



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

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

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

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

	2006-07	2007-08	2008-09
Pre-K	124	61	823
Kindergarten	1310	1304	1323
Grade 1	1323	1277	1315
Grade 2	1237	1297	1281
Grade 3	1227	1232	1260
Grade 4	1172	1218	1220
Grade 5	1214	1176	1216
Grade 6	1191	1196	1178
Ungraded Elementary	301	0	0
Grade 7	1209	1212	1201
Grade 8	1206	1189	1211
Grade 9	1258	1240	1247
Grade 10	1418	1369	1363
Grade 11	1217	1217	1277
Grade 12	826	886	883
Ungraded Secondary	354	0	0
Total K-12	16463	15813	15975

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	21	22
Grade 8			
English	20	19	21
Mathematics	21	20	22
Science	25	23	23
Social Studies	22	22	24
Grade 10			
English	24	25	26
Mathematics	20	20	21
Science	23	23	23
Social Studies	24	26	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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	8488	52%	7320	46%	8056	50%
Reduced-Price Lunch	3211	20%	2565	16%	2669	17%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4904	30%	4294	27%	4482	28%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	0%	42	0%	46	0%
Black or African American	3080	19%	2803	18%	2674	17%
Hispanic or Latino	11112	67%	10991	70%	11356	71%
Asian or Native Hawaiian/Other Pacific Islander	320	2%	320	2%	326	2%
White	1939	12%	1657	10%	1573	10%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	1382	8%	1551	9%	1258	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

	2006-07	2007-08	2008-09
Total Number of Teachers	1077	1227	1246
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	8%	8%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	63%	63%	67%
Total Number of Core Classes	2792	3224	3205
Percent Not Taught by Highly Qualified Teachers	3%	1%	0%
Total Number of Classes	3577	3871	3988
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	19%	20%
Turnover Rate of All Teachers	12%	12%	12%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	281	240	116
Total Paraprofessionals*	492	485	429
Assistant Principals	22	20	23
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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 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.

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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
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	SH		—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	3 of 7	5 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  Good Standing
for This Subject
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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 2008–09 2009–10
All Students (7389:7067)			100%		165	143	
Ethnicity							
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—
Black or African American (1229:1179)			100%		167	141	
Hispanic or Latino (5278:5026)			100%		163	142	
Asian or Native Hawaiian/Other Pacific Islander (147:142)			99%		179	135	
White (717:702)			100%		172	140	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (1199:1162)			99%		120	141	110 128
Limited English Proficient ⁵ (1970:2509)			100%		148	142	
Economically Disadvantaged (4970:4742)			100%		162	142	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 Mathematics

Accountability Status  Good Standing
for This Subject
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (7407:7120)			100%		181	118	
Ethnicity							
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—
Black or African American (1232:1165)			100%		176	116	
Hispanic or Latino (5291:5096)			100%		182	117	
Asian or Native Hawaiian/Other Pacific Islander (147:141)			100%		196	110	
White (718:700)			100%		185	115	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1201:1157)			100%		144	116	
Limited English Proficient ⁵ (1986:2604)			100%		176	117	
Economically Disadvantaged (4970:4783)			100%		181	117	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (2480:2349)		Qualified		100%		178	100	
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (412:376)		Qualified		100%		176	100	
Hispanic or Latino (1772:1691)		Qualified		100%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (47:44)		Qualified		98%		186	100	
White (240:231)		Qualified		100%		187	100	
Multiracial (2:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (372:351)		Qualified		99%		144	100	
Limited English Proficient ⁴ (654:797)		Qualified		100%		170	100	
Economically Disadvantaged (1611:1523)		Qualified		100%		178	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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  Good Standing
for This Subject
(2009–10)

Accountability Measures 3 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (1050:1071)			97%		167	168	168	170
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (243:219)			97%		175	163		
Hispanic or Latino (663:694)			97%		162	167	167	166
Asian or Native Hawaiian/Other Pacific Islander (22:29)	–	–	–	–	–	–	–	–
White (261:129)			96%		184	162		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (226:106)			90%		112	161	144‡	121
Limited English Proficient ⁵ (72:143)			99%		116	162	149‡	124
Economically Disadvantaged (355:423)			99%		175	166		
Final AYP Determination	 3 of 7							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

Accountability Measures 5 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1050:1071)			98%		177	163	
Ethnicity							
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–
Black or African American (243:219)			97%		176	158	
Hispanic or Latino (663:694)			98%		177	162	
Asian or Native Hawaiian/Other Pacific Islander (22:29)	–	–	–	–	–	–	–
White (121:129)			96%		184	157	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (226:106)			91%		133	156	141† 140
Limited English Proficient ⁵ (72:143)			100%		156	157	157† 160
Economically Disadvantaged (355:423)			99%		182	161	
Final AYP Determination	 5 of 7						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (1272)			68%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (296)			72%	55%		
Hispanic or Latino (781)			64%	55%		
Asian or Native Hawaiian/Other Pacific Islander (31)			77%	55%		
White (161)			76%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (164)			49%	55%	55%	50%
Limited English Proficient ² (178)			51%	55%	55%	52%
Economically Disadvantaged (453)			73%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

Summary of 2008–09 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	60%			1252
Grade 4	69%			1186
Grade 5	74%			1194
Grade 6	77%			1149
Grade 7	71%			1188
Grade 8	58%			1185
Mathematics				
Grade 3	89%			1279
Grade 4	81%			1209
Grade 5	86%			1221
Grade 6	81%			1175
Grade 7	84%			1206
Grade 8	78%			1228
Science				
Grade 4	90%			1224
Grade 8	70%			1226

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	74%			1306
Mathematics	79%			1306

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
2009 Mean Score: 655	616-780	650-780	720-780			
2008 Mean Score: 653						
Number of Tested Students:	1122 1080	748 615	46 50			

