



# The New York State Accountability Report 2011-12

**DISTRICT:** OSSINING UNION FREE  
SCHOOL DISTRICT  
**DISTRICT ID:** 661401030000  
**SUPERINTENDENT:** PHYLLIS GLASSMAN  
**PHONE:** 914-941-7700

**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
Office of Accountability  
New York State Education Department  
55 Hanson Place  
Brooklyn, NY 11217  
Email: [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov)

# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

**DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT**

**DISTRICT ID: 661401030000**

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1926	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	289	99%
Hispanic or Latino	✓	942	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	95	99%
White	✓	581	100%
Multiracial	—	19	—
Students With Disabilities	✓	283	98%
Limited English Proficient	✓	182	100%
Economically Disadvantaged	✓	911	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1886	149	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	281	137	124	124
Hispanic or Latino	✓	918	134	128	128
Asian or Native Hawaiian/Other Pacific Islander	✓	93	182	155	155
White	✓	575	173	159	159
Multiracial	—	19	—	—	—
Students With Disabilities	✗	279†	76†	94	86
Limited English Proficient	✗	296‡	99‡	104	104
Economically Disadvantaged	✗	883	127	130	130

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

Participation and performance for the following groups are **NOT** used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1926	100%
Not Black or African American	1637	100%
Not Hispanic or Latino	984	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1831	100%
Not White	1345	100%
Not Multiracial	1907	100%
General Education	1643	100%
English Proficient	1744	100%
Not Economically Disadvantaged	1015	100%
Male	1003	100%
Female	923	100%
Migrant	0	—
Not Migrant	1926	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1886	149
Not Black or African American	1605	151
Not Hispanic or Latino	968	163
Not Asian or Native Hawaiian/Other Pacific Islander	1793	147
Not White	1311	139
Not Multiracial	1867	149
General Education	1612	162
English Proficient	1718	157
Not Economically Disadvantaged	1003	169
Male	980	142
Female	906	157
Migrant	0	—
Not Migrant	1886	149

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

**DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT**

**DISTRICT ID: 661401030000**

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1926	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	289	100%
Hispanic or Latino	✓	942	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	95	100%
White	✓	581	100%
Multiracial	—	19	—
Students With Disabilities	✓	283	99%
Limited English Proficient	✓	182	100%
Economically Disadvantaged	✓	911	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.



# Elementary/Middle-Level Math: Performance

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1890	158	161	156
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	283	139	136	136
Hispanic or Latino	✓	919	148	146	143
Asian or Native Hawaiian/Other Pacific Islander	✓	94	188	175	175
White	✓	575	176	169	169
Multiracial	—	19	—	—	—
Students With Disabilities	✓	281†	101†	116	100
Limited English Proficient	✓	300‡	123‡	134	123
Economically Disadvantaged	✓	886	140	147	137

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

Participation and performance for the following groups are **NOT** used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1926	100%
Not Black or African American	1637	100%
Not Hispanic or Latino	984	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1831	100%
Not White	1345	100%
Not Multiracial	1907	100%
General Education	1643	100%
English Proficient	1744	100%
Not Economically Disadvantaged	1015	100%
Male	1003	100%
Female	923	100%
Migrant	0	—
Not Migrant	1926	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1890	158
Not Black or African American	1607	161
Not Hispanic or Latino	971	167
Not Asian or Native Hawaiian/Other Pacific Islander	1796	156
Not White	1315	149
Not Multiracial	1871	157
General Education	1615	168
English Proficient	1718	163
Not Economically Disadvantaged	1004	173
Male	986	155
Female	904	160
Migrant	0	—
Not Migrant	1890	158

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	659	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	111	99%
Hispanic or Latino	✓	294	99%
Asian or Native Hawaiian/Other Pacific Islander	—	39	—
White	✓	208	100%
Multiracial	—	7	—
Students With Disabilities	✓	85	98%
Limited English Proficient	✓	57	98%
Economically Disadvantaged	✓	283	100%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	642	180	175	175
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	109	164	151	151
Hispanic or Latino	✓	283	175	159	159
Asian or Native Hawaiian/Other Pacific Islander	✓	37	195	171	1
White	✓	206	192	183	183
Multiracial	—	7	—	—	—
Students With Disabilities	✓	83†	148†	143	123
Limited English Proficient	✓	77‡	158‡	139	139
Economically Disadvantaged	✓	272	166	161	161

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	659	99%
Not Black or African American	548	99%
Not Hispanic or Latino	365	99%
Not Asian or Native Hawaiian/Other Pacific Islander	620	100%
Not White	451	99%
Not Multiracial	652	99%
General Education	574	100%
English Proficient	602	100%
Not Economically Disadvantaged	376	99%
Male	332	99%
Female	327	100%
Migrant	0	—
Not Migrant	659	99%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	642	180
Not Black or African American	533	183
Not Hispanic or Latino	359	184
Not Asian or Native Hawaiian/Other Pacific Islander	605	179
Not White	436	174
Not Multiracial	635	180
General Education	560	185
English Proficient	593	183
Not Economically Disadvantaged	370	191
Male	323	182
Female	319	178
Migrant	0	—
Not Migrant	642	180

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP):** YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	316	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	51	98%
Hispanic or Latino	✓	141	100%
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✓	109	100%
Multiracial	—	3	—
Students With Disabilities	✓	47	100%
Limited English Proficient	—	31	—
Economically Disadvantaged	✓	114	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.



