



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **BRENTWOOD UNION FREE SCHOOL  
DISTRICT**

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

Superintendent **DONNA JONES**

Telephone **(631) 434-2325**

Grades **PK-12**

## 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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	124	124	61
Kindergarten	1384	1310	1304
Grade 1	1343	1323	1277
Grade 2	1364	1237	1297
Grade 3	1313	1227	1232
Grade 4	1266	1172	1218
Grade 5	1250	1214	1176
Grade 6	1274	1191	1196
Ungraded Elementary	793	301	0
Grade 7	1274	1209	1212
Grade 8	1276	1206	1189
Grade 9	1351	1258	1240
Grade 10	1371	1418	1369
Grade 11	991	1217	1217
Grade 12	806	826	886
Ungraded Secondary	673	354	0
<b>Total K-12</b>	<b>17729</b>	<b>16463</b>	<b>15813</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	21	20	19
Mathematics	22	21	20
Science	23	25	23
Social Studies	23	22	22
<b>Grade 10</b>			
English	26	24	25
Mathematics	22	20	20
Science	24	23	23
Social Studies	22	24	26

### 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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	10257	58%	8488	52%	7320	46%
Reduced-Price Lunch	3209	18%	3211	20%	2565	16%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4214	24%	4904	30%	4294	27%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	12	0%	12	0%	42	0%
Black or African American	3255	18%	3080	19%	2803	18%
Hispanic or Latino	12018	68%	11112	67%	10991	70%
Asian or Native Hawaiian/Other Pacific Islander	325	2%	320	2%	320	2%
White	2119	12%	1939	12%	1657	10%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

\*\* Multiracial enrollment data were not collected statewide in the 2005-06 school year.

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	1291	8%	1382	8%	1551	9%

## 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

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1148	1077	1227
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	2%	1%
Percent with Fewer Than Three Years of Experience	9%	8%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	63%	63%
<b>Total Number of Core Classes</b>	4474	2792	3224
Percent Not Taught by Highly Qualified Teachers	1%	3%	1%
<b>Total Number of Classes</b>	3562	3577	3871
Percent Taught by Teachers Without Appropriate Certification	1%	2%	1%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	19%	19%
Turnover Rate of All Teachers	13%	12%	12%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	280	281	240
Total Paraprofessionals*	479	492	485
Assistant Principals	21	22	20
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 who 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 2007–08, 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](http://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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total 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](http://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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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](http://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 (2008-09)

#### 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

2006-07	2007-08	2008-09
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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	✓ <sup>SH</sup>	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 (2008–09)**  Improvement (Year 1)

**Accountability Measures** 8 of 8 Student groups making AYP in English language arts  
 Made 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 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [216]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (7273:6930)			100%		150	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (12:11)	—	—	—	—	—	—	—
Black or African American (1279:1222)			100%		152	130	
Hispanic or Latino (5091:4830)			100%		147	131	
Asian or Native Hawaiian/Other Pacific Islander (129:120)			100%		163	124	
White (760:747)			100%		164	129	
Multiracial (2:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1192:1147)			99%		100	130	100    110
Limited English Proficient <sup>5</sup> (1735:2296)			99%		132	131	
Economically Disadvantaged (4876:4648)			100%		146	131	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> 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**  
**(2008–09)**

**Accountability Measures** 8 of 8 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (7308:7003)			100%		176	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (1275:1211)			100%		171	99	
Hispanic or Latino (5131:4918)			100%		176	100	
Asian or Native Hawaiian/Other Pacific Islander (129:120)			100%		188	93	
White (760:743)			100%		181	98	
Multiracial (2:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1194:1140)			99%		130	99	
Limited English Proficient <sup>5</sup> (1771:2413)			100%		172	100	
Economically Disadvantaged (4860:4700)			100%		175	100	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> 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**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (2435:2307)		Qualified		99%		182	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (455:428)		Qualified		99%		180	100	
Hispanic or Latino (1702:1609)		Qualified		99%		182	100	
Asian or Native Hawaiian/Other Pacific Islander (37:35)		Qualified	—	—		174	100	
White (239:234)		Qualified		100%		186	100	
Multiracial (1:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (383:366)		Qualified		99%		154	100	
Limited English Proficient <sup>4</sup> (567:752)		Qualified		99%		178	100	
Economically Disadvantaged (1545:1485)		Qualified		100%		181	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.


<sup>4</sup> 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 (2008–09)**  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 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [216]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (982:976)</b>			98%		178	161	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (248:238)			98%		182	158	
Hispanic or Latino (563:578)			99%		173	160	
Asian or Native Hawaiian/Other Pacific Islander (27:25)	—	—	—	—	—	—	—
White (140:132)			97%		188	156	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (223:119)			90%		138	155	121*    144
Limited English Proficient <sup>4</sup> (75:133)			100%		143	156	137    149
Economically Disadvantaged (344:385)			99%		177	159	
<b>Final AYP Determination</b>	 6 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

<sup>4</sup> 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**  
**(2008–09)**

**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 2009-10. [201]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (982:976)			98%		182	155	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (248:238)			98%		184	152	
Hispanic or Latino (563:578)			99%		180	154	
Asian or Native Hawaiian/Other Pacific Islander (27:25)	—	—	—	—	—	—	—
White (140:132)			98%		190	150	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (223:119)			92%		134	149	122 <sup>‡</sup> 141
Limited English Proficient <sup>4</sup> (75:133)			100%		168	150	
Economically Disadvantaged (344:385)			100%		186	153	
<b>Final AYP Determination</b>	 6 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

<sup>‡</sup> 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**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1129)			75%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (273)			76%	55%		
Hispanic or Latino (663)			73%	55%		
Asian or Native Hawaiian/Other Pacific Islander (19)		–	–	–		
White (173)			80%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (156)			54%	55%	55%	55%
Limited English Proficient <sup>3</sup> (125)			59%	55%		
Economically Disadvantaged (354)			82%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<sup>3</sup> 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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

## 2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

11 schools identified 65% of total

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

#### Improvement (Year 1)

3 schools identified 18% of total

EAST MIDDLE SCHOOL  
LORETTA PARK ELEMENTARY SCHOOL  
NORTHEAST ELEMENTARY SCHOOL

#### Improvement (Year 2)

3 schools identified 18% of total

HEMLOCK ELEMENTARY SCHOOL  
NORTH ELEMENTARY SCHOOL  
NORTH MIDDLE SCHOOL



District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

## Summary of 2007–08 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	51%			1197
Grade 4	59%			1182
Grade 5	67%			1129
Grade 6	53%			1175
Grade 7	63%			1168
Grade 8	40%			1153

