

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-12-03-0018
 Name: Brentwood High School
 Principal: Thomas O'Brien

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	0	0	22
Tenth	1023	1111	1177
Eleventh	984	963	979
Twelfth	611	646	644
Ungraded Secondary	278	302	353
Total K-12 Enrollment	2896	3022	3175

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	86	3.0%	75	2.5%	54	1.7%
Black (Not Hispanic)	679	23.4%	736	24.4%	768	24.2%
Hispanic	1552	53.6%	1675	55.4%	1855	58.4%
White (Not Hispanic)	579	20.0%	536	17.7%	498	15.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	24	24
Mathematics Grade 10	22	22	23
Science Grade 10	26	27	26
Social Studies Grade 10	24	25	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	337	11.6%	376	12.4%	415	13.1%
Eligible for Free Lunch	799	27.6%	851	28.2%	999	31.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.9%		91.9%		91.3%
Student Suspensions	349	12.6%	348	12.0%	331	11.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.1%	9.7%	20.4%
Public Assistance	41-50%	41-50%	51-60%
Student Stability	61%	47%	46%

Staff Counts

Staff	2003-04
Total Teachers	194
Total Other Professional Staff	44
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	638	218	34%	588	283	48%	660	235	36%
Students with Disabilities	2	1	50%	60	0	0%	60	1	2%
All Students	640	219	34%	648	283	44%	720	236	33%

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

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	310	205	32	28	70	75
Percent	43%	28%	4%	4%	10%	10%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
60	1	51	111

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	145		245		178	6.3%
	Entered GED Program*	65		57		44	1.6%
	Total Noncompleters	210		302		222	7.8%
Students with Disabilities	Dropped Out	0		40		14	3.3%
	Entered GED Program*	0		5		4	0.9%
	Total Noncompleters	0		45		18	4.2%
All Students	Dropped Out	145	5.0%	285	9.4%	192	5.9%
	Entered GED Program*	65	2.2%	62	2.1%	48	1.5%
	Total Noncompleters	210	7.3%	347	11.5%	240	7.4%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	3664
	Number of Students with Disabilities	0	0	190
	Number of All Students	0	0	3854
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	122	2220	3595
	Number of Students with Disabilities	278	500	419
	Number of All Students	400	2720	4014
	Percent of Enrollment	14%	90%	126%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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

