



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **BRENTWOOD UNION FREE SCHOOL  
DISTRICT**

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

Superintendent **DONNA JONES**

Telephone **(631) 434-2325**

Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### 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 View School Accountability Status.**

This section lists all schools in your district by 2010–11 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.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

## 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

	2007-08	2008-09	2009-10
Pre-K	61	823	801
Kindergarten	1304	1323	1309
Grade 1	1277	1315	1361
Grade 2	1297	1281	1307
Grade 3	1232	1260	1266
Grade 4	1218	1220	1265
Grade 5	1176	1216	1227
Grade 6	1196	1178	1203
Ungraded Elementary	0	0	35
Grade 7	1212	1201	1179
Grade 8	1189	1211	1195
Grade 9	1240	1247	1247
Grade 10	1369	1363	1412
Grade 11	1217	1277	1303
Grade 12	886	883	868
Ungraded Secondary	0	0	40
<b>Total K-12</b>	<b>15813</b>	<b>15975</b>	<b>16217</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	21	22	23
<b>Grade 8</b>			
English	19	21	22
Mathematics	20	22	22
Science	23	23	25
Social Studies	22	24	24
<b>Grade 10</b>			
English	25	26	28
Mathematics	20	21	24
Science	23	23	22
Social Studies	26	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

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	7320	46%	8056	50%	7823	48%
Reduced-Price Lunch	2565	16%	2669	17%	2694	17%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4294	27%	4482	28%	3997	25%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	42	0%	46	0%	40	0%
Black or African American	2803	18%	2674	17%	2597	16%
Hispanic or Latino	10991	70%	11356	71%	11740	72%
Asian or Native Hawaiian/Other Pacific Islander	320	2%	326	2%	345	2%
White	1657	10%	1573	10%	1491	9%
Multiracial	0	0%	0	0%	4	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		95%
Student Suspensions	1551	9%	1258	8%	1137	7%

## 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.

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	1227	1246	1226
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	8%	8%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	63%	67%	73%
<b>Total Number of Core Classes</b>	3224	3205	3070
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	3871	3988	3837
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	20%	27%
Turnover Rate of All Teachers	12%	12%	11%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	240	116	195
Total Paraprofessionals*	485	429	404
Assistant Principals	20	23	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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## 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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### 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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

*Science:* The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

*Graduation Rate:* The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:  
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## 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.p12.nysed.gov/irts/accountability/>.

### 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 (2010–11)

**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

2008–09	2009–10	2010–11
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			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	6 of 8	8 of 8	1 of 1	4 of 7	4 of 7	1 of 1

#### AYP Status


- Made AYP
- 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**  
**(2010–11)**

**Accountability Measures** 6 of 8 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (7532:7106)			100%		160	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (1216:1137)			100%		161	152	
Hispanic or Latino (5489:5166)			100%		158	153	
Asian or Native Hawaiian/Other Pacific Islander (159:151)			99%		172	147	
White (658:642)			100%		167	151	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (1195:1248)			99%		124	152	128    88
Limited English Proficient (2011:2633)			100%		146	153	153    110
Economically Disadvantaged (5262:4977)			100%		158	153	
<b>Final AYP Determination</b>	 6 of 8						
<b>Non-Accountability Groups</b>							
Female (3590:3369)			100%		165	153	
Male (3942:3737)			100%		156	153	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**




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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (7519:7177)			100%		182	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (1213:1134)			100%		180	132	
Hispanic or Latino (5481:5238)			100%		182	133	
Asian or Native Hawaiian/Other Pacific Islander (158:152)			99%		195	127	
White (657:643)			100%		185	131	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (1192:1248)			100%		146	132	
Limited English Proficient (2006:2709)			100%		177	133	
Economically Disadvantaged (5253:5036)			100%		182	133	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (3584:3412)			100%		184	133	
Male (3935:3765)			100%		181	133	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010-11)**

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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009-10 2010-11
<b>Accountability Groups</b>								
<b>All Students</b> (2539:2401)		Qualified		99%		182	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (391:363)		Qualified		99%		179	100	
Hispanic or Latino (1854:1754)		Qualified		99%		181	100	
Asian or Native Hawaiian/Other Pacific Islander (56:55)		Qualified		100%		193	100	
White (234:225)		Qualified		99%		185	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (445:453)		Qualified		98%		163	100	
Limited English Proficient (667:889)		Qualified		99%		178	100	
Economically Disadvantaged (1748:1643)		Qualified		99%		182	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (1235:1155)				99%		183	100	
Male (1304:1246)				99%		181	100	
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level English Language Arts























**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 4 of 7 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2249:978)			95%		172	173	170    175
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (244:209)			98%		179	169	
Hispanic or Latino (1408:603)			96%		166	173	166    169
Asian or Native Hawaiian/Other Pacific Islander (34:26)	—	—	—	—	—	—	—
White (293:137)			90%		188	168	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (232:137)			92%		142	168	121    148
Limited English Proficient (86:132)			100%		102	168	124 <sup>‡</sup> 112
Economically Disadvantaged (394:405)			98%		172	172	
<b>Final AYP Determination</b>	 4 of 7						
<b>Non-Accountability Groups</b>							
Female (581:463)			94%		179	172	
Male (618:515)			94%		165	172	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.























## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 4 of 7 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (1199:978)			95%		185	169	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (244:209)			98%		187	165	
Hispanic or Latino (745:603)			96%		183	169	
Asian or Native Hawaiian/Other Pacific Islander (34:26)	—	—	—	—	—	—	—
White (293:137)			92%		191	164	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (232:137)			92%		168	164	
Limited English Proficient (86:132)			100%		152	164	160 <sup>‡</sup> 157
Economically Disadvantaged (394:405)			98%		185	168	
<b>Final AYP Determination</b>		4 of 7					
<b>Non-Accountability Groups</b>							
Female (581:463)			96%		190	168	
Male (618:515)			95%		180	168	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.











