



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **BRENTWOOD UNION FREE SCHOOL
DISTRICT**

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

Superintendent **JOSEPH BOND**

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 2011–12 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

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

	2008-09	2009-10	2010-11
Pre-K	823	801	926
Kindergarten	1323	1309	1332
Grade 1	1315	1361	1343
Grade 2	1281	1307	1313
Grade 3	1260	1266	1282
Grade 4	1220	1265	1254
Grade 5	1216	1227	1257
Grade 6	1178	1203	1226
Ungraded Elementary	0	35	49
Grade 7	1201	1179	1210
Grade 8	1211	1195	1184
Grade 9	1247	1247	1249
Grade 10	1363	1412	1393
Grade 11	1277	1303	1381
Grade 12	883	868	934
Ungraded Secondary	0	40	49
Total K-12	15975	16217	16456

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	23	23
Grade 8			
English	21	22	24
Mathematics	22	22	22
Science	23	25	24
Social Studies	24	24	26
Grade 10			
English	26	28	26
Mathematics	21	24	27
Science	23	22	23
Social Studies	26	26	25

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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	8056	50%	7823	48%	8261	50%
Reduced-Price Lunch	2669	17%	2694	17%	2612	16%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4482	28%	3997	25%	4661	28%
Racial/Ethnic Origin						
American Indian or Alaska Native	46	0%	40	0%	34	0%
Black or African American	2674	17%	2597	16%	2472	15%
Hispanic or Latino	11356	71%	11740	72%	12280	75%
Asian or Native Hawaiian/Other Pacific Islander	326	2%	345	2%	338	2%
White	1573	10%	1491	9%	1326	8%
Multiracial	0	0%	4	0%	6	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	1258	8%	1137	7%	1028	6%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	1246	1226	1164
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%	3%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	67%	73%	77%
Total Number of Core Classes	3205	3070	2791
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	3988	3837	3662
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	27%	31%
Turnover Rate of All Teachers	12%	11%	15%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	116	195	176
Total Paraprofessionals*	429	404	392
Assistant Principals	23	23	19
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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 12th 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

Improvement (Year 1)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✓	—
Hispanic or Latino	✓	✓	—	✗	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
Student groups making AYP in each subject	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1	✗ 2 of 8	✗ 6 of 8	✓ 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  Improvement (Year 1)
for This Subject
(2011–12)

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




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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 2010–11 2011–12
Accountability Groups							
All Students (7594:7155)			100%		125	121	
Ethnicity							
American Indian or Alaska Native (11:11)	–	–	–	–	–	–	–
Black or African American (1138:1060)			100%		126	119	
Hispanic or Latino (5682:5359)			100%		122	121	
Asian or Native Hawaiian/Other Pacific Islander (172:156)			99%		142	114	
White (586:568)			100%		138	117	
Multiracial (5:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (1148:1234)			100%		74	119	88 87
Limited English Proficient (1989:2812)			100%		103	120	110 113
Economically Disadvantaged (5709:5360)			100%		121	121	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (3672:3436)			100%		132	120	
Male (3922:3719)			100%		118	120	
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
(2011–12)

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 2010–11 2011–12
Accountability Groups							
All Students (7594:7232)			99%		150	136	
Ethnicity							
American Indian or Alaska Native (11:11)	–	–	–	–	–	–	–
Black or African American (1132:1062)			99%		149	134	
Hispanic or Latino (5686:5431)			99%		148	136	
Asian or Native Hawaiian/Other Pacific Islander (172:158)			99%		174	129	
White (588:569)			100%		160	132	
Multiracial (5:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (1150:1231)			99%		108	134	110 117
Limited English Proficient (1992:2889)			99%		136	135	
Economically Disadvantaged (5710:5423)			99%		147	136	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (3673:3472)			99%		152	135	
Male (3921:3760)			100%		147	135	
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
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12		
Accountability Groups										
All Students (2481:2355)		Qualified		99%		181	100			
Ethnicity										
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–		–	
Black or African American (380:352)		Qualified		99%		179	100			
Hispanic or Latino (1836:1747)		Qualified		99%		180	100			
Asian or Native Hawaiian/Other Pacific Islander (62:59)		Qualified		100%		195	100			
White (200:195)		Qualified		100%		182	100			
Multiracial (1:0)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (373:382)		Qualified		98%		157	100			
Limited English Proficient (631:825)		Qualified		99%		174	100			
Economically Disadvantaged (1812:1717)		Qualified		99%		180	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (1191:1129)				99%		178	100			
Male (1290:1226)				99%		183	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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1055:1100)			97%		171	180	175	174
Ethnicity								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (222:232)			96%		173	176	176	176
Hispanic or Latino (682:723)			98%		167	179	169	170
Asian or Native Hawaiian/Other Pacific Islander (36:38)		—	—		192	167		
White (114:105)			96%		190	173		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (245:135)			93%		147	174	148	152
Limited English Proficient (90:171)			100%		110	175	112‡	119
Economically Disadvantaged (469:547)			99%		173	178	175‡	176
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (472:488)			98%		177	178		
Male (583:612)			97%		165	179		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th 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
(2011–12)