Results by Student Group

	2008-09 School Year				2007-08 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	1252	90%	60%	4%	1197	90%	51%	4%
Female	598	94%	65%	3%	554	93%	55%	4%
Male	654	85%	55%	4%	643	88%	48%	4%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	187	88%	61%	5%	195	90%	50%	4%
Hispanic or Latino	942	90%	59%	3%	866	90%	49%	4%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	18	-	-	-
White	94	89%	64%	7%	115	94%	68%	9%
Multiracial								
Small Group Totals	29	93%	69%	10%	21	95%	57%	10%
General-Education Students	1059	96%	67%	4%	1024	94%	57%	5%
Students with Disabilities	193	55%	21%	1%	173	65%	17%	1%
English Proficient	702	92%	70%	6%	718	94%	66%	6%
Limited English Proficient	550	87%	47%	1%	479	85%	29%	1%
Economically Disadvantaged	919	89%	57%	3%	857	90%	47%	4%
Not Disadvantaged	333	92%	68%	6%	340	91%	61%	6%
Migrant								
Not Migrant	1252	90%	60%	4%	1197	90%	51%	4%

NOTES

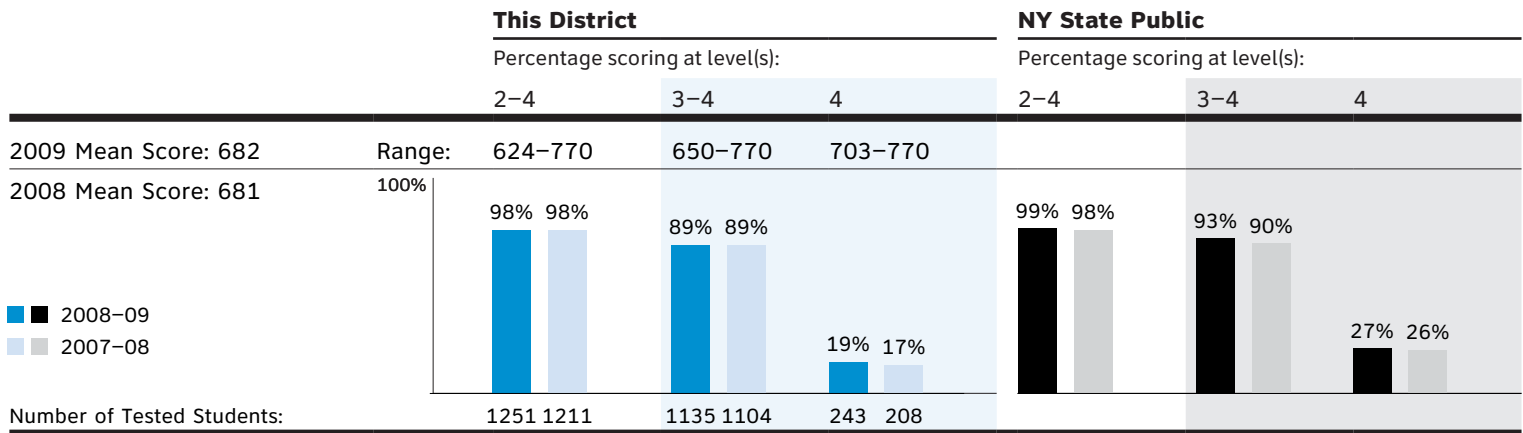
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	17	15	15	12	8	8	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	15	N/A	N/A	N/A	23	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

	2008-09 School Year				2007-08 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	1279	98%	89%	19%	1236	98%	89%	17%
Female	614	99%	90%	18%	570	99%	91%	17%
Male	665	97%	87%	20%	666	97%	88%	16%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	189	96%	86%	19%	198	95%	86%	11%
Hispanic or Latino	966	98%	89%	18%	901	98%	90%	17%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	19	-	-	-
White	93	98%	94%	25%	116	99%	93%	24%
Multiracial								
Small Group Totals	31	100%	97%	32%	21	95%	90%	33%
General-Education Students	1087	100%	94%	22%	1060	100%	93%	18%
Students with Disabilities	192	88%	58%	4%	176	89%	65%	8%
English Proficient	709	98%	90%	27%	721	98%	93%	23%
Limited English Proficient	570	98%	87%	9%	515	98%	84%	8%
Economically Disadvantaged	936	98%	88%	17%	872	98%	89%	16%
Not Disadvantaged	343	98%	92%	24%	364	97%	89%	18%
Migrant								
Not Migrant	1279	98%	89%	19%	1236	98%	89%	17%

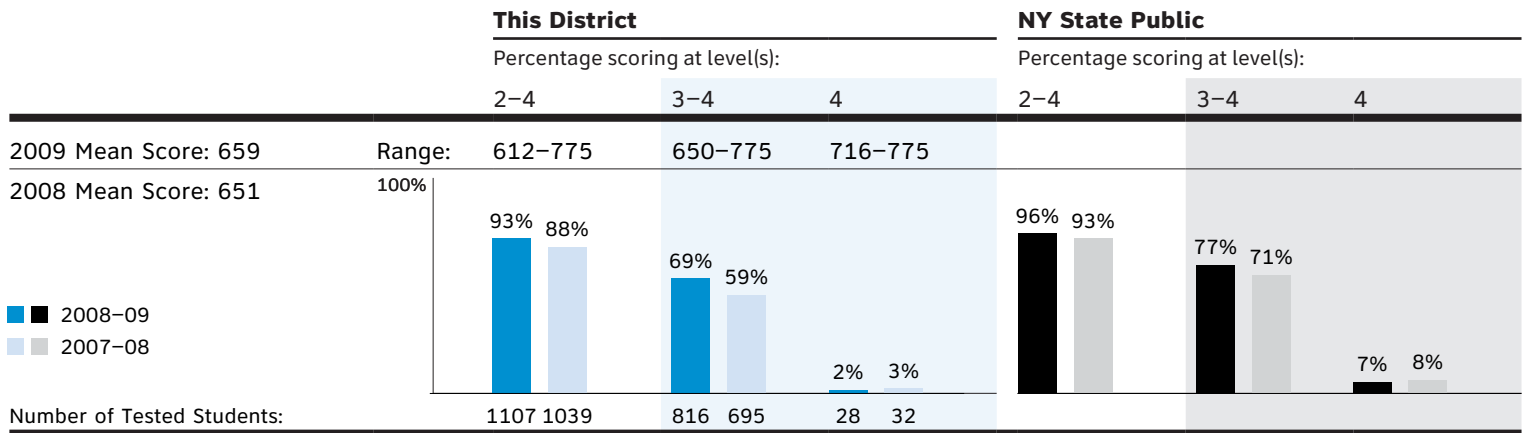
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	17	17	16	7	8	8	6	4