## Graduation Rate

**Accountability Status for This Indicator (2010–11)**  Good Standing

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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
Accountability Groups					2009–10	2010–11
<b>All Students</b> (1255)			71%	80%	70%	73%
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (255)			76%	80%	74%	77%
Hispanic or Latino (821)			68%	80%	67%	70%
Asian or Native Hawaiian/Other Pacific Islander (34)			71%	80%	78%	73%
White (145)			77%	80%	77%	78%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (150)			56%	80%	55%	61%
Limited English Proficient (166)			48%	80%	57%	54%
Economically Disadvantaged (476)			77%	80%	74%	78%
<b>Final AYP Determination</b>	 1 of 1					
<b>Non-Accountability Groups</b>						
Female (622)			76%	80%		
Male (633)			66%	80%		
Migrant (0)						

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **74%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

## 2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

---

### In Good Standing

12 schools identified 71% of total

EAST ELEMENTARY SCHOOL  
EAST MIDDLE SCHOOL  
FRESHMAN CENTER  
LAUREL PARK ELEMENTARY SCHOOL  
NORTH 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) Focused

1 school identified 6% of total

BRENTWOOD HIGH SCHOOL

---

### Improvement (year 2) Basic

1 school identified 6% of total

LORETTA PARK ELEMENTARY SCHOOL

---

### Corrective Action (year 1) Focused

2 schools identified 12% of total

NORTH MIDDLE SCHOOL  
NORTHEAST ELEMENTARY SCHOOL

---

### Corrective Action (year 2) Focused

1 school identified 6% of total

HEMLOCK ELEMENTARY SCHOOL

---



# 4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

## Summary of 2009–10 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%	
<b>English Language Arts</b>				
Grade 3	41%			1249
Grade 4	41%			1258
Grade 5	41%			1201
Grade 6	38%			1188
Grade 7	35%			1165
Grade 8	32%			1178
<b>Mathematics</b>				
Grade 3	46%			1267
Grade 4	54%			1275
Grade 5	60%			1232
Grade 6	51%			1224
Grade 7	51%			1196
Grade 8	41%			1215
<b>Science</b>				
Grade 4	92%			1275
Grade 8	73%			1201

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	77%			1141
Mathematics	84%			1141

### 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.p12.nysed.gov/irts](http://www.p12.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
2010 Mean Score: 659	*Range: 643-780	662-780	694-780			
2009 Mean Score: 655						
Number of Tested Students:	988	1122	507	748	110	46

## Results by Student Group

	2009-10 School Year				2008-09 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>1249</b>	<b>79%</b>	<b>41%</b>	<b>9%</b>	<b>1252</b>	<b>90%</b>	<b>60%</b>	<b>4%</b>
Female	588	82%	43%	10%	598	94%	65%	3%
Male	661	77%	39%	8%	654	85%	55%	4%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	177	80%	45%	14%	187	88%	61%	5%
Hispanic or Latino	954	78%	38%	7%	942	90%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	25	-	-	-
White	82	83%	54%	15%	94	89%	64%	7%
Multiracial								
Small Group Totals	36	89%	53%	11%	29	93%	69%	10%
General-Education Students	1097	84%	44%	10%	1059	96%	67%	4%
Students with Disabilities	152	45%	14%	3%	193	55%	21%	1%
English Proficient	747	87%	52%	12%	702	92%	70%	6%
Limited English Proficient	502	68%	24%	5%	550	87%	47%	1%
Economically Disadvantaged	958	78%	37%	7%	919	89%	57%	3%
Not Disadvantaged	291	83%	53%	14%	333	92%	68%	6%
Migrant								
Not Migrant	1249	79%	41%	9%	1252	90%	60%	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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

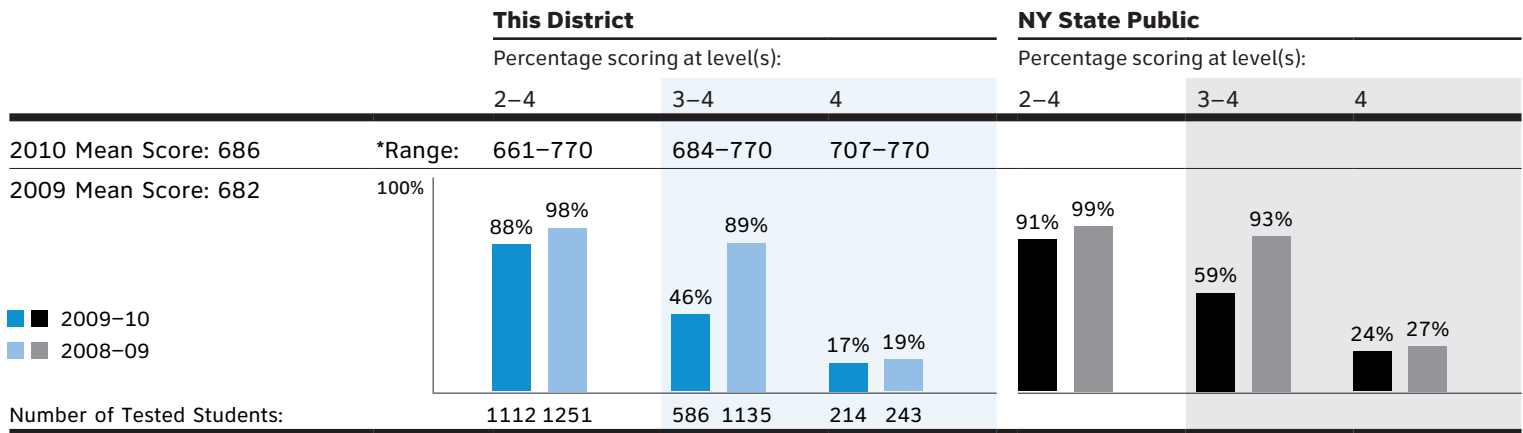
## Other

### Assessments

	2009-10 School Year				2008-09 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	20	19	18	13	17	15	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	18	N/A	N/A	N/A	15	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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>1267</b>	<b>88%</b>	<b>46%</b>	<b>17%</b>	<b>1279</b>	<b>98%</b>	<b>89%</b>	<b>19%</b>
Female	594	89%	45%	14%	614	99%	90%	18%
Male	673	87%	47%	19%	665	97%	87%	20%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	179	86%	41%	19%	189	96%	86%	19%
Hispanic or Latino	969	88%	45%	15%	966	98%	89%	18%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	27	-	-	-
White	82	88%	56%	26%	93	98%	94%	25%
Multiracial								
Small Group Totals	37	95%	73%	38%	31	100%	97%	32%
General-Education Students	1115	91%	49%	19%	1087	100%	94%	22%
Students with Disabilities	152	62%	24%	5%	192	88%	58%	4%
English Proficient	747	92%	59%	23%	709	98%	90%	27%
Limited English Proficient	520	82%	28%	8%	570	98%	87%	9%
Economically Disadvantaged	973	87%	43%	15%	936	98%	88%	17%
Not Disadvantaged	294	90%	57%	24%	343	98%	92%	24%
Migrant								
Not Migrant	1267	88%	46%	17%	1279	98%	89%	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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	20	20	17	14	17	17	16	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
2010 Mean Score: 662	*Range: 637-775	668-775	720-775			
2009 Mean Score: 659						
Number of Tested Students:	1103	1107	519	816	19	28

