



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **BRENTWOOD UNION FREE SCHOOL
DISTRICT**

District ID **58-05-12-03-0000**

Superintendent **DONNA JONES**

Telephone **(631) 434-2325**

Grades **K-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 2007–08 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 ID 58-05-12-03-0000

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

	2004-05	2005-06	2006-07
Pre-K	124	124	124
Kindergarten	1289	1384	1310
Grade 1	1354	1343	1323
Grade 2	1271	1364	1237
Grade 3	1242	1313	1227
Grade 4	1228	1266	1172
Grade 5	1247	1250	1214
Grade 6	1297	1274	1191
Ungraded Elementary	765	793	301
Grade 7	1248	1274	1209
Grade 8	1262	1276	1206
Grade 9	1195	1351	1258
Grade 10	1262	1371	1418
Grade 11	990	991	1217
Grade 12	740	806	826
Ungraded Secondary	644	673	354
Total K-12	17034	17729	16463

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	22	22
Grade 8			
English	20	21	20
Mathematics	25	22	21
Science	26	23	25
Social Studies	23	23	22
Grade 10			
English	24	26	24
Mathematics	22	22	20
Science	26	24	23
Social Studies	22	22	24

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

District ID 58-05-12-03-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	9385	55%	10257	58%	8488	52%
Reduced-Price Lunch	3297	19%	3209	18%	3211	20%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3567	21%	4214	24%	4904	30%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	0%	12	0%	12	0%
Black or African American	3450	20%	3255	18%	3080	19%
Hispanic or Latino	10855	64%	12018	68%	11112	67%
Asian or Native Hawaiian/Other Pacific Islander	327	2%	325	2%	320	2%
White	2389	14%	2119	12%	1939	12%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		91%		94%		94%
Student Suspensions	1194	7%	1291	8%	1382	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

District ID 58-05-12-03-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	1132	1148	1077
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	2%	1%	2%
Percent with Fewer Than Three Years of Experience	11%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	58%	63%
Total Number of Core Classes*	N/A	4474	2792
Percent Not Taught by Highly Qualified Teachers	N/A	1%	3%
Total Number of Classes	3448	3562	3577
Percent Taught by Teachers Without Appropriate Certification	2%	1%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	18%	19%
Turnover Rate of All Teachers	13%	13%	12%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	206	280	281
Total Paraprofessionals*	462	479	492
Assistant Principals	22	21	22
Principals	18	18	18

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: 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 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

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

Summary

Overall Accountability Status (2007-08)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
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			English		
	Language Arts	Mathematics	Science	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	✓	✓		✓	✓	
Multiracial						
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) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007-08)  Improvement (Year 1)

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

Prospective Status To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

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 2006-07 2007-08	
All Students (7398:6947)			100%		142	121		
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	
Black or African American (1334:1256)			100%		147	119		
Hispanic or Latino (5048:4708)			100%		138	120		
Asian or Native Hawaiian/Other Pacific Islander (151:143)			100%		164	113		
White (861:836)			100%		157	118		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (1168:1125)			99%		89	119	97 100	
Limited English Proficient ⁵ (1668:2012)			100%		114	120	120 123	
Economically Disadvantaged (4682:4371)			100%		137	120		
Final AYP Determination		6 of 8						

NOTES


- 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.
- 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
- 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.
- If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


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

AYP Status

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


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08	
All Students (7323:6953)			100%		162	85		
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	
Black or African American (1325:1232)			100%		157	83		
Hispanic or Latino (4992:4757)			100%		162	84		
Asian or Native Hawaiian/Other Pacific Islander (150:142)			100%		179	77		
White (852:818)			100%		170	82		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (1151:1101)			99%		105	83		
Limited English Proficient ⁵ (1636:2112)			100%		157	84		
Economically Disadvantaged (4605:4377)			100%		161	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

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

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

AYP Status

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



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (2411:2263)		Qualified		99%		176	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (474:444)		Qualified		99%		175	100	
Hispanic or Latino (1602:1497)		Qualified		99%		175	100	
Asian or Native Hawaiian/Other Pacific Islander (55:55)		Qualified		100%		176	100	
White (279:266)		Qualified		99%		184	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (355:337)		Qualified		98%		137	100	
Limited English Proficient ⁴ (496:600)		Qualified		99%		168	100	
Economically Disadvantaged (1457:1374)		Qualified		99%		175	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


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

AYP Status

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

Secondary-Level English Language Arts






















Accountability Status for This Subject (2007–08)  Improvement (Year 1)

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

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (887:933)			98%		173	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (216:229)			97%		172	152	
Hispanic or Latino (510:534)			98%		171	154	
Asian or Native Hawaiian/Other Pacific Islander (13:17)	—	—	—	—	—	—	—
White (148:153)			97%		181	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (237:128)			88%		112	150	98 121
Limited English Proficient ⁴ (28:109)		—	—		130	149	126 137
Economically Disadvantaged (282:320)			99%		174	153	
Final AYP Determination		6 of 7					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


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

AYP Status

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






















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (887:933)			98%		176	148	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (216:229)			98%		171	145	
Hispanic or Latino (510:534)			98%		178	147	
Asian or Native Hawaiian/Other Pacific Islander (13:17)	—	—	—	—	—	—	—
White (148:153)			96%		175	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (237:128)			90%		113	143	116 122
Limited English Proficient ⁴ (28:109)		—	—		161	142	
Economically Disadvantaged (282:320)			99%		180	146	
Final AYP Determination		6 of 7					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


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

AYP Status

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










Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (866)			78%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (208)			82%	55%		
Hispanic or Latino (493)			75%	55%		
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–		
White (149)			85%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (138)			60%	55%		
Limited English Proficient ³ (92)			62%	55%		
Economically Disadvantaged (286)			79%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

District ID **58-05-12-03-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

New York State Status

Good Standing

9 schools identified 53% of total

EAST ELEMENTARY SCHOOL
FRESHMAN CENTER
LAUREL PARK ELEMENTARY SCHOOL
OAK PARK ELEMENTARY SCHOOL
PINE PARK ELEMENTARY SCHOOL
SOUTHEAST ELEMENTARY SCHOOL
SOUTHWEST ELEMENTARY SCHOOL
TWIN PINES ELEMENTARY SCHOOL
WEST MIDDLE SCHOOL

Improvement (Year 1)

3 schools identified 18% of total

LORETTA PARK ELEMENTARY SCHOOL
NORTH ELEMENTARY SCHOOL
NORTHEAST ELEMENTARY SCHOOL

Improvement (Year 2)

1 school identified 6% of total

HEMLOCK ELEMENTARY SCHOOL

Corrective Action

1 school identified 6% of total

NORTH 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

District ID 58-05-12-03-0000

Summary of 2006–07 District Performance


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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	47%			1205
Grade 4	55%			1150
Grade 5	50%			1195
Grade 6	59%			1171
Grade 7	45%			1178
Grade 8	53%			1186

Mathematics

Grade 3	84%		1232
Grade 4	77%		1189
Grade 5	73%		1222
Grade 6	68%		1205
Grade 7	59%		1190
Grade 8	50%		1206

Science

Grade 4	91%		1186
Grade 8	68%		1189

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	71%			1227
Mathematics	73%			1227

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.

