



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **BRENTWOOD UNION FREE SCHOOL
DISTRICT**

District ID **580512030000**

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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.

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	124	124	124
Kindergarten	1283	1289	1384
Grade 1	1263	1354	1343
Grade 2	1245	1271	1364
Grade 3	1230	1242	1313
Grade 4	1228	1228	1266
Grade 5	1245	1247	1250
Grade 6	1184	1297	1274
Ungraded Elementary	747	765	793
Grade 7	1197	1248	1274
Grade 8	1199	1262	1276
Grade 9	1132	1195	1351
Grade 10	1177	1262	1371
Grade 11	979	990	991
Grade 12	644	740	806
Ungraded Secondary	723	644	673
Total K-12	16476	17034	17729

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	24	22
Grade 8			
English	21	20	21
Mathematics	23	25	22
Science	26	26	23
Social Studies	26	23	23
Grade 10			
English	24	24	26
Mathematics	23	22	22
Science	26	26	24
Social Studies	24	22	22

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.

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	8467	51%	9385	55%	10257	58%
Reduced-Price Lunch	3463	21%	3297	19%	3209	18%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3186	19%	3567	21%	4214	24%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	0%	13	0%	12	0%
Black or African American	3407	21%	3450	20%	3255	18%
Hispanic or Latino	10296	62%	10855	64%	12018	68%
Asian or Native Hawaiian/Other Pacific Islander	289	2%	327	2%	325	2%
White	2472	15%	2389	14%	2119	12%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		91%		94%
Student Suspensions	1150	N/A	1194	7%	1291	8%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District BRENTWOOD UNION FREE SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2723	2914	4474
Percent Not Taught by Highly Qualified Teachers	1%	3%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	1	4	5
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	6	19	12
Percentage of Total	1%	2%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	49%	54%	58%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	1091	1134	1075
Total Other Professional Staff	202	206	280
Total Paraprofessionals*	428	462	479
Assistant Principals	23	22	21
Principals	18	18	18

* Not available at the school level.

Teacher Qualifications Information

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

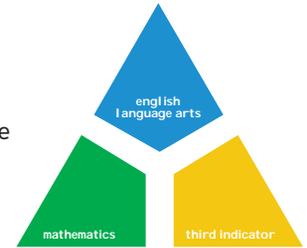
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ 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.

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✗	✓	–	✗	✗	–
Limited English Proficient	✗	✓	–	✓ ^{SH}	✓	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 6 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (7450:7038)			99%		143	121	
Ethnicity							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (1367:1292)			98%		144	119	
Hispanic or Latino (4948:4653)			99%		140	120	
Asian or Native Hawaiian/Other Pacific Islander (156:145)			99%		166	113	
White (975:944)			99%		154	118	
Other Groups							
Students with Disabilities ⁴ (1189:1100)			95%		85	119	98 97
Limited English Proficient (1521:1348)			99%		115	119	119 124
Economically Disadvantaged (4626:4395)			99%		140	120	
Final AYP Determination	 6 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (7385:6998)			100%		147	85	
Ethnicity							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (1361:1277)			99%		141	83	
Hispanic or Latino (4898:4632)			100%		146	84	
Asian or Native Hawaiian/Other Pacific Islander (158:150)			100%		169	78	
White (964:935)			100%		160	82	
Other Groups							
Students with Disabilities ⁴ (1186:1125)			99%		92	83	
Limited English Proficient (1511:1375)			100%		126	83	
Economically Disadvantaged (4621:4405)			100%		146	84	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (2426:2248)		Qualified		98%		174	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (404:373)		Qualified		98%		169	100	
Hispanic or Latino (1604:1480)		Qualified		98%		172	100	
Asian or Native Hawaiian/Other Pacific Islander (52:51)		Qualified		100%		178	100	
White (364:342)		Qualified		98%		184	100	
Other Groups								
Students with Disabilities (362:341)		Qualified		96%		143	100	
Limited English Proficient (529:471)		Qualified		99%		159	100	
Economically Disadvantaged (1475:1393)		Qualified		99%		171	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (937:924)			98%		164	150		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (239:217)			98%		165	146		
Hispanic or Latino (522:535)			98%		159	149		
Asian or Native Hawaiian/Other Pacific Islander (20:15)	–	–	–	–	–	–	–	–
White (154:156)			96%		175	146		
Other Groups								
Students with Disabilities (195:134)			85%		87	145	74‡	98
Limited English Proficient (98:121)			99%		118	145	104	126
Economically Disadvantaged (295:287)			99%		166	148		
Final AYP Determination	 6 of 7							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (937:924)			98%		177	142	
Ethnicity							
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–
Black or African American (239:217)			98%		175	138	
Hispanic or Latino (522:535)			98%		174	141	
Asian or Native Hawaiian/Other Pacific Islander (20:15)	–	–	–	–	–	–	–
White (154:156)			97%		188	138	
Other Groups							
Students with Disabilities (195:134)			88%		107	137	83 [†] 116
Limited English Proficient (98:121)			100%		163	137	
Economically Disadvantaged (295:287)			98%		178	140	
Final AYP Determination	 6 of 7						

NOTES

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

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

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

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

AYP Status

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (909)			78%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	–
Black or African American (229)			80%	55%	
Hispanic or Latino (536)			75%	55%	
Asian or Native Hawaiian/Other Pacific Islander (13)		–	–	–	–
White (130)			87%	55%	
Other Groups					
Students with Disabilities (70)			50%	55%	55% 51%
Limited English Proficient (101)			50%	55%	42% 51%
Economically Disadvantaged (290)			86%	55%	
Final AYP Determination		1 of 1			