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

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	47	43%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	2	#	5	40%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	7	100%	14	71%
Science	34	82%	7	71%	16	56%
Reading	5	60%	3	#	6	67%
Writing	7	57%	3	#	6	100%
Global Studies	4	#	5	100%	10	60%
U.S. Hist & Gov't	17	71%	3	#	11	82%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	98	68%	141	76%	56	75%
Science	33	33%	128	52%	136	53%
Reading	11	55%	83	58%	65	42%
Writing	10	60%	74	78%	67	99%
Global Studies	50	36%	87	41%	86	64%
U.S. Hist & Gov't	1	#	51	59%	52	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	920	991	1283	68	114	119
Number Scoring 55-100	822	823	1084	47	38	55
Number Scoring 65-100	680	739	957	34	30	37
Number Scoring 85-100	183	259	324	1	5	3
Percentage of Tested Scoring 55-100	89%	83%	84%	69%	33%	46%
Percentage of Tested Scoring 65-100	74%	75%	75%	50%	26%	31%
Percentage of Tested Scoring 85-100	20%	26%	25%	1%	4%	3%
Mathematics A						
Number Tested	631	1128	1318	19	96	154
Number Scoring 55-100	380	710	1168	9	20	83
Number Scoring 65-100	305	538	1018	6	16	60
Number Scoring 85-100	56	29	79	1	0	4
Percentage of Tested Scoring 55-100	60%	63%	89%	47%	21%	54%
Percentage of Tested Scoring 65-100	48%	48%	77%	32%	17%	39%
Percentage of Tested Scoring 85-100	9%	3%	6%	5%	0%	3%
Mathematics B						
Number Tested	0	0	288	0	0	1
Number Scoring 55-100	0	0	225	0	0	#
Number Scoring 65-100	0	0	180	0	0	#
Number Scoring 85-100	0	0	36	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	917	1087	1274	92	110	146
Number Scoring 55-100	779	901	1100	43	53	85
Number Scoring 65-100	640	816	964	16	42	54
Number Scoring 85-100	133	239	327	0	5	11
Percentage of Tested Scoring 55-100	85%	83%	86%	47%	48%	58%
Percentage of Tested Scoring 65-100	70%	75%	76%	17%	38%	37%
Percentage of Tested Scoring 85-100	15%	22%	26%	0%	5%	8%
U.S. History and Government						
Number Tested	815	812	947	40	73	94
Number Scoring 55-100	766	757	846	37	45	49
Number Scoring 65-100	595	694	766	30	37	37
Number Scoring 85-100	173	282	313	0	4	6
Percentage of Tested Scoring 55-100	94%	93%	89%	93%	62%	52%
Percentage of Tested Scoring 65-100	73%	85%	81%	75%	51%	39%
Percentage of Tested Scoring 85-100	21%	35%	33%	0%	5%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	760	854	1022	88	40	113
Number Scoring 55-100	704	777	940	58	26	90
Number Scoring 65-100	609	676	789	32	21	67
Number Scoring 85-100	50	85	78	0	1	0
Percentage of Tested Scoring 55-100	93%	91%	92%	66%	65%	80%
Percentage of Tested Scoring 65-100	80%	79%	77%	36%	53%	59%
Percentage of Tested Scoring 85-100	7%	10%	8%	0%	3%	0%
Physical Setting/Earth Science						
Number Tested	131	175	137	10	9	14
Number Scoring 55-100	59	90	62	4	5	6
Number Scoring 65-100	31	47	23	0	1	2
Number Scoring 85-100	1	2	1	0	0	0
Percentage of Tested Scoring 55-100	45%	51%	45%	40%	56%	43%
Percentage of Tested Scoring 65-100	24%	27%	17%	0%	11%	14%
Percentage of Tested Scoring 85-100	1%	1%	1%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	353	381	455	0	2	3
Number Scoring 55-100	296	307	416	0	#	#
Number Scoring 65-100	179	195	309	0	#	#
Number Scoring 85-100	17	24	43	0	#	#
Percentage of Tested Scoring 55-100	84%	81%	91%	0%	#	#
Percentage of Tested Scoring 65-100	51%	51%	68%	0%	#	#
Percentage of Tested Scoring 85-100	5%	6%	9%	0%	#	#
Physical Setting/Physics						
Number Tested			117			1
Number Scoring 55-100			109			#
Number Scoring 65-100			97			#
Number Scoring 85-100			19			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			83%			#
Percentage of Tested Scoring 85-100			16%			#

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

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	16	37	33	0	0	0
Number Scoring 55-100	15	33	33	0	0	0
Number Scoring 65-100	15	30	33	0	0	0
Number Scoring 85-100	6	14	13	0	0	0
Percentage of Tested Scoring 55-100	94%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	81%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	38%	39%	0%	0%	0%
Comprehensive Italian						
Number Tested	6	8	8	0	0	0
Number Scoring 55-100	6	8	8	0	0	0
Number Scoring 65-100	5	8	8	0	0	0
Number Scoring 85-100	2	3	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	38%	75%	0%	0%	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	268	285	296	9	11	4
Number Scoring 55-100	245	274	285	7	9	#
Number Scoring 65-100	220	262	277	7	9	#
Number Scoring 85-100	137	152	175	5	3	#
Percentage of Tested Scoring 55-100	91%	96%	96%	78%	82%	#
Percentage of Tested Scoring 65-100	82%	92%	94%	78%	82%	#
Percentage of Tested Scoring 85-100	51%	53%	59%	56%	27%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	323	296	31	0	2	1
Number Scoring 55-100	289	241	18	0	#	#
Number Scoring 65-100	268	214	13	0	#	#
Number Scoring 85-100	110	71	3	0	#	#
Percentage of Tested Scoring 55-100	89%	81%	58%	0%	#	#
Percentage of Tested Scoring 65-100	83%	72%	42%	0%	#	#
Percentage of Tested Scoring 85-100	34%	24%	10%	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	54	100%	39	92%
Students with Disabilities	0	0%	13	100%	21	90%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	759	759	759	97	97	97	856	856	856
Number Scoring 55–64	33	30	82	16	4	26	49	34	108
Number Scoring 65–84	494	340	470	15	28	20	509	368	490
Number Scoring 85–100	129	257	134	0	2	1	129	259	135
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			364			7
Beginning (0-18)			48			0
Intermediate (19-31)			99			3
Advanced (32-36)			111			3
Proficient (37-39)			106			1
Reading and Writing (Grade 9-12)						
Number Tested			363			7
Beginning (0-14)			61			1
Intermediate (15-24)			127			4
Advanced (25-32)			159			2
Proficient (33-35)			16			0

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

(Form - L)