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
2007 Mean Score: 646	616-780	650-780	730-780			
2006 Mean Score: 656						
Number of Tested Students:	987	734	563	481	36	22

Results by Student Group

	2006-07 School Year				2005-06 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%	47%	3%	832	88%	58%	3%
Female	565	86%	49%	3%	388	92%	65%	4%
Male	640	78%	45%	3%	444	85%	51%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	209	87%	57%	3%	211	87%	55%	2%
Hispanic or Latino	868	80%	43%	2%	446	89%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	22	100%	73%	5%
White	111	86%	55%	7%	153	84%	57%	1%
Multiracial								
Small Group Totals	17	88%	53%	6%				
General-Education Students	1047	88%	52%	3%	682	95%	66%	3%
Students with Disabilities	158	43%	14%	1%	150	55%	21%	0%
English Proficient	716	88%	63%	5%	813	89%	59%	3%
Limited English Proficient	489	73%	23%	0%	19	42%	11%	0%
Economically Disadvantaged	828	80%	44%	2%	505	86%	55%	2%
Not Disadvantaged	377	85%	53%	5%	327	92%	62%	3%
Migrant								
Not Migrant	1205	82%	47%	3%	832	88%	58%	3%

NOTES

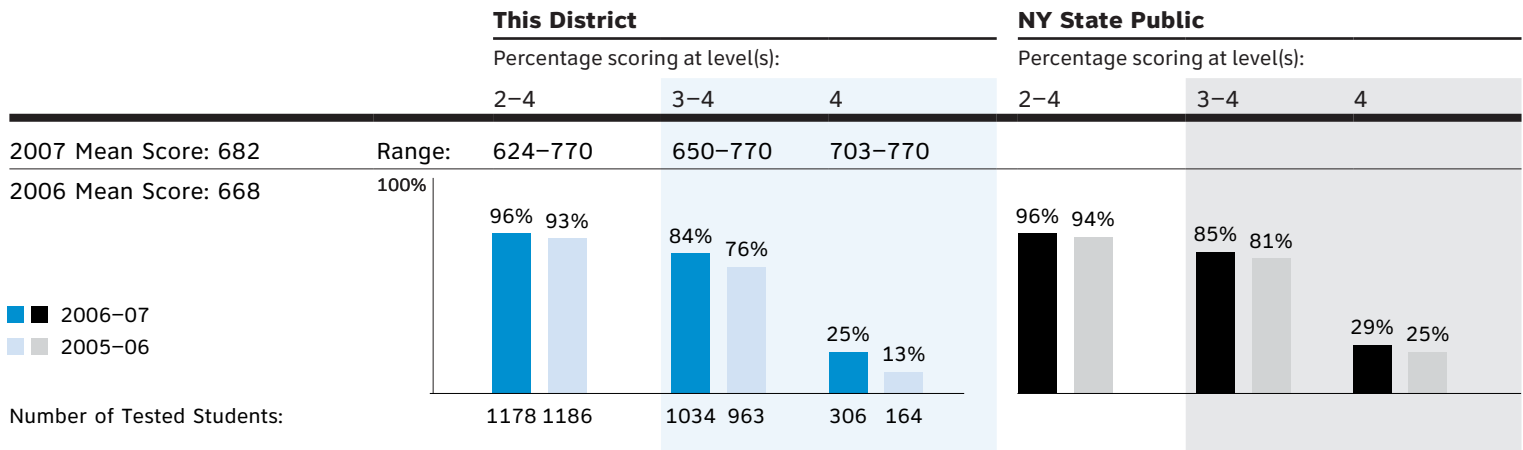
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	12	12	10	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	1232	96%	84%	25%	1271	93%	76%	13%
Female	578	97%	85%	24%	603	94%	76%	12%
Male	654	94%	83%	26%	668	92%	75%	14%
American Indian or Alaska Native	1	-	-	-				
Black or African American	208	96%	86%	25%	242	90%	71%	11%
Hispanic or Latino	895	96%	83%	23%	843	94%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	25	100%	100%	40%
White	110	96%	87%	37%	161	94%	79%	18%
Multiracial								
Small Group Totals	19	84%	79%	47%				
General-Education Students	1081	98%	89%	27%	1040	97%	81%	15%
Students with Disabilities	151	78%	51%	9%	231	77%	51%	4%
English Proficient	710	96%	89%	34%	841	95%	82%	17%
Limited English Proficient	522	95%	78%	12%	430	90%	63%	5%
Economically Disadvantaged	842	96%	84%	23%	834	93%	73%	13%
Not Disadvantaged	390	95%	84%	28%	437	94%	81%	13%
Migrant								
Not Migrant	1232	96%	84%	25%	1271	93%	76%	13%

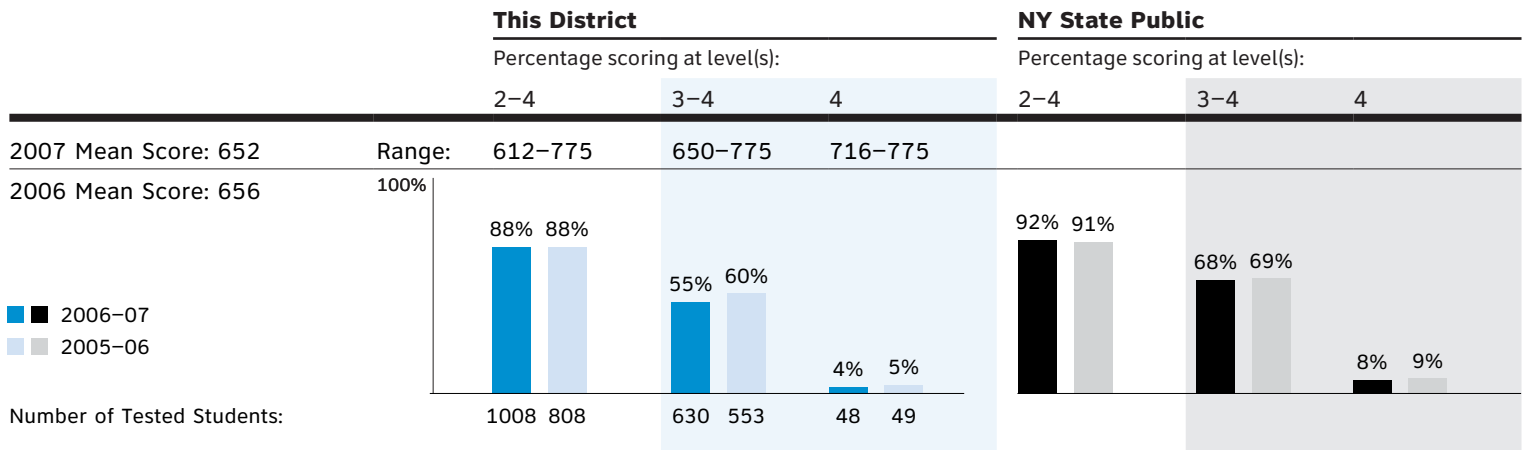
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	12	12	9	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1150	88%	55%	4%	922	88%	60%	5%
Female	540	88%	57%	5%	442	92%	66%	5%
Male	610	87%	53%	3%	480	84%	55%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	211	90%	56%	4%	172	87%	57%	5%
Hispanic or Latino	776	86%	52%	3%	568	88%	60%	5%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	80%	20%	21	-	-	-
White	143	91%	66%	10%	160	89%	62%	5%
Multiracial								
Small Group Totals					22	91%	73%	9%
General-Education Students	978	94%	61%	5%	759	95%	70%	6%
Students with Disabilities	172	53%	19%	0%	163	52%	15%	1%
English Proficient	848	92%	65%	6%	849	90%	64%	6%
Limited English Proficient	302	75%	27%	0%	73	64%	16%	0%
Economically Disadvantaged	782	86%	52%	3%	581	86%	58%	4%
Not Disadvantaged	368	90%	62%	6%	341	90%	64%	7%
Migrant								
Not Migrant	1150	88%	55%	4%	922	88%	60%	5%