NOTES

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

Good Standing

11 schools identified 65% of total

EAST ELEMENTARY SCHOOL
FRESHMAN CENTER
LAUREL PARK ELEMENTARY SCHOOL
LORETTA PARK ELEMENTARY SCHOOL
NORTH ELEMENTARY SCHOOL
NORTHEAST ELEMENTARY SCHOOL
OAK PARK ELEMENTARY SCHOOL
PINE PARK ELEMENTARY SCHOOL
SOUTHEAST ELEMENTARY SCHOOL
SOUTHWEST ELEMENTARY SCHOOL
TWIN PINES ELEMENTARY SCHOOL

Improvement (Year1)

1 school identified 6% of total

HEMLOCK ELEMENTARY SCHOOL

Corrective Action

2 schools identified 12% of total

NORTH MIDDLE SCHOOL
WEST MIDDLE SCHOOL

Planning for Restructuring

2 schools identified 12% of total

BRENTWOOD HIGH SCHOOL
EAST MIDDLE SCHOOL

Restructuring (Year 1)

1 school identified 6% of total

SOUTH MIDDLE SCHOOL

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	58%			832
Grade 4	60%			922
Grade 5	57%			1060
Grade 6	61%			1096
Grade 7	47%			1080
Grade 8	46%			1049
Mathematics				
Grade 3	76%			1271
Grade 4	73%			1185
Grade 5	67%			1177
Grade 6	56%			1229
Grade 7	41%			1226
Grade 8	36%			1205
Science				
Grade 4	90%			1192
Grade 8	63%			1179

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	72%			1113
Mathematics	79%			1113

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	68%			1113

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

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

This District's N/RC Category:

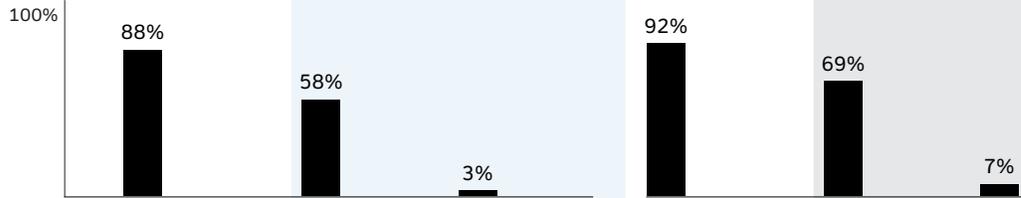
High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	734	481	22	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	832	88%	58%	3%				
Female	388	92%	65%	4%				
Male	444	85%	51%	2%				
American Indian or Alaska Native								
Black or African American	211	87%	55%	2%				
Hispanic or Latino	446	89%	59%	3%				
Asian or Native Hawaiian/Other Pacific Islander	22	100%	73%	5%				
White	153	84%	57%	1%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	682	95%	66%	3%				
Students with Disabilities	150	55%	21%	0%				
English Proficient	813	89%	59%	3%				
Limited English Proficient	19	42%	11%	0%				
Economically Disadvantaged	505	86%	55%	2%				
Not Disadvantaged	327	92%	62%	3%				
Migrant								
Not Migrant	832	88%	58%	3%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	17	15	14	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	408	223	170	N/A	N/A	N/A	N/A	N/A

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 668	Range: 624-770	650-770	703-770			
Number of Students:	1186	963	164			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1271	93%	76%	13%				
Female	603	94%	76%	12%				
Male	668	92%	75%	14%				
American Indian or Alaska Native								
Black or African American	242	90%	71%	11%				
Hispanic or Latino	843	94%	76%	12%				
Asian or Native Hawaiian/Other Pacific Islander	25	100%	100%	40%				
White	161	94%	79%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1040	97%	81%	15%				
Students with Disabilities	231	77%	51%	4%				
English Proficient	841	95%	82%	17%				
Limited English Proficient	430	90%	63%	5%				
Economically Disadvantaged	834	93%	73%	13%				
Not Disadvantaged	437	94%	81%	13%				
Migrant								
Not Migrant	1271	93%	76%	13%				

NOTES

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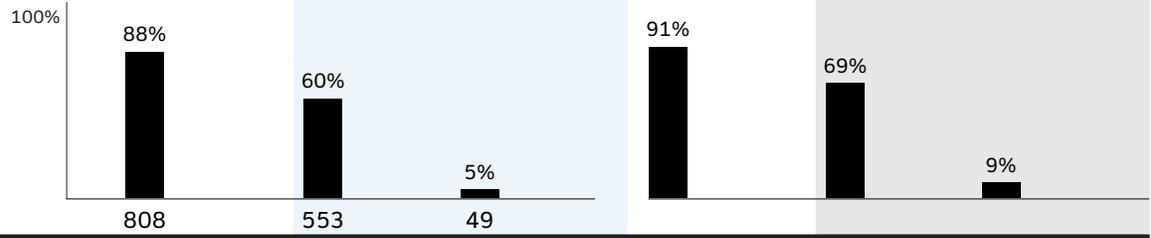
Other Assessments

	2005-06 School Year				2004-05 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	16	13	11	8	This test was not given in 2004-05.			