Accountability Measures 6 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1055:1100)			98%		178	177		
Ethnicity								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—		—
Black or African American (222:232)			97%		179	173		
Hispanic or Latino (682:723)			99%		176	176		
Asian or Native Hawaiian/Other Pacific Islander (36:38)		—	—		189	164		
White (114:105)			96%		188	170		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (245:135)			93%		146	171	171	151
Limited English Proficient (90:171)			100%		152	172	157‡	157
Economically Disadvantaged (469:547)			100%		181	175		
Final AYP Determination		6 of 8						
Non-Accountability Groups								
Female (472:488)			98%		183	175		
Male (583:612)			98%		174	176		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th 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 (2011–12)  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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (1123)			76%	80%	73%
Ethnicity					
American Indian or Alaska Native (4)		—	—	—	
Black or African American (227)			81%	80%	
Hispanic or Latino (711)			72%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander (28)		—	—	—	
White (153)			83%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (152)			63%	80%	61%
Limited English Proficient (162)			47%	80%	54%
Economically Disadvantaged (433)			77%	80%	78%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (539)			81%	80%	
Male (584)			71%	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 2006 total cohort through June 2011 (after 5 years) for this district is **79%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

8 schools identified 47% of total

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

Improvement (year 1) Focused

3 schools identified 18% of total

EAST MIDDLE SCHOOL
 LAUREL PARK ELEMENTARY SCHOOL
 SOUTH MIDDLE SCHOOL

Improvement (year 1) Comprehensive

1 school identified 6% of total

WEST MIDDLE SCHOOL

Improvement (year 2) Comprehensive

1 school identified 6% of total

BRENTWOOD HIGH SCHOOL

Corrective Action (year 1) Focused

1 school identified 6% of total

LORETTA PARK ELEMENTARY SCHOOL

Corrective Action (year 2) Focused

3 schools identified 18% of total

HEMLOCK ELEMENTARY SCHOOL
 NORTH MIDDLE SCHOOL
 NORTHEAST ELEMENTARY SCHOOL

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	41%			1273
Grade 4	44%			1231
Grade 5	39%			1250
Grade 6	44%			1207
Grade 7	30%			1191
Grade 8	29%			1153

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			1304
Grade 4	58%			1254
Grade 5	62%			1265
Grade 6	61%			1227
Grade 7	53%			1221
Grade 8	49%			1191

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	91%			1246
Grade 8	70%			1180

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	77%			1294
Mathematics	81%			1294

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

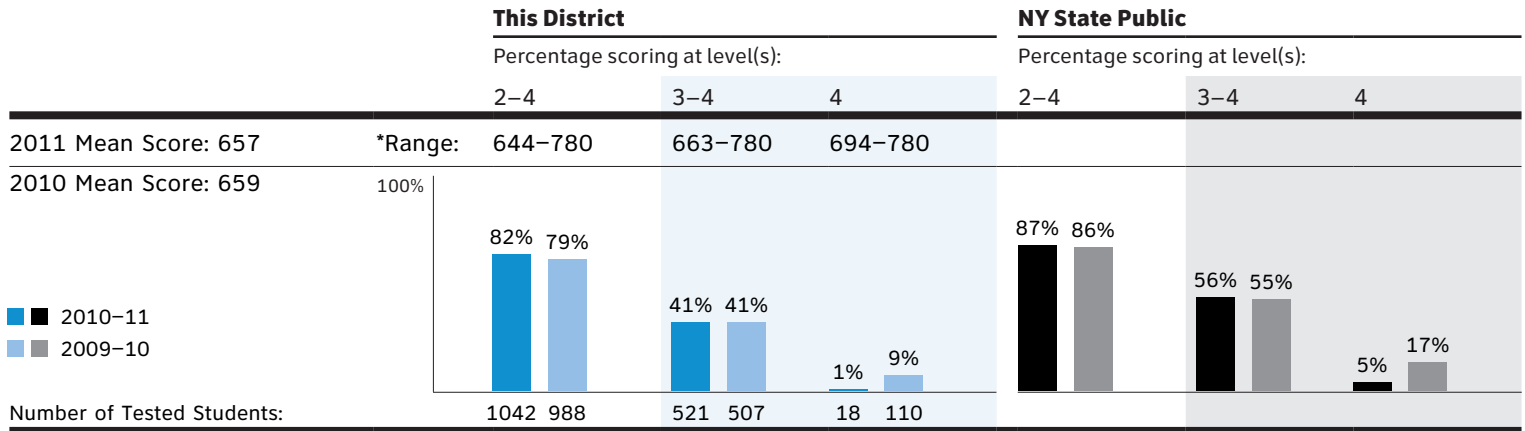
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1273	82%	41%	1%	1249	79%	41%	9%
Female	634	86%	44%	1%	588	82%	43%	10%
Male	639	78%	38%	1%	661	77%	39%	8%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	169	80%	43%	1%	177	80%	45%	14%
Hispanic or Latino	966	81%	39%	1%	954	78%	38%	7%
Asian or Native Hawaiian/Other Pacific Islander	29	83%	52%	3%	34	-	-	-
White	103	89%	56%	2%	82	83%	54%	15%
Multiracial	2	-	-	-				
Small Group Totals	6	67%	50%	17%	36	89%	53%	11%
General-Education Students	1110	87%	45%	2%	1097	84%	44%	10%
Students with Disabilities	163	47%	14%	1%	152	45%	14%	3%
English Proficient	778	90%	54%	2%	747	87%	52%	12%
Limited English Proficient	495	68%	20%	0%	502	68%	24%	5%
Economically Disadvantaged	985	80%	38%	1%	958	78%	37%	7%
Not Disadvantaged	288	88%	51%	2%	291	83%	53%	14%
Migrant								
Not Migrant	1273	82%	41%	1%	1249	79%	41%	9%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	15	13	11	9	20	19	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	34	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	33	N/A	N/A	N/A	18	N/A	N/A	N/A