Mathematics			
Grade 3	89%		1236
Grade 4	80%		1216
Grade 5	80%		1179
Grade 6	78%		1187
Grade 7	78%		1212
Grade 8	68%		1196

Science			
Grade 4	88%		1220
Grade 8	78%		1175

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	73%			1279
Mathematics	76%			1279

### 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](http://www.emsc.nysed.gov/irts).

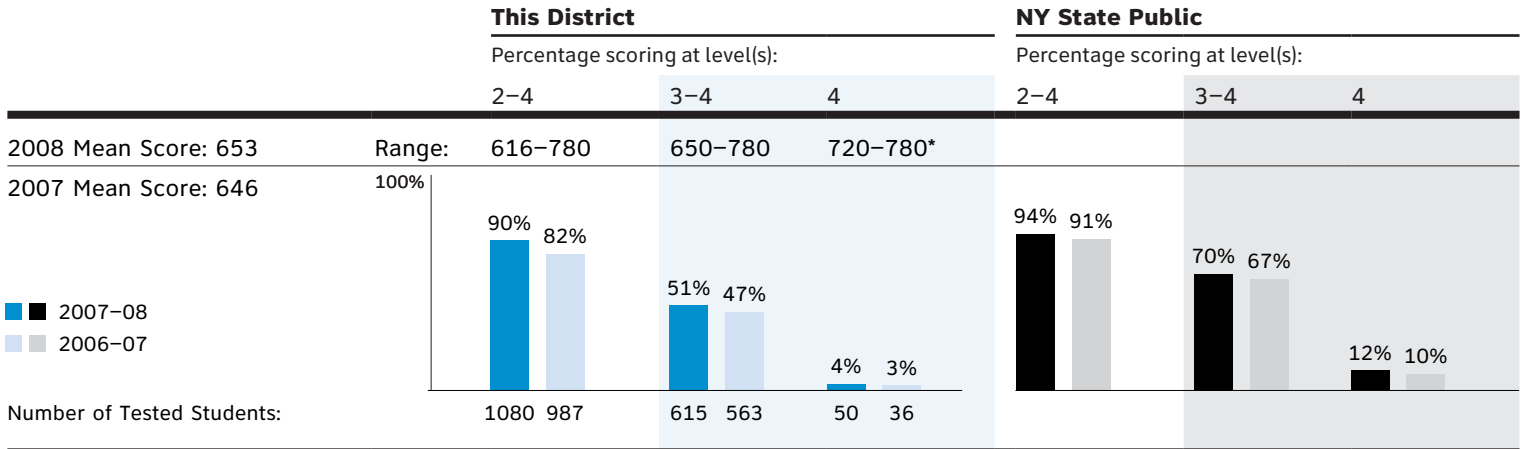
In this section, this district's performance is compared with that of public schools statewide.

### 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



### Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1197</b>	<b>90%</b>	<b>51%</b>	<b>4%</b>	<b>1205</b>	<b>82%</b>	<b>47%</b>	<b>3%</b>
Female	554	93%	55%	4%	565	86%	49%	3%
Male	643	88%	48%	4%	640	78%	45%	3%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	195	90%	50%	4%	209	87%	57%	3%
Hispanic or Latino	866	90%	49%	4%	868	80%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	16	-	-	-
White	115	94%	68%	9%	111	86%	55%	7%
Multiracial								
Small Group Totals	21	95%	57%	10%	17	88%	53%	6%
General-Education Students	1024	94%	57%	5%	1047	88%	52%	3%
Students with Disabilities	173	65%	17%	1%	158	43%	14%	1%
English Proficient	718	94%	66%	6%	716	88%	63%	5%
Limited English Proficient	479	85%	29%	1%	489	73%	23%	0%
Economically Disadvantaged	857	90%	47%	4%	828	80%	44%	2%
Not Disadvantaged	340	91%	61%	6%	377	85%	53%	5%
Migrant								
Not Migrant	1197	90%	51%	4%	1205	82%	47%	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.

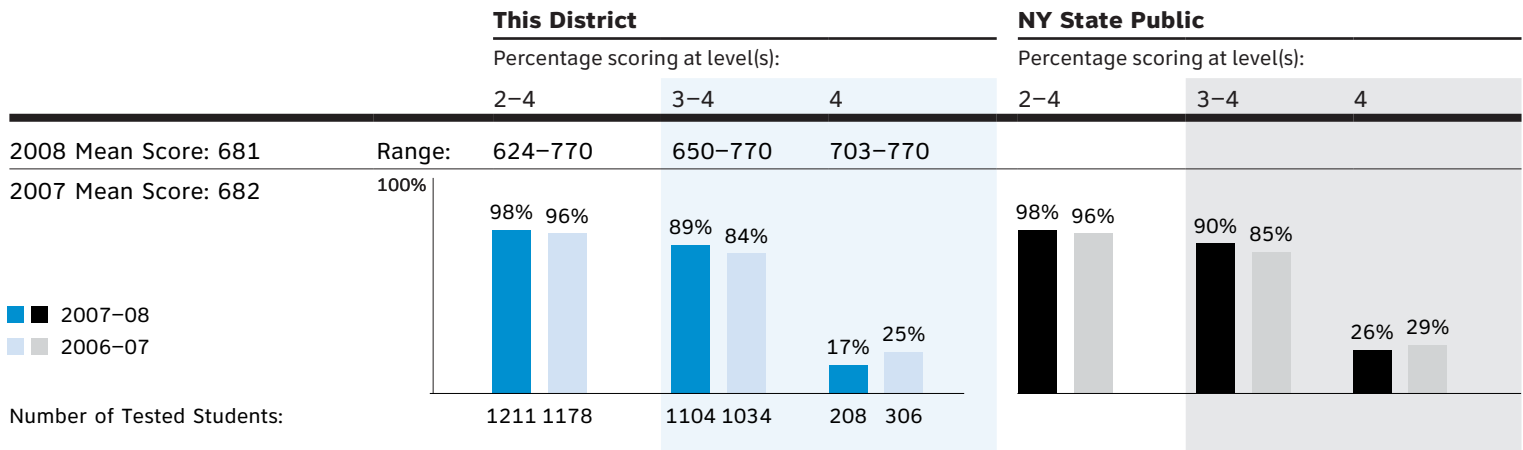
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 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	8	8	5	5	12	12	10	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	38	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