NOTES

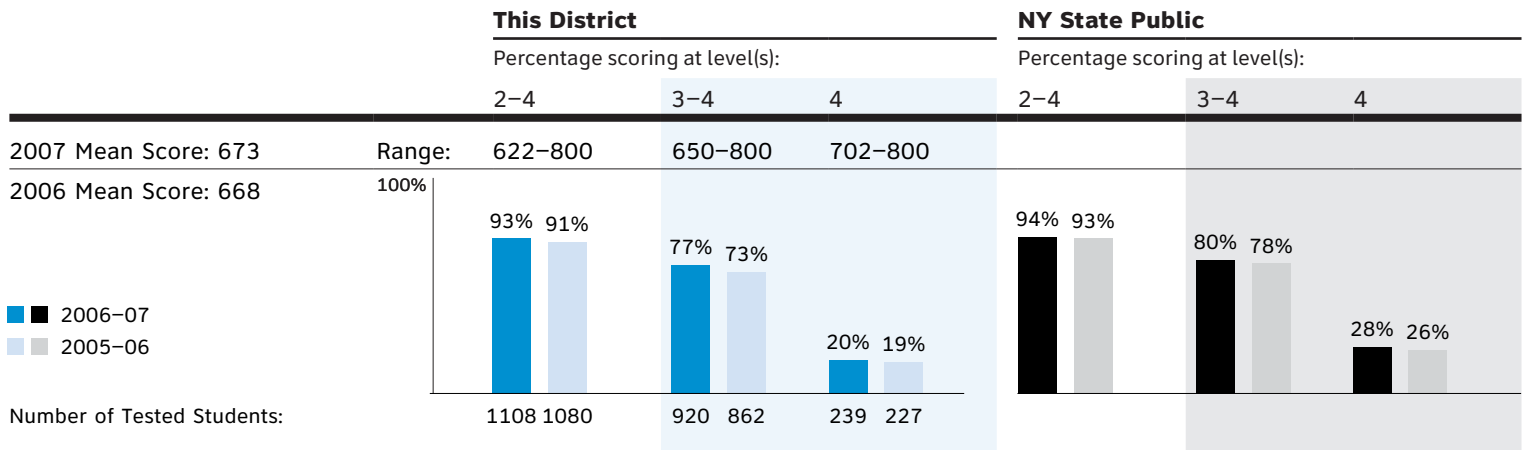
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Other Assessments

	2006-07 School Year				2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	1189	93%	77%	20%	1185	91%	73%	19%
Female	553	93%	77%	18%	564	92%	71%	18%
Male	636	93%	78%	22%	621	90%	74%	21%
American Indian or Alaska Native					1	-	-	-
Black or African American	216	91%	78%	18%	173	89%	67%	20%
Hispanic or Latino	807	94%	76%	18%	824	91%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	57%	26	-	-	-
White	145	93%	82%	28%	161	93%	83%	27%
Multiracial								
Small Group Totals					27	100%	85%	33%
General-Education Students	1016	98%	84%	23%	988	96%	80%	22%
Students with Disabilities	173	66%	40%	4%	197	67%	36%	4%
English Proficient	850	94%	83%	25%	839	94%	80%	25%
Limited English Proficient	339	91%	63%	7%	346	84%	55%	6%
Economically Disadvantaged	802	93%	77%	18%	787	90%	71%	17%
Not Disadvantaged	387	94%	78%	24%	398	92%	77%	24%
Migrant								
Not Migrant	1189	93%	77%	20%	1185	91%	73%	19%