## Results by Student Group

	2009-10 School Year				2008-09 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>1258</b>	<b>88%</b>	<b>41%</b>	<b>2%</b>	<b>1186</b>	<b>93%</b>	<b>69%</b>	<b>2%</b>
Female	614	91%	45%	2%	548	96%	72%	3%
Male	644	84%	38%	1%	638	91%	66%	1%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	178	87%	38%	1%	195	93%	66%	5%
Hispanic or Latino	960	87%	40%	1%	855	93%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	20	-	-	-
White	91	91%	55%	4%	114	96%	75%	4%
Multiracial								
Small Group Totals	29	93%	48%	3%	22	95%	82%	0%
General-Education Students	1066	94%	47%	2%	1023	97%	75%	3%
Students with Disabilities	192	55%	10%	0%	163	68%	31%	0%
English Proficient	828	93%	52%	2%	778	97%	80%	4%
Limited English Proficient	430	78%	21%	0%	408	87%	48%	0%
Economically Disadvantaged	959	87%	40%	2%	848	93%	67%	2%
Not Disadvantaged	299	90%	45%	1%	338	94%	72%	3%
Migrant								
Not Migrant	1258	88%	41%	2%	1186	93%	69%	2%

### NOTES

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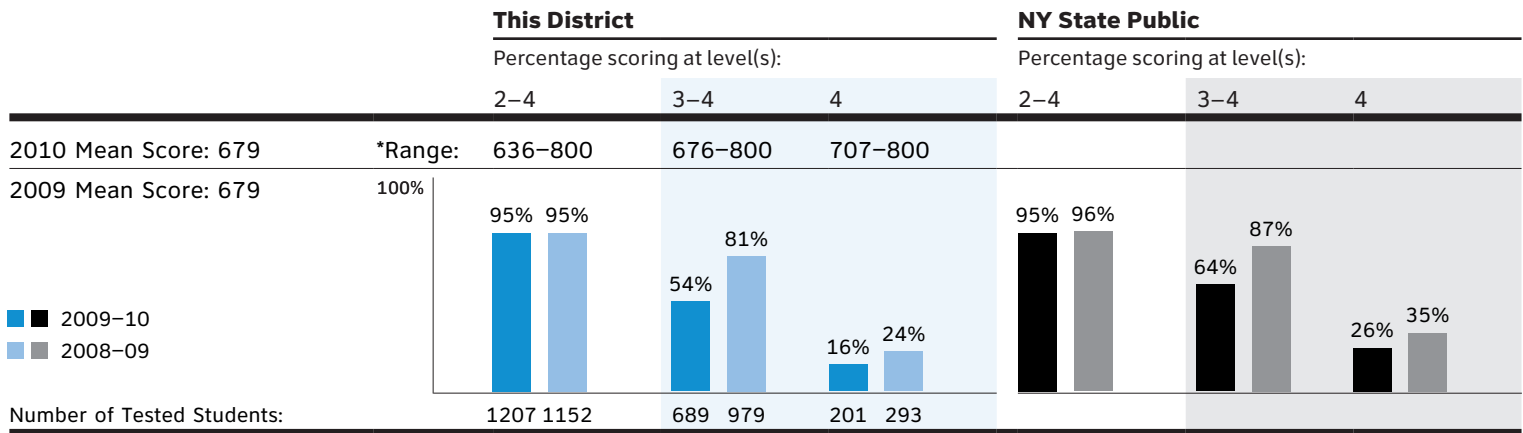
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	20	18	15	11	9	9	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	25	N/A	N/A	N/A	27	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	23	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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>1275</b>	<b>95%</b>	<b>54%</b>	<b>16%</b>	<b>1209</b>	<b>95%</b>	<b>81%</b>	<b>24%</b>
Female	626	96%	52%	15%	558	97%	82%	22%
Male	649	93%	56%	17%	651	94%	80%	26%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	178	96%	53%	16%	196	92%	77%	23%
Hispanic or Latino	975	94%	53%	14%	878	96%	81%	23%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	19	-	-	-
White	92	97%	64%	25%	113	95%	87%	35%
Multiracial					1	-	-	-
Small Group Totals	30	100%	67%	27%	22	100%	95%	41%
General-Education Students	1083	98%	60%	18%	1045	99%	87%	27%
Students with Disabilities	192	76%	18%	3%	164	73%	45%	7%
English Proficient	821	97%	67%	22%	769	97%	89%	32%
Limited English Proficient	454	91%	31%	5%	440	93%	67%	10%
Economically Disadvantaged	971	95%	51%	14%	867	96%	80%	22%
Not Disadvantaged	304	95%	65%	21%	342	94%	82%	30%
Migrant								
Not Migrant	1275	95%	54%	16%	1209	95%	81%	24%