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1236</b>	<b>98%</b>	<b>89%</b>	<b>17%</b>	<b>1232</b>	<b>96%</b>	<b>84%</b>	<b>25%</b>
Female	570	99%	91%	17%	578	97%	85%	24%
Male	666	97%	88%	16%	654	94%	83%	26%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	198	95%	86%	11%	208	96%	86%	25%
Hispanic or Latino	901	98%	90%	17%	895	96%	83%	23%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	18	-	-	-
White	116	99%	93%	24%	110	96%	87%	37%
Multiracial								
Small Group Totals	21	95%	90%	33%	19	84%	79%	47%
General-Education Students	1060	100%	93%	18%	1081	98%	89%	27%
Students with Disabilities	176	89%	65%	8%	151	78%	51%	9%
English Proficient	721	98%	93%	23%	710	96%	89%	34%
Limited English Proficient	515	98%	84%	8%	522	95%	78%	12%
Economically Disadvantaged	872	98%	89%	16%	842	96%	84%	23%
Not Disadvantaged	364	97%	89%	18%	390	95%	84%	28%
Migrant								
Not Migrant	1236	98%	89%	17%	1232	96%	84%	25%

### 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

	2007-08 School Year				2006-07 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	8	8	6	4	12	12	9	7

## 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
2008 Mean Score: 651	612-775	650-775	716-775			
2007 Mean Score: 652						
Number of Tested Students:	1039	695	32			
	1008	630	48			

### Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1182</b>	<b>88%</b>	<b>59%</b>	<b>3%</b>	<b>1150</b>	<b>88%</b>	<b>55%</b>	<b>4%</b>
Female	550	91%	61%	4%	540	88%	57%	5%
Male	632	85%	56%	2%	610	87%	53%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	208	89%	63%	3%	211	90%	56%	4%
Hispanic or Latino	853	87%	56%	2%	776	86%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	20	95%	80%	20%
White	105	90%	70%	4%	143	91%	66%	10%
Multiracial								
Small Group Totals	16	88%	63%	6%				
General-Education Students	996	95%	67%	3%	978	94%	61%	5%
Students with Disabilities	186	51%	15%	0%	172	53%	19%	0%
English Proficient	819	92%	72%	4%	848	92%	65%	6%
Limited English Proficient	363	79%	30%	0%	302	75%	27%	0%
Economically Disadvantaged	831	87%	55%	2%	782	86%	52%	3%
Not Disadvantaged	351	90%	67%	4%	368	90%	62%	6%
Migrant								
Not Migrant	1182	88%	59%	3%	1150	88%	55%	4%

#### NOTES

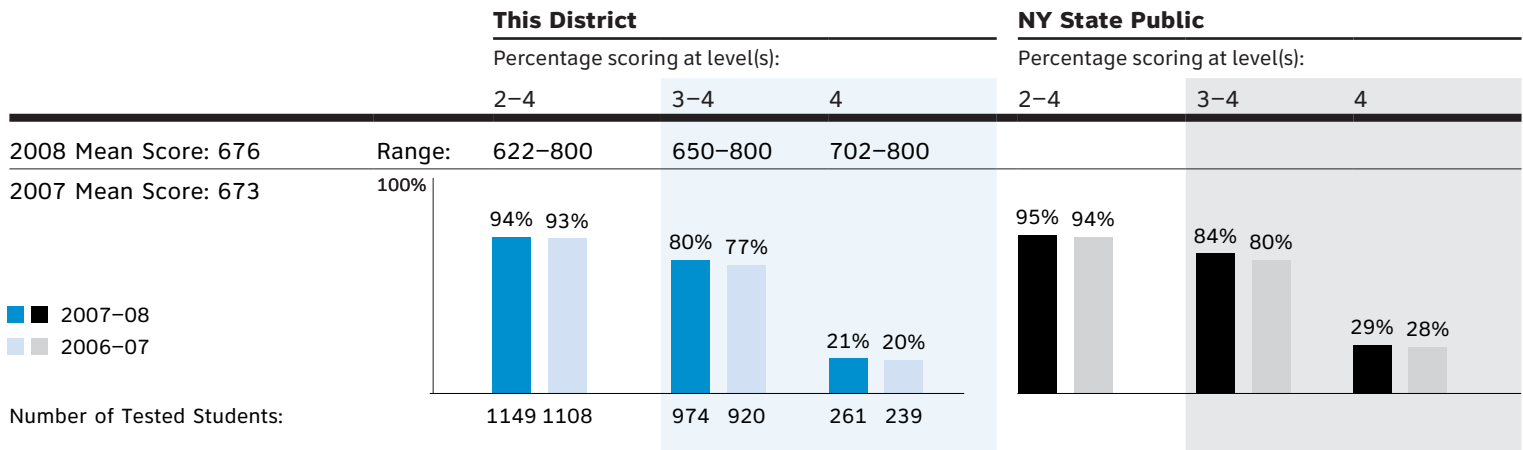
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### Other Assessments

	2007-08 School Year				2006-07 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	13	12	10	6	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	24	N/A	N/A	N/A	43	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

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1216</b>	<b>94%</b>	<b>80%</b>	<b>21%</b>	<b>1189</b>	<b>93%</b>	<b>77%</b>	<b>20%</b>
Female	562	96%	81%	20%	553	93%	77%	18%
Male	654	94%	80%	23%	636	93%	78%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	210	93%	80%	22%	216	91%	78%	18%
Hispanic or Latino	885	95%	79%	19%	807	94%	76%	18%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	21	100%	95%	57%
White	104	95%	87%	37%	145	93%	82%	28%
Multiracial								
Small Group Totals	17	88%	88%	47%				
General-Education Students	1028	98%	87%	25%	1016	98%	84%	23%
Students with Disabilities	188	75%	42%	3%	173	66%	40%	4%
English Proficient	818	96%	87%	29%	850	94%	83%	25%
Limited English Proficient	398	91%	66%	5%	339	91%	63%	7%
Economically Disadvantaged	851	95%	79%	19%	802	93%	77%	18%
Not Disadvantaged	365	94%	83%	27%	387	94%	78%	24%
Migrant								
Not Migrant	1216	94%	80%	21%	1189	93%	77%	20%

