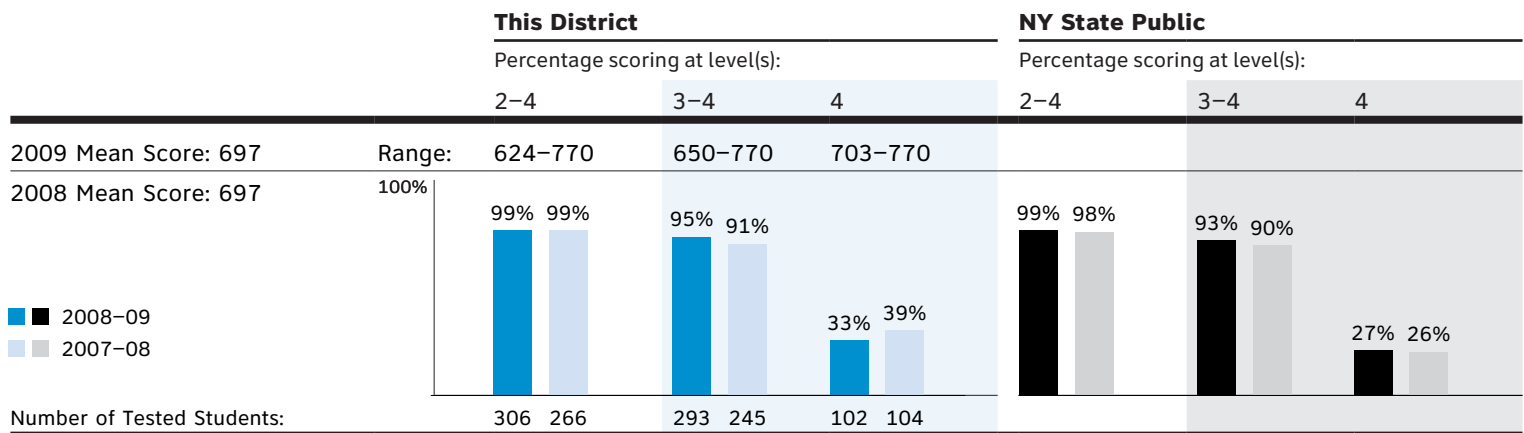
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	5	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>309</b>	<b>99%</b>	<b>95%</b>	<b>33%</b>	<b>268</b>	<b>99%</b>	<b>91%</b>	<b>39%</b>
Female	147	99%	93%	34%	129	100%	88%	39%
Male	162	99%	96%	32%	139	99%	94%	39%
American Indian or Alaska Native								
Black or African American	39	97%	90%	33%	34	100%	88%	38%
Hispanic or Latino	146	99%	93%	21%	131	100%	89%	27%
Asian or Native Hawaiian/Other								
Pacific Islander	14	-	-	-	14	100%	93%	57%
White	107	99%	98%	48%	89	98%	96%	54%
Multiracial	3	-	-	-				
Small Group Totals	17	100%	100%	47%				
General-Education Students	249	100%	98%	40%	223	100%	95%	45%
Students with Disabilities	60	95%	83%	5%	45	96%	76%	7%
English Proficient	260	99%	97%	38%	233	99%	94%	45%
Limited English Proficient	49	100%	84%	4%	35	100%	74%	0%
Economically Disadvantaged	138	99%	90%	16%	112	100%	86%	23%
Not Disadvantaged	171	99%	99%	47%	156	99%	96%	50%
Migrant								
Not Migrant	309	99%	95%	33%	268	99%	91%	39%

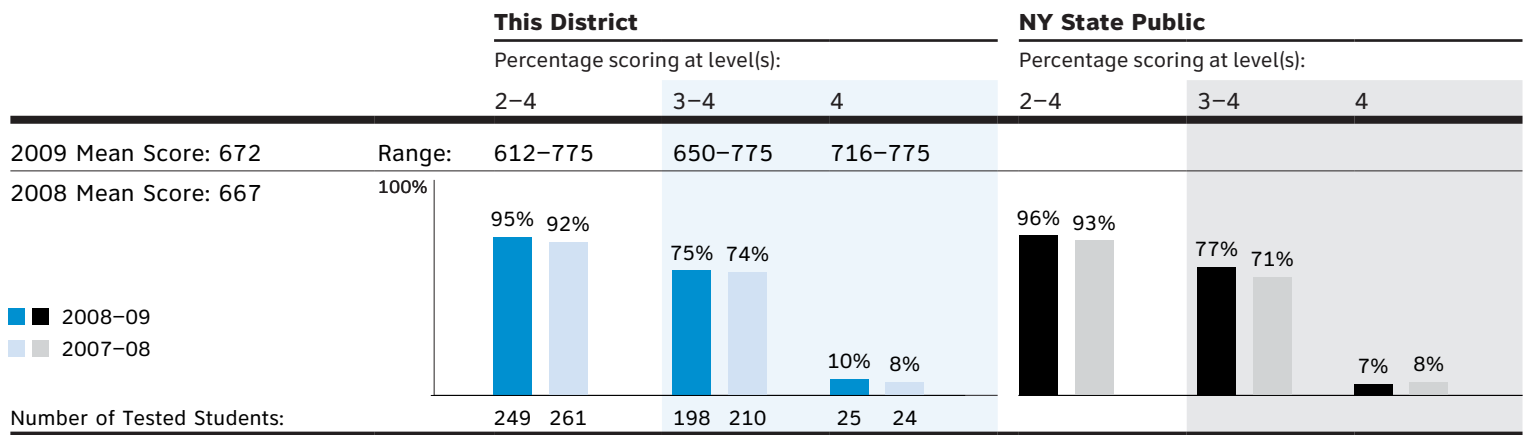
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	2	-	-	-

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>263</b>	<b>95%</b>	<b>75%</b>	<b>10%</b>	<b>285</b>	<b>92%</b>	<b>74%</b>	<b>8%</b>
Female	128	96%	78%	10%	125	94%	74%	11%
Male	135	93%	73%	9%	160	90%	73%	6%
American Indian or Alaska Native								
Black or African American	38	87%	76%	11%	53	89%	66%	9%
Hispanic or Latino	125	95%	66%	2%	101	87%	60%	3%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	15%	15	100%	100%	7%
White	87	97%	87%	18%	116	96%	85%	13%
Multiracial								
Small Group Totals								
General-Education Students	218	99%	85%	11%	255	97%	80%	9%
Students with Disabilities	45	73%	27%	0%	30	47%	23%	0%
English Proficient	234	96%	83%	11%	263	95%	78%	9%
Limited English Proficient	29	86%	14%	0%	22	55%	18%	0%
Economically Disadvantaged	108	92%	62%	3%	111	86%	59%	5%
Not Disadvantaged	155	97%	85%	14%	174	95%	83%	11%
Migrant								
Not Migrant	263	95%	75%	10%	285	92%	74%	8%