### NOTES

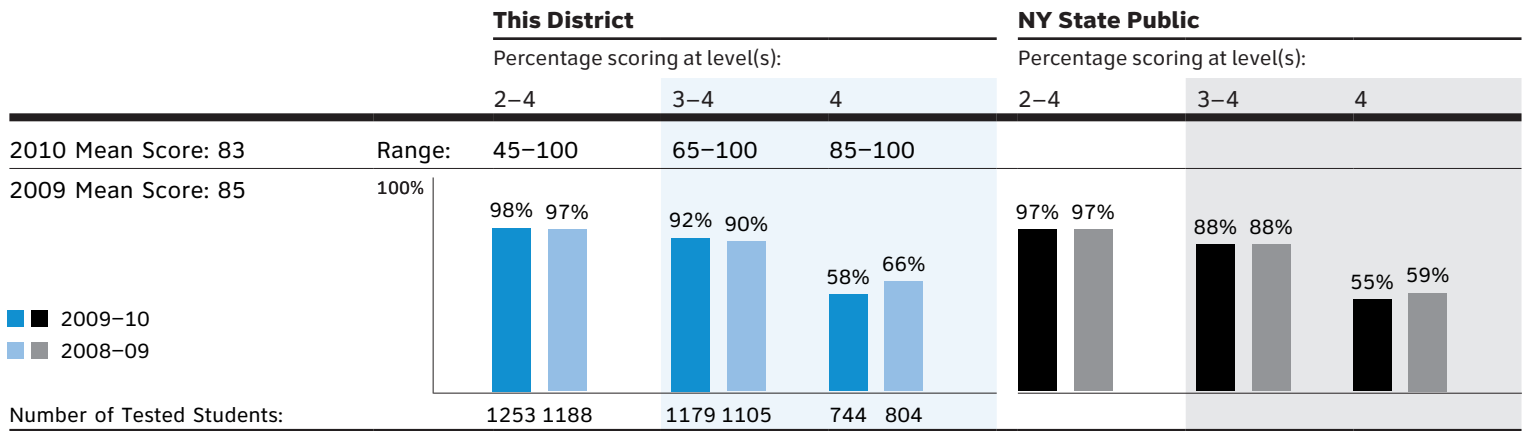
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	20	20	17	14	9	9	6	6

## This District's Results in Grade 4 Science



## Results by Student Group

	2009-10 School Year				2008-09 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>1275</b>	<b>98%</b>	<b>92%</b>	<b>58%</b>	<b>1224</b>	<b>97%</b>	<b>90%</b>	<b>66%</b>
Female	627	98%	93%	58%	566	99%	91%	66%
Male	648	98%	92%	59%	658	96%	90%	65%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	178	100%	93%	58%	196	97%	87%	65%
Hispanic or Latino	976	98%	92%	57%	892	97%	90%	64%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	19	-	-	-
White	91	99%	97%	64%	114	99%	95%	80%
Multiracial					1	-	-	-
Small Group Totals	30	100%	100%	73%	22	100%	91%	77%
General-Education Students	1083	99%	95%	64%	1059	98%	94%	71%
Students with Disabilities	192	96%	79%	27%	165	88%	68%	33%
English Proficient	822	99%	97%	72%	776	99%	95%	80%
Limited English Proficient	453	96%	85%	34%	448	94%	82%	40%
Economically Disadvantaged	975	98%	92%	56%	881	97%	89%	64%
Not Disadvantaged	300	98%	93%	67%	343	97%	93%	69%
Migrant								
Not Migrant	1275	98%	92%	58%	1224	97%	90%	66%

### 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

	2009-10 School Year				2008-09 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	20	20	18	15	9	9	8	5

## 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
2010 Mean Score: 665	*Range: 647-795	666-795	700-795			
2009 Mean Score: 665						
Number of Tested Students:	1023	1185	490	878	67	79

### Results by Student Group

	2009-10 School Year				2008-09 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>1201</b>	<b>85%</b>	<b>41%</b>	<b>6%</b>	<b>1194</b>	<b>99%</b>	<b>74%</b>	<b>7%</b>
Female	554	87%	46%	7%	557	99%	76%	7%
Male	647	83%	37%	4%	637	99%	71%	6%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	191	80%	36%	6%	216	100%	75%	7%
Hispanic or Latino	878	85%	41%	6%	860	99%	73%	6%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	19	-	-	-
White	111	91%	48%	5%	97	100%	76%	10%
Multiracial								
Small Group Totals	21	90%	48%	0%	21	95%	86%	19%
General-Education Students	1026	91%	46%	7%	1002	100%	80%	8%
Students with Disabilities	175	50%	10%	0%	192	97%	39%	1%
English Proficient	880	91%	50%	7%	887	100%	82%	9%
Limited English Proficient	321	69%	15%	1%	307	98%	49%	1%
Economically Disadvantaged	899	83%	38%	5%	861	99%	72%	5%
Not Disadvantaged	302	90%	48%	9%	333	99%	79%	11%
Migrant								
Not Migrant	1201	85%	41%	6%	1194	99%	74%	7%

#### NOTES

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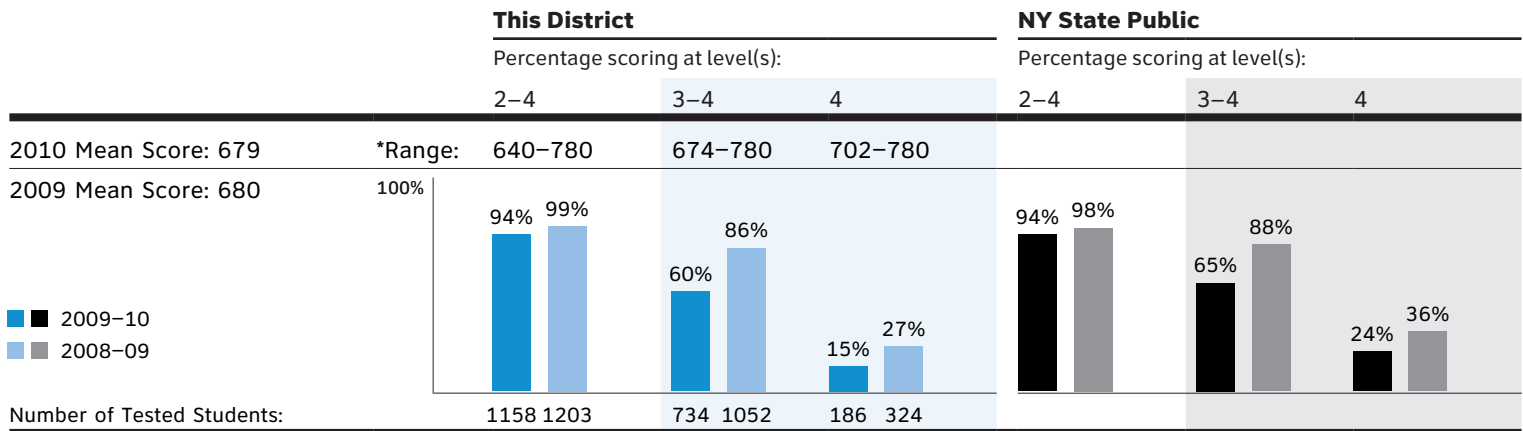
### Other