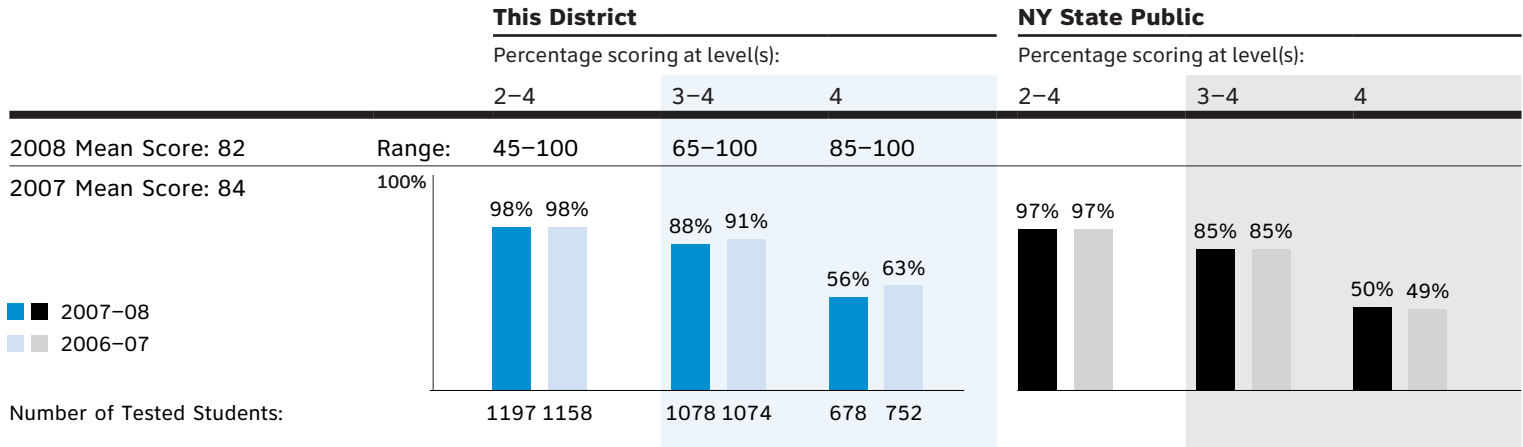
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 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	13	13	10	6	4	-	-	-

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1220</b>	<b>98%</b>	<b>88%</b>	<b>56%</b>	<b>1186</b>	<b>98%</b>	<b>91%</b>	<b>63%</b>
Female	562	98%	89%	55%	556	98%	92%	63%
Male	658	98%	88%	56%	630	98%	90%	63%
American Indian or Alaska Native	1	-	-	-				
Black or African American	211	97%	89%	61%	214	98%	92%	66%
Hispanic or Latino	889	98%	87%	52%	807	98%	89%	60%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	21	100%	100%	86%
White	103	99%	95%	72%	144	97%	93%	74%
Multiracial								
Small Group Totals	17	94%	88%	71%				
General-Education Students	1032	99%	92%	62%	1012	99%	95%	69%
Students with Disabilities	188	94%	66%	20%	174	91%	67%	32%
English Proficient	818	99%	94%	71%	843	99%	95%	75%
Limited English Proficient	402	96%	78%	24%	343	95%	80%	35%
Economically Disadvantaged	850	98%	88%	53%	794	97%	90%	61%
Not Disadvantaged	370	98%	89%	61%	392	98%	92%	69%
Migrant								
Not Migrant	1220	98%	88%	56%	1186	98%	91%	63%

### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 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	13	13	12	9	4	-	-	-

## 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
2008 Mean Score: 657	608-795	650-795	711-795			
2007 Mean Score: 649						
Number of Tested Students:	1098	1093	756	595	25	20

### Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1129</b>	<b>97%</b>	<b>67%</b>	<b>2%</b>	<b>1195</b>	<b>91%</b>	<b>50%</b>	<b>2%</b>
Female	536	98%	67%	2%	556	94%	55%	1%
Male	593	96%	67%	2%	639	89%	46%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	212	99%	66%	2%	186	95%	49%	3%
Hispanic or Latino	773	96%	66%	2%	818	90%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	23	-	-	-
White	124	99%	73%	4%	167	93%	62%	2%
Multiracial								
Small Group Totals	20	100%	80%	10%	24	100%	67%	4%
General-Education Students	955	99%	74%	3%	960	96%	58%	2%
Students with Disabilities	174	90%	30%	1%	235	74%	17%	0%
English Proficient	914	99%	75%	3%	954	96%	58%	2%
Limited English Proficient	215	90%	33%	0%	241	75%	17%	0%
Economically Disadvantaged	790	97%	65%	2%	809	90%	45%	1%
Not Disadvantaged	339	98%	72%	2%	386	94%	59%	3%
Migrant								
Not Migrant	1129	97%	67%	2%	1195	91%	50%	2%

#### NOTES

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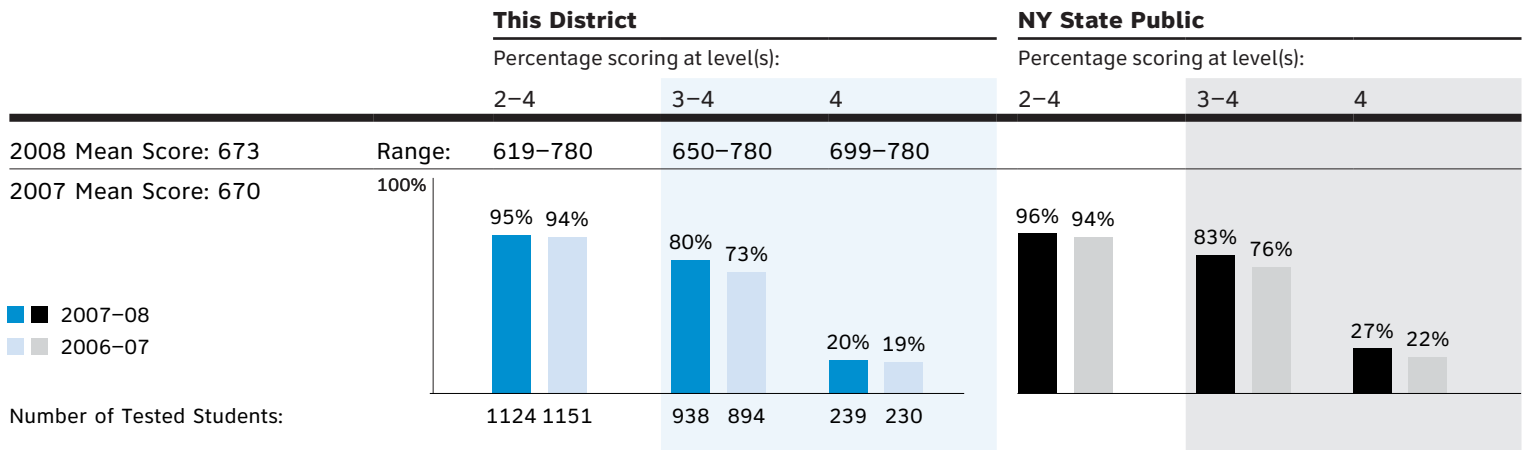
### Other Assessments

	2007-08 School Year				2006-07 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	6	6	6	5	16	16	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	31	N/A	N/A	N/A	43	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