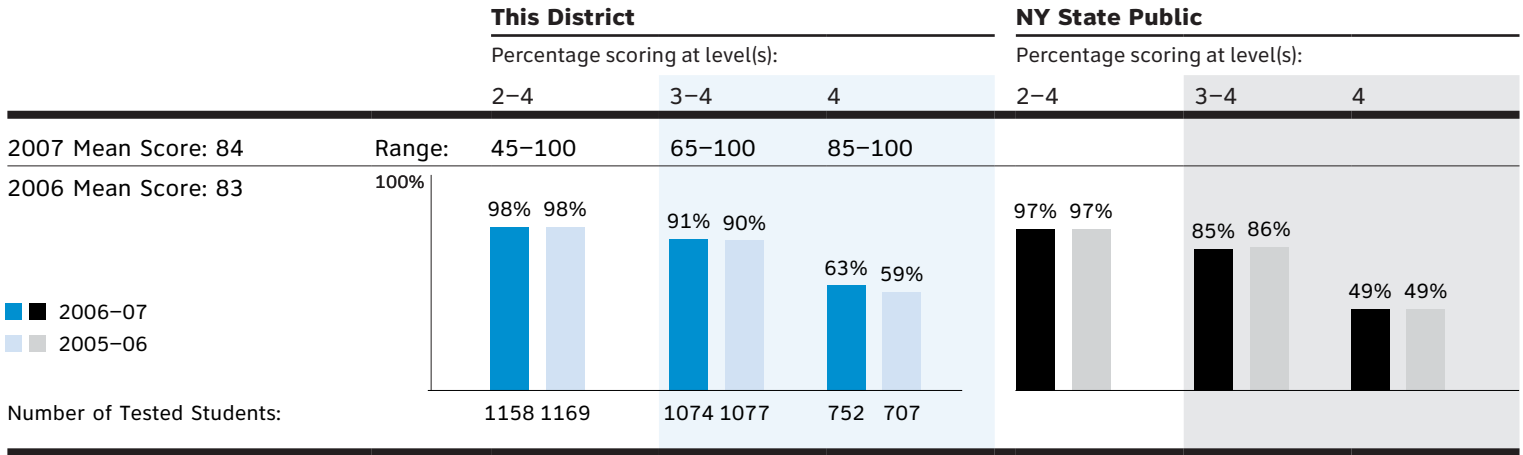
NOTES

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

Other Assessments

	2006-07 School Year			2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

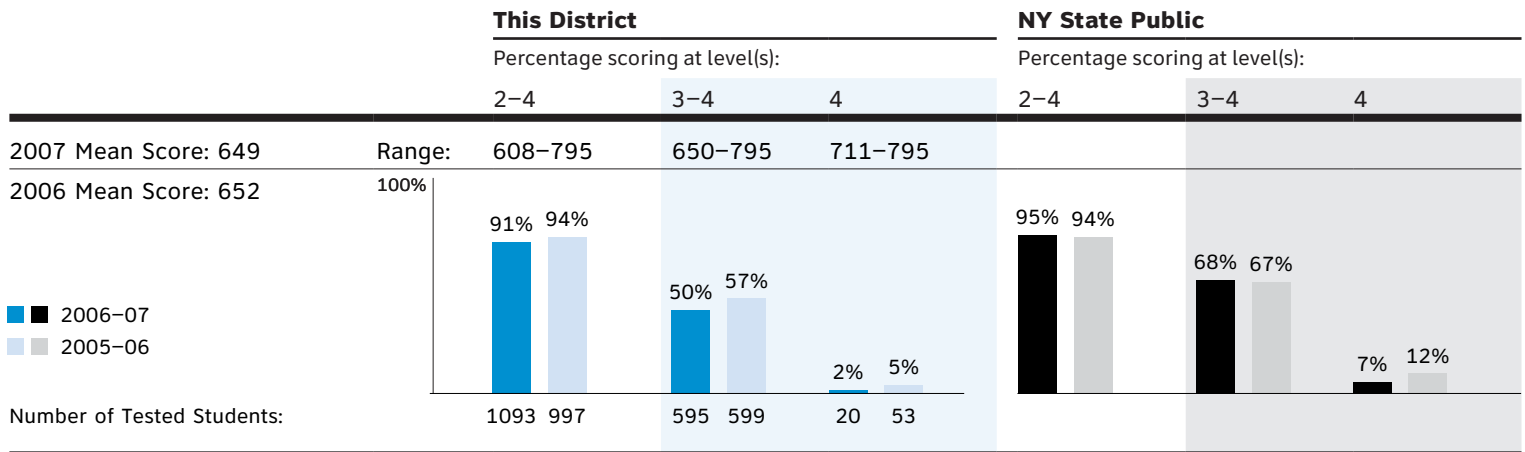
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1186	98%	91%	63%	1192	98%	90%	59%
Female	556	98%	92%	63%	567	98%	90%	58%
Male	630	98%	90%	63%	625	98%	91%	60%
American Indian or Alaska Native					1	-	-	-
Black or African American	214	98%	92%	66%	175	95%	90%	61%
Hispanic or Latino	807	98%	89%	60%	827	99%	90%	56%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	86%	26	-	-	-
White	144	97%	93%	74%	163	98%	93%	75%
Multiracial								
Small Group Totals					27	96%	93%	70%
General-Education Students	1012	99%	95%	69%	997	100%	94%	66%
Students with Disabilities	174	91%	67%	32%	195	90%	70%	24%
English Proficient	843	99%	95%	75%	838	98%	94%	69%
Limited English Proficient	343	95%	80%	35%	354	98%	82%	36%
Economically Disadvantaged	794	97%	90%	61%	780	98%	90%	56%
Not Disadvantaged	392	98%	92%	69%	412	97%	91%	65%
Migrant								
Not Migrant	1186	98%	91%	63%	1192	98%	90%	59%

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

Other Assessments

	2006-07 School Year			2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1195	91%	50%	2%	1060	94%	57%	5%
Female	556	94%	55%	1%	519	96%	59%	5%
Male	639	89%	46%	2%	541	93%	54%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	186	95%	49%	3%	184	93%	53%	7%
Hispanic or Latino	818	90%	47%	1%	703	94%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	22	-	-	-
White	167	93%	62%	2%	150	95%	67%	9%
Multiracial								
Small Group Totals	24	100%	67%	4%	23	96%	78%	0%
General-Education Students	960	96%	58%	2%	902	98%	63%	6%
Students with Disabilities	235	74%	17%	0%	158	73%	18%	1%
English Proficient	954	96%	58%	2%	950	95%	60%	6%
Limited English Proficient	241	75%	17%	0%	110	89%	27%	0%
Economically Disadvantaged	809	90%	45%	1%	687	94%	55%	5%
Not Disadvantaged	386	94%	59%	3%	373	94%	58%	6%
Migrant								
Not Migrant	1195	91%	50%	2%	1060	94%	57%	5%

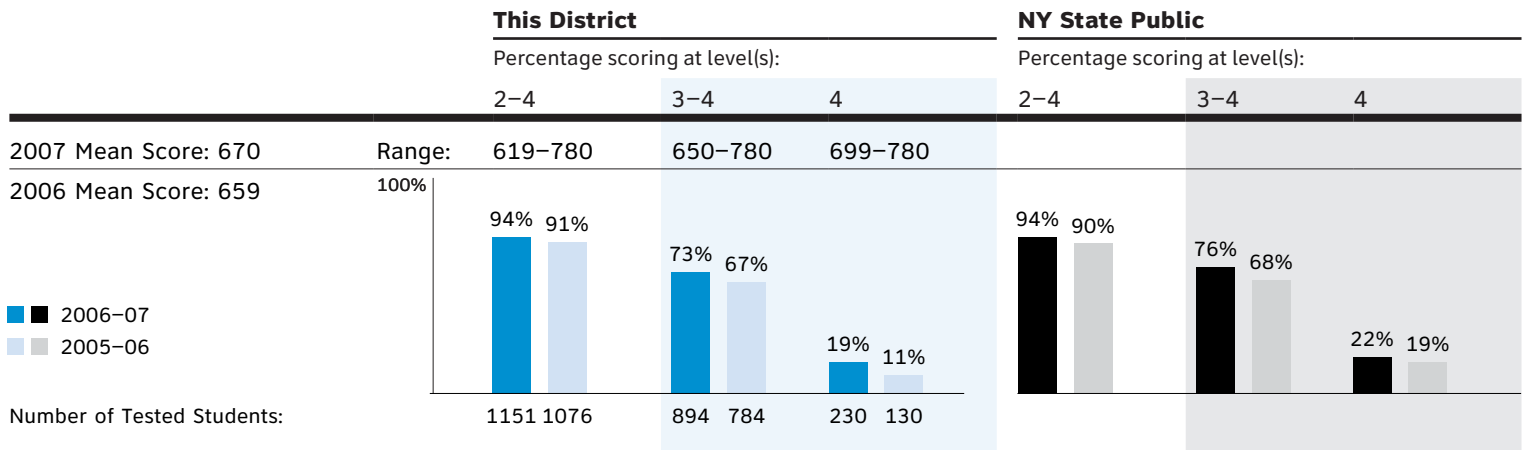
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	16	16	16	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	1222	94%	73%	19%	1177	91%	67%	11%
Female	569	95%	76%	18%	570	92%	65%	11%
Male	653	93%	71%	19%	607	91%	68%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	189	94%	70%	16%	184	87%	64%	13%
Hispanic or Latino	840	94%	73%	18%	814	92%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	28	-	-	-
White	168	93%	76%	25%	150	93%	73%	19%
Multiracial								
Small Group Totals	25	100%	88%	44%	29	97%	86%	24%
General-Education Students	989	98%	81%	23%	1011	96%	73%	12%
Students with Disabilities	233	78%	39%	3%	166	64%	26%	2%
English Proficient	948	96%	80%	23%	947	93%	71%	13%
Limited English Proficient	274	87%	51%	4%	230	86%	48%	4%
Economically Disadvantaged	825	94%	71%	15%	790	91%	66%	11%
Not Disadvantaged	397	95%	78%	26%	387	93%	68%	12%
Migrant								
Not Migrant	1222	94%	73%	19%	1177	91%	67%	11%