#### Assessments

	2009-10 School Year				2008-09 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	10	10	10	6	11	11	7	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	20	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	33	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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>1232</b>	<b>94%</b>	<b>60%</b>	<b>15%</b>	<b>1221</b>	<b>99%</b>	<b>86%</b>	<b>27%</b>
Female	571	95%	59%	15%	574	100%	87%	24%
Male	661	93%	60%	15%	647	98%	86%	29%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	192	92%	54%	15%	221	98%	83%	28%
Hispanic or Latino	907	94%	58%	14%	879	99%	86%	24%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	21	-	-	-
White	111	95%	74%	23%	98	99%	89%	39%
Multiracial								
Small Group Totals	22	95%	82%	27%	23	100%	96%	61%
General-Education Students	1058	97%	65%	17%	1029	100%	92%	31%
Students with Disabilities	174	75%	27%	3%	192	93%	57%	4%
English Proficient	878	96%	69%	20%	895	99%	90%	33%
Limited English Proficient	354	89%	35%	4%	326	97%	76%	8%
Economically Disadvantaged	923	94%	59%	14%	874	99%	85%	24%
Not Disadvantaged	309	95%	61%	18%	347	99%	88%	33%
Migrant								
Not Migrant	1232	94%	60%	15%	1221	99%	86%	27%

### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 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	10	10	10	7	11	11	9	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
2010 Mean Score: 657	*Range: 644-785	662-785	694-785			
2009 Mean Score: 662						
Number of Tested Students:	995	1148	457	886	19	49

## Results by Student Group

	2009-10 School Year				2008-09 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>1188</b>	<b>84%</b>	<b>38%</b>	<b>2%</b>	<b>1149</b>	<b>100%</b>	<b>77%</b>	<b>4%</b>
Female	558	87%	40%	3%	545	100%	77%	7%
Male	630	81%	37%	1%	604	100%	77%	2%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	226	89%	46%	3%	209	100%	80%	4%
Hispanic or Latino	847	82%	34%	1%	785	100%	76%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	21	-	-	-
White	94	86%	54%	4%	132	100%	77%	8%
Multiracial								
Small Group Totals	21	90%	48%	5%	23	100%	96%	26%
General-Education Students	996	91%	45%	2%	974	100%	84%	5%
Students with Disabilities	192	47%	5%	1%	175	99%	39%	1%
English Proficient	976	91%	46%	2%	956	100%	84%	5%
Limited English Proficient	212	51%	6%	0%	193	100%	41%	0%
Economically Disadvantaged	813	84%	37%	1%	761	100%	75%	4%
Not Disadvantaged	375	84%	42%	2%	388	100%	80%	5%
Migrant								
Not Migrant	1188	84%	38%	2%	1149	100%	77%	4%

### NOTES

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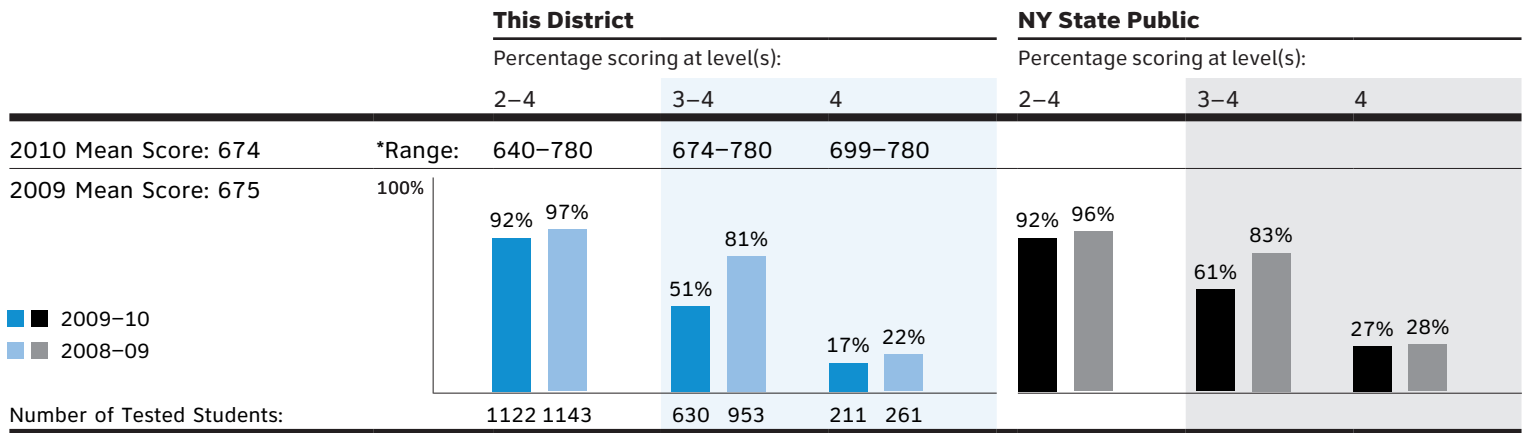
## Other

### Assessments

	2009-10 School Year				2008-09 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	13	11	9	7	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	31	N/A	N/A	N/A	25	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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>1224</b>	<b>92%</b>	<b>51%</b>	<b>17%</b>	<b>1175</b>	<b>97%</b>	<b>81%</b>	<b>22%</b>
Female	583	91%	51%	17%	557	97%	82%	22%
Male	641	92%	52%	17%	618	97%	80%	22%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	230	90%	50%	16%	211	97%	82%	21%
Hispanic or Latino	878	92%	50%	17%	808	98%	79%	21%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	22	-	-	-
White	95	91%	58%	24%	132	96%	86%	29%
Multiracial								
Small Group Totals	21	95%	76%	29%	24	100%	100%	46%
General-Education Students	1031	96%	59%	20%	997	99%	86%	26%
Students with Disabilities	193	67%	13%	2%	178	89%	54%	3%
English Proficient	980	94%	59%	20%	954	98%	87%	26%
Limited English Proficient	244	82%	22%	6%	221	93%	56%	5%
Economically Disadvantaged	838	92%	50%	16%	777	97%	80%	20%
Not Disadvantaged	386	90%	54%	20%	398	97%	83%	27%
Migrant								
Not Migrant	1224	92%	51%	17%	1175	97%	81%	22%

### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 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	13	13	11	10	6	6	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
2010 Mean Score: 659	*Range: 642-790	664-790	698-790			
2009 Mean Score: 658						
Number of Tested Students:	1000	1181	409	845	46	21

## Results by Student Group

	2009-10 School Year				2008-09 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>1165</b>	<b>86%</b>	<b>35%</b>	<b>4%</b>	<b>1188</b>	<b>99%</b>	<b>71%</b>	<b>2%</b>
Female	561	88%	40%	6%	558	99%	76%	2%
Male	604	84%	31%	2%	630	99%	67%	1%
American Indian or Alaska Native					3	-	-	-
Black or African American	206	89%	40%	5%	193	100%	74%	2%
Hispanic or Latino	807	84%	32%	3%	815	99%	69%	1%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	75%	17%	29	-	-	-
White	128	88%	41%	5%	148	100%	76%	5%
Multiracial								
Small Group Totals					32	100%	91%	0%
General-Education Students	987	92%	40%	5%	971	100%	80%	2%
Students with Disabilities	178	53%	9%	1%	217	98%	31%	0%
English Proficient	982	93%	41%	5%	1000	100%	79%	2%
Limited English Proficient	183	50%	6%	0%	188	98%	30%	0%
Economically Disadvantaged	727	85%	33%	4%	751	99%	70%	2%
Not Disadvantaged	438	88%	39%	4%	437	99%	73%	2%
Migrant								
Not Migrant	1165	86%	35%	4%	1188	99%	71%	2%

### NOTES

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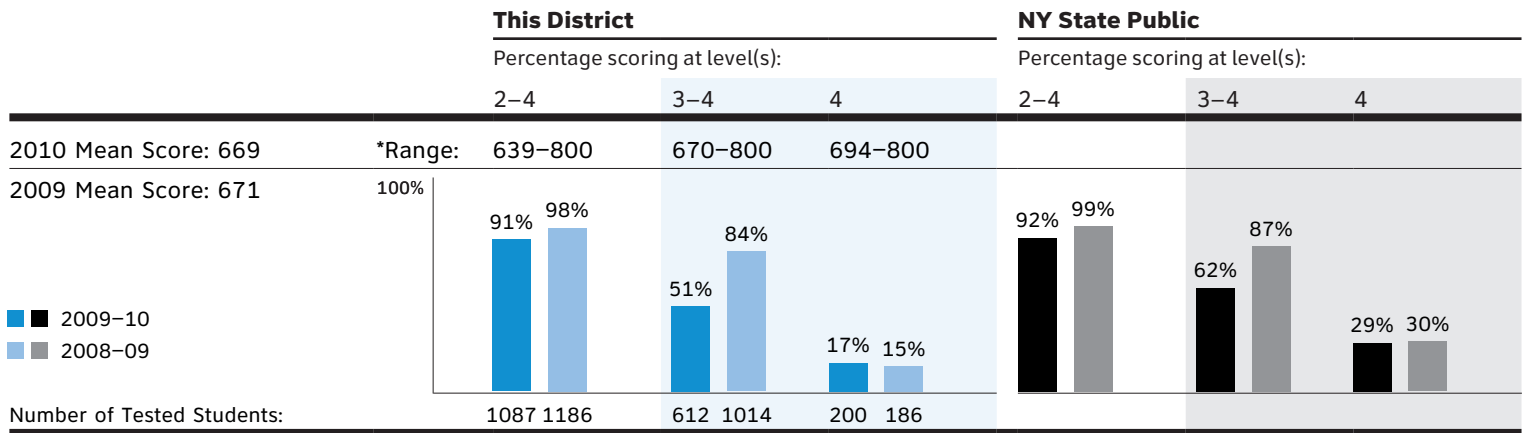
## Other

### Assessments

	2009-10 School Year				2008-09 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	8	8	8	6	17	17	15	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	34	N/A	N/A	N/A	27	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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>91%</b>	<b>51%</b>	<b>17%</b>	<b>1206</b>	<b>98%</b>	<b>84%</b>	<b>15%</b>
Female	582	92%	51%	16%	569	98%	85%	16%
Male	614	90%	52%	17%	637	98%	83%	15%
American Indian or Alaska Native					3	-	-	-
Black or African American	206	92%	52%	15%	189	97%	78%	16%
Hispanic or Latino	837	90%	49%	15%	837	98%	85%	13%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	76%	56%	28	-	-	-
White	128	91%	57%	24%	149	99%	87%	23%
Multiracial								
Small Group Totals					31	100%	94%	32%
General-Education Students	1019	96%	58%	19%	989	100%	90%	18%
Students with Disabilities	177	63%	14%	2%	217	92%	58%	3%
English Proficient	979	93%	57%	19%	992	98%	87%	18%
Limited English Proficient	217	79%	27%	6%	214	98%	69%	6%
Economically Disadvantaged	750	91%	51%	17%	762	98%	83%	13%
Not Disadvantaged	446	90%	52%	17%	444	98%	86%	19%
Migrant								
Not Migrant	1196	91%	51%	17%	1206	98%	84%	15%