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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%	69%	2%	1182	88%	59%	3%
Female	548	96%	72%	3%	550	91%	61%	4%
Male	638	91%	66%	1%	632	85%	56%	2%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	195	93%	66%	5%	208	89%	63%	3%
Hispanic or Latino	855	93%	68%	2%	853	87%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	15	-	-	-
White	114	96%	75%	4%	105	90%	70%	4%
Multiracial								
Small Group Totals	22	95%	82%	0%	16	88%	63%	6%
General-Education Students	1023	97%	75%	3%	996	95%	67%	3%
Students with Disabilities	163	68%	31%	0%	186	51%	15%	0%
English Proficient	778	97%	80%	4%	819	92%	72%	4%
Limited English Proficient	408	87%	48%	0%	363	79%	30%	0%
Economically Disadvantaged	848	93%	67%	2%	831	87%	55%	2%
Not Disadvantaged	338	94%	72%	3%	351	90%	67%	4%
Migrant								
Not Migrant	1186	93%	69%	2%	1182	88%	59%	3%

NOTES

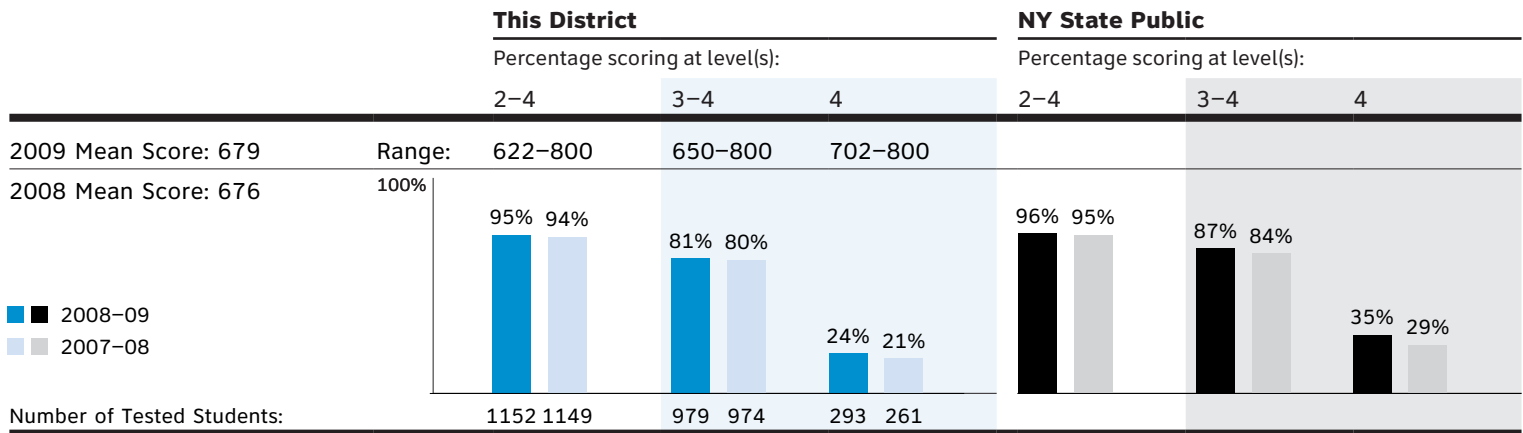
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Other Assessments

	2008-09 School Year				2007-08 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	9	9	7	7	13	12	10	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	27	N/A	N/A	N/A	24	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

	2008-09 School Year				2007-08 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	1209	95%	81%	24%	1216	94%	80%	21%
Female	558	97%	82%	22%	562	96%	81%	20%
Male	651	94%	80%	26%	654	94%	80%	23%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	196	92%	77%	23%	210	93%	80%	22%
Hispanic or Latino	878	96%	81%	23%	885	95%	79%	19%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	16	-	-	-
White	113	95%	87%	35%	104	95%	87%	37%
Multiracial	1	-	-	-				
Small Group Totals	22	100%	95%	41%	17	88%	88%	47%
General-Education Students	1045	99%	87%	27%	1028	98%	87%	25%
Students with Disabilities	164	73%	45%	7%	188	75%	42%	3%
English Proficient	769	97%	89%	32%	818	96%	87%	29%
Limited English Proficient	440	93%	67%	10%	398	91%	66%	5%
Economically Disadvantaged	867	96%	80%	22%	851	95%	79%	19%
Not Disadvantaged	342	94%	82%	30%	365	94%	83%	27%
Migrant								
Not Migrant	1209	95%	81%	24%	1216	94%	80%	21%

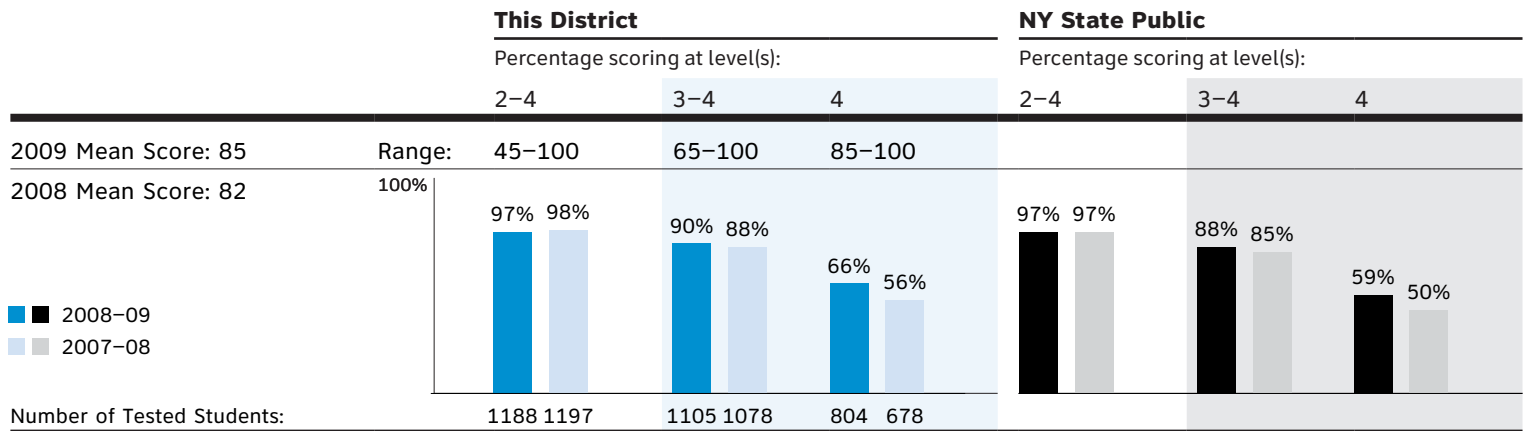
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	9	9	6	6	13	13	10	6