### NOTES

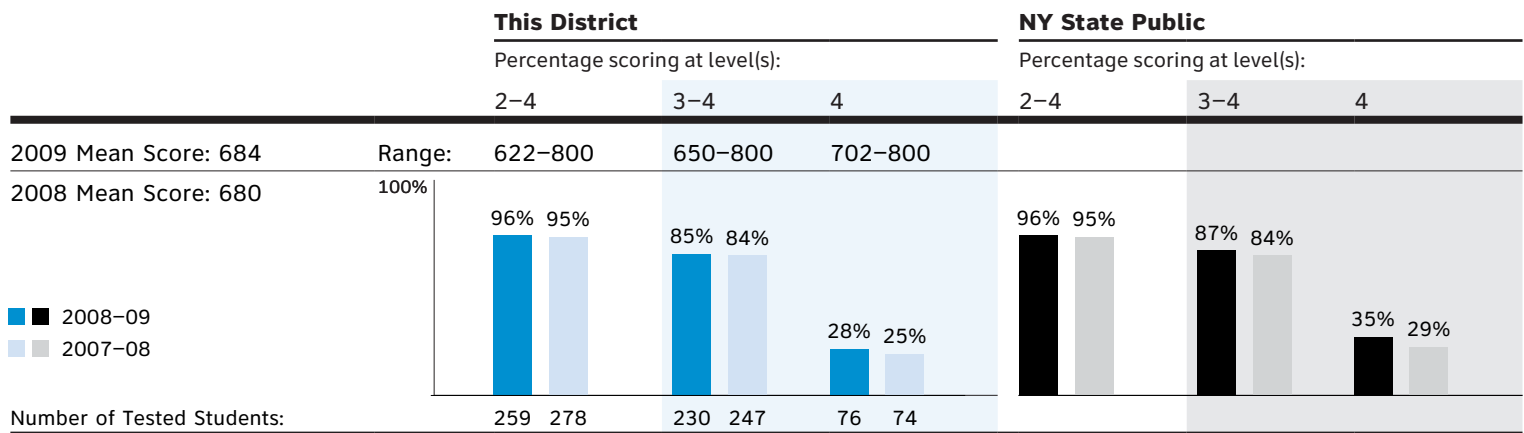
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	4	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>271</b>	<b>96%</b>	<b>85%</b>	<b>28%</b>	<b>294</b>	<b>95%</b>	<b>84%</b>	<b>25%</b>
Female	132	96%	86%	26%	133	96%	83%	25%
Male	139	95%	84%	30%	161	93%	85%	25%
American Indian or Alaska Native								
Black or African American	39	92%	82%	21%	55	91%	75%	22%
Hispanic or Latino	131	95%	80%	17%	106	92%	77%	13%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	71%	15	100%	100%	67%
White	87	97%	91%	41%	118	97%	92%	32%
Multiracial								
Small Group Totals								
General-Education Students	225	98%	93%	33%	263	98%	89%	28%
Students with Disabilities	46	83%	46%	2%	31	68%	39%	0%
English Proficient	237	97%	89%	32%	269	96%	87%	27%
Limited English Proficient	34	88%	56%	0%	25	80%	56%	4%
Economically Disadvantaged	114	95%	77%	13%	116	91%	73%	13%
Not Disadvantaged	157	96%	90%	39%	178	97%	91%	33%
Migrant								
Not Migrant	271	96%	85%	28%	294	95%	84%	25%

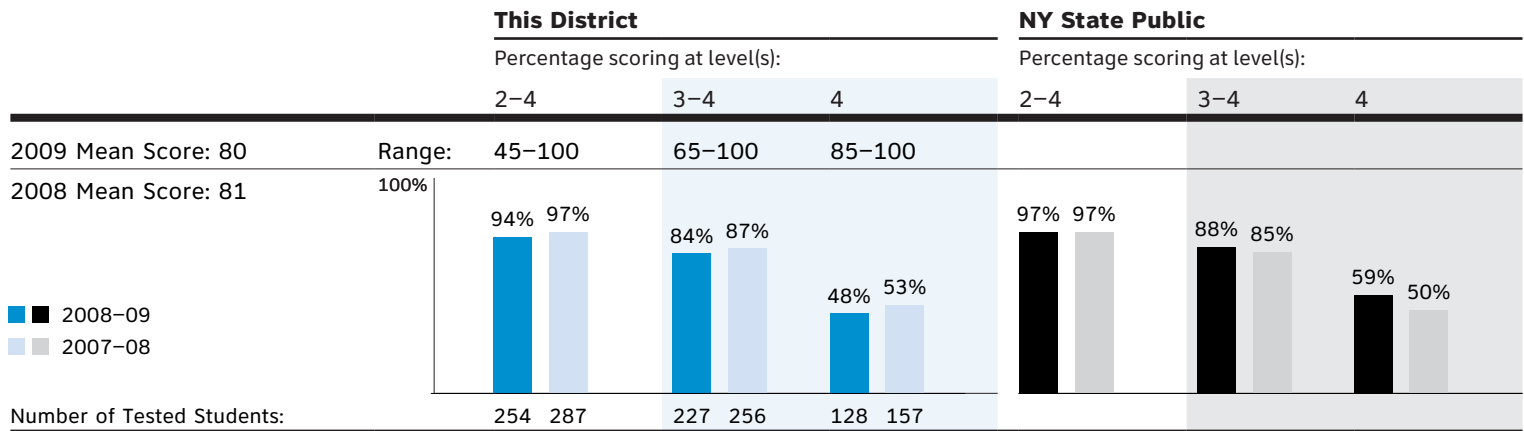
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	2	–	–	–