### NOTES

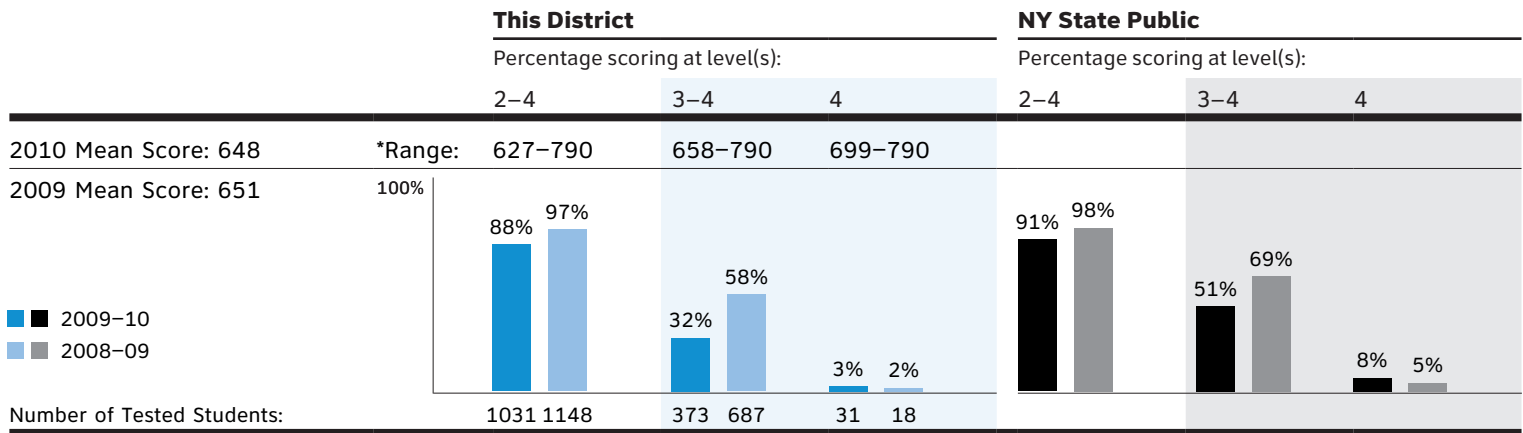
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## Other Assessments

	2009-10 School Year				2008-09 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	8	8	8	8	17	16	12	7

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2009-10 School Year				2008-09 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>1178</b>	<b>88%</b>	<b>32%</b>	<b>3%</b>	<b>1185</b>	<b>97%</b>	<b>58%</b>	<b>2%</b>
Female	569	89%	39%	3%	576	97%	62%	1%
Male	609	86%	25%	2%	609	97%	54%	2%
American Indian or Alaska Native	2	-	-	-	5	100%	40%	0%
Black or African American	197	88%	35%	3%	203	100%	58%	3%
Hispanic or Latino	816	87%	29%	2%	828	96%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	26	100%	81%	4%
White	136	88%	38%	5%	123	99%	72%	2%
Multiracial								
Small Group Totals	29	100%	45%	10%				
General-Education Students	970	93%	38%	3%	1007	97%	65%	2%
Students with Disabilities	208	60%	4%	0%	178	96%	17%	1%
English Proficient	1010	93%	36%	3%	1014	99%	66%	2%
Limited English Proficient	168	57%	3%	0%	171	83%	11%	0%
Economically Disadvantaged	722	86%	29%	2%	692	97%	55%	1%
Not Disadvantaged	456	91%	36%	3%	493	97%	62%	2%
Migrant								
Not Migrant	1178	88%	32%	3%	1185	97%	58%	2%

#### NOTES

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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other

#### Assessments

	2009-10 School Year				2008-09 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	19	19	15	13	11	11	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	35	N/A	N/A	N/A	28	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	36	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics

	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
2010 Mean Score: 669	*Range: 639-775			673-775 702-775		
2009 Mean Score: 668						
Number of Tested Students:	1112	1188	499	960	90	121

## Results by Student Group

	2009-10 School Year				2008-09 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>1215</b>	<b>92%</b>	<b>41%</b>	<b>7%</b>	<b>1228</b>	<b>97%</b>	<b>78%</b>	<b>10%</b>
Female	589	94%	46%	8%	592	97%	79%	11%
Male	626	90%	36%	6%	636	96%	78%	9%
American Indian or Alaska Native	2	-	-	-	5	100%	60%	0%
Black or African American	199	89%	40%	6%	207	96%	72%	7%
Hispanic or Latino	851	92%	40%	7%	866	97%	79%	9%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	27	100%	96%	26%
White	137	93%	47%	12%	123	95%	83%	20%
Multiracial								
Small Group Totals	28	100%	61%	25%				
General-Education Students	1005	97%	47%	9%	1045	99%	83%	11%
Students with Disabilities	210	67%	13%	1%	183	86%	50%	1%
English Proficient	1010	94%	45%	8%	1021	97%	81%	11%
Limited English Proficient	205	80%	22%	3%	207	94%	62%	2%
Economically Disadvantaged	752	91%	40%	7%	721	98%	79%	10%
Not Disadvantaged	463	92%	43%	8%	507	95%	77%	9%
Migrant								
Not Migrant	1215	92%	41%	7%	1228	97%	78%	10%

### NOTES

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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	18	16	16	12	11	10	9	6

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

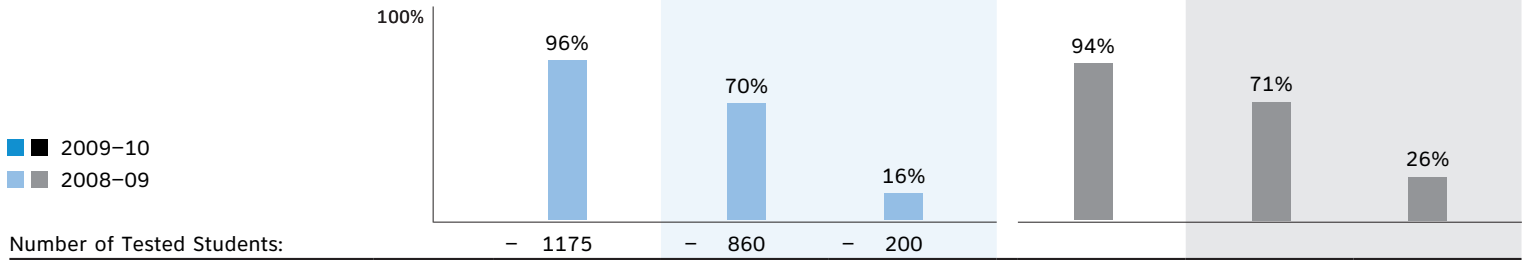
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