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	808	553	49	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	922	88%	60%	5%				
Female	442	92%	66%	5%				
Male	480	84%	55%	6%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	172	87%	57%	5%				
Hispanic or Latino	568	88%	60%	5%				
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-				
White	160	89%	62%	5%				
Small Group Totals	22	91%	73%	9%				
General-Education Students	759	95%	70%	6%				
Students with Disabilities	163	52%	15%	1%				
English Proficient	849	90%	64%	6%				
Limited English Proficient	73	64%	16%	0%				
Economically Disadvantaged	581	86%	58%	4%				
Not Disadvantaged	341	90%	64%	7%				
Migrant								
Not Migrant	922	88%	60%	5%				

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

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	6	6	6	4	12	11	9	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	276	217	178	N/A	288	231	180	N/A

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 668	Range: 622-800			650-800			702-800
Number of Students:	1080	862	227				

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1185	91%	73%	19%				
Female	564	92%	71%	18%				
Male	621	90%	74%	21%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	173	89%	67%	20%				
Hispanic or Latino	824	91%	72%	17%				
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-				
White	161	93%	83%	27%				
Small Group Totals	27	100%	85%	33%				
General-Education Students	988	96%	80%	22%				
Students with Disabilities	197	67%	36%	4%				
English Proficient	839	94%	80%	25%				
Limited English Proficient	346	84%	55%	6%				
Economically Disadvantaged	787	90%	71%	17%				
Not Disadvantaged	398	92%	77%	24%				
Migrant								
Not Migrant	1185	91%	73%	19%				

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

NOTES

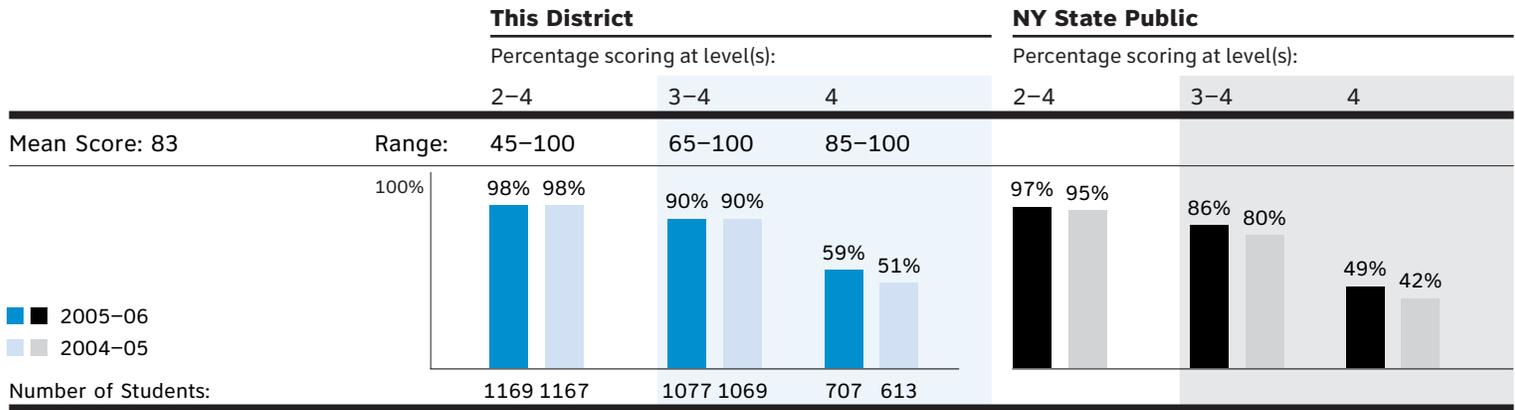
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	7	7	6	4	12	11	9	6

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1192	98%	90%	59%	1193	98%	90%	51%
Female	567	98%	90%	58%	586	98%	89%	48%
Male	625	98%	91%	60%	607	98%	90%	54%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	175	95%	90%	61%	190	97%	90%	53%
Hispanic or Latino	827	99%	90%	56%	816	98%	88%	48%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	29	-	-	-
White	163	98%	93%	75%	156	99%	99%	65%
Small Group Totals	27	96%	93%	70%	31	100%	87%	61%
General-Education Students	997	100%	94%	66%	1060	98%	91%	55%
Students with Disabilities	195	90%	70%	24%	133	93%	77%	22%
English Proficient	838	98%	94%	69%	923	99%	94%	60%
Limited English Proficient	354	98%	82%	36%	270	95%	73%	21%
Economically Disadvantaged	780	98%	90%	56%	759	97%	88%	50%
Not Disadvantaged	412	97%	91%	65%	434	99%	93%	54%
Migrant								
Not Migrant	1192	98%	90%	59%	1193	98%	90%	51%

NOTES

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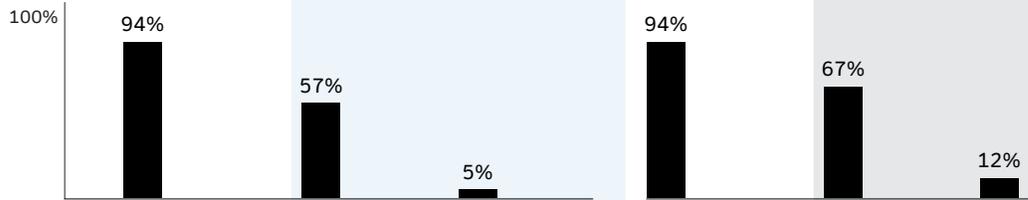
Other Assessments

	2005-06 School Year				2004-05 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	7	7	5	5	11	10	8	5

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 652	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	997	599	53	997	599	53



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1060	94%	57%	5%				
Female	519	96%	59%	5%				
Male	541	93%	54%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	184	93%	53%	7%				
Hispanic or Latino	703	94%	54%	4%				
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-				
White	150	95%	67%	9%	This test was not given in 2004-05.			
Small Group Totals	23	96%	78%	0%				
General-Education Students	902	98%	63%	6%				
Students with Disabilities	158	73%	18%	1%				
English Proficient	950	95%	60%	6%				
Limited English Proficient	110	89%	27%	0%				
Economically Disadvantaged	687	94%	55%	5%				
Not Disadvantaged	373	94%	58%	6%				
Migrant								
Not Migrant	1060	94%	57%	5%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	11	11	10	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	120	87	74	N/A	N/A	N/A	N/A	N/A