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>269</b>	<b>94%</b>	<b>84%</b>	<b>48%</b>	<b>295</b>	<b>97%</b>	<b>87%</b>	<b>53%</b>
Female	130	95%	82%	45%	131	98%	84%	52%
Male	139	94%	87%	50%	164	97%	89%	54%
American Indian or Alaska Native								
Black or African American	38	95%	87%	42%	55	95%	80%	40%
Hispanic or Latino	132	93%	77%	30%	108	97%	81%	31%
Asian or Native Hawaiian/Other								
Pacific Islander	14	100%	93%	79%	14	100%	100%	86%
White	85	95%	94%	73%	118	98%	94%	75%
Multiracial								
Small Group Totals								
General-Education Students	225	97%	89%	54%	265	99%	90%	58%
Students with Disabilities	44	82%	59%	16%	30	83%	60%	13%
English Proficient	234	97%	90%	54%	269	97%	90%	57%
Limited English Proficient	35	80%	49%	3%	26	96%	58%	15%
Economically Disadvantaged	112	91%	73%	28%	119	95%	79%	29%
Not Disadvantaged	157	97%	92%	62%	176	99%	92%	70%
Migrant								
Not Migrant	269	94%	84%	48%	295	97%	87%	53%

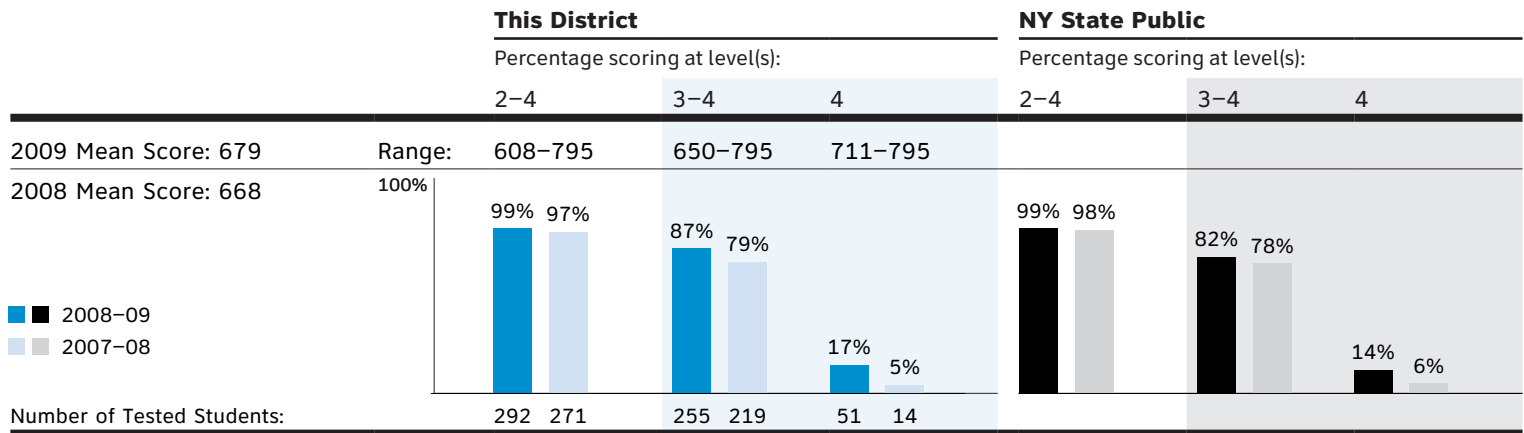
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	2	–	–	–

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>294</b>	<b>99%</b>	<b>87%</b>	<b>17%</b>	<b>278</b>	<b>97%</b>	<b>79%</b>	<b>5%</b>
Female	131	100%	89%	16%	133	100%	80%	5%
Male	163	99%	85%	18%	145	95%	78%	6%
American Indian or Alaska Native								
Black or African American	60	98%	78%	15%	45	98%	73%	4%
Hispanic or Latino	105	99%	84%	7%	109	96%	69%	2%
Asian or Native Hawaiian/Other								
Pacific Islander	13	—	—	—	13	100%	92%	0%
White	115	100%	92%	29%	111	98%	89%	9%
Multiracial	1	—	—	—				
Small Group Totals	14	100%	100%	14%				
General-Education Students	261	100%	93%	19%	233	100%	87%	6%
Students with Disabilities	33	94%	36%	3%	45	84%	36%	0%
English Proficient	275	99%	89%	19%	262	98%	83%	5%
Limited English Proficient	19	100%	47%	0%	16	88%	13%	0%
Economically Disadvantaged	107	99%	80%	5%	114	96%	65%	2%
Not Disadvantaged	187	99%	90%	25%	164	99%	88%	7%
Migrant								
Not Migrant	294	99%	87%	17%	278	97%	79%	5%

### NOTES

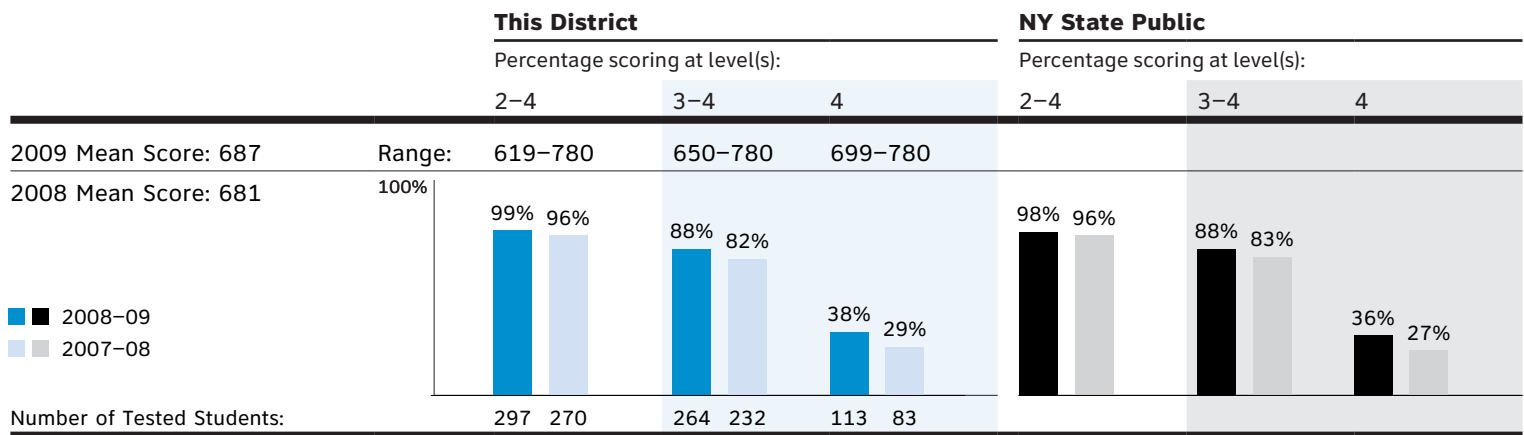
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>301</b>	<b>99%</b>	<b>88%</b>	<b>38%</b>	<b>282</b>	<b>96%</b>	<b>82%</b>	<b>29%</b>
Female	134	100%	90%	39%	135	98%	81%	34%
Male	167	98%	86%	37%	147	94%	84%	25%
American Indian or Alaska Native								
Black or African American	61	98%	82%	30%	45	89%	76%	18%
Hispanic or Latino	111	98%	86%	20%	113	96%	76%	19%
Asian or Native Hawaiian/Other								
Pacific Islander	13	-	-	-	13	100%	100%	46%
White	115	99%	92%	57%	111	97%	89%	43%
Multiracial	1	-	-	-				
Small Group Totals	14	100%	93%	57%				
General-Education Students	268	100%	93%	42%	237	100%	91%	34%
Students with Disabilities	33	91%	42%	0%	45	76%	36%	4%
English Proficient	278	99%	90%	40%	265	96%	83%	30%
Limited English Proficient	23	96%	61%	4%	17	94%	65%	18%
Economically Disadvantaged	110	98%	83%	21%	116	93%	72%	17%
Not Disadvantaged	191	99%	91%	47%	166	98%	90%	38%
Migrant								
Not Migrant	301	99%	88%	38%	282	96%	82%	29%