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1179</b>	<b>95%</b>	<b>80%</b>	<b>20%</b>	<b>1222</b>	<b>94%</b>	<b>73%</b>	<b>19%</b>
Female	560	96%	79%	20%	569	95%	76%	18%
Male	619	95%	80%	21%	653	93%	71%	19%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	217	92%	78%	16%	189	94%	70%	16%
Hispanic or Latino	816	96%	78%	19%	840	94%	73%	18%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	24	-	-	-
White	125	98%	90%	34%	168	93%	76%	25%
Multiracial								
Small Group Totals	21	100%	95%	43%	25	100%	88%	44%
General-Education Students	1001	98%	85%	23%	989	98%	81%	23%
Students with Disabilities	178	83%	51%	2%	233	78%	39%	3%
English Proficient	922	97%	86%	25%	948	96%	80%	23%
Limited English Proficient	257	89%	55%	2%	274	87%	51%	4%
Economically Disadvantaged	821	95%	78%	19%	825	94%	71%	15%
Not Disadvantaged	358	96%	82%	23%	397	95%	78%	26%
Migrant								
Not Migrant	1179	95%	80%	20%	1222	94%	73%	19%

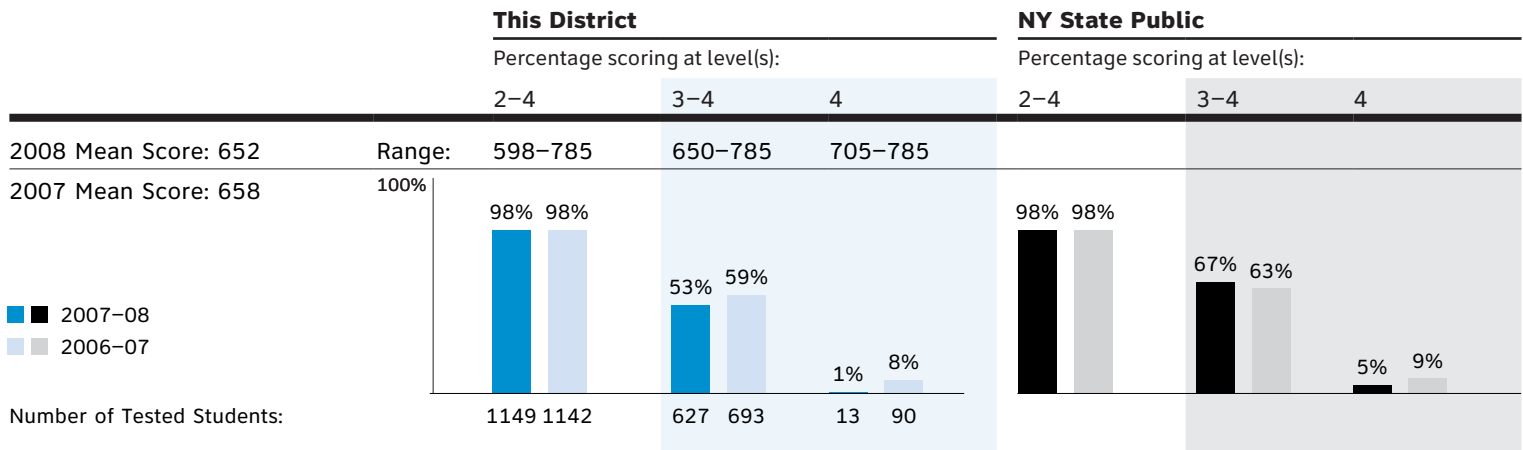
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 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	6	6	5	5	16	15	14	11

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1175</b>	<b>98%</b>	<b>53%</b>	<b>1%</b>	<b>1171</b>	<b>98%</b>	<b>59%</b>	<b>8%</b>
Female	547	99%	59%	1%	571	98%	62%	8%
Male	628	97%	49%	1%	600	97%	57%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	191	97%	54%	2%	181	98%	61%	9%
Hispanic or Latino	809	98%	50%	1%	811	97%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	32	-	-	-
White	149	99%	67%	3%	146	99%	73%	14%
Multiracial								
Small Group Totals	26	100%	69%	0%	33	100%	76%	9%
General-Education Students	950	99%	63%	1%	995	99%	67%	9%
Students with Disabilities	225	92%	12%	0%	176	88%	15%	1%
English Proficient	959	99%	62%	1%	1013	98%	65%	9%
Limited English Proficient	216	94%	14%	0%	158	94%	21%	1%
Economically Disadvantaged	800	98%	49%	1%	738	97%	56%	6%
Not Disadvantaged	375	97%	62%	2%	433	98%	64%	11%
Migrant								
Not Migrant	1175	98%	53%	1%	1171	98%	59%	8%

#### NOTES

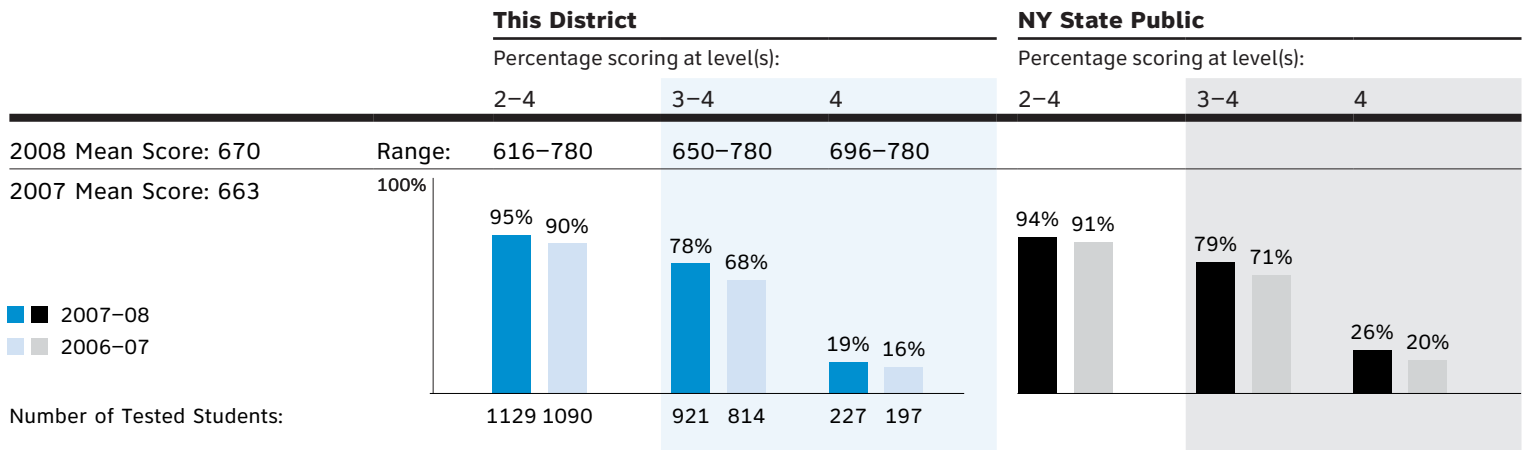
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### Other Assessments