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	1076	784	130			

Category	2-4	3-4	4
This District	91%	67%	11%
NY State Public	90%	68%	19%

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1177	91%	67%	11%				
Female	570	92%	65%	11%				
Male	607	91%	68%	11%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	184	87%	64%	13%				
Hispanic or Latino	814	92%	65%	9%				
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-				
White	150	93%	73%	19%	This test was not given in 2004-05.			
Small Group Totals	29	97%	86%	24%				
General-Education Students	1011	96%	73%	12%				
Students with Disabilities	166	64%	26%	2%				
English Proficient	947	93%	71%	13%				
Limited English Proficient	230	86%	48%	4%				
Economically Disadvantaged	790	91%	66%	11%				
Not Disadvantaged	387	93%	68%	12%				
Migrant								
Not Migrant	1177	91%	67%	11%				

NOTES

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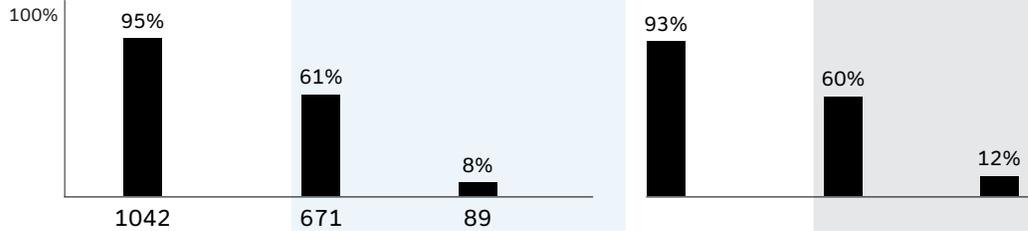
Other Assessments

	2005-06 School Year				2004-05 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	11	8	5	5	This test was not given in 2004-05.			

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1042	671	89			



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1096	95%	61%	8%				
Female	537	97%	65%	10%				
Male	559	94%	58%	6%				
American Indian or Alaska Native								
Black or African American	243	95%	61%	8%				
Hispanic or Latino	687	94%	58%	8%				
Asian or Native Hawaiian/Other Pacific Islander	17	94%	65%	18%				
White	149	97%	75%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	910	99%	70%	10%				
Students with Disabilities	186	76%	16%	1%				
English Proficient	1071	95%	62%	8%				
Limited English Proficient	25	80%	16%	0%				
Economically Disadvantaged	680	95%	58%	7%				
Not Disadvantaged	416	95%	66%	11%				
Migrant								
Not Migrant	1096	95%	61%	8%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	8	8	5	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	137	86	68	N/A	N/A	N/A	N/A	N/A

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 648	616-780	650-780	696-780			
Range:						
Number of Students:	1029	687	88			

Performance Level	This District (%)	NY State Public (%)
2-4	84%	87%
3-4	56%	60%
4	7%	13%

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1229	84%	56%	7%				
Female	594	86%	57%	7%				
Male	635	82%	55%	7%				
American Indian or Alaska Native								
Black or African American	253	87%	54%	6%				
Hispanic or Latino	808	81%	52%	6%				
Asian or Native Hawaiian/Other Pacific Islander	18	89%	72%	39%				
White	150	92%	76%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1029	92%	64%	8%				
Students with Disabilities	200	43%	17%	1%				
English Proficient	1069	89%	62%	8%				
Limited English Proficient	160	51%	18%	0%				
Economically Disadvantaged	785	83%	53%	6%				
Not Disadvantaged	444	85%	61%	9%				
Migrant								
Not Migrant	1229	84%	56%	7%				

NOTES

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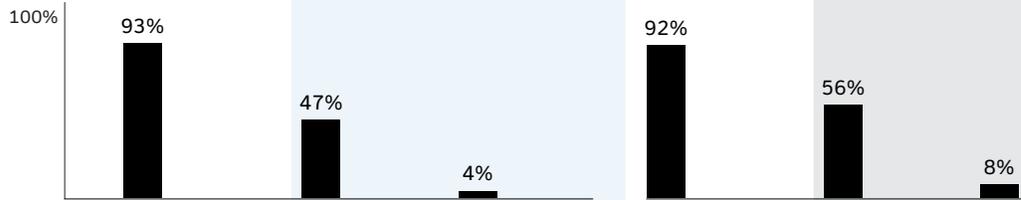
Other Assessments

	2005-06 School Year				2004-05 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	9	9	6	5	This test was not given in 2004-05.			

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1009	510	40	1009	510	40



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1080	93%	47%	4%				
Female	483	95%	51%	4%				
Male	597	92%	44%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	259	90%	44%	3%				
Hispanic or Latino	656	95%	47%	2%				
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-				
White	133	93%	53%	10%	This test was not given in 2004-05.			
Small Group Totals	32	91%	63%	13%				
General-Education Students	919	98%	54%	4%				
Students with Disabilities	161	68%	7%	0%				
English Proficient	1061	93%	48%	4%				
Limited English Proficient	19	89%	21%	0%				
Economically Disadvantaged	620	94%	45%	3%				
Not Disadvantaged	460	93%	50%	5%				
Migrant								
Not Migrant	1080	93%	47%	4%				