### NOTES

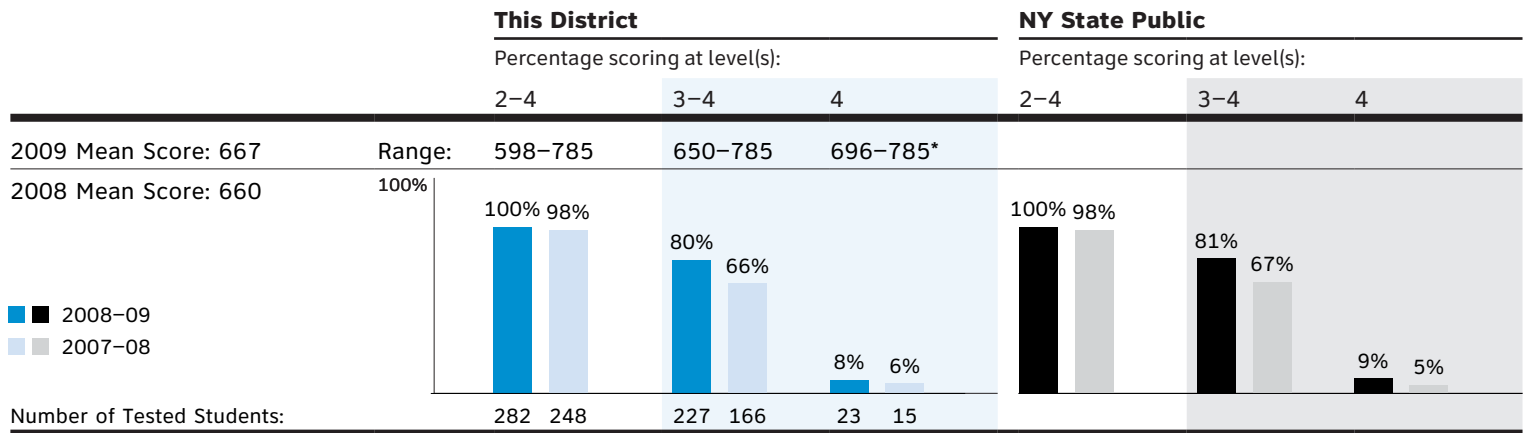
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	3	-	-	-



## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>283</b>	<b>100%</b>	<b>80%</b>	<b>8%</b>	<b>252</b>	<b>98%</b>	<b>66%</b>	<b>6%</b>
Female	131	100%	84%	8%	109	98%	69%	8%
Male	152	99%	77%	8%	143	99%	64%	4%
American Indian or Alaska Native								
Black or African American	43	100%	60%	0%	42	95%	48%	0%
Hispanic or Latino	110	99%	77%	6%	102	99%	52%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	14	-	-	-	11	100%	91%	18%
White	115	100%	88%	11%	97	99%	86%	13%
Multiracial	1	-	-	-				
Small Group Totals	15	100%	100%	20%				
General-Education Students	238	100%	91%	10%	210	100%	76%	7%
Students with Disabilities	45	98%	24%	0%	42	90%	14%	0%
English Proficient	274	100%	82%	8%	236	98%	69%	6%
Limited English Proficient	9	89%	11%	0%	16	100%	13%	0%
Economically Disadvantaged	116	99%	72%	3%	105	99%	50%	0%
Not Disadvantaged	167	100%	86%	12%	147	98%	78%	10%
Migrant								
Not Migrant	283	100%	80%	8%	252	98%	66%	6%