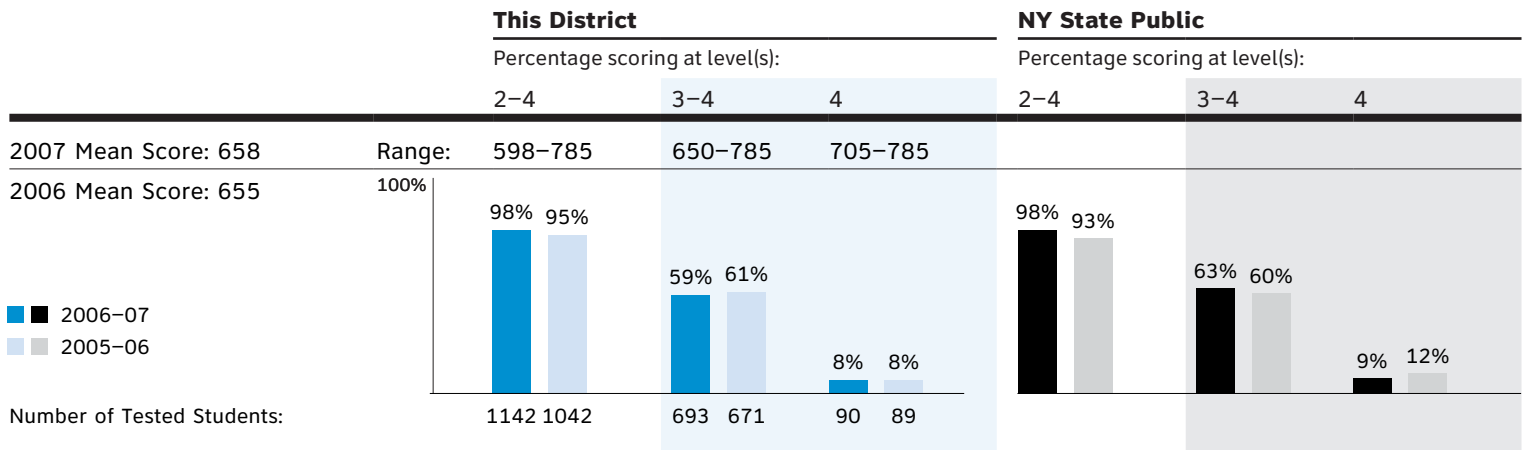
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	16	15	14	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1171	98%	59%	8%	1096	95%	61%	8%
Female	571	98%	62%	8%	537	97%	65%	10%
Male	600	97%	57%	7%	559	94%	58%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	181	98%	61%	9%	243	95%	61%	8%
Hispanic or Latino	811	97%	56%	6%	687	94%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	17	94%	65%	18%
White	146	99%	73%	14%	149	97%	75%	8%
Multiracial								
Small Group Totals	33	100%	76%	9%				
General-Education Students	995	99%	67%	9%	910	99%	70%	10%
Students with Disabilities	176	88%	15%	1%	186	76%	16%	1%
English Proficient	1013	98%	65%	9%	1071	95%	62%	8%
Limited English Proficient	158	94%	21%	1%	25	80%	16%	0%
Economically Disadvantaged	738	97%	56%	6%	680	95%	58%	7%
Not Disadvantaged	433	98%	64%	11%	416	95%	66%	11%
Migrant								
Not Migrant	1171	98%	59%	8%	1096	95%	61%	8%

NOTES

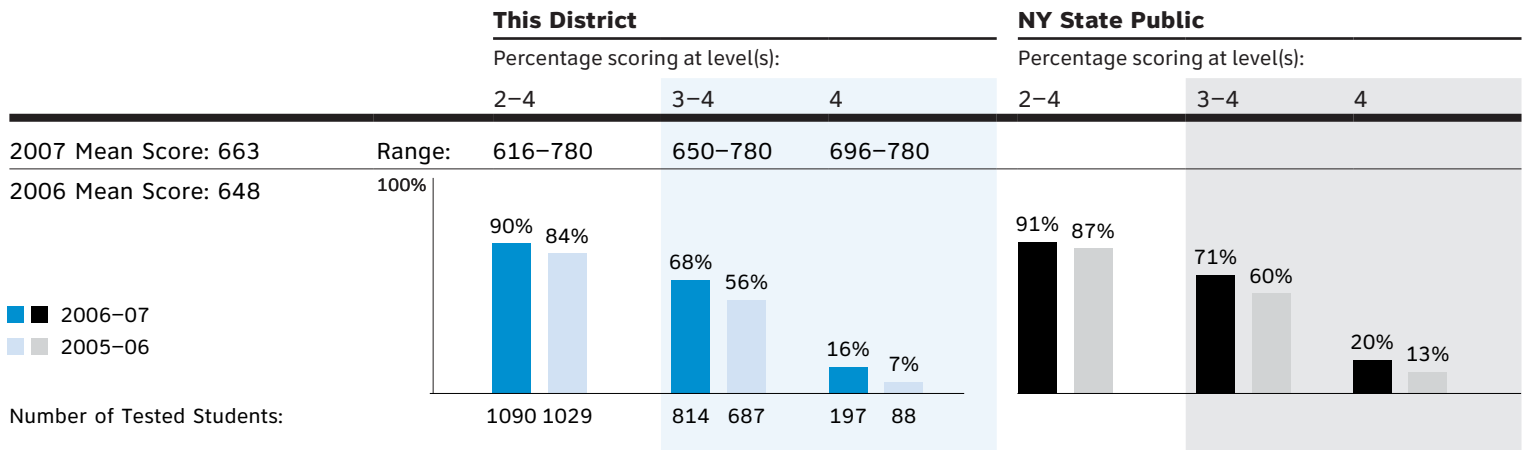
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Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