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	1224	97%	90%	66%	1220	98%	88%	56%
Female	566	99%	91%	66%	562	98%	89%	55%
Male	658	96%	90%	65%	658	98%	88%	56%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	196	97%	87%	65%	211	97%	89%	61%
Hispanic or Latino	892	97%	90%	64%	889	98%	87%	52%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	16	-	-	-
White	114	99%	95%	80%	103	99%	95%	72%
Multiracial	1	-	-	-				
Small Group Totals	22	100%	91%	77%	17	94%	88%	71%
General-Education Students	1059	98%	94%	71%	1032	99%	92%	62%
Students with Disabilities	165	88%	68%	33%	188	94%	66%	20%
English Proficient	776	99%	95%	80%	818	99%	94%	71%
Limited English Proficient	448	94%	82%	40%	402	96%	78%	24%
Economically Disadvantaged	881	97%	89%	64%	850	98%	88%	53%
Not Disadvantaged	343	97%	93%	69%	370	98%	89%	61%
Migrant								
Not Migrant	1224	97%	90%	66%	1220	98%	88%	56%

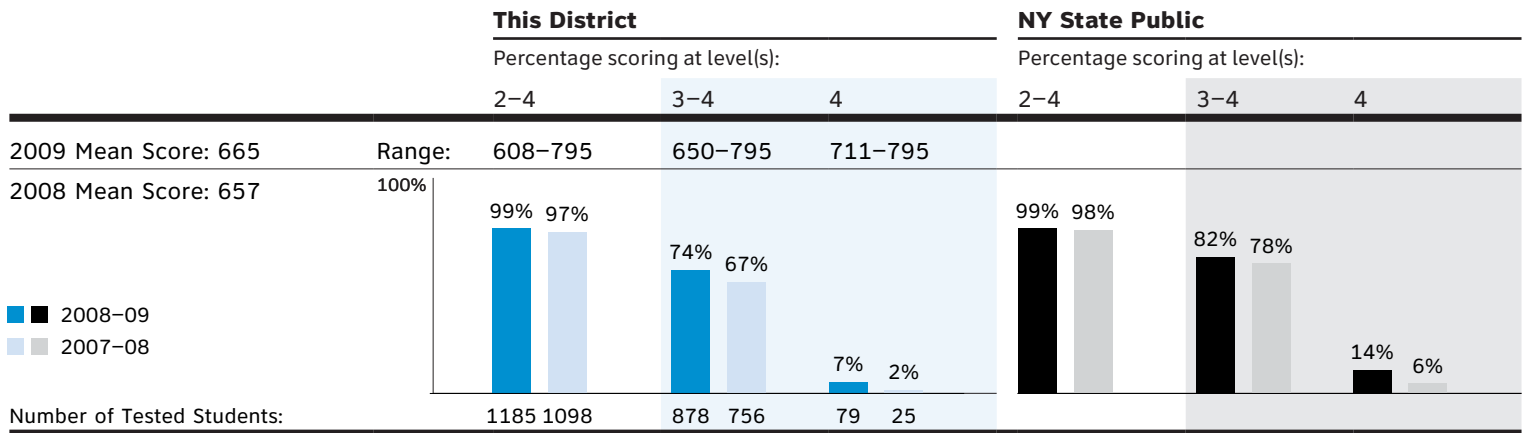
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	9	9	8	5	13	13	12	9

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	1194	99%	74%	7%	1129	97%	67%	2%
Female	557	99%	76%	7%	536	98%	67%	2%
Male	637	99%	71%	6%	593	96%	67%	2%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	216	100%	75%	7%	212	99%	66%	2%
Hispanic or Latino	860	99%	73%	6%	773	96%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	19	-	-	-
White	97	100%	76%	10%	124	99%	73%	4%
Multiracial								
Small Group Totals	21	95%	86%	19%	20	100%	80%	10%
General-Education Students	1002	100%	80%	8%	955	99%	74%	3%
Students with Disabilities	192	97%	39%	1%	174	90%	30%	1%
English Proficient	887	100%	82%	9%	914	99%	75%	3%
Limited English Proficient	307	98%	49%	1%	215	90%	33%	0%
Economically Disadvantaged	861	99%	72%	5%	790	97%	65%	2%
Not Disadvantaged	333	99%	79%	11%	339	98%	72%	2%
Migrant								
Not Migrant	1194	99%	74%	7%	1129	97%	67%	2%