NOTES

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Other Assessments

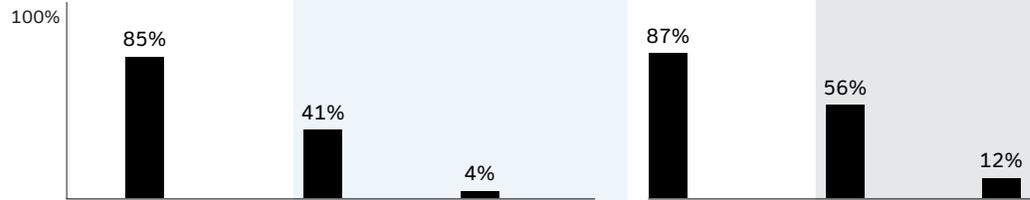
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	15	15	13	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	147	97	85	N/A	N/A	N/A	N/A	N/A

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 639	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	1044	503	55	1044	503	55



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1226	85%	41%	4%				
Female	566	86%	42%	5%				
Male	660	84%	41%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	258	84%	33%	4%				
Hispanic or Latino	796	85%	40%	3%				
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-				
White	136	90%	57%	7%	This test was not given in 2004-05.			
Small Group Totals	36	75%	56%	19%				
General-Education Students	1060	90%	46%	5%				
Students with Disabilities	166	53%	11%	1%				
English Proficient	1057	88%	44%	5%				
Limited English Proficient	169	64%	22%	1%				
Economically Disadvantaged	710	86%	40%	3%				
Not Disadvantaged	516	84%	42%	6%				
Migrant								
Not Migrant	1226	85%	41%	4%				

NOTES

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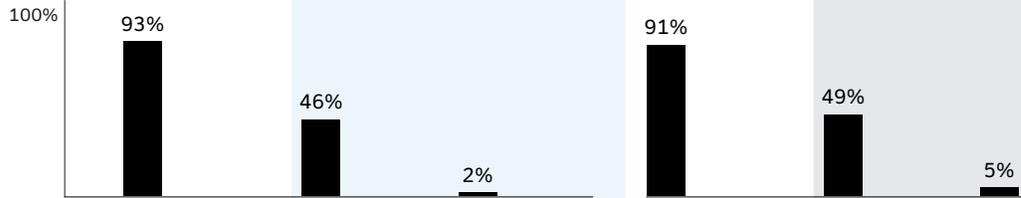
Other Assessments

	2005-06 School Year				2004-05 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	16	14	12	11	This test was not given in 2004-05.			

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	974	484	22	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1049	93%	46%	2%				
Female	485	96%	53%	2%				
Male	564	90%	41%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	214	89%	43%	2%				
Hispanic or Latino	621	94%	43%	1%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	194	93%	58%	5%				
Small Group Totals	20	95%	70%	5%				
General-Education Students	900	97%	53%	2%				
Students with Disabilities	149	66%	7%	0%				
English Proficient	1034	93%	47%	2%				
Limited English Proficient	15	87%	20%	0%				
Economically Disadvantaged	587	92%	41%	1%				
Not Disadvantaged	462	94%	52%	4%				
Migrant								
Not Migrant	1049	93%	46%	2%				

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

NOTES

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Other Assessments

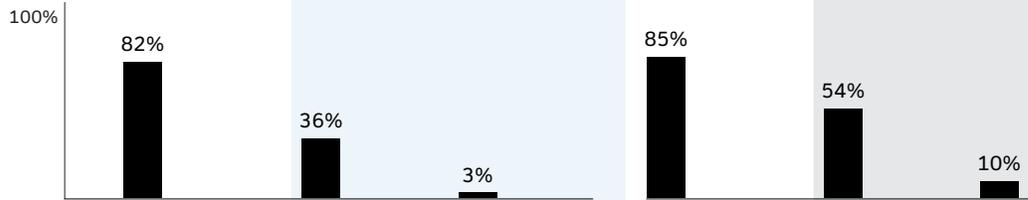
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	11	11	8	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	157	88	68	N/A	163	136	107	N/A

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 638	616-775	650-775	701-775			
Range:						
Number of Students:	987	435	38			



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1205	82%	36%	3%				
Female	567	83%	37%	2%				
Male	638	81%	35%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	223	80%	31%	1%				
Hispanic or Latino	760	81%	34%	3%				
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-				
White	195	88%	48%	5%				
Small Group Totals	27	93%	59%	19%				
General-Education Students	1056	86%	40%	4%				
Students with Disabilities	149	54%	9%	0%				
English Proficient	1036	85%	39%	4%				
Limited English Proficient	169	63%	17%	0%				
Economically Disadvantaged	688	82%	35%	3%				
Not Disadvantaged	517	82%	37%	3%				
Migrant								
Not Migrant	1205	82%	36%	3%				

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

NOTES

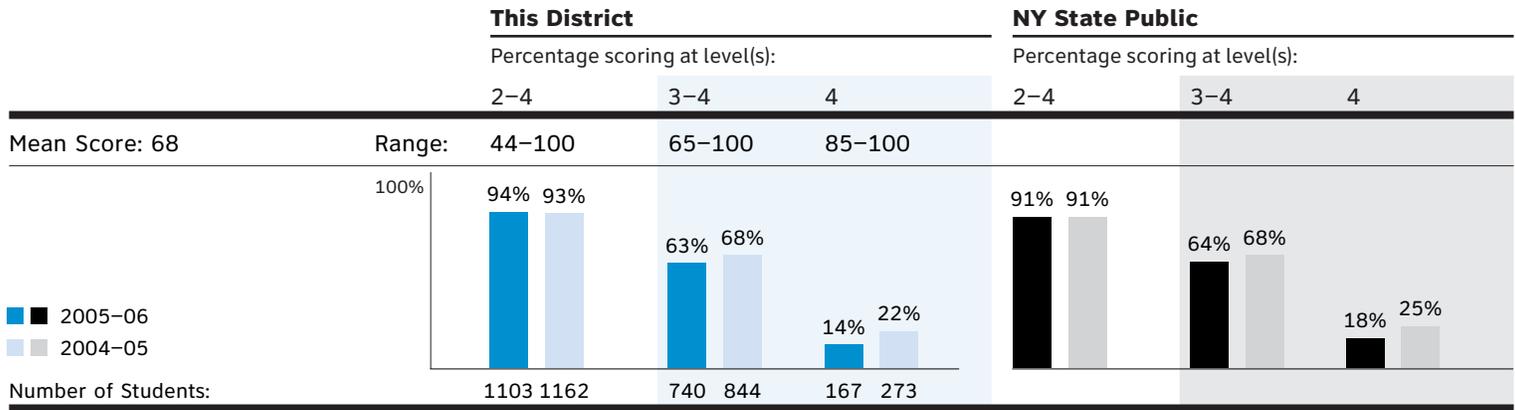
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	2	-	-	-	12	12	9	6