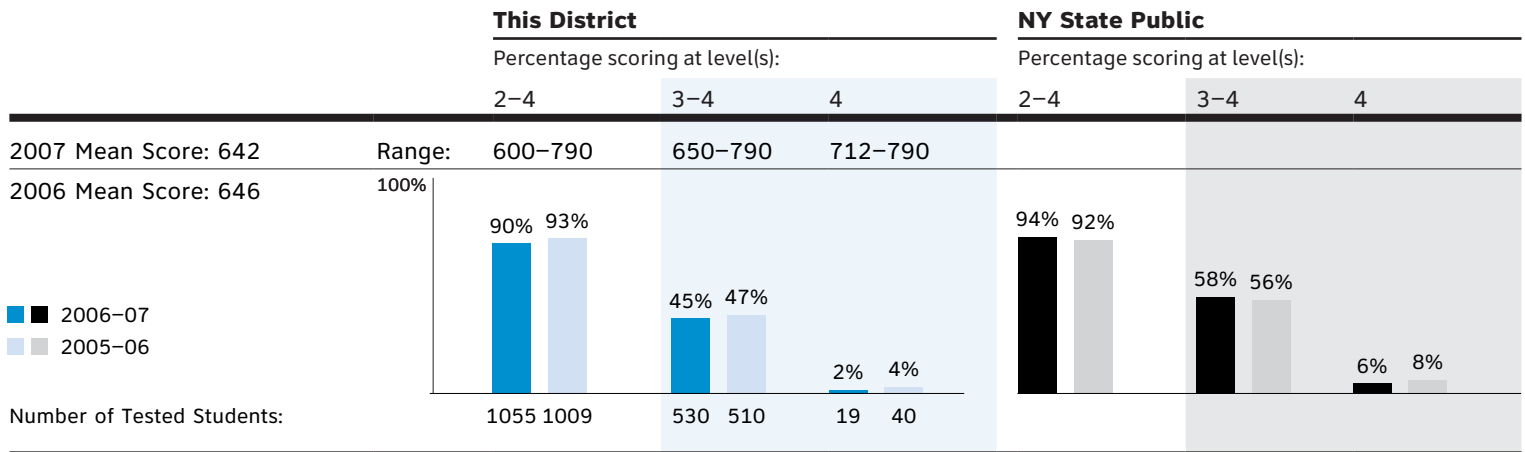
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1205	90%	68%	16%	1229	84%	56%	7%
Female	577	92%	68%	15%	594	86%	57%	7%
Male	628	89%	67%	18%	635	82%	55%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	181	91%	64%	14%	253	87%	54%	6%
Hispanic or Latino	847	89%	66%	15%	808	81%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	18	89%	72%	39%
White	145	96%	76%	27%	150	92%	76%	13%
Multiracial								
Small Group Totals	32	100%	88%	19%				
General-Education Students	1029	94%	75%	19%	1029	92%	64%	8%
Students with Disabilities	176	69%	26%	2%	200	43%	17%	1%
English Proficient	1008	94%	74%	19%	1069	89%	62%	8%
Limited English Proficient	197	74%	34%	2%	160	51%	18%	0%
Economically Disadvantaged	761	89%	66%	15%	785	83%	53%	6%
Not Disadvantaged	444	92%	70%	19%	444	85%	61%	9%
Migrant								
Not Migrant	1205	90%	68%	16%	1229	84%	56%	7%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	10	10	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1178	90%	45%	2%	1080	93%	47%	4%
Female	574	93%	50%	3%	483	95%	51%	4%
Male	604	87%	40%	1%	597	92%	44%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	255	92%	46%	1%	259	90%	44%	3%
Hispanic or Latino	757	88%	42%	1%	656	95%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	64%	5%	31	-	-	-
White	144	94%	57%	3%	133	93%	53%	10%
Multiracial								
Small Group Totals					32	91%	63%	13%
General-Education Students	994	93%	52%	2%	919	98%	54%	4%
Students with Disabilities	184	70%	7%	0%	161	68%	7%	0%
English Proficient	1058	94%	50%	2%	1061	93%	48%	4%
Limited English Proficient	120	49%	5%	0%	19	89%	21%	0%
Economically Disadvantaged	711	89%	41%	1%	620	94%	45%	3%
Not Disadvantaged	467	91%	51%	3%	460	93%	50%	5%
Migrant								
Not Migrant	1178	90%	45%	2%	1080	93%	47%	4%

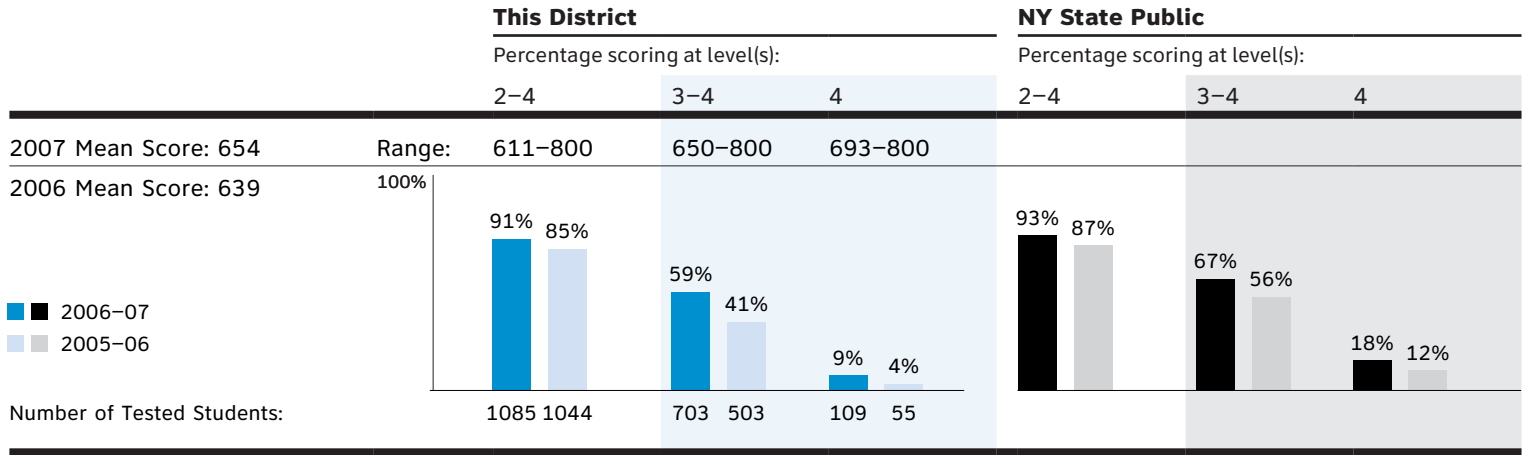
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	11	11	8	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	27	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	1190	91%	59%	9%	1226	85%	41%	4%
Female	586	94%	61%	10%	566	86%	42%	5%
Male	604	89%	57%	8%	660	84%	41%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	254	91%	55%	7%	258	84%	33%	4%
Hispanic or Latino	774	91%	57%	9%	796	85%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	86%	23%	35	-	-	-
White	140	91%	71%	12%	136	90%	57%	7%
Multiracial								
Small Group Totals					36	75%	56%	19%
General-Education Students	1013	95%	67%	10%	1060	90%	46%	5%
Students with Disabilities	177	68%	15%	2%	166	53%	11%	1%
English Proficient	1048	94%	63%	10%	1057	88%	44%	5%
Limited English Proficient	142	74%	27%	2%	169	64%	22%	1%
Economically Disadvantaged	709	91%	55%	7%	710	86%	40%	3%
Not Disadvantaged	481	92%	64%	13%	516	84%	42%	6%
Migrant								
Not Migrant	1190	91%	59%	9%	1226	85%	41%	4%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	11	11	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 650	602-790	650-790	715-790			
2006 Mean Score: 646						
Number of Tested Students:	1102	974	631	484	31	22