NOTES

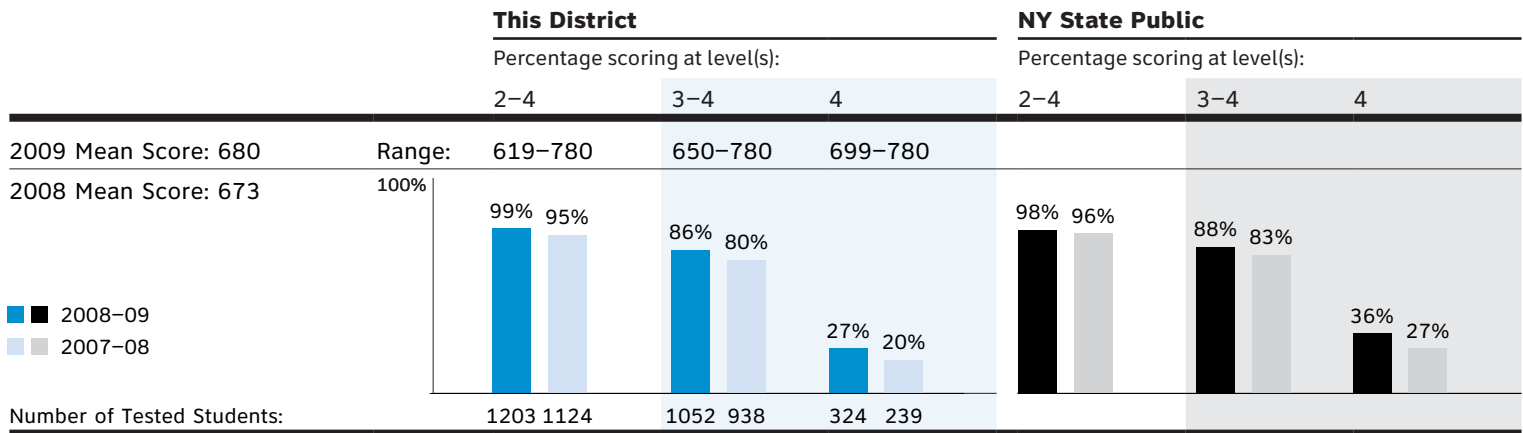
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	11	7	3	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	20	N/A	N/A	N/A	31	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

	2008-09 School Year				2007-08 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	1221	99%	86%	27%	1179	95%	80%	20%
Female	574	100%	87%	24%	560	96%	79%	20%
Male	647	98%	86%	29%	619	95%	80%	21%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	221	98%	83%	28%	217	92%	78%	16%
Hispanic or Latino	879	99%	86%	24%	816	96%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	19	-	-	-
White	98	99%	89%	39%	125	98%	90%	34%
Multiracial								
Small Group Totals	23	100%	96%	61%	21	100%	95%	43%
General-Education Students	1029	100%	92%	31%	1001	98%	85%	23%
Students with Disabilities	192	93%	57%	4%	178	83%	51%	2%
English Proficient	895	99%	90%	33%	922	97%	86%	25%
Limited English Proficient	326	97%	76%	8%	257	89%	55%	2%
Economically Disadvantaged	874	99%	85%	24%	821	95%	78%	19%
Not Disadvantaged	347	99%	88%	33%	358	96%	82%	23%
Migrant								
Not Migrant	1221	99%	86%	27%	1179	95%	80%	20%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	11	9	5	6	6	5	5

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 662	598-785	650-785	696-785*			
2008 Mean Score: 652						
Number of Tested Students:	1148 1149	886 627	49 13			

Results by Student Group

	2008-09 School Year				2007-08 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	1149	100%	77%	4%	1175	98%	53%	1%
Female	545	100%	77%	7%	547	99%	59%	1%
Male	604	100%	77%	2%	628	97%	49%	1%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	209	100%	80%	4%	191	97%	54%	2%
Hispanic or Latino	785	100%	76%	3%	809	98%	50%	1%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	24	-	-	-
White	132	100%	77%	8%	149	99%	67%	3%
Multiracial								
Small Group Totals	23	100%	96%	26%	26	100%	69%	0%
General-Education Students	974	100%	84%	5%	950	99%	63%	1%
Students with Disabilities	175	99%	39%	1%	225	92%	12%	0%
English Proficient	956	100%	84%	5%	959	99%	62%	1%
Limited English Proficient	193	100%	41%	0%	216	94%	14%	0%
Economically Disadvantaged	761	100%	75%	4%	800	98%	49%	1%
Not Disadvantaged	388	100%	80%	5%	375	97%	62%	2%
Migrant								
Not Migrant	1149	100%	77%	4%	1175	98%	53%	1%

NOTES

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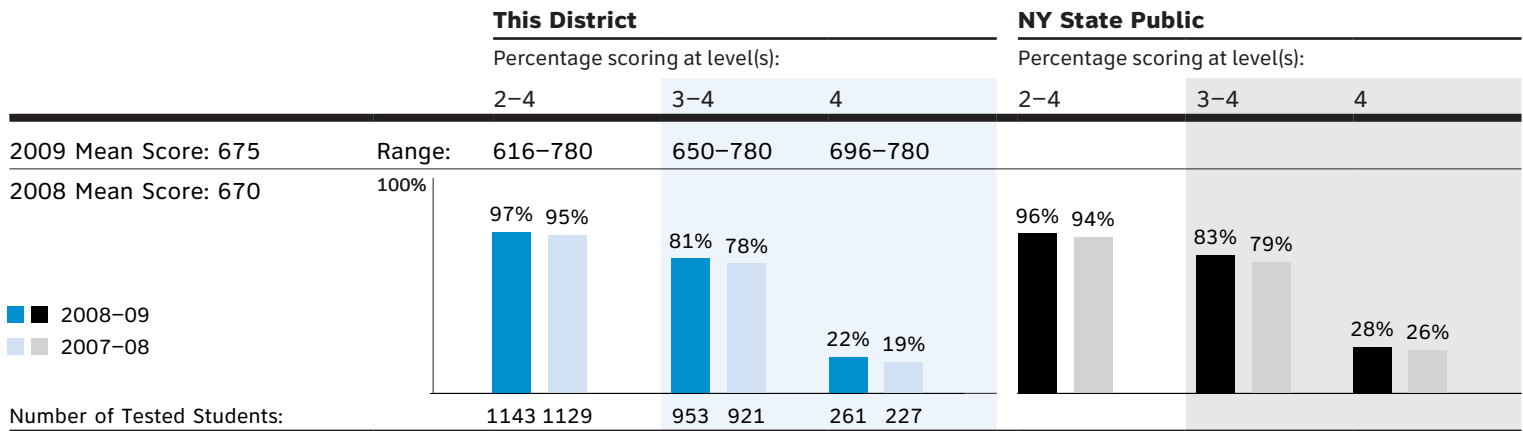
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	5	18	17	14	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	25	N/A	N/A	N/A	22	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