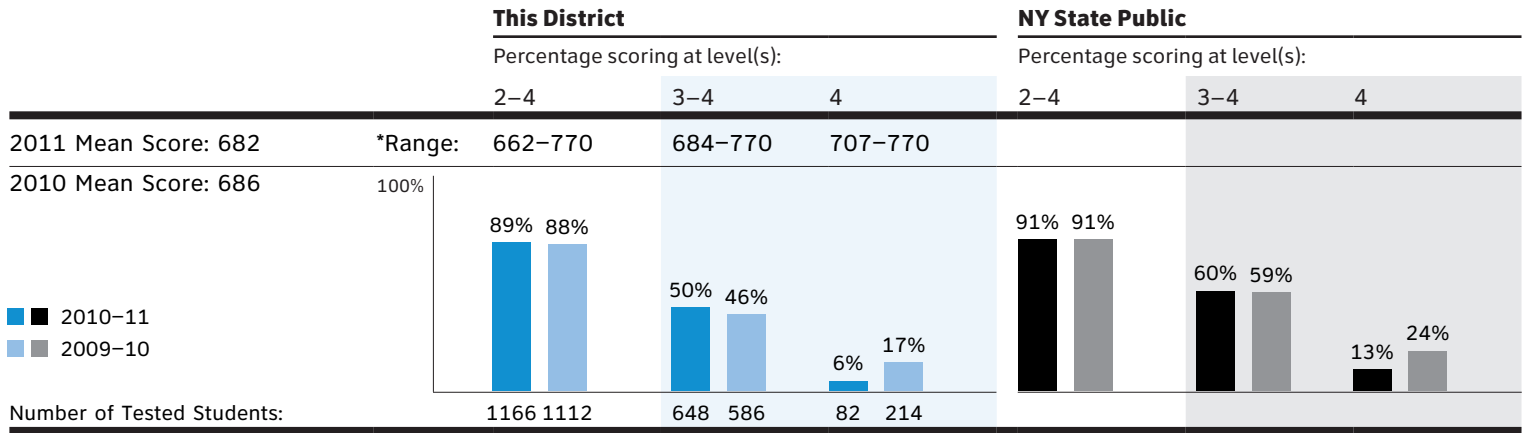
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1304	89%	50%	6%	1267	88%	46%	17%
Female	645	92%	50%	5%	594	89%	45%	14%
Male	659	87%	49%	7%	673	87%	47%	19%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	168	93%	52%	4%	179	86%	41%	19%
Hispanic or Latino	995	88%	47%	6%	969	88%	45%	15%
Asian or Native Hawaiian/Other Pacific Islander	32	88%	63%	13%	35	-	-	-
White	103	94%	70%	15%	82	88%	56%	26%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	50%	0%	37	95%	73%	38%
General-Education Students	1141	93%	53%	7%	1115	91%	49%	19%
Students with Disabilities	163	65%	28%	3%	152	62%	24%	5%
English Proficient	777	95%	64%	10%	747	92%	59%	23%
Limited English Proficient	527	80%	28%	1%	520	82%	28%	8%
Economically Disadvantaged	1009	89%	46%	5%	973	87%	43%	15%
Not Disadvantaged	295	93%	61%	12%	294	90%	57%	24%
Migrant								
Not Migrant	1304	89%	50%	6%	1267	88%	46%	17%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	15	15	11	7	20	20	17	14

4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

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
2011 Mean Score: 664	*Range: 637-775	671-775	722-775			
2010 Mean Score: 662						
Number of Tested Students:	1109	1103	539	519	4	19

Results by Student Group

	2010-11 School Year				2009-10 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	1231	90%	44%	0%	1258	88%	41%	2%
Female	581	93%	47%	0%	614	91%	45%	2%
Male	650	87%	41%	0%	644	84%	38%	1%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	170	86%	43%	0%	178	87%	38%	1%
Hispanic or Latino	952	91%	43%	0%	960	87%	40%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	27	-	-	-
White	73	88%	55%	1%	91	91%	55%	4%
Multiracial	1	-	-	-				
Small Group Totals	36	94%	58%	0%	29	93%	48%	3%
General-Education Students	1056	95%	49%	0%	1066	94%	47%	2%
Students with Disabilities	175	59%	10%	0%	192	55%	10%	0%
English Proficient	835	94%	55%	0%	828	93%	52%	2%
Limited English Proficient	396	83%	21%	0%	430	78%	21%	0%
Economically Disadvantaged	966	89%	41%	0%	959	87%	40%	2%
Not Disadvantaged	265	94%	55%	1%	299	90%	45%	1%
Migrant								
Not Migrant	1231	90%	44%	0%	1258	88%	41%	2%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	19	15	13	20	18	15	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	23	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	23	N/A	N/A	N/A	23	N/A	N/A	N/A