### NOTES

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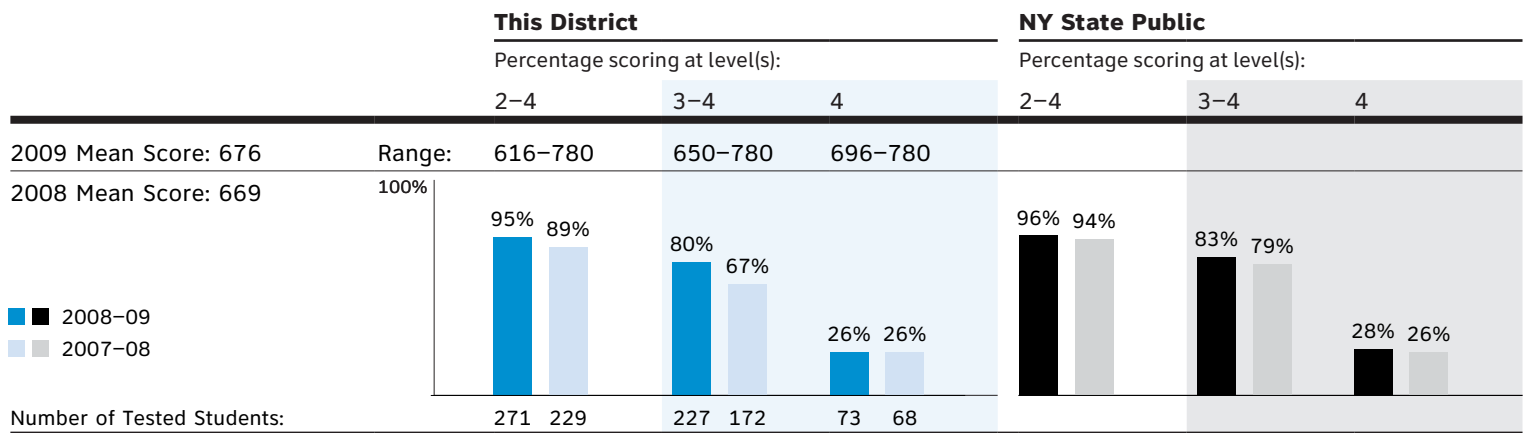
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	N/A	N/A	N/A	6	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>285</b>	<b>95%</b>	<b>80%</b>	<b>26%</b>	<b>257</b>	<b>89%</b>	<b>67%</b>	<b>26%</b>
Female	132	96%	80%	27%	112	93%	69%	27%
Male	153	94%	80%	25%	145	86%	66%	26%
American Indian or Alaska Native								
Black or African American	45	98%	69%	16%	41	73%	41%	5%
Hispanic or Latino	110	95%	71%	13%	108	89%	56%	11%
Asian or Native Hawaiian/Other								
Pacific Islander	15	—	—	—	11	100%	91%	73%
White	114	94%	90%	38%	97	95%	87%	47%
Multiracial	1	—	—	—				
Small Group Totals	16	100%	94%	56%				
General-Education Students	242	99%	89%	29%	215	96%	77%	32%
Students with Disabilities	43	74%	26%	5%	42	52%	14%	0%
English Proficient	274	96%	81%	27%	235	91%	71%	29%
Limited English Proficient	11	73%	45%	0%	22	68%	27%	5%
Economically Disadvantaged	119	93%	66%	13%	110	82%	53%	11%
Not Disadvantaged	166	96%	89%	35%	147	95%	78%	38%
Migrant								
Not Migrant	285	95%	80%	26%	257	89%	67%	26%

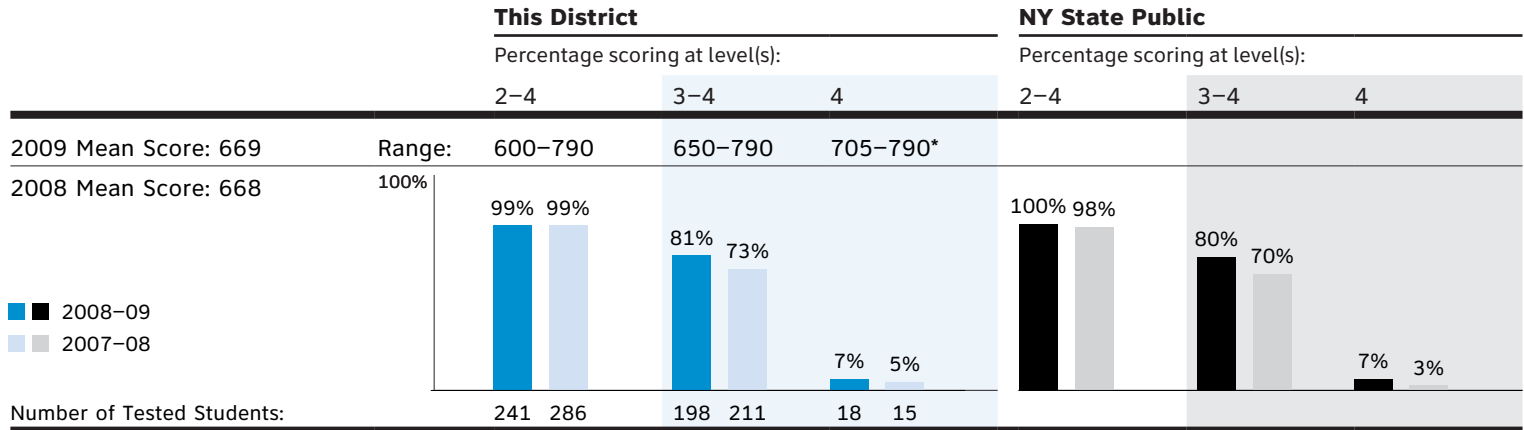
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	—	—	—	3	—	—	—

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>243</b>	<b>99%</b>	<b>81%</b>	<b>7%</b>	<b>288</b>	<b>99%</b>	<b>73%</b>	<b>5%</b>
Female	108	99%	85%	10%	146	99%	76%	7%
Male	135	99%	79%	5%	142	100%	70%	4%
American Indian or Alaska Native								
Black or African American	37	100%	68%	0%	39	97%	46%	0%
Hispanic or Latino	103	98%	72%	2%	100	99%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	20%	16	100%	94%	6%
White	93	100%	97%	15%	133	100%	89%	11%
Multiracial								
Small Group Totals								
General-Education Students	209	100%	88%	9%	249	100%	80%	6%
Students with Disabilities	34	97%	44%	0%	39	95%	28%	0%
English Proficient	229	100%	85%	8%	268	100%	77%	6%
Limited English Proficient	14	86%	29%	0%	20	95%	25%	0%
Economically Disadvantaged	104	99%	70%	3%	94	98%	49%	0%
Not Disadvantaged	139	99%	90%	11%	194	100%	85%	8%
Migrant								
Not Migrant	243	99%	81%	7%	288	99%	73%	5%