	2008-09 School Year				2007-08 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	1175	97%	81%	22%	1187	95%	78%	19%
Female	557	97%	82%	22%	552	97%	80%	19%
Male	618	97%	80%	22%	635	94%	76%	19%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	211	97%	82%	21%	190	92%	73%	19%
Hispanic or Latino	808	98%	79%	21%	822	96%	78%	17%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	25	-	-	-
White	132	96%	86%	29%	148	94%	80%	28%
Multiracial								
Small Group Totals	24	100%	100%	46%	27	100%	93%	41%
General-Education Students	997	99%	86%	26%	963	98%	86%	23%
Students with Disabilities	178	89%	54%	3%	224	82%	43%	4%
English Proficient	954	98%	87%	26%	951	96%	83%	23%
Limited English Proficient	221	93%	56%	5%	236	92%	56%	3%
Economically Disadvantaged	777	97%	80%	20%	805	96%	77%	16%
Not Disadvantaged	398	97%	83%	27%	382	94%	80%	26%
Migrant								
Not Migrant	1175	97%	81%	22%	1187	95%	78%	19%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	5	18	18	17	12

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
2009 Mean Score: 658	600-790	650-790	705-790*			
2008 Mean Score: 655						
	99%	98%		100%	98%	
		71%	63%		80%	70%
			2%			7%
			1%			3%
Number of Tested Students:	1181	1142	845	739	21	10

Results by Student Group

	2008-09 School Year				2007-08 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	1188	99%	71%	2%	1168	98%	63%	1%
Female	558	99%	76%	2%	561	99%	69%	1%
Male	630	99%	67%	1%	607	97%	58%	0%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	193	100%	74%	2%	197	99%	63%	0%
Hispanic or Latino	815	99%	69%	1%	815	97%	61%	1%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	28	-	-	-
White	148	100%	76%	5%	124	99%	73%	2%
Multiracial								
Small Group Totals	32	100%	91%	0%	32	100%	72%	0%
General-Education Students	971	100%	80%	2%	989	98%	70%	1%
Students with Disabilities	217	98%	31%	0%	179	94%	27%	0%
English Proficient	1000	100%	79%	2%	1018	99%	70%	1%
Limited English Proficient	188	98%	30%	0%	150	88%	19%	0%
Economically Disadvantaged	751	99%	70%	2%	765	98%	61%	1%
Not Disadvantaged	437	99%	73%	2%	403	98%	67%	0%
Migrant								
Not Migrant	1188	99%	71%	2%	1168	98%	63%	1%

NOTES

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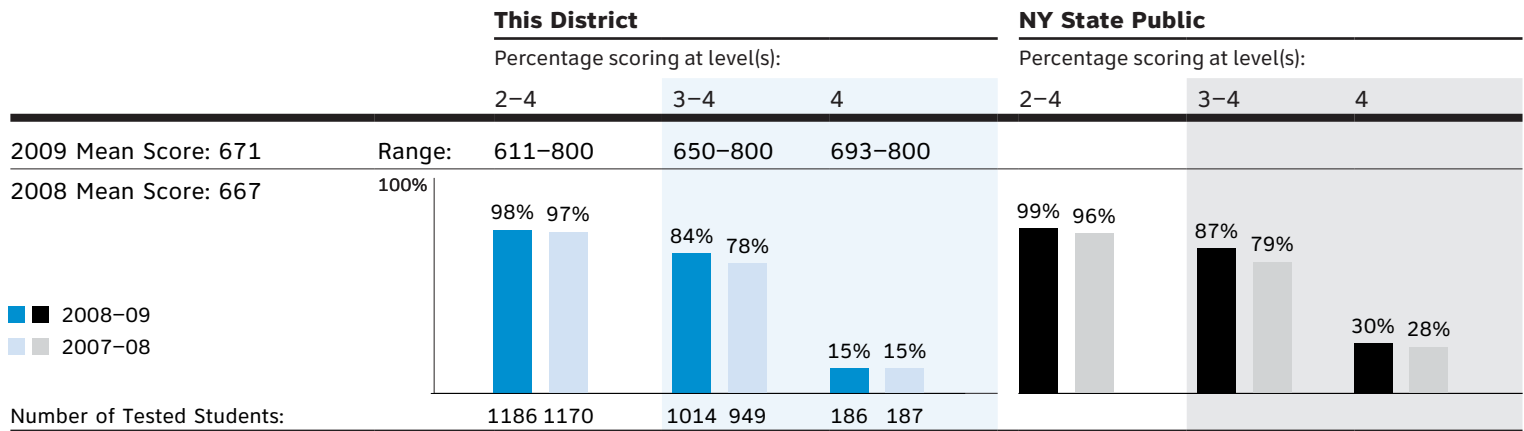
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	17	17	15	10	10	10	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	27	N/A	N/A	N/A	40	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

	2008-09 School Year				2007-08 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	98%	84%	15%	1212	97%	78%	15%
Female	569	98%	85%	16%	581	97%	81%	15%
Male	637	98%	83%	15%	631	96%	76%	16%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	189	97%	78%	16%	195	95%	75%	13%
Hispanic or Latino	837	98%	85%	13%	859	97%	77%	14%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	28	100%	96%	36%
White	149	99%	87%	23%	125	98%	85%	27%
Multiracial					1	-	-	-
Small Group Totals	31	100%	94%	32%	5	100%	80%	0%
General-Education Students	989	100%	90%	18%	1036	99%	84%	18%
Students with Disabilities	217	92%	58%	3%	176	85%	43%	2%
English Proficient	992	98%	87%	18%	1016	97%	82%	18%
Limited English Proficient	214	98%	69%	6%	196	92%	61%	3%
Economically Disadvantaged	762	98%	83%	13%	788	96%	78%	14%
Not Disadvantaged	444	98%	86%	19%	424	97%	79%	18%
Migrant								
Not Migrant	1206	98%	84%	15%	1212	97%	78%	15%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	17	16	12	7	10	8	6	1

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	
2009 Mean Score: 651	Range: 602-790			650-790			715-790
2008 Mean Score: 643							
Number of Tested Students:	1148	1061	687	466	18	14	

Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1185	97%	58%	2%	1153	92%	40%	1%
Female	576	97%	62%	1%	570	95%	47%	2%
Male	609	97%	54%	2%	583	89%	34%	1%
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	203	100%	58%	3%	246	95%	41%	2%
Hispanic or Latino	828	96%	55%	1%	756	90%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	81%	4%	21	-	-	-
White	123	99%	72%	2%	129	95%	48%	0%
Multiracial					1	-	-	-
Small Group Totals					22	95%	45%	0%
General-Education Students	1007	97%	65%	2%	978	95%	47%	1%
Students with Disabilities	178	96%	17%	1%	175	74%	6%	0%
English Proficient	1014	99%	66%	2%	1032	95%	45%	1%
Limited English Proficient	171	83%	11%	0%	121	63%	4%	0%
Economically Disadvantaged	692	97%	55%	1%	678	90%	35%	1%
Not Disadvantaged	493	97%	62%	2%	475	95%	49%	1%
Migrant								
Not Migrant	1185	97%	58%	2%	1153	92%	40%	1%

NOTES

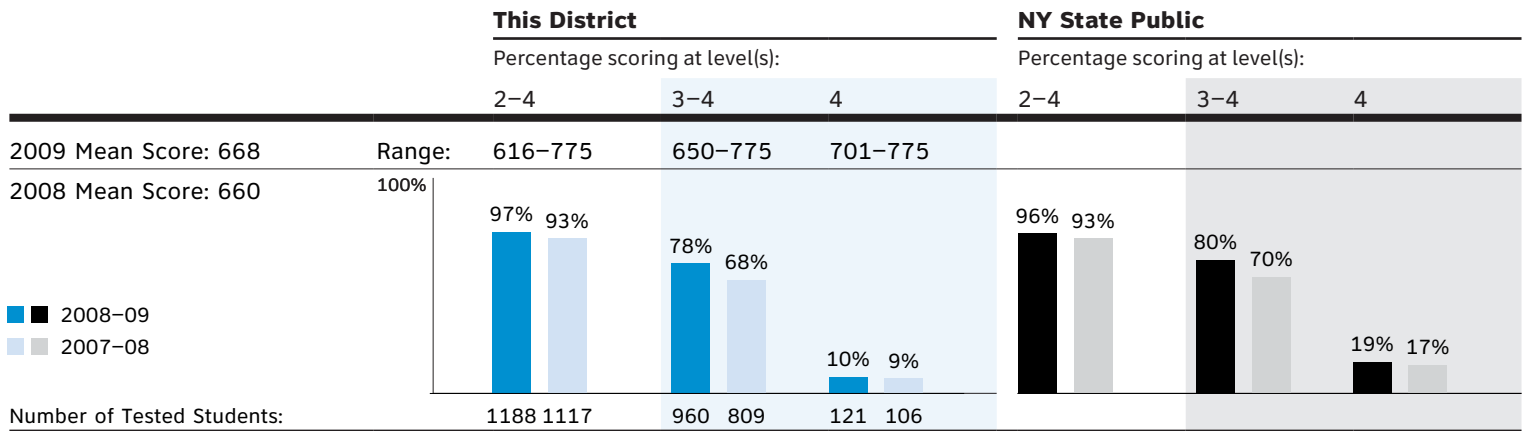
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Other Assessments

	2008-09 School Year				2007-08 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	11	11	10	8	10	9	6	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	28	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

	2008-09 School Year				2007-08 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	1228	97%	78%	10%	1196	93%	68%	9%
Female	592	97%	79%	11%	589	96%	73%	10%
Male	636	96%	78%	9%	607	91%	63%	8%
American Indian or Alaska Native	5	100%	60%	0%				
Black or African American	207	96%	72%	7%	248	90%	63%	7%
Hispanic or Latino	866	97%	79%	9%	796	94%	68%	8%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	96%	26%	21	-	-	-
White	123	95%	83%	20%	130	94%	73%	15%
Multiracial					1	-	-	-
Small Group Totals					22	95%	77%	23%
General-Education Students	1045	99%	83%	11%	1019	97%	74%	10%
Students with Disabilities	183	86%	50%	1%	177	75%	28%	1%
English Proficient	1021	97%	81%	11%	1035	94%	69%	9%
Limited English Proficient	207	94%	62%	2%	161	87%	56%	5%
Economically Disadvantaged	721	98%	79%	10%	696	94%	67%	6%
Not Disadvantaged	507	95%	77%	9%	500	93%	69%	12%
Migrant								
Not Migrant	1228	97%	78%	10%	1196	93%	68%	9%

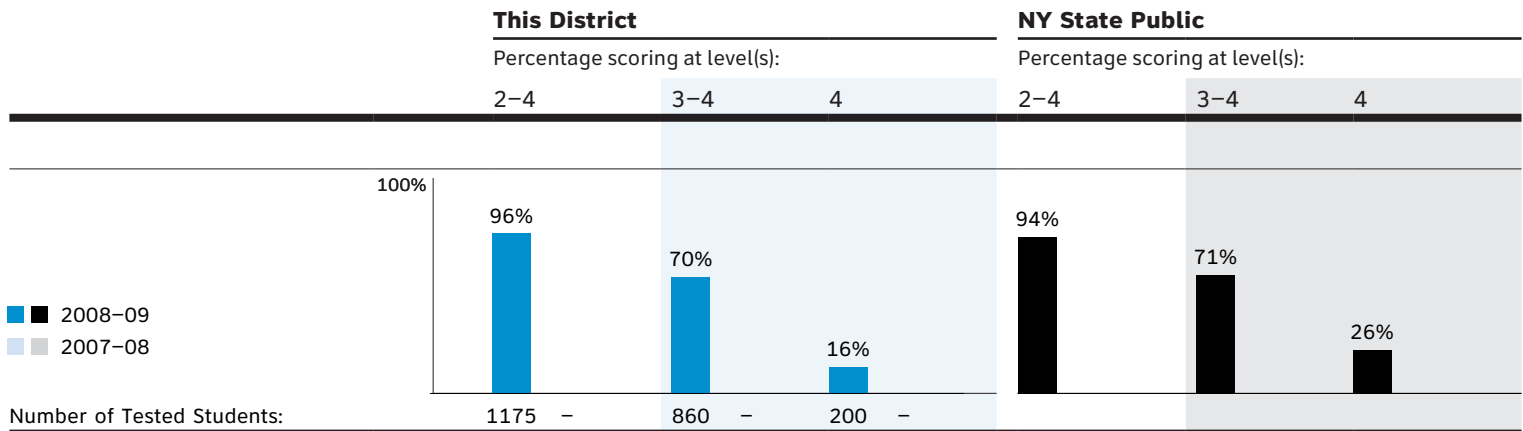
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	11	10	9	6	10	6	5	1