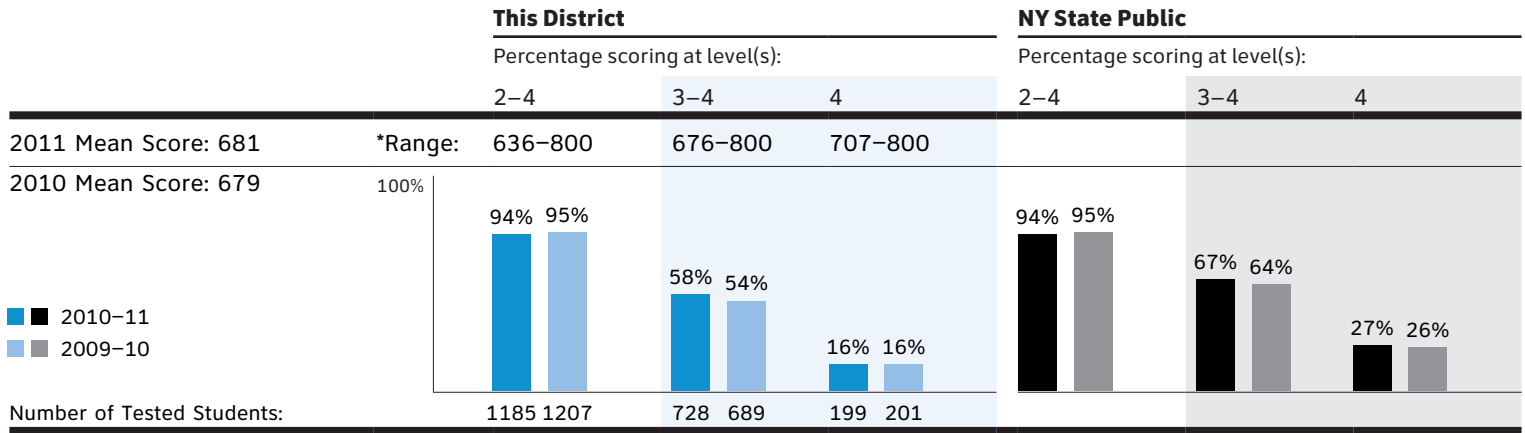
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1254	94%	58%	16%	1275	95%	54%	16%
Female	594	96%	59%	14%	626	96%	52%	15%
Male	660	93%	57%	18%	649	93%	56%	17%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	169	94%	52%	17%	178	96%	53%	16%
Hispanic or Latino	974	94%	57%	14%	975	94%	53%	14%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	28	-	-	-
White	73	96%	71%	29%	92	97%	64%	25%
Multiracial	1	-	-	-				
Small Group Totals	38	97%	76%	34%	30	100%	67%	27%
General-Education Students	1078	98%	64%	18%	1083	98%	60%	18%
Students with Disabilities	176	73%	19%	3%	192	76%	18%	3%
English Proficient	833	97%	67%	22%	821	97%	67%	22%
Limited English Proficient	421	90%	40%	4%	454	91%	31%	5%
Economically Disadvantaged	985	94%	56%	14%	971	95%	51%	14%
Not Disadvantaged	269	97%	64%	23%	304	95%	65%	21%
Migrant								
Not Migrant	1254	94%	58%	16%	1275	95%	54%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

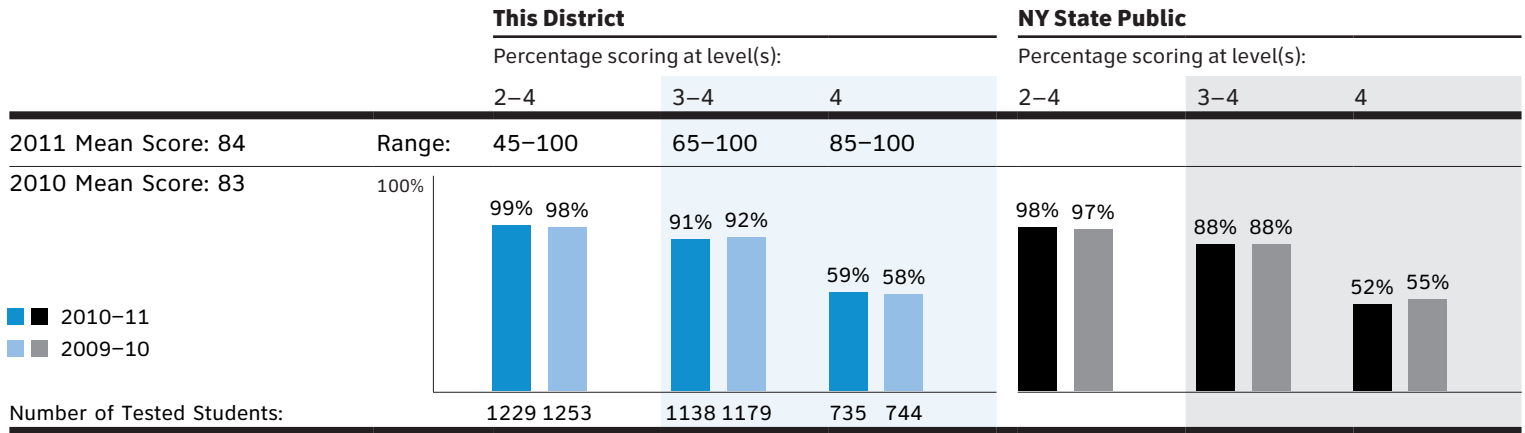
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	20	19	16	13	20	20	17	14

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	1246	99%	91%	59%	1275	98%	92%	58%
Female	590	99%	91%	58%	627	98%	93%	58%
Male	656	98%	92%	60%	648	98%	92%	59%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	169	99%	92%	64%	178	100%	93%	58%
Hispanic or Latino	967	99%	91%	57%	976	98%	92%	57%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	28	-	-	-
White	72	99%	94%	71%	91	99%	97%	64%
Multiracial	1	-	-	-				
Small Group Totals	38	100%	100%	71%	30	100%	100%	73%
General-Education Students	1072	99%	94%	63%	1083	99%	95%	64%
Students with Disabilities	174	94%	78%	33%	192	96%	79%	27%
English Proficient	829	99%	96%	72%	822	99%	97%	72%
Limited English Proficient	417	97%	81%	33%	453	96%	85%	34%
Economically Disadvantaged	979	99%	90%	56%	975	98%	92%	56%
Not Disadvantaged	267	98%	95%	69%	300	98%	93%	67%
Migrant								
Not Migrant	1246	99%	91%	59%	1275	98%	92%	58%