### NOTES

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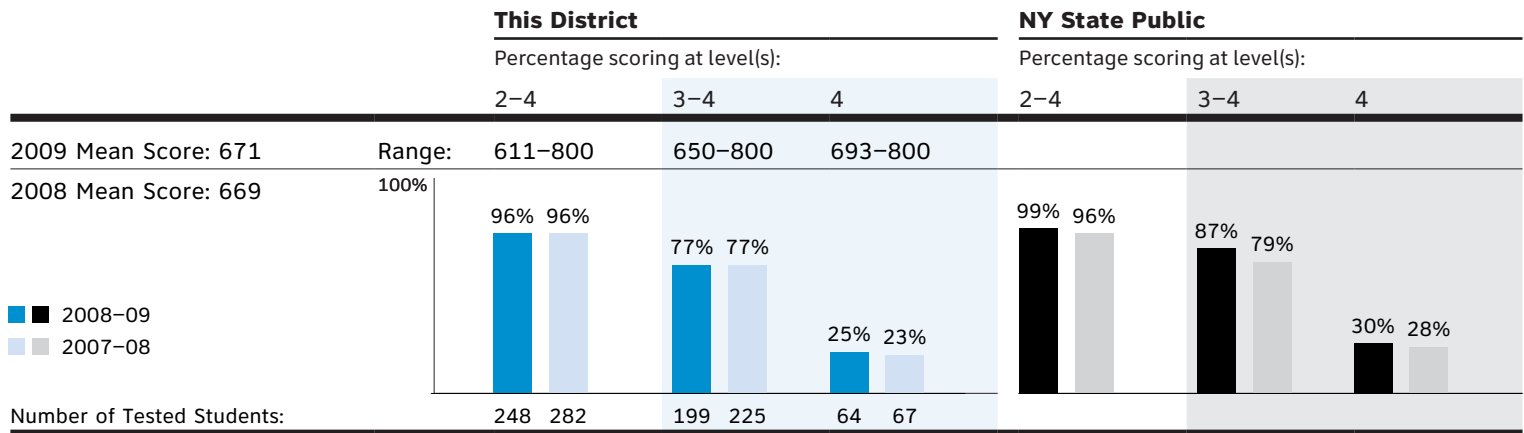
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	5	N/A	N/A	N/A	2	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>259</b>	<b>96%</b>	<b>77%</b>	<b>25%</b>	<b>294</b>	<b>96%</b>	<b>77%</b>	<b>23%</b>
Female	116	96%	79%	23%	149	95%	77%	24%
Male	143	96%	75%	26%	145	97%	76%	21%
American Indian or Alaska Native								
Black or African American	40	95%	55%	8%	40	85%	53%	5%
Hispanic or Latino	111	94%	72%	13%	102	95%	67%	12%
Asian or Native Hawaiian/Other								
Pacific Islander	12	92%	92%	42%	17	100%	88%	35%
White	96	99%	90%	44%	135	99%	90%	35%
Multiracial								
Small Group Totals								
General-Education Students	214	98%	86%	30%	254	99%	85%	26%
Students with Disabilities	45	84%	36%	0%	40	78%	25%	5%
English Proficient	237	97%	81%	27%	271	97%	82%	25%
Limited English Proficient	22	77%	36%	0%	23	87%	17%	0%
Economically Disadvantaged	111	95%	68%	10%	97	91%	59%	8%
Not Disadvantaged	148	96%	83%	36%	197	98%	85%	30%
Migrant								
Not Migrant	259	96%	77%	25%	294	96%	77%	23%

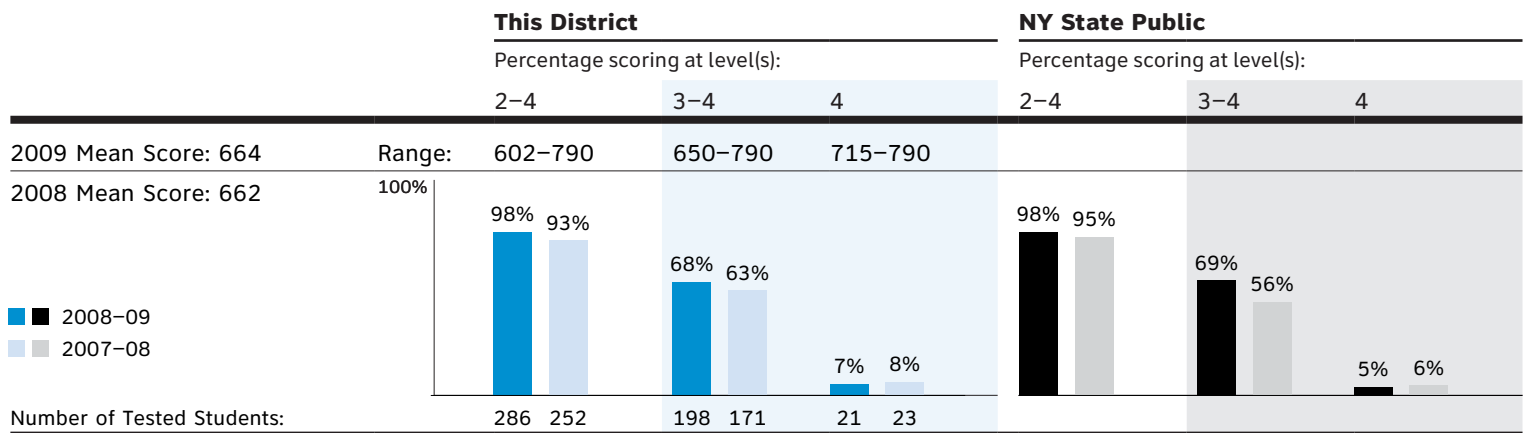
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	3	–	–	–

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>292</b>	<b>98%</b>	<b>68%</b>	<b>7%</b>	<b>271</b>	<b>93%</b>	<b>63%</b>	<b>8%</b>
Female	143	98%	76%	7%	126	95%	75%	11%
Male	149	98%	60%	7%	145	91%	52%	6%
American Indian or Alaska Native								
Black or African American	44	95%	45%	2%	43	88%	49%	7%
Hispanic or Latino	97	96%	49%	2%	112	88%	50%	5%
Asian or Native Hawaiian/Other								
Pacific Islander	17	—	—	—	12	100%	75%	8%
White	133	100%	86%	13%	104	100%	82%	13%
Multiracial	1	—	—	—				
Small Group Totals	18	100%	83%	6%				
General-Education Students	253	100%	74%	8%	221	95%	73%	10%
Students with Disabilities	39	87%	26%	0%	50	82%	18%	2%
English Proficient	274	99%	72%	8%	258	96%	66%	9%
Limited English Proficient	18	78%	0%	0%	13	38%	0%	0%
Economically Disadvantaged	91	96%	44%	2%	100	88%	43%	4%
Not Disadvantaged	201	99%	79%	9%	171	96%	75%	11%
Migrant								
Not Migrant	292	98%	68%	7%	271	93%	63%	8%

