

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-14-01-03-0007

Grade Range : 9-12

Name: Ossining High School

Principal: Joshua Mandel

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	329	402	397
Tenth	317	305	322
Eleventh	244	272	290
Twelfth	225	233	291
Ungraded Secondary	10	8	14
Total K-12 Enrollment	1125	1220	1314

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	56	5.0%	58	4.8%	55	4.2%
Black (Not Hispanic)	233	20.7%	254	20.8%	272	20.7%
Hispanic	282	25.1%	340	27.9%	390	29.7%
White (Not Hispanic)	554	49.2%	568	46.6%	597	45.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	28
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	21	25
Mathematics Grade 10	26	14	19
Science Grade 10	21	17	21
Social Studies Grade 10	17	22	22

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	169	15.0%	151	12.4%	159	12.1%
Eligible for Free Lunch	154	13.7%	166	13.6%	209	15.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		93.6%		92.2%
Student Suspensions	74	6.9%	91	8.1%	96	7.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	1.9%	4.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	86%	97%	94%

Staff Counts

Staff	2002–2003
Total Teachers	100
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	13
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	169	92	54%	185	110	59%	215	116	54%
Students with Disabilities	22	4	18%	18	3	17%	15	1	7%
All Students	191	96	50%	203	113	56%	230	117	51%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	134	72	0	3	9	12
Percent	58%	31%	0%	1%	4%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
15	1	2	17

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			23		21	
	Entered GED Program*			15		19	
	Total Noncompleters			38		40	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			5		5	
	Total Noncompleters			9		7	
All Students	Dropped Out	26	2.3%	27	2.2%	23	1.8%
	Entered GED Program*	15	1.3%	20	1.6%	24	1.8%
	Total Noncompleters	41	3.6%	47	3.9%	47	3.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		713	1006
	Number of Students with Disabilities		97	128
	Number of All Students		810	1134
	Percent of Enrollment		66%	86%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	6	0%	3	#
Science	21	62%	14	0%	3	#
Reading	4	#	3	#	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	26	35%	6	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	85%	39	0%	56	77%
Science	12	42%	9	0%	18	50%
Reading	0	0%	3	#	16	69%
Writing	0	0%	1	#	4	#
Global Studies	7	43%	13	0%	27	63%
U.S. Hist & Gov't	3	#	14	0%	14	64%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	230	245	275	20	18	32
Number Scoring 55–100	224	239	251	19	16	20
Number Scoring 65–100	207	217	225	15	14	13
Number Scoring 85–100	90	121	98	2	1	1
Percentage of Tested Scoring 55–100	97%	98%	91%	95%	89%	62%
Percentage of Tested Scoring 65–100	90%	89%	82%	75%	78%	41%
Percentage of Tested Scoring 85–100	39%	49%	36%	10%	6%	3%
Mathematics A						
Number Tested	49	277	399	5	25	42
Number Scoring 55–100	22	203	261	2	4	14
Number Scoring 65–100	12	167	191	0	3	10
Number Scoring 85–100	3	42	33	0	0	2
Percentage of Tested Scoring 55–100	45%	73%	65%	40%	16%	33%
Percentage of Tested Scoring 65–100	24%	60%	48%	0%	12%	24%
Percentage of Tested Scoring 85–100	6%	15%	8%	0%	0%	5%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	255	247	292	22	29	31
Number Scoring 55–100	244	222	240	19	14	15
Number Scoring 65–100	211	201	216	12	10	10
Number Scoring 85–100	85	68	95	1	1	1
Percentage of Tested Scoring 55–100	96%	90%	82%	86%	48%	48%
Percentage of Tested Scoring 65–100	83%	81%	74%	55%	34%	32%
Percentage of Tested Scoring 85–100	33%	28%	33%	5%	3%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	220	266	293	20	19	31
Number Scoring 55–100	194	240	279	17	11	28
Number Scoring 65–100	172	210	243	12	7	18
Number Scoring 85–100	80	75	115	1	1	2
Percentage of Tested Scoring 55–100	88%	90%	95%	85%	58%	90%
Percentage of Tested Scoring 65–100	78%	79%	83%	60%	37%	58%
Percentage of Tested Scoring 85–100	36%	28%	39%	5%	5%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	294	310	328	32	42	51
Number Scoring 55–100	279	294	293	27	34	33
Number Scoring 65–100	242	266	247	16	22	20
Number Scoring 85–100	49	84	85	0	0	2
Percentage of Tested Scoring 55–100	95%	95%	89%	84%	81%	65%
Percentage of Tested Scoring 65–100	82%	86%	75%	50%	52%	39%
Percentage of Tested Scoring 85–100	17%	27%	26%	0%	0%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	122	112	132	13	9	24
Number Scoring 55–100	107	97	94	13	9	9
Number Scoring 65–100	85	82	74	13	5	5
Number Scoring 85–100	11	10	19	6	0	1
Percentage of Tested Scoring 55–100	88%	87%	71%	100%	100%	38%
Percentage of Tested Scoring 65–100	70%	73%	56%	100%	56%	21%
Percentage of Tested Scoring 85–100	9%	9%	14%	46%	0%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		144	155		3	1
Number Scoring 55–100		133	145		#	#
Number Scoring 65–100		93	107		#	#
Number Scoring 85–100		9	21		#	#
Percentage of Tested Scoring 55–100		92%	94%		#	#
Percentage of Tested Scoring 65–100		65%	69%		#	#
Percentage of Tested Scoring 85–100		6%	14%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	27	37	42	0	0	1
Number Scoring 55–100	27	37	41	0	0	#
Number Scoring 65–100	25	37	41	0	0	#
Number Scoring 85–100	13	23	31	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	48%	62%	74%	0%	0%	#
Comprehensive Italian						
Number Tested	24	25	51	0	1	1
Number Scoring 55–100	24	25	51	0	#	#
Number Scoring 65–100	24	24	50	0	#	#
Number Scoring 85–100	19	16	35	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	96%	98%	0%	#	#
Percentage of Tested Scoring 85–100	79%	64%	69%	0%	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	124	153	147	2	1	2
Number Scoring 55–100	123	152	147	#	#	#
Number Scoring 65–100	121	146	145	#	#	#
Number Scoring 85–100	91	102	101	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	95%	99%	#	#	#
Percentage of Tested Scoring 85–100	73%	67%	69%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	209	21	4	1	0	0
Number Scoring 55–100	183	8	#	#	0	0
Number Scoring 65–100	170	5	#	#	0	0
Number Scoring 85–100	98	1	#	#	0	0
Percentage of Tested Scoring 55–100	88%	38%	#	#	0%	0%
Percentage of Tested Scoring 65–100	81%	24%	#	#	0%	0%
Percentage of Tested Scoring 85–100	47%	5%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	152	175	184	4	0	2
Number Scoring 55–100	133	159	148	#	0	#
Number Scoring 65–100	124	150	134	#	0	#
Number Scoring 85–100	71	98	63	#	0	#
Percentage of Tested Scoring 55–100	88%	91%	80%	#	0%	#
Percentage of Tested Scoring 65–100	82%	86%	73%	#	0%	#
Percentage of Tested Scoring 85–100	47%	56%	34%	#	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	81%	45	91%	45	96%
Students with Disabilities	8	88%	5	80%	16	88%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	237	237	237	24	24	24	261	261	261
Number Scoring 55–64	14	19	22	6	3	7	20	22	29
Number Scoring 65–84	105	110	128	8	8	7	113	118	135
Number Scoring 85–100	80	73	62	1	2	1	81	75	63
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)