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

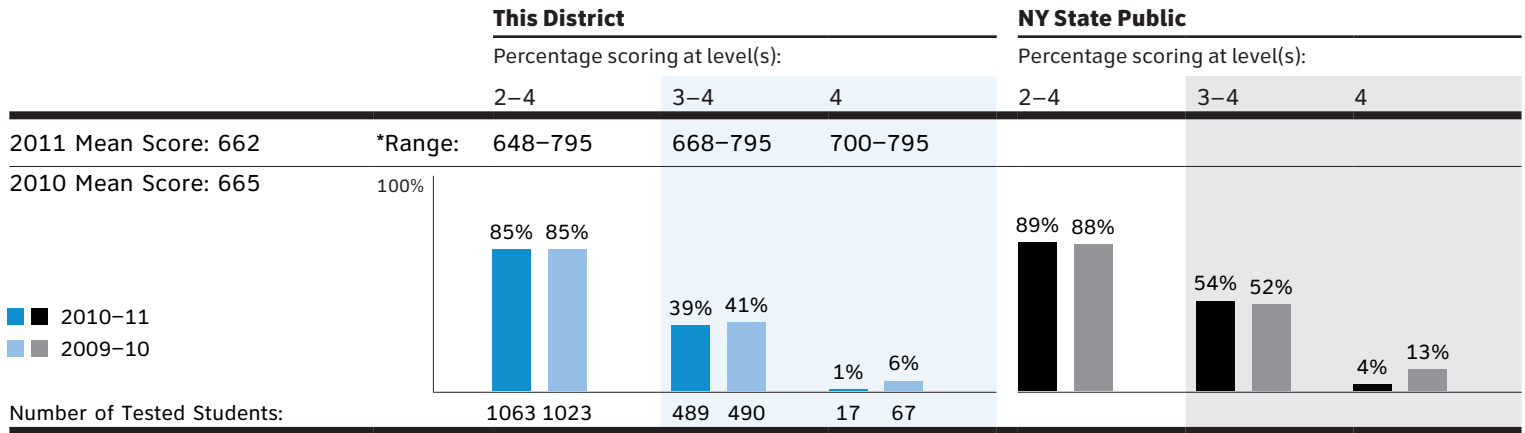
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	20	19	16	16	20	20	18	15

4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1250	85%	39%	1%	1201	85%	41%	6%
Female	622	90%	44%	2%	554	87%	46%	7%
Male	628	81%	34%	0%	647	83%	37%	4%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	174	82%	34%	1%	191	80%	36%	6%
Hispanic or Latino	957	85%	39%	1%	878	85%	41%	6%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	19	-	-	-
White	88	88%	45%	3%	111	91%	48%	5%
Multiracial								
Small Group Totals	31	90%	45%	3%	21	90%	48%	0%
General-Education Students	1065	92%	45%	2%	1026	91%	46%	7%
Students with Disabilities	185	42%	7%	0%	175	50%	10%	0%
English Proficient	942	91%	48%	2%	880	91%	50%	7%
Limited English Proficient	308	66%	13%	0%	321	69%	15%	1%
Economically Disadvantaged	1002	84%	37%	1%	899	83%	38%	5%
Not Disadvantaged	248	88%	50%	2%	302	90%	48%	9%
Migrant								
Not Migrant	1250	85%	39%	1%	1201	85%	41%	6%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	21	19	15	12	10	10	10	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	31	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	31	N/A	N/A	N/A	33	N/A	N/A	N/A

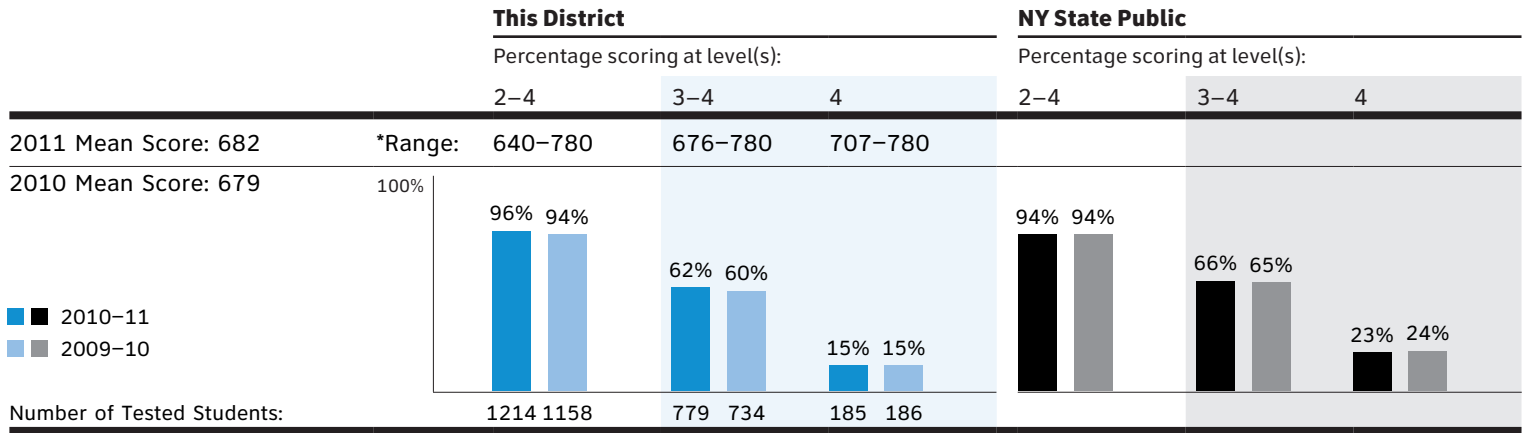
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1265	96%	62%	15%	1232	94%	60%	15%
Female	634	97%	60%	14%	571	95%	59%	15%
Male	631	95%	63%	15%	661	93%	60%	15%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	173	95%	58%	12%	192	92%	54%	15%
Hispanic or Latino	971	96%	61%	14%	907	94%	58%	14%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	20	-	-	-
White	89	98%	70%	20%	111	95%	74%	23%
Multiracial								
Small Group Totals	32	97%	63%	19%	22	95%	82%	27%
General-Education Students	1079	98%	68%	17%	1058	97%	65%	17%
Students with Disabilities	186	83%	24%	3%	174	75%	27%	3%
English Proficient	939	97%	71%	19%	878	96%	69%	20%
Limited English Proficient	326	92%	35%	2%	354	89%	35%	4%
Economically Disadvantaged	1015	96%	60%	13%	923	94%	59%	14%
Not Disadvantaged	250	97%	66%	23%	309	95%	61%	18%
Migrant								
Not Migrant	1265	96%	62%	15%	1232	94%	60%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	19	19	17	12	10	10	10	7