### NOTES

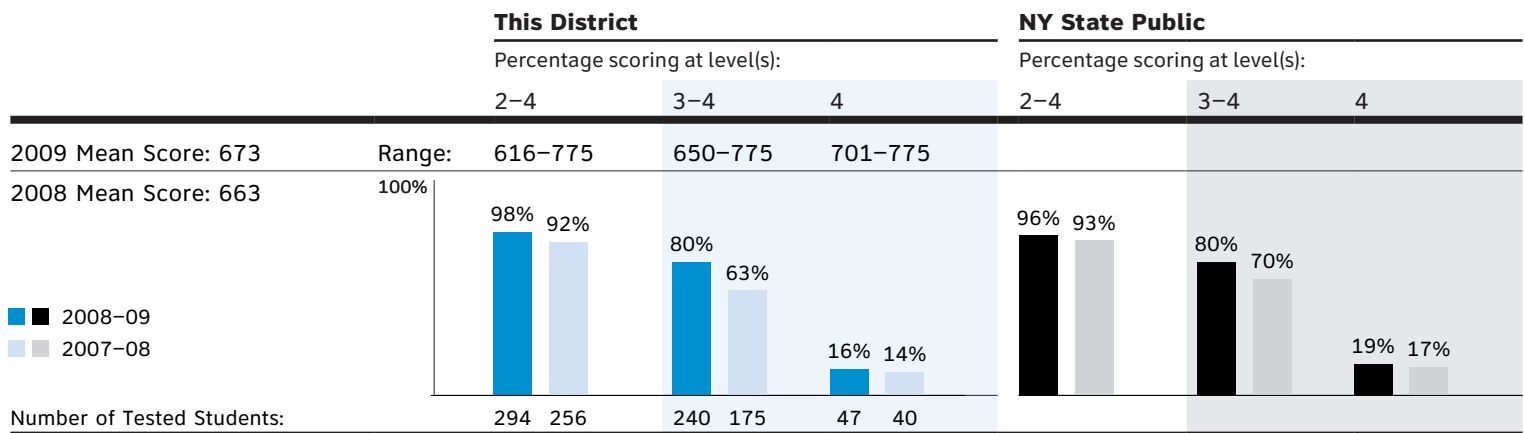
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	—	—	—	1	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	7	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>301</b>	<b>98%</b>	<b>80%</b>	<b>16%</b>	<b>279</b>	<b>92%</b>	<b>63%</b>	<b>14%</b>
Female	145	97%	81%	17%	129	95%	67%	19%
Male	156	98%	78%	15%	150	89%	59%	11%
American Indian or Alaska Native								
Black or African American	45	93%	64%	7%	43	88%	51%	14%
Hispanic or Latino	103	98%	72%	6%	120	88%	46%	6%
Asian or Native Hawaiian/Other								
Pacific Islander	18	-	-	-	12	92%	83%	33%
White	134	99%	90%	25%	104	97%	85%	22%
Multiracial	1	-	-	-				
Small Group Totals	19	100%	84%	26%				
General-Education Students	260	100%	87%	18%	229	96%	69%	17%
Students with Disabilities	41	85%	32%	2%	50	74%	34%	4%
English Proficient	278	98%	83%	17%	258	94%	66%	16%
Limited English Proficient	23	96%	35%	0%	21	62%	19%	0%
Economically Disadvantaged	99	96%	67%	4%	106	87%	44%	5%
Not Disadvantaged	202	99%	86%	21%	173	95%	74%	20%
Migrant								
Not Migrant	301	98%	80%	16%	279	92%	63%	14%

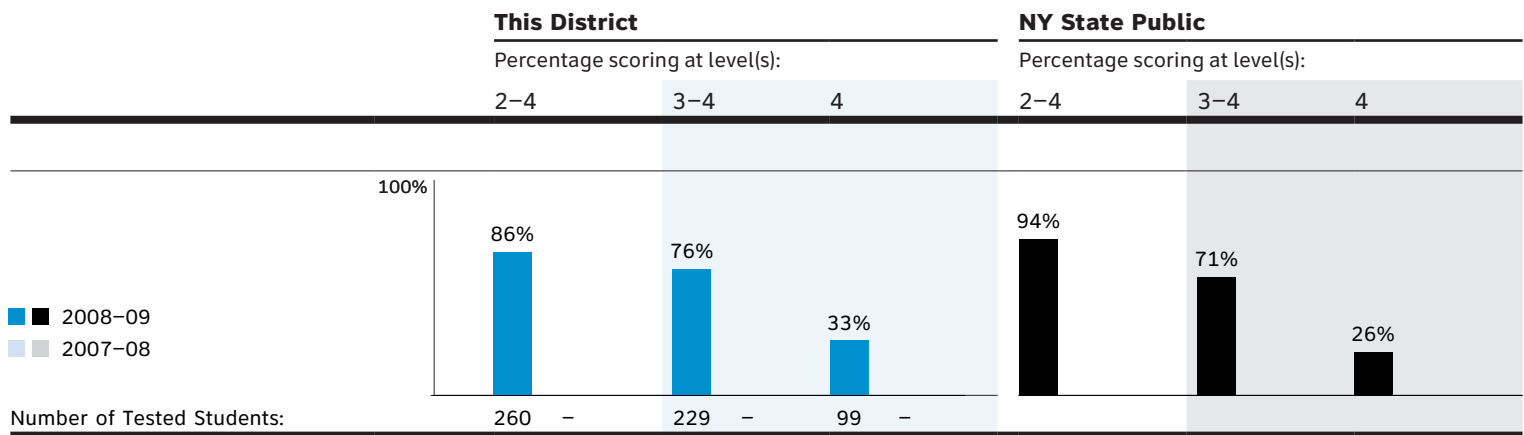
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	1	-	-	-

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>16</b>	<b>63%</b>	<b>38%</b>	<b>0%</b>	<b>2</b>	-	-	-
Female	4	-	-	-	1	-	-	-
Male	12	-	-	-	1	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	60%	40%	0%	2	-	-	-
Hispanic or Latino	11	64%	36%	0%	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	2	-	-	-
General-Education Students	8	88%	50%	0%	-	-	-	-
Students with Disabilities	8	38%	25%	0%	2	-	-	-
English Proficient	9	67%	44%	0%	2	-	-	-
Limited English Proficient	7	57%	29%	0%	-	-	-	-
Economically Disadvantaged	13	-	-	-	-	-	-	-
Not Disadvantaged	3	-	-	-	2	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	16	63%	38%	0%	2	-	-	-