### 2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>1201</b>	<b>97%</b>	<b>73%</b>	<b>24%</b>	<b>1226</b>	<b>96%</b>	<b>70%</b>	<b>16%</b>
Female	578	97%	73%	24%	593	95%	66%	14%
Male	623	96%	73%	23%	633	97%	74%	19%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	196	96%	68%	24%	209	94%	68%	15%
Hispanic or Latino	840	97%	73%	22%	862	96%	68%	15%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	26	100%	85%	27%
White	137	97%	79%	29%	123	97%	85%	28%
Multiracial					1	-	-	-
Small Group Totals	28	100%	86%	43%	6	83%	50%	0%
General-Education Students	997	98%	78%	27%	1042	98%	75%	18%
Students with Disabilities	204	90%	52%	7%	184	85%	43%	8%
English Proficient	999	97%	79%	28%	1022	97%	77%	19%
Limited English Proficient	202	94%	46%	5%	204	89%	36%	1%
Economically Disadvantaged	740	97%	72%	23%	719	96%	70%	15%
Not Disadvantaged	461	97%	75%	25%	507	96%	70%	18%
Migrant								
Not Migrant	1201	97%	73%	24%	1226	96%	70%	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

### 2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

### 2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	15	14	13	11	9	8	5
Regents Science	1	-	-	-	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

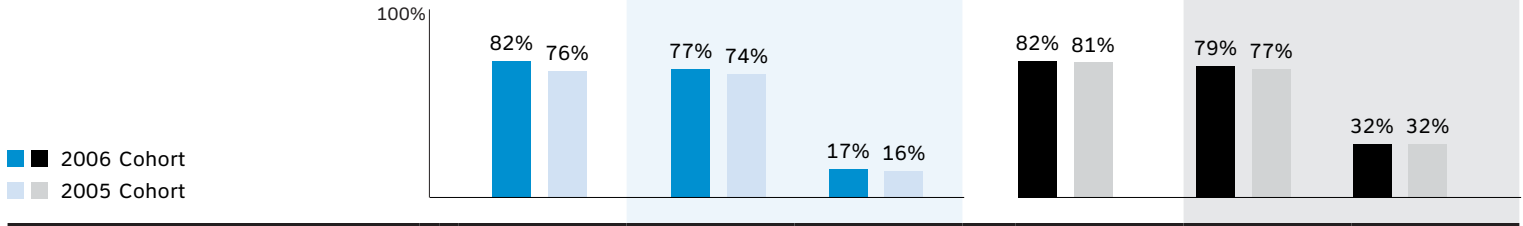
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2006 Cohort				2005 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>1141</b>	<b>82%</b>	<b>77%</b>	<b>17%</b>	<b>1306</b>	<b>76%</b>	<b>74%</b>	<b>16%</b>
Female	549	87%	82%	21%	644	80%	78%	21%
Male	592	78%	73%	14%	662	71%	69%	10%
American Indian or Alaska Native	4	–	–	–				
Black or African American	233	87%	82%	14%	265	80%	77%	20%
Hispanic or Latino	720	79%	74%	14%	849	74%	71%	13%
Asian or Native Hawaiian/Other Pacific Islander	28	–	–	–	35	83%	80%	31%
White	156	88%	85%	31%	157	79%	78%	20%
Multiracial								
Small Group Totals	32	88%	78%	31%				
General-Education Students	997	85%	81%	20%	1169	79%	77%	18%
Students with Disabilities	144	64%	48%	0%	137	47%	42%	1%
English Proficient	1000	87%	84%	20%	1161	79%	77%	18%
Limited English Proficient	141	50%	32%	1%	145	49%	43%	0%
Economically Disadvantaged	438	84%	78%	16%	493	84%	82%	18%
Not Disadvantaged	703	81%	77%	18%	813	71%	69%	15%
Migrant								
Not Migrant	1141	82%	77%	17%	1306	76%	74%	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.

\* 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.

\*\* 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.



## 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

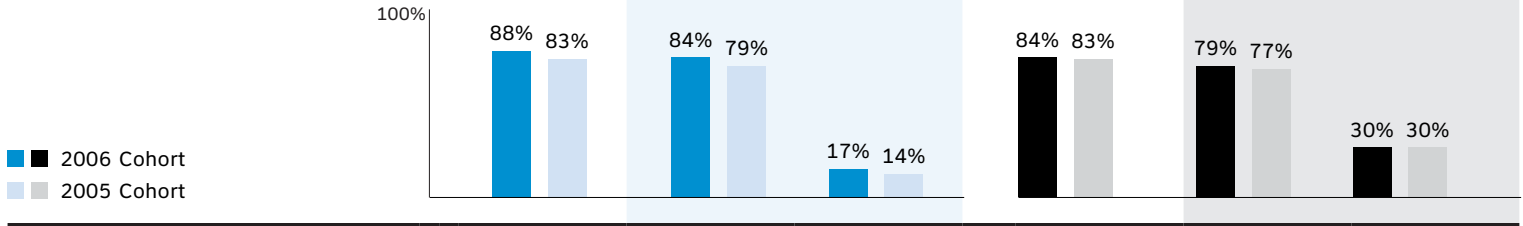
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

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

### 2005 Cohort\*\*

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

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1141</b>	<b>88%</b>	<b>84%</b>	<b>17%</b>	<b>1306</b>	<b>83%</b>	<b>79%</b>	<b>14%</b>
Female	549	92%	88%	18%	644	86%	82%	16%
Male	592	85%	80%	17%	662	80%	75%	13%
American Indian or Alaska Native	4	-	-	-				
Black or African American	233	91%	86%	15%	265	82%	78%	15%
Hispanic or Latino	720	87%	82%	16%	849	83%	78%	12%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	35	86%	83%	40%
White	156	90%	87%	26%	157	85%	82%	21%
Multiracial								
Small Group Totals	32	97%	97%	34%				
General-Education Students	997	90%	87%	20%	1169	86%	82%	16%
Students with Disabilities	144	74%	60%	2%	137	58%	46%	0%
English Proficient	1000	90%	87%	19%	1161	84%	80%	16%
Limited English Proficient	141	72%	64%	4%	145	73%	64%	1%
Economically Disadvantaged	438	90%	84%	18%	493	89%	85%	14%
Not Disadvantaged	703	87%	83%	17%	813	79%	74%	14%
Migrant								
Not Migrant	1141	88%	84%	17%	1306	83%	79%	14%

### 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.

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\*\* 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.