Results by Student Group

	2006-07 School Year				2005-06 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	1186	93%	53%	3%	1049	93%	46%	2%
Female	556	94%	56%	3%	485	96%	53%	2%
Male	630	92%	50%	3%	564	90%	41%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	259	94%	52%	3%	214	89%	43%	2%
Hispanic or Latino	760	92%	51%	2%	621	94%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	19	-	-	-
White	131	95%	68%	6%	194	93%	58%	5%
Multiracial								
Small Group Totals	36	94%	61%	0%	20	95%	70%	5%
General-Education Students	1017	95%	60%	3%	900	97%	53%	2%
Students with Disabilities	169	79%	14%	1%	149	66%	7%	0%
English Proficient	1066	97%	58%	3%	1034	93%	47%	2%
Limited English Proficient	120	61%	9%	0%	15	87%	20%	0%
Economically Disadvantaged	646	93%	49%	2%	587	92%	41%	1%
Not Disadvantaged	540	93%	59%	4%	462	94%	52%	4%
Migrant								
Not Migrant	1186	93%	53%	3%	1049	93%	46%	2%

NOTES

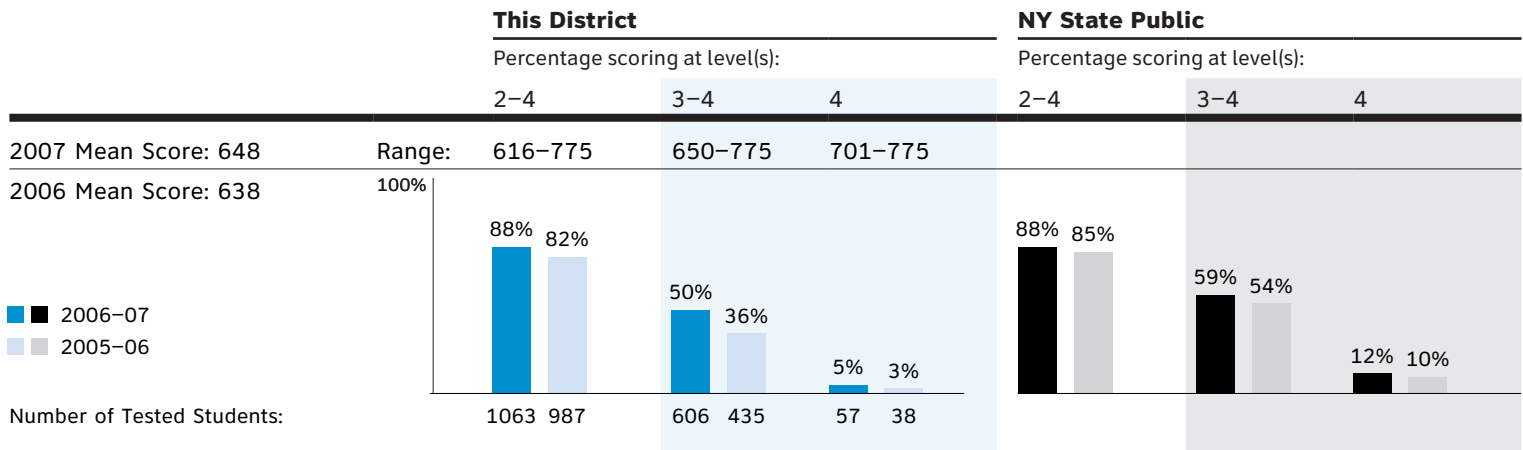
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Other Assessments

	2006-07 School Year				2005-06 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	8	8	5	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	35	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	1206	88%	50%	5%	1205	82%	36%	3%
Female	557	91%	52%	4%	567	83%	37%	2%
Male	649	86%	49%	5%	638	81%	35%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	255	85%	42%	3%	223	80%	31%	1%
Hispanic or Latino	786	89%	50%	4%	760	81%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	26	-	-	-
White	130	92%	62%	8%	195	88%	48%	5%
Multiracial								
Small Group Totals	35	80%	71%	20%	27	93%	59%	19%
General-Education Students	1038	93%	56%	5%	1056	86%	40%	4%
Students with Disabilities	168	57%	14%	1%	149	54%	9%	0%
English Proficient	1051	90%	54%	5%	1036	85%	39%	4%
Limited English Proficient	155	74%	28%	1%	169	63%	17%	0%
Economically Disadvantaged	659	88%	47%	4%	688	82%	35%	3%
Not Disadvantaged	547	88%	54%	6%	517	82%	37%	3%
Migrant								
Not Migrant	1206	88%	50%	5%	1205	82%	36%	3%

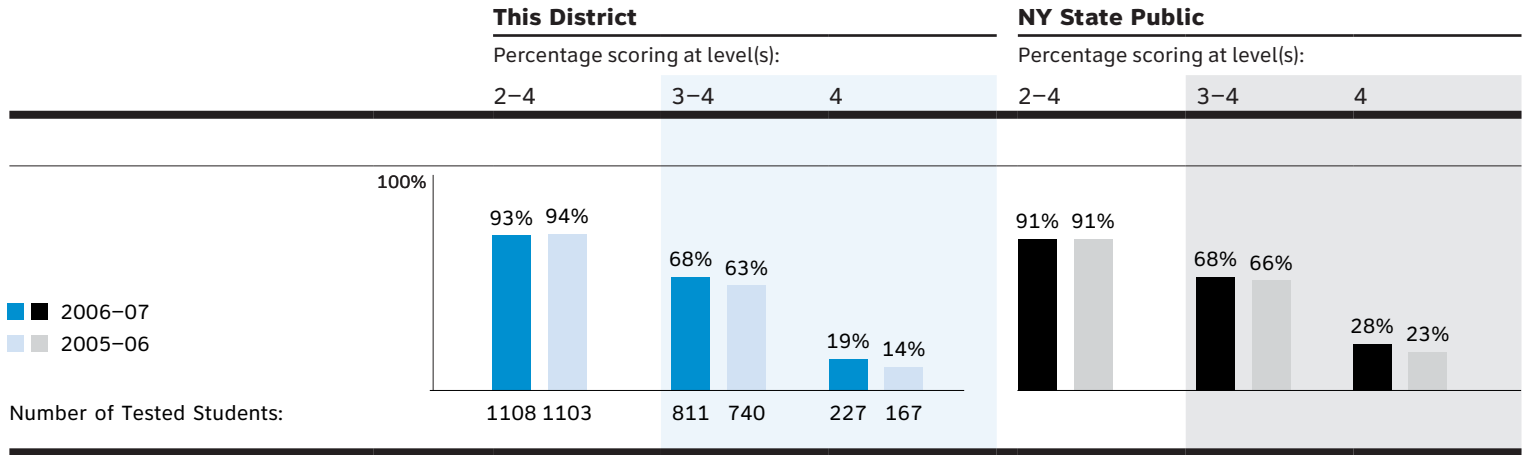
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	8	8	5	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	1189	93%	68%	19%	1179	94%	63%	14%
Female	551	93%	67%	17%	553	94%	60%	11%
Male	638	93%	69%	21%	626	93%	65%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	251	90%	67%	15%	217	93%	63%	12%
Hispanic or Latino	773	94%	66%	17%	743	92%	59%	12%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	26	-	-	-
White	130	96%	81%	32%	192	98%	78%	23%
Multiracial								
Small Group Totals	35	89%	69%	37%	27	100%	70%	33%
General-Education Students	1027	96%	73%	22%	1035	95%	67%	16%
Students with Disabilities	162	74%	35%	2%	144	84%	31%	2%
English Proficient	1041	95%	73%	21%	1011	96%	69%	16%
Limited English Proficient	148	84%	36%	5%	168	78%	27%	2%
Economically Disadvantaged	653	94%	64%	16%	672	92%	58%	13%
Not Disadvantaged	536	92%	73%	23%	507	95%	70%	16%
Migrant								
Not Migrant	1189	93%	68%	19%	1179	94%	63%	14%