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	1179	94%	63%	14%	1248	93%	68%	22%
Female	553	94%	60%	11%	591	95%	68%	22%
Male	626	93%	65%	17%	657	92%	67%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	217	93%	63%	12%	267	92%	65%	24%
Hispanic or Latino	743	92%	59%	12%	772	93%	64%	19%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	23	96%	83%	35%
White	192	98%	78%	23%	186	96%	84%	31%
Small Group Totals	27	100%	70%	33%				
General-Education Students	1035	95%	67%	16%	1071	96%	75%	25%
Students with Disabilities	144	84%	31%	2%	177	76%	25%	4%
English Proficient	1011	96%	69%	16%	1099	96%	73%	25%
Limited English Proficient	168	78%	27%	2%	149	75%	26%	1%
Economically Disadvantaged	672	92%	58%	13%	716	92%	64%	19%
Not Disadvantaged	507	95%	70%	16%	532	94%	73%	26%
Migrant								
Not Migrant	1179	94%	63%	14%	1248	93%	68%	22%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	2	-	-	-	13	13	8	5
Regents Science	0				0			

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

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

Grade 4

This District

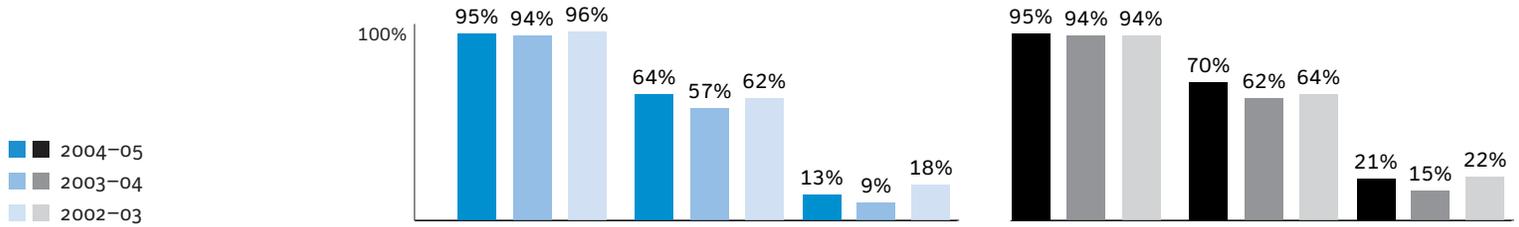
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	49	298	496	127	970	656
Feb 2004	76	439	568	103	1186	648
Feb 2003	49	384	510	201	1144	657

Grade 8

This School

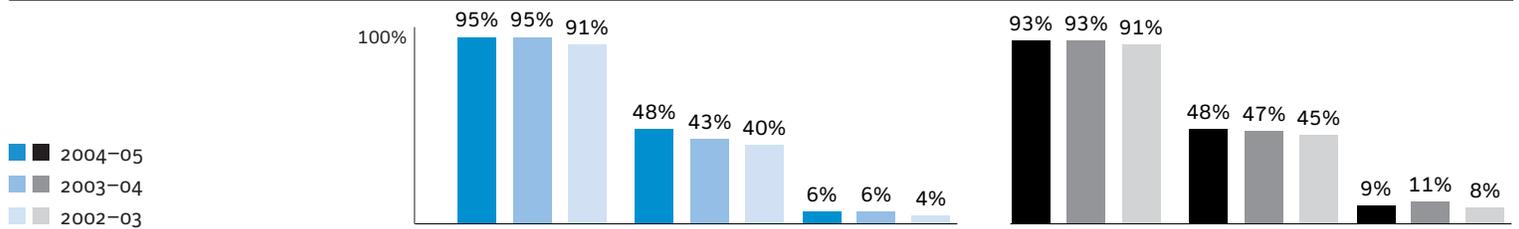
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	58	539	489	70	1156	696
Jan 2004	62	591	426	72	1151	695
Jan 2003	101	587	407	47	1142	690

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

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

Grade 4

This District

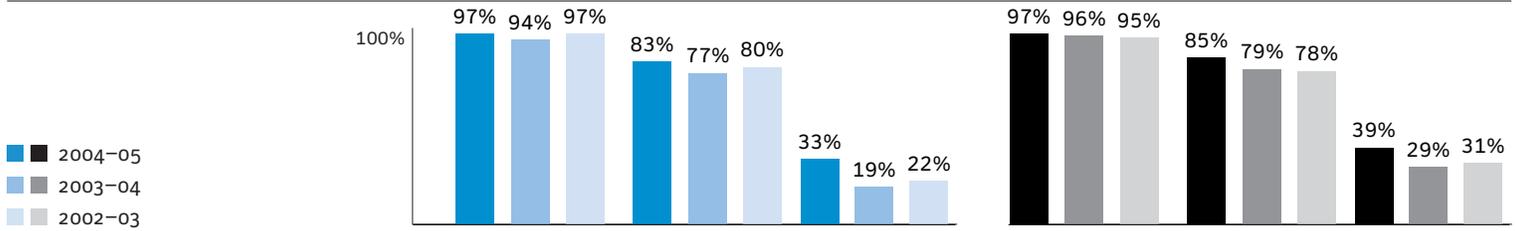
Percentage scoring at level(s):