	2007-08 School Year				2006-07 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	18	17	14	9	10	10	10	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	22	N/A	N/A	N/A	43	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

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1187</b>	<b>95%</b>	<b>78%</b>	<b>19%</b>	<b>1205</b>	<b>90%</b>	<b>68%</b>	<b>16%</b>
Female	552	97%	80%	19%	577	92%	68%	15%
Male	635	94%	76%	19%	628	89%	67%	18%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	190	92%	73%	19%	181	91%	64%	14%
Hispanic or Latino	822	96%	78%	17%	847	89%	66%	15%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	31	-	-	-
White	148	94%	80%	28%	145	96%	76%	27%
Multiracial								
Small Group Totals	27	100%	93%	41%	32	100%	88%	19%
General-Education Students	963	98%	86%	23%	1029	94%	75%	19%
Students with Disabilities	224	82%	43%	4%	176	69%	26%	2%
English Proficient	951	96%	83%	23%	1008	94%	74%	19%
Limited English Proficient	236	92%	56%	3%	197	74%	34%	2%
Economically Disadvantaged	805	96%	77%	16%	761	89%	66%	15%
Not Disadvantaged	382	94%	80%	26%	444	92%	70%	19%
Migrant								
Not Migrant	1187	95%	78%	19%	1205	90%	68%	16%

**NOTES**  
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### Other Assessments

	2007-08 School Year				2006-07 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	18	18	17	12	10	10	6	5

## 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
2008 Mean Score: 655	600-790	650-790	712-790			
2007 Mean Score: 642						
Number of Tested Students:	1142	1055	739	530	10	19

### Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1168</b>	<b>98%</b>	<b>63%</b>	<b>1%</b>	<b>1178</b>	<b>90%</b>	<b>45%</b>	<b>2%</b>
Female	561	99%	69%	1%	574	93%	50%	3%
Male	607	97%	58%	0%	604	87%	40%	1%
American Indian or Alaska Native	4	-	-	-				
Black or African American	197	99%	63%	0%	255	92%	46%	1%
Hispanic or Latino	815	97%	61%	1%	757	88%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	22	91%	64%	5%
White	124	99%	73%	2%	144	94%	57%	3%
Multiracial								
Small Group Totals	32	100%	72%	0%				
General-Education Students	989	98%	70%	1%	994	93%	52%	2%
Students with Disabilities	179	94%	27%	0%	184	70%	7%	0%
English Proficient	1018	99%	70%	1%	1058	94%	50%	2%
Limited English Proficient	150	88%	19%	0%	120	49%	5%	0%
Economically Disadvantaged	765	98%	61%	1%	711	89%	41%	1%
Not Disadvantaged	403	98%	67%	0%	467	91%	51%	3%
Migrant								
Not Migrant	1168	98%	63%	1%	1178	90%	45%	2%

#### NOTES

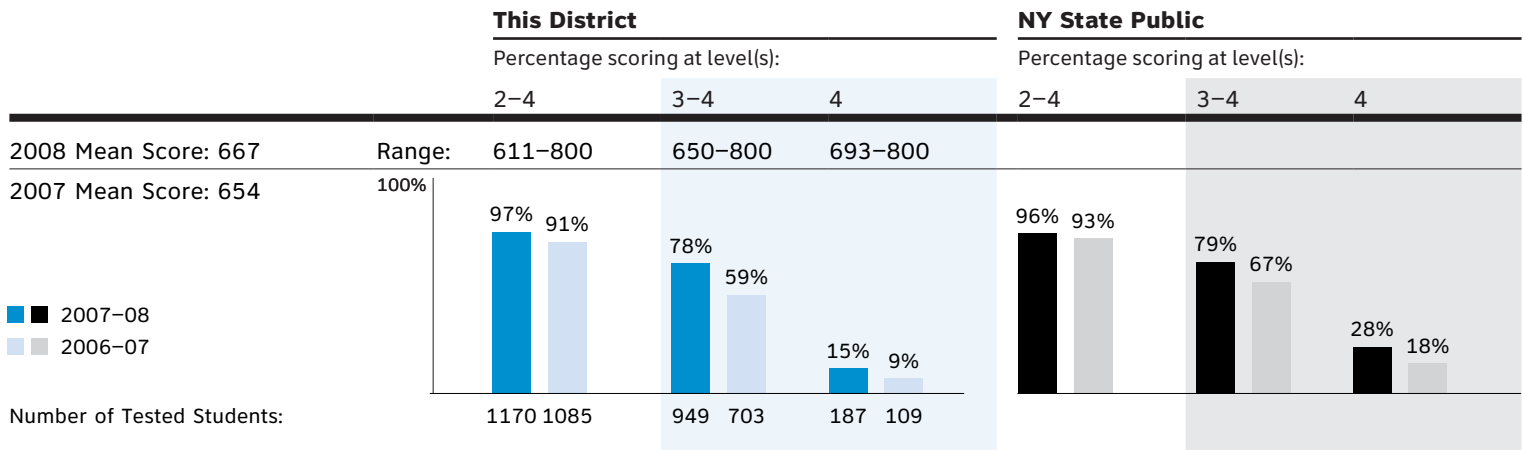
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### Other Assessments

	2007-08 School Year				2006-07 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	10	10	7	4	11	11	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	40	N/A	N/A	N/A	27	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

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1212</b>	<b>97%</b>	<b>78%</b>	<b>15%</b>	<b>1190</b>	<b>91%</b>	<b>59%</b>	<b>9%</b>
Female	581	97%	81%	15%	586	94%	61%	10%
Male	631	96%	76%	16%	604	89%	57%	8%
American Indian or Alaska Native	4	-	-	-				
Black or African American	195	95%	75%	13%	254	91%	55%	7%
Hispanic or Latino	859	97%	77%	14%	774	91%	57%	9%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	96%	36%	22	95%	86%	23%
White	125	98%	85%	27%	140	91%	71%	12%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	0%				
General-Education Students	1036	99%	84%	18%	1013	95%	67%	10%
Students with Disabilities	176	85%	43%	2%	177	68%	15%	2%
English Proficient	1016	97%	82%	18%	1048	94%	63%	10%
Limited English Proficient	196	92%	61%	3%	142	74%	27%	2%
Economically Disadvantaged	788	96%	78%	14%	709	91%	55%	7%
Not Disadvantaged	424	97%	79%	18%	481	92%	64%	13%
Migrant								
Not Migrant	1212	97%	78%	15%	1190	91%	59%	9%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	10	8	6	1	11	11	6	5