### NOTES

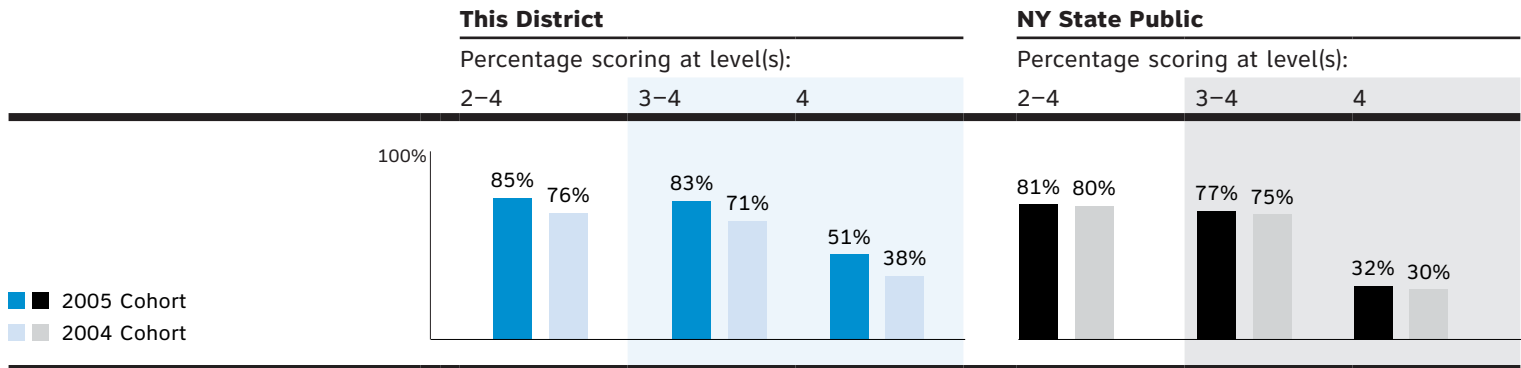
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	1	-	-	-
Regents Science	285	250	223	99	263	183	156	49



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



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>316</b>	<b>85%</b>	<b>83%</b>	<b>51%</b>	<b>354</b>	<b>76%</b>	<b>71%</b>	<b>38%</b>
Female	147	86%	85%	55%	164	84%	79%	49%
Male	169	84%	80%	48%	190	70%	64%	28%
American Indian or Alaska Native								
Black or African American	51	76%	73%	37%	65	68%	58%	17%
Hispanic or Latino	104	74%	70%	28%	116	62%	53%	12%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	15	87%	87%	73%
White	143	94%	94%	71%	158	89%	87%	62%
Multiracial	1	—	—	—				
Small Group Totals	18	94%	94%	67%				
General-Education Students	281	89%	89%	57%	302	83%	79%	44%
Students with Disabilities	35	49%	34%	6%	52	38%	25%	2%
English Proficient	293	88%	87%	55%	315	79%	74%	43%
Limited English Proficient	23	39%	22%	0%	39	54%	44%	0%
Economically Disadvantaged	66	73%	67%	27%	82	66%	52%	9%
Not Disadvantaged	250	88%	87%	58%	272	79%	76%	47%
Migrant								
Not Migrant	316	85%	83%	51%	354	76%	71%	38%

### NOTES

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

## Other Assessments

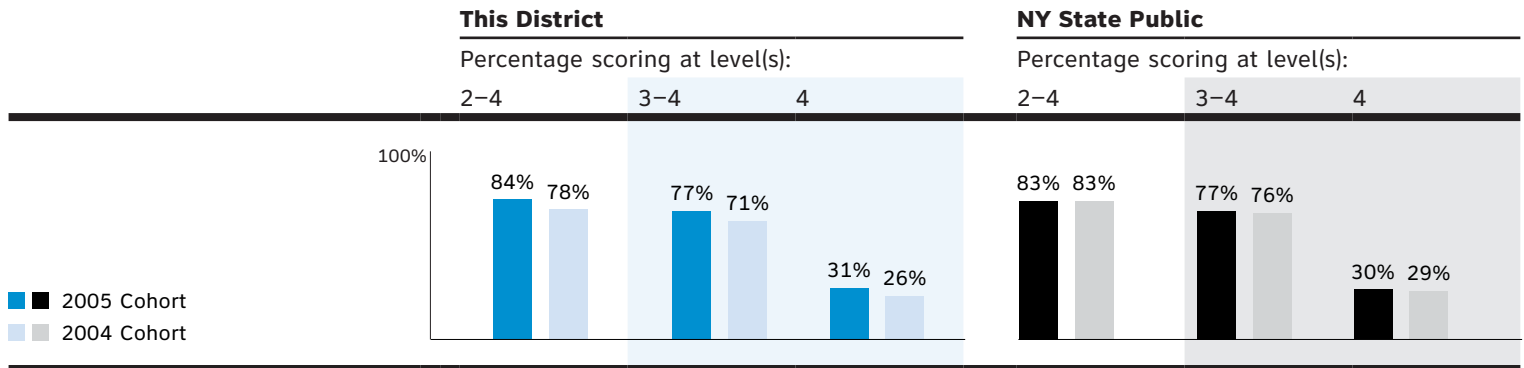
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

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



## Results by Student Group

Results by Student Group	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	316	84%	77%	31%	354	78%	71%	26%
Female	147	88%	78%	30%	164	83%	76%	32%
Male	169	80%	75%	33%	190	74%	66%	22%
American Indian or Alaska Native								
Black or African American	51	75%	61%	8%	65	66%	49%	9%
Hispanic or Latino	104	75%	64%	16%	116	68%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	17	–	–	–	15	100%	100%	67%
White	143	92%	88%	48%	158	88%	85%	43%
Multiracial	1	–	–	–				
Small Group Totals	18	100%	100%	50%				
General-Education Students	281	90%	84%	35%	302	86%	80%	30%
Students with Disabilities	35	34%	17%	0%	52	29%	17%	2%
English Proficient	293	86%	80%	33%	315	79%	72%	29%
Limited English Proficient	23	52%	39%	4%	39	72%	62%	5%
Economically Disadvantaged	66	74%	61%	9%	82	71%	56%	6%
Not Disadvantaged	250	86%	81%	37%	272	80%	75%	32%
Migrant								
Not Migrant	316	84%	77%	31%	354	78%	71%	26%

### NOTES

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

## Other Assessments

Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

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