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

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
2011 Mean Score: 657	*Range: 644-785	662-785	694-785			
2010 Mean Score: 657						
Number of Tested Students:	1000	995	535	457	7	19

Results by Student Group

	2010-11 School Year				2009-10 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	1207	83%	44%	1%	1188	84%	38%	2%
Female	566	86%	48%	1%	558	87%	40%	3%
Male	641	80%	41%	0%	630	81%	37%	1%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	177	86%	44%	1%	226	89%	46%	3%
Hispanic or Latino	906	81%	43%	0%	847	82%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	19	-	-	-
White	101	91%	54%	2%	94	86%	54%	4%
Multiracial	2	-	-	-				
Small Group Totals	23	87%	57%	0%	21	90%	48%	5%
General-Education Students	1037	89%	50%	1%	996	91%	45%	2%
Students with Disabilities	170	46%	8%	0%	192	47%	5%	1%
English Proficient	964	92%	54%	1%	976	91%	46%	2%
Limited English Proficient	243	47%	7%	0%	212	51%	6%	0%
Economically Disadvantaged	921	81%	42%	1%	813	84%	37%	1%
Not Disadvantaged	286	88%	51%	1%	375	84%	42%	2%
Migrant								
Not Migrant	1207	83%	44%	1%	1188	84%	38%	2%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	12	9	7	5	13	11	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	23	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	23	N/A	N/A	N/A	30	N/A	N/A	N/A

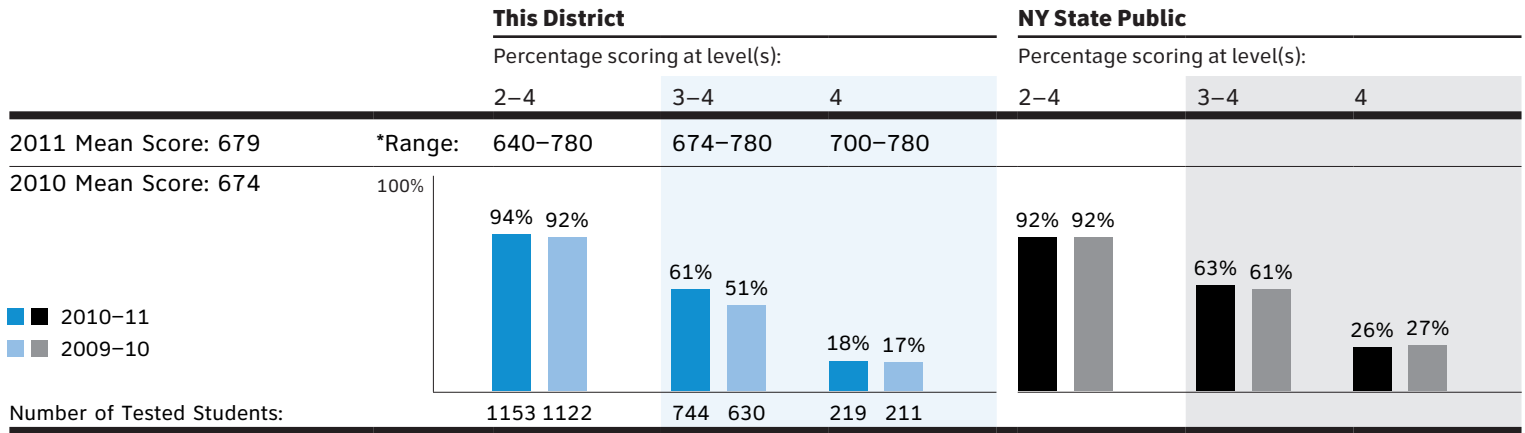
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1227	94%	61%	18%	1224	92%	51%	17%
Female	575	95%	62%	19%	583	91%	51%	17%
Male	652	93%	60%	17%	641	92%	52%	17%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	177	95%	59%	17%	230	90%	50%	16%
Hispanic or Latino	926	94%	59%	17%	878	92%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	19	-	-	-
White	101	94%	70%	27%	95	91%	58%	24%
Multiracial	2	-	-	-				
Small Group Totals	23	96%	83%	30%	21	95%	76%	29%
General-Education Students	1059	97%	66%	20%	1031	96%	59%	20%
Students with Disabilities	168	77%	26%	3%	193	67%	13%	2%
English Proficient	961	97%	69%	22%	980	94%	59%	20%
Limited English Proficient	266	83%	29%	3%	244	82%	22%	6%
Economically Disadvantaged	940	94%	59%	17%	838	92%	50%	16%
Not Disadvantaged	287	94%	66%	22%	386	90%	54%	20%
Migrant								
Not Migrant	1227	94%	61%	18%	1224	92%	51%	17%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	12	12	7	6	13	13	11	10