2-4 3-4 4
 Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	35	182	615	413	1245	665
May 2004	74	233	775	249	1331	653
May 2003	44	208	731	283	1266	657

Grade 8

This School

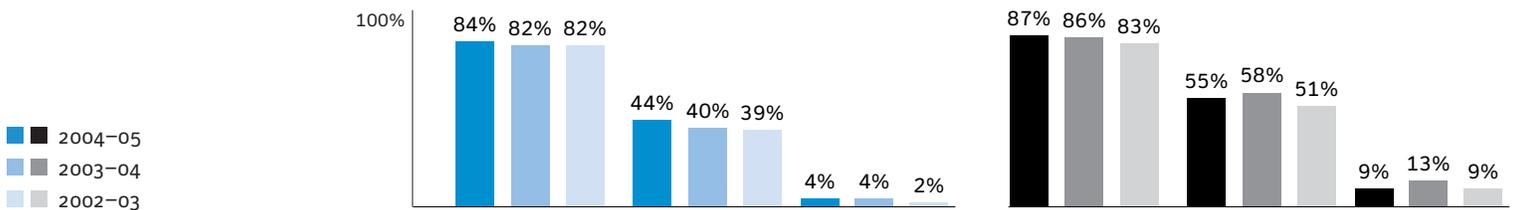
Percentage scoring at level(s):

2-4 3-4 4
 Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	206	526	519	58	1309	710
May 2004	236	535	458	54	1283	705
May 2003	223	538	461	30	1252	704

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

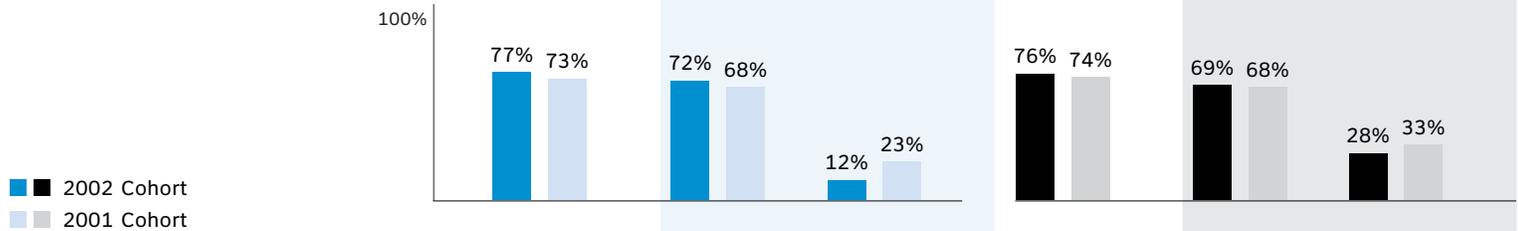
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1113	77%	72%	12%	1071	73%	68%	23%
Female	508	82%	77%	15%	543	79%	73%	28%
Male	605	73%	67%	10%	528	67%	63%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	252	81%	75%	12%	272	77%	72%	22%
Hispanic or Latino	666	74%	68%	9%	628	70%	64%	18%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	15	-	-	-
White	176	84%	81%	27%	155	79%	75%	38%
Small Group Totals	19	84%	84%	21%	16	88%	81%	44%
General-Education Students	958	84%	78%	15%	978	78%	73%	25%
Students with Disabilities	155	37%	31%	0%	93	22%	16%	0%
English Proficient	959	81%	77%	14%	947	76%	72%	25%
Limited English Proficient	154	56%	41%	1%	124	51%	32%	4%
Economically Disadvantaged	339	80%	75%	10%				
Not Disadvantaged	774	76%	70%	13%				
Migrant								
Not Migrant	1113	77%	72%	12%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	3

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

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

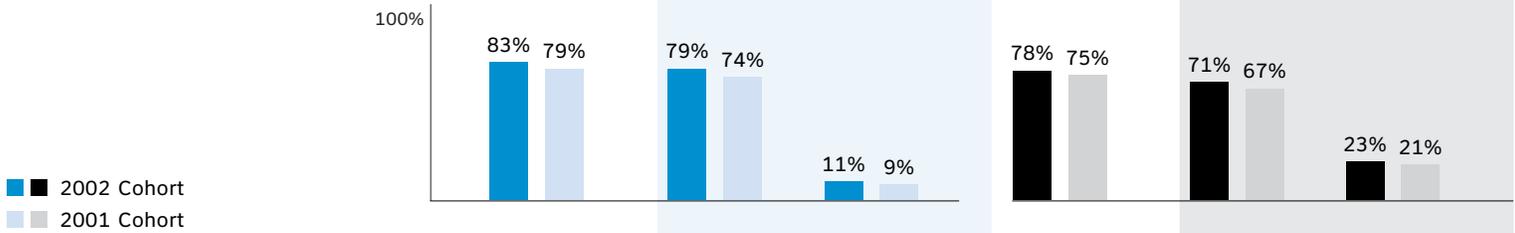
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1113	83%	79%	11%	1071	79%	74%	9%
Female	508	86%	82%	14%	543	84%	80%	10%
Male	605	80%	76%	9%	528	74%	69%	8%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	252	85%	79%	10%	272	81%	76%	9%
Hispanic or Latino	666	80%	77%	9%	628	78%	72%	6%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	15	-	-	-
White	176	90%	86%	22%	155	81%	78%	18%
Small Group Totals	19	89%	84%	26%	16	94%	94%	38%
General-Education Students	958	89%	85%	13%	978	85%	80%	10%
Students with Disabilities	155	48%	37%	1%	93	17%	10%	1%
English Proficient	959	85%	81%	13%	947	80%	76%	10%
Limited English Proficient	154	73%	66%	5%	124	75%	61%	4%
Economically Disadvantaged	339	85%	82%	12%				
Not Disadvantaged	774	82%	77%	11%				
Migrant								
Not Migrant	1113	83%	79%	11%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	2