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1226	96%	70%	16%	1175	98%	78%	23%
Female	593	95%	66%	14%	580	98%	78%	19%
Male	633	97%	74%	19%	595	97%	77%	27%
American Indian or Alaska Native	5	-	-	-				
Black or African American	209	94%	68%	15%	235	97%	75%	21%
Hispanic or Latino	862	96%	68%	15%	788	98%	78%	23%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	85%	27%	21	-	-	-
White	123	97%	85%	28%	130	97%	82%	32%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	83%	50%	0%	22	100%	73%	23%
General-Education Students	1042	98%	75%	18%	1007	99%	82%	27%
Students with Disabilities	184	85%	43%	8%	168	90%	50%	4%
English Proficient	1022	97%	77%	19%	1016	98%	81%	26%
Limited English Proficient	204	89%	36%	1%	159	95%	53%	7%
Economically Disadvantaged	719	96%	70%	15%	686	97%	75%	20%
Not Disadvantaged	507	96%	70%	18%	489	98%	82%	28%
Migrant								
Not Migrant	1226	96%	70%	16%	1175	98%	78%	23%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	11	9	8	5	10	10	5	3
Regents Science	0				2	-	-	-

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

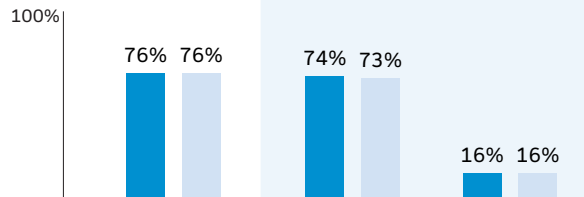
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

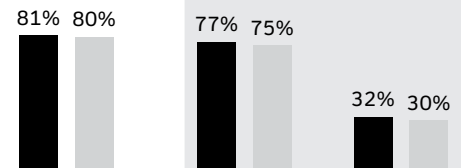
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1306	76%	74%	16%	1279	76%	73%	16%
Female	644	80%	78%	21%	633	79%	76%	18%
Male	662	71%	69%	10%	646	73%	71%	13%
American Indian or Alaska Native					3	-	-	-
Black or African American	265	80%	77%	20%	296	82%	79%	18%
Hispanic or Latino	849	74%	71%	13%	788	72%	69%	11%
Asian or Native Hawaiian/Other Pacific Islander	35	83%	80%	31%	31	-	-	-
White	157	79%	78%	20%	161	83%	81%	29%
Multiracial								
Small Group Totals					34	91%	88%	32%
General-Education Students	1169	79%	77%	18%	1115	80%	77%	18%
Students with Disabilities	137	47%	42%	1%	164	52%	48%	1%
English Proficient	1161	79%	77%	18%	1134	79%	77%	18%
Limited English Proficient	145	49%	43%	0%	145	54%	48%	1%
Economically Disadvantaged	493	84%	82%	18%	459	82%	78%	15%
Not Disadvantaged	813	71%	69%	15%	820	73%	71%	16%
Migrant								
Not Migrant	1306	76%	74%	16%	1279	76%	73%	16%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *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

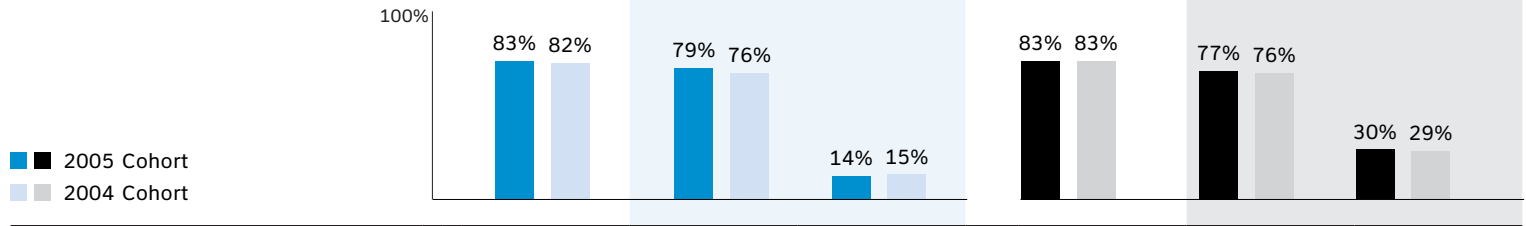
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1306	83%	79%	14%	1279	82%	76%	15%
Female	644	86%	82%	16%	633	85%	79%	17%
Male	662	80%	75%	13%	646	78%	73%	12%
American Indian or Alaska Native					3	-	-	-
Black or African American	265	82%	78%	15%	296	85%	78%	15%
Hispanic or Latino	849	83%	78%	12%	788	79%	73%	11%
Asian or Native Hawaiian/Other Pacific Islander	35	86%	83%	40%	31	-	-	-
White	157	85%	82%	21%	161	86%	82%	27%
Multiracial								
Small Group Totals					34	91%	91%	41%
General-Education Students	1169	86%	82%	16%	1115	85%	80%	16%
Students with Disabilities	137	58%	46%	0%	164	57%	45%	4%
English Proficient	1161	84%	80%	16%	1134	83%	78%	16%
Limited English Proficient	145	73%	64%	1%	145	72%	61%	5%
Economically Disadvantaged	493	89%	85%	14%	459	90%	83%	15%
Not Disadvantaged	813	79%	74%	14%	820	77%	72%	15%
Migrant								
Not Migrant	1306	83%	79%	14%	1279	82%	76%	15%

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

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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