## 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
2008 Mean Score: 643	602-790	650-790	715-790			
2007 Mean Score: 650						
Number of Tested Students:	1061 1102	466 631	14 31			

### Results by Student Group

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1153</b>	<b>92%</b>	<b>40%</b>	<b>1%</b>	<b>1186</b>	<b>93%</b>	<b>53%</b>	<b>3%</b>
Female	570	95%	47%	2%	556	94%	56%	3%
Male	583	89%	34%	1%	630	92%	50%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	246	95%	41%	2%	259	94%	52%	3%
Hispanic or Latino	756	90%	39%	1%	760	92%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	35	-	-	-
White	129	95%	48%	0%	131	95%	68%	6%
Multiracial	1	-	-	-				
Small Group Totals	22	95%	45%	0%	36	94%	61%	0%
General-Education Students	978	95%	47%	1%	1017	95%	60%	3%
Students with Disabilities	175	74%	6%	0%	169	79%	14%	1%
English Proficient	1032	95%	45%	1%	1066	97%	58%	3%
Limited English Proficient	121	63%	4%	0%	120	61%	9%	0%
Economically Disadvantaged	678	90%	35%	1%	646	93%	49%	2%
Not Disadvantaged	475	95%	49%	1%	540	93%	59%	4%
Migrant								
Not Migrant	1153	92%	40%	1%	1186	93%	53%	3%

#### NOTES

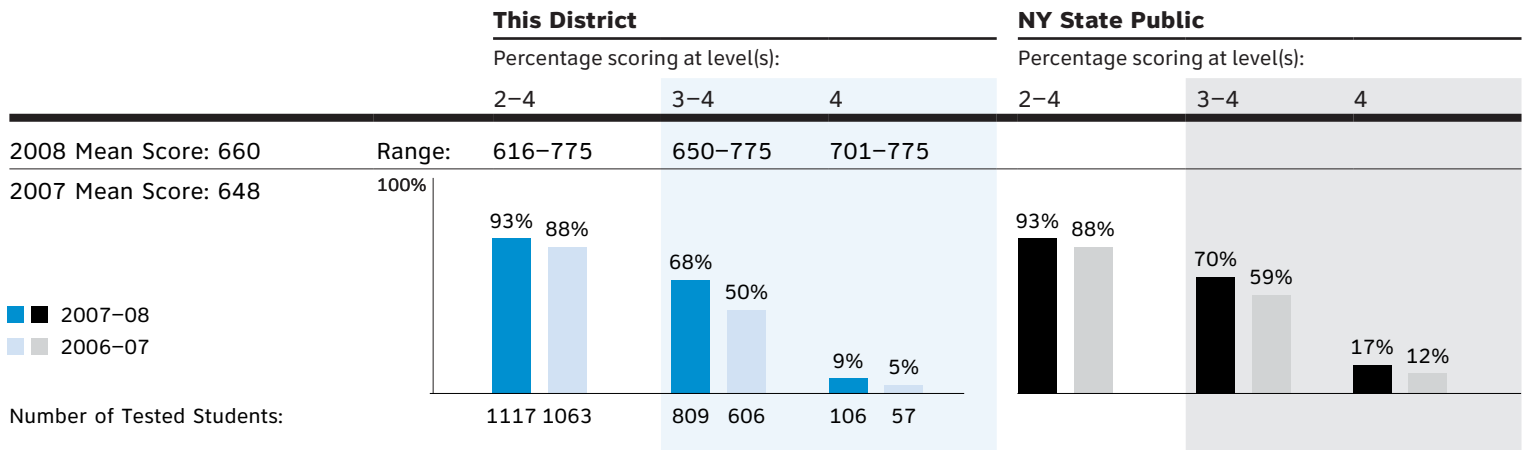
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### Other Assessments

	2007-08 School Year				2006-07 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	10	9	6	2	8	8	5	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	35	N/A	N/A	N/A	35	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

	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1196</b>	<b>93%</b>	<b>68%</b>	<b>9%</b>	<b>1206</b>	<b>88%</b>	<b>50%</b>	<b>5%</b>
Female	589	96%	73%	10%	557	91%	52%	4%
Male	607	91%	63%	8%	649	86%	49%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	248	90%	63%	7%	255	85%	42%	3%
Hispanic or Latino	796	94%	68%	8%	786	89%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	34	-	-	-
White	130	94%	73%	15%	130	92%	62%	8%
Multiracial	1	-	-	-				
Small Group Totals	22	95%	77%	23%	35	80%	71%	20%
General-Education Students	1019	97%	74%	10%	1038	93%	56%	5%
Students with Disabilities	177	75%	28%	1%	168	57%	14%	1%
English Proficient	1035	94%	69%	9%	1051	90%	54%	5%
Limited English Proficient	161	87%	56%	5%	155	74%	28%	1%
Economically Disadvantaged	696	94%	67%	6%	659	88%	47%	4%
Not Disadvantaged	500	93%	69%	12%	547	88%	54%	6%
Migrant								
Not Migrant	1196	93%	68%	9%	1206	88%	50%	5%

#### NOTES

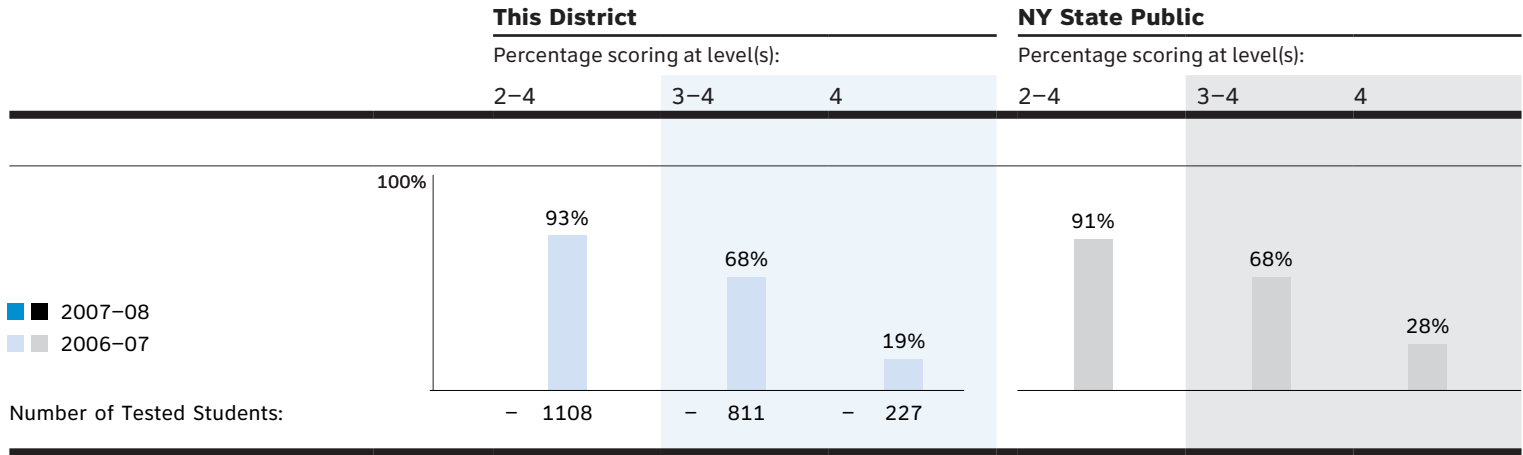
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### Other Assessments