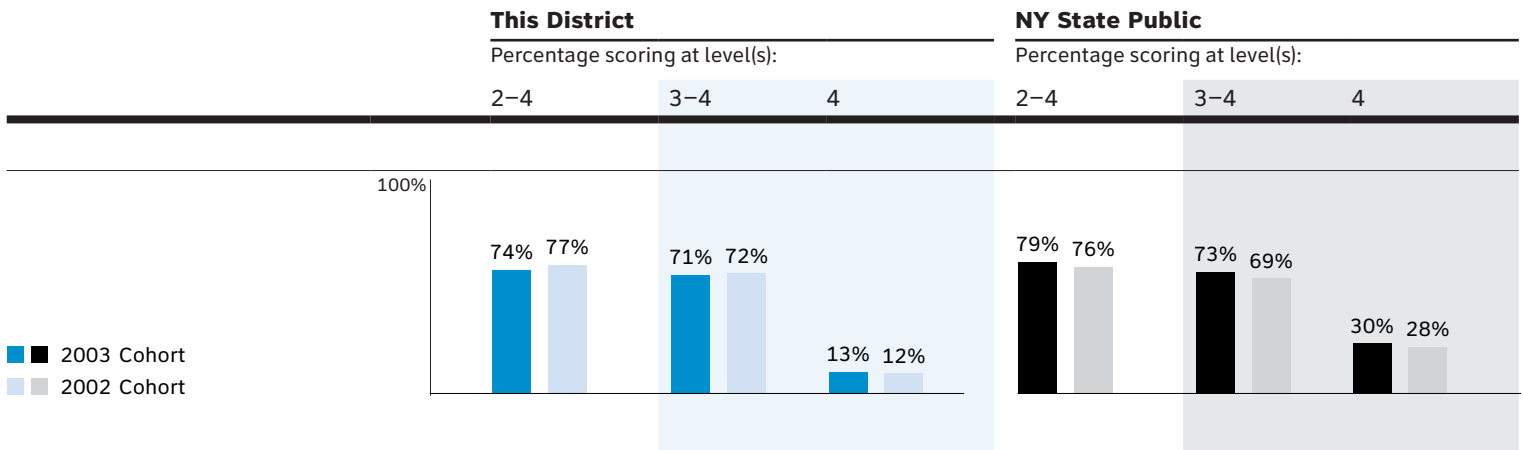
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1227	74%	71%	13%	1113	77%	72%	12%
Female	621	77%	75%	15%	508	82%	77%	15%
Male	606	70%	68%	10%	605	73%	67%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	289	77%	74%	10%	252	81%	75%	12%
Hispanic or Latino	738	71%	68%	11%	666	74%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	18	-	-	-
White	178	80%	79%	24%	176	84%	81%	27%
Multiracial								
Small Group Totals	22	86%	86%	23%	19	84%	84%	21%
General-Education Students	1053	79%	77%	15%	958	84%	78%	15%
Students with Disabilities	174	42%	39%	1%	155	37%	31%	0%
English Proficient	1134	76%	75%	14%	959	81%	77%	14%
Limited English Proficient	93	40%	27%	0%	154	56%	41%	1%
Economically Disadvantaged	376	83%	81%	12%	339	80%	75%	10%
Not Disadvantaged	851	70%	67%	13%	774	76%	70%	13%
Migrant								
Not Migrant					1113	77%	72%	12%

NOTES

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Other Assessments

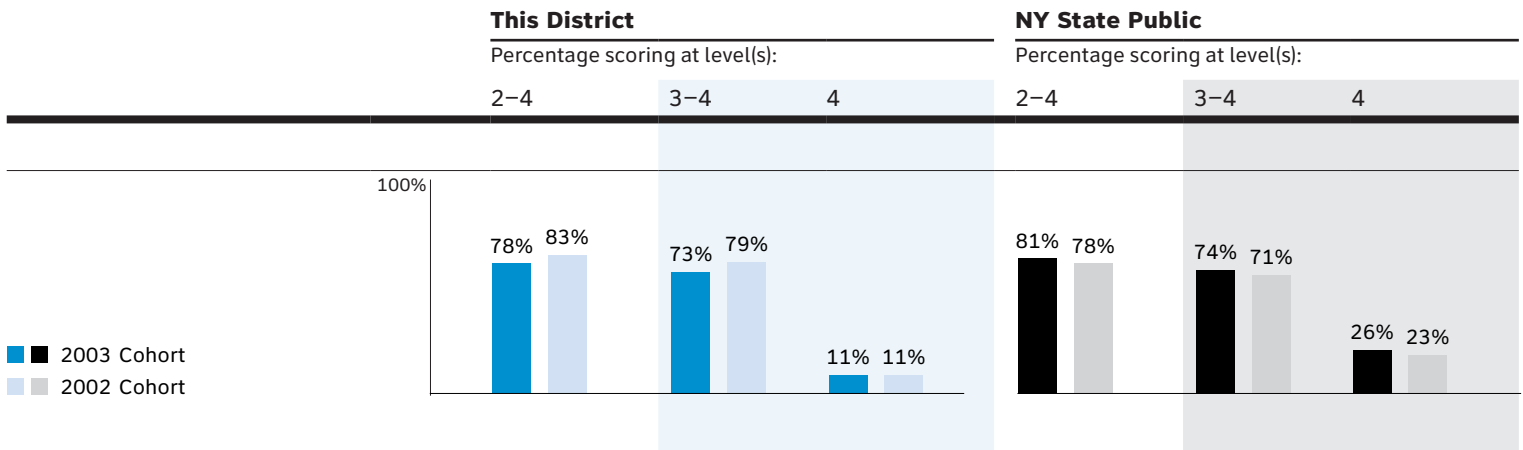
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				6	6	6	6

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1227	78%	73%	11%	1113	83%	79%	11%
Female	621	81%	77%	10%	508	86%	82%	14%
Male	606	74%	68%	11%	605	80%	76%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	289	77%	73%	7%	252	85%	79%	10%
Hispanic or Latino	738	78%	72%	9%	666	80%	77%	9%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	18	-	-	-
White	178	78%	76%	20%	176	90%	86%	22%
Multiracial								
Small Group Totals	22	86%	86%	27%	19	89%	84%	26%
General-Education Students	1053	83%	79%	13%	958	89%	85%	13%
Students with Disabilities	174	43%	37%	1%	155	48%	37%	1%
English Proficient	1134	79%	75%	12%	959	85%	81%	13%
Limited English Proficient	93	66%	46%	1%	154	73%	66%	5%
Economically Disadvantaged	376	87%	82%	13%	339	85%	82%	12%
Not Disadvantaged	851	73%	69%	10%	774	82%	77%	11%
Migrant								
Not Migrant					1113	83%	79%	11%

NOTES

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

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				6	6	6	6

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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