# Secondary-Level ELA: Performance

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI ≥ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	294	168	153	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	44	161	119	119
Hispanic or Latino	✓	128	153	128	128
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	105	189	164	164
Multiracial	—	3	—	—	—
Students With Disabilities	✓	54	126	84	84
Limited English Proficient	—	19	—	—	—
Economically Disadvantaged	✓	107	153	131	131

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: 
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

# Secondary-Level ELA: Non-AYP Groups

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	316	100%
Not Black or African American	265	100%
Not Hispanic or Latino	175	99%
Not Asian or Native Hawaiian/Other Pacific Islander	304	100%
Not White	207	100%
Not Multiracial	313	100%
General Education	269	100%
English Proficient	285	100%
Not Economically Disadvantaged	202	100%
Male	177	99%
Female	139	100%
Migrant	0	—
Not Migrant	316	100%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	294	168
Not Black or African American	250	170
Not Hispanic or Latino	166	180
Not Asian or Native Hawaiian/Other Pacific Islander	280	168
Not White	189	157
Not Multiracial	291	168
General Education	240	178
English Proficient	275	172
Not Economically Disadvantaged	187	177
Male	167	162
Female	127	177
Migrant	0	—
Not Migrant	294	168

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP):** YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	316	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	51	98%
Hispanic or Latino	✓	141	100%
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✓	109	100%
Multiracial	—	3	—
Students With Disabilities	✓	47	100%
Limited English Proficient	—	31	—
Economically Disadvantaged	✓	114	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	294	130	130	130
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	44	111	88	88
Hispanic or Latino	✓	128	112	99	99
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	105	157	144	144
Multiracial	—	3	—	—	—
Students With Disabilities	✓	54	78	69	68
Limited English Proficient	—	19	—	—	—
Economically Disadvantaged	✓	107	115	105	105

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

Participation and performance for the following groups are **NOT** used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	316	100%
Not Black or African American	265	100%
Not Hispanic or Latino	175	99%
Not Asian or Native Hawaiian/Other Pacific Islander	304	100%
Not White	207	100%
Not Multiracial	313	100%
General Education	269	100%
English Proficient	285	100%
Not Economically Disadvantaged	202	100%
Male	177	99%
Female	139	100%
Migrant	0	—
Not Migrant	316	100%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	294	130
Not Black or African American	250	134
Not Hispanic or Latino	166	145
Not Asian or Native Hawaiian/Other Pacific Islander	280	129
Not White	189	115
Not Multiracial	291	130
General Education	240	142
English Proficient	275	132
Not Economically Disadvantaged	187	139
Male	167	128
Female	127	134
Migrant	0	—
Not Migrant	294	130

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

**DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT**

**DISTRICT ID: 661401030000**

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	149	158	168	130	151
American Indian or Alaska Native	—	—	—	—	—
Black or African American	137	139	161	111	137
Hispanic or Latino	134	148	153	112	137
Asian or Native Hawaiian/Other Pacific Islander	182	188	—	—	185
White	173	176	189	157	174
Multiracial	—	—	—	—	—
Students With Disabilities	76	101	126	78	95
Limited English Proficient	99	123	—	—	111
Economically Disadvantaged	127	140	153	115	134

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

**All accountability groups made AYP: NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✗
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination



# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	344	77%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	56	75%	80%	79%
Hispanic or Latino	✗	134	63%	80%	66%
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✓	135	89%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✓	44	59%	80%	58%
Limited English Proficient	✗	44‡	41%‡	80%	48%
Economically Disadvantaged	✗	103	62%	80%	67%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	356	80%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	72	78%	80%	74%
Hispanic or Latino	✗	134	67%	80%	73%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✓	133	92%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✗	49†	59%†	80%	65%
Limited English Proficient	✓	52‡	46%‡	80%	39%
Economically Disadvantaged	✗	108	69%	80%	73%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

DISTRICT: OSSINING UNION FREE SCHOOL DISTRICT

DISTRICT ID: 661401030000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	344	77%	356	80%
Not Black or African American	288	77%	284	81%
Not Hispanic or Latino	210	86%	222	88%
Not Asian or Native Hawaiian/Other Pacific Islander	327	76%	341	79%
Not White	209	69%	223	73%
Not Multiracial	342	77%	354	80%
General Education	300	80%	308	83%
English Proficient	312	83%	319	86%
Not Economically Disadvantaged	241	83%	248	85%
Male	174	74%	184	77%
Female	170	81%	172	83%
Migrant	0	—	0	—
Not Migrant	344	77%	356	80%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 35%, which exceeded the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.