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

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
2011 Mean Score: 657	*Range: 642-790	665-790	698-790			
2010 Mean Score: 659						
Number of Tested Students:	1045	1000	357	409	7	46

Results by Student Group

	2010-11 School Year				2009-10 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	1191	88%	30%	1%	1165	86%	35%	4%
Female	573	90%	35%	1%	561	88%	40%	6%
Male	618	86%	26%	0%	604	84%	31%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	214	90%	35%	1%	206	89%	40%	5%
Hispanic or Latino	866	87%	28%	0%	807	84%	32%	3%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	24	96%	75%	17%
White	85	88%	35%	0%	128	88%	41%	5%
Multiracial								
Small Group Totals	26	96%	46%	4%				
General-Education Students	999	93%	35%	1%	987	92%	40%	5%
Students with Disabilities	192	58%	5%	0%	178	53%	9%	1%
English Proficient	1004	93%	35%	1%	982	93%	41%	5%
Limited English Proficient	187	61%	2%	0%	183	50%	6%	0%
Economically Disadvantaged	855	88%	29%	1%	727	85%	33%	4%
Not Disadvantaged	336	88%	33%	0%	438	88%	39%	4%
Migrant								
Not Migrant	1191	88%	30%	1%	1165	86%	35%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	14	14	7	5	8	8	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	26	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	26	N/A	N/A	N/A	31	N/A	N/A	N/A

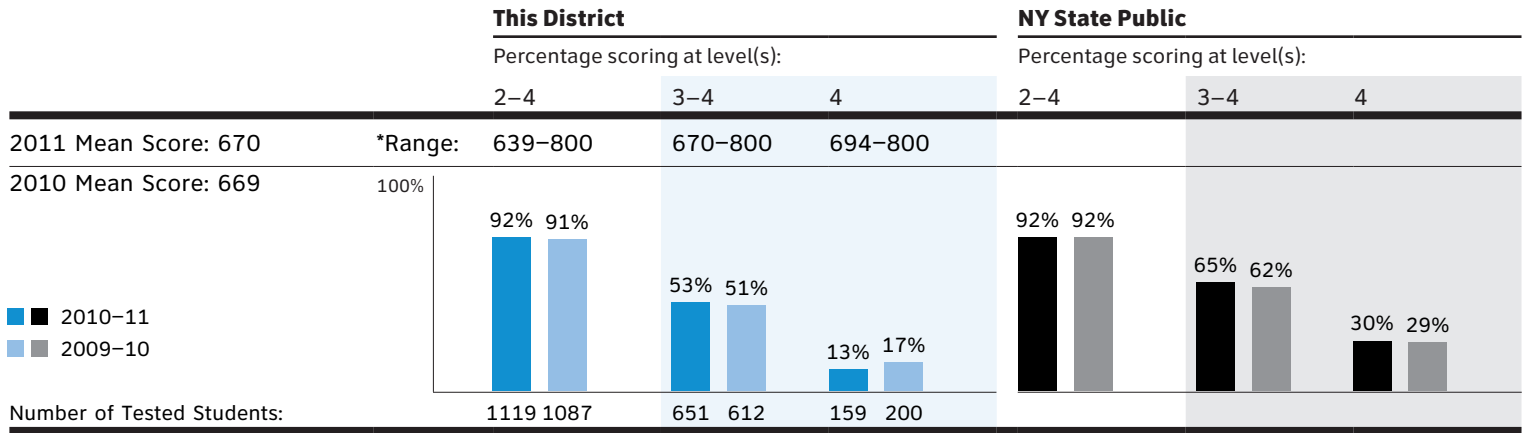
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	92%	53%	13%	1196	91%	51%	17%
Female	590	93%	56%	12%	582	92%	51%	16%
Male	631	91%	51%	14%	614	90%	52%	17%
American Indian or Alaska Native	2	-	-	-				
Black or African American	215	92%	56%	15%	206	92%	52%	15%
Hispanic or Latino	895	92%	51%	11%	837	90%	49%	15%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	25	100%	76%	56%
White	85	91%	58%	20%	128	91%	57%	24%
Multiracial								
Small Group Totals	26	100%	88%	46%				
General-Education Students	1029	96%	60%	15%	1019	96%	58%	19%
Students with Disabilities	192	69%	17%	2%	177	63%	14%	2%
English Proficient	1003	94%	60%	16%	979	93%	57%	19%
Limited English Proficient	218	79%	24%	1%	217	79%	27%	6%
Economically Disadvantaged	879	91%	52%	12%	750	91%	51%	17%
Not Disadvantaged	342	92%	56%	16%	446	90%	52%	17%
Migrant								
Not Migrant	1221	92%	53%	13%	1196	91%	51%	17%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