	2007-08 School Year				2006-07 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	10	6	5	1	8	8	5	1



## This District's Results in Grade 8 Science



Results by Student Group	2007-08 School Year				2006-07 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
<b>All Students</b>	<b>1175</b>	<b>98%</b>	<b>78%</b>	<b>23%</b>	<b>1189</b>	<b>93%</b>	<b>68%</b>	<b>19%</b>
Female	580	98%	78%	19%	551	93%	67%	17%
Male	595	97%	77%	27%	638	93%	69%	21%
American Indian or Alaska Native					1	-	-	-
Black or African American	235	97%	75%	21%	251	90%	67%	15%
Hispanic or Latino	788	98%	78%	23%	773	94%	66%	17%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	34	-	-	-
White	130	97%	82%	32%	130	96%	81%	32%
Multiracial	1	-	-	-				
Small Group Totals	22	100%	73%	23%	35	89%	69%	37%
General-Education Students	1007	99%	82%	27%	1027	96%	73%	22%
Students with Disabilities	168	90%	50%	4%	162	74%	35%	2%
English Proficient	1016	98%	81%	26%	1041	95%	73%	21%
Limited English Proficient	159	95%	53%	7%	148	84%	36%	5%
Economically Disadvantaged	686	97%	75%	20%	653	94%	64%	16%
Not Disadvantaged	489	98%	82%	28%	536	92%	73%	23%
Migrant								
Not Migrant	1175	98%	78%	23%	1189	93%	68%	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	2007-08 School Year				2006-07 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	10	10	5	3	8	8	7	1
Regents Science	2	-	-	-	0			

## 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

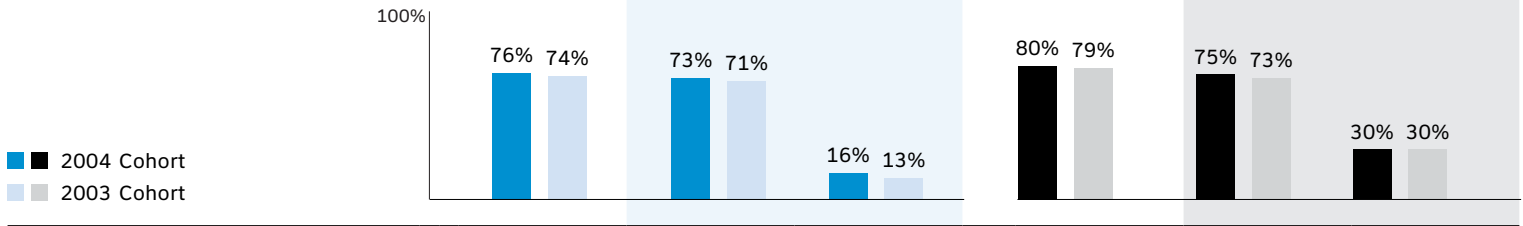
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 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
<b>All Students</b>	<b>1279</b>	<b>76%</b>	<b>73%</b>	<b>16%</b>	<b>1227</b>	<b>74%</b>	<b>71%</b>	<b>13%</b>
Female	633	79%	76%	18%	621	77%	75%	15%
Male	646	73%	71%	13%	606	70%	68%	10%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	296	82%	79%	18%	289	77%	74%	10%
Hispanic or Latino	788	72%	69%	11%	738	71%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	21	-	-	-
White	161	83%	81%	29%	178	80%	79%	24%
Multiracial								
Small Group Totals	34	91%	88%	32%	22	86%	86%	23%
General-Education Students	1115	80%	77%	18%	1053	79%	77%	15%
Students with Disabilities	164	52%	48%	1%	174	42%	39%	1%
English Proficient	1134	79%	77%	18%	1134	76%	75%	14%
Limited English Proficient	145	54%	48%	1%	93	40%	27%	0%
Economically Disadvantaged	459	82%	78%	15%	376	83%	81%	12%
Not Disadvantaged	820	73%	71%	16%	851	70%	67%	13%
Migrant								
Not Migrant	1279	76%	73%	16%				

### 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

	2004 Cohort			2003 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				0			

\* 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.

\*\* 2003 cohort data are those reported in the 2006-07 *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

### This District

Percentage scoring at level(s):

2-4

3-4

4

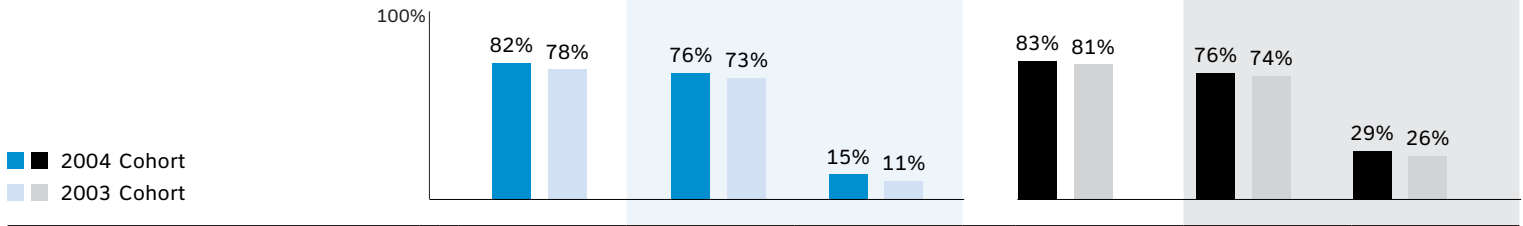
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 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
<b>All Students</b>	<b>1279</b>	<b>82%</b>	<b>76%</b>	<b>15%</b>	<b>1227</b>	<b>78%</b>	<b>73%</b>	<b>11%</b>
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## Other Assessments

	2004 Cohort			2003 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				0			

\* 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.

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