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

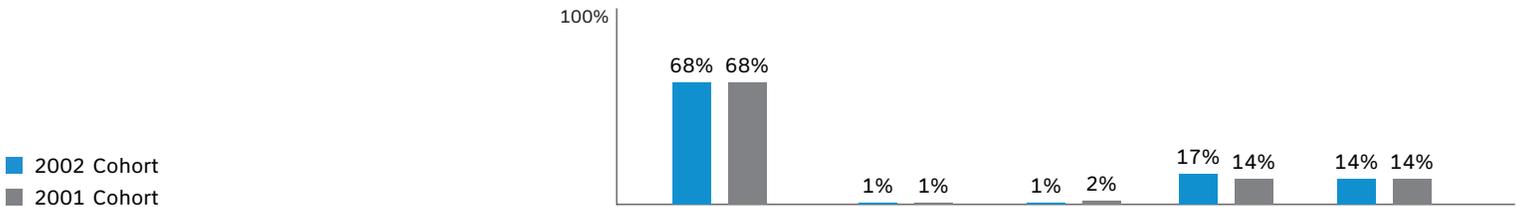
District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	1113	68%	1%	1%	17%	14%
	2001	1071	68%	1%	2%	14%	14%
Female	2002	508	76%	0%	0%	13%	11%
	2001	543	74%	1%	2%	11%	13%
Male	2002	605	62%	1%	1%	20%	16%
	2001	528	63%	2%	1%	18%	16%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	252	74%	0%	0%	14%	12%
	2001	272	70%	1%	2%	14%	12%
Hispanic or Latino	2002	666	63%	1%	1%	18%	16%
	2001	628	66%	1%	2%	16%	16%
Asian or Native Hawaiian/Other Pacific Islander	2002	18	–	–	–	–	–
	2001	15	–	–	–	–	–
White	2002	176	78%	1%	1%	13%	8%
	2001	155	76%	1%	1%	10%	12%
Small Group Totals	2002	19	79%	0%	5%	11%	5%
	2001	16	69%	0%	0%	13%	19%
General-Education Students	2002	958	71%	0%	1%	15%	13%
	2001	978	71%	0%	2%	14%	13%
Students with Disabilities	2002	155	53%	5%	0%	27%	15%
	2001	93	40%	14%	3%	19%	24%
English Proficient	2002	959	72%	1%	1%	14%	12%
	2001	947	72%	1%	2%	11%	14%
Limited English Proficient	2002	154	44%	0%	1%	31%	24%
	2001	124	42%	0%	2%	40%	17%
Economically Disadvantaged	2002	339	74%	1%	1%	17%	7%
Not Disadvantaged	2002	774	66%	1%	1%	16%	17%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1113	68%	1%	1%	17%	14%

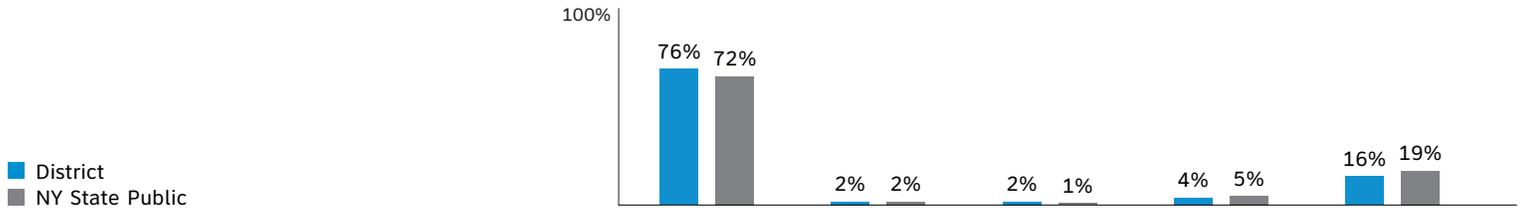
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District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	1048	76%	2%	2%	4%	16%
Female	531	81%	1%	2%	3%	13%
Male	517	71%	2%	1%	6%	20%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	267	79%	2%	2%	4%	14%
Hispanic or Latino	621	73%	1%	1%	6%	19%
Asian or Native Hawaiian/Other Pacific Islander	14	–	–	–	–	–
White	145	84%	3%	1%	1%	11%
Small Group Totals	15	87%	0%	0%	0%	13%
General-Education Students	960	79%	0%	1%	4%	16%
Students with Disabilities	88	50%	18%	3%	7%	22%
English Proficient	922	79%	2%	2%	3%	15%
Limited English Proficient	126	55%	0%	2%	17%	26%
Economically Disadvantaged	319	87%	2%	1%	5%	4%
Not Disadvantaged	729	71%	1%	2%	4%	21%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1048	76%	2%	2%	4%	16%

NOTES

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