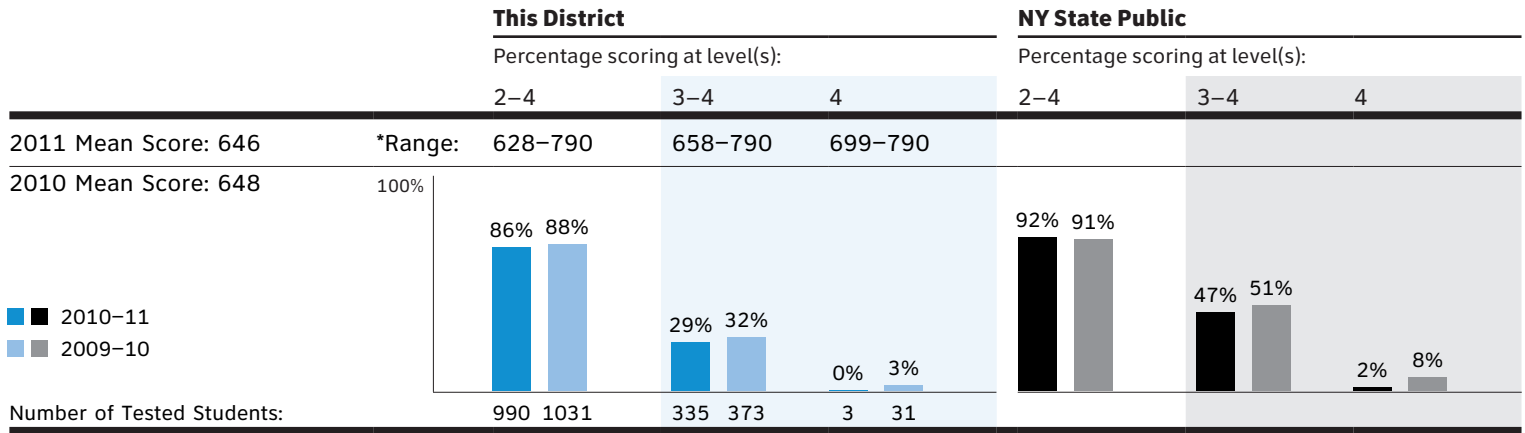
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	10	10	6	8	8	8	8

4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1153	86%	29%	0%	1178	88%	32%	3%
Female	565	88%	33%	0%	569	89%	39%	3%
Male	588	84%	25%	0%	609	86%	25%	2%
American Indian or Alaska Native					2	-	-	-
Black or African American	199	91%	33%	0%	197	88%	35%	3%
Hispanic or Latino	808	84%	26%	0%	816	87%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	50%	4%	27	-	-	-
White	120	89%	38%	0%	136	88%	38%	5%
Multiracial								
Small Group Totals					29	100%	45%	10%
General-Education Students	987	91%	33%	0%	970	93%	38%	3%
Students with Disabilities	166	57%	4%	0%	208	60%	4%	0%
English Proficient	983	93%	34%	0%	1010	93%	36%	3%
Limited English Proficient	170	43%	2%	0%	168	57%	3%	0%
Economically Disadvantaged	778	84%	26%	0%	722	86%	29%	2%
Not Disadvantaged	375	90%	35%	1%	456	91%	36%	3%
Migrant								
Not Migrant	1153	86%	29%	0%	1178	88%	32%	3%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	7	19	19	15	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	36	N/A	N/A	N/A	35	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	36	N/A	N/A	N/A	36	N/A	N/A	N/A

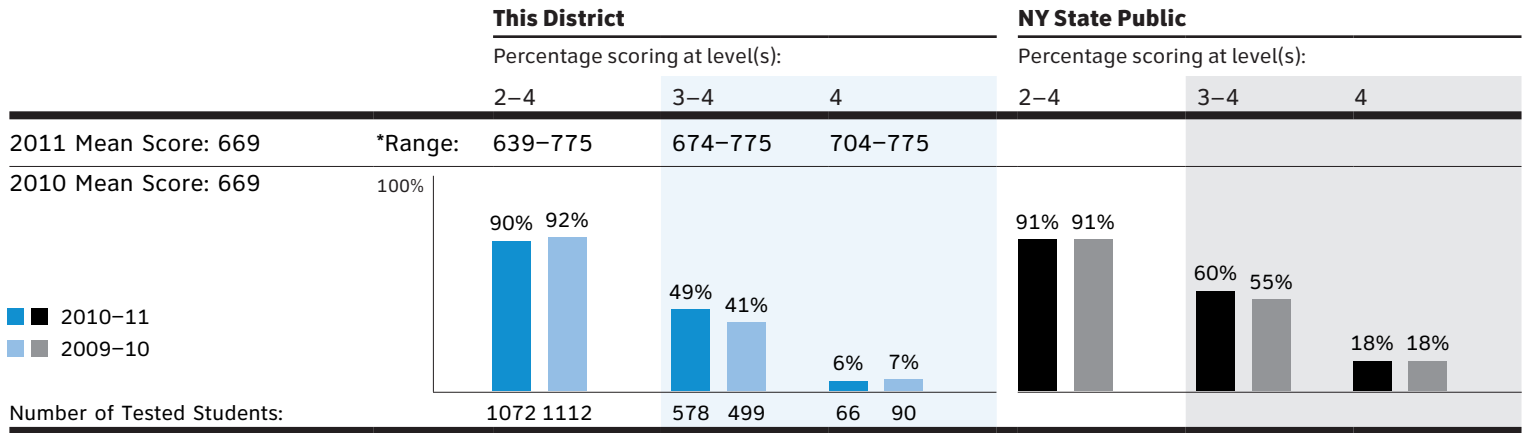
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1191	90%	49%	6%	1215	92%	41%	7%
Female	586	92%	51%	5%	589	94%	46%	8%
Male	605	88%	46%	6%	626	90%	36%	6%
American Indian or Alaska Native					2	-	-	-
Black or African American	200	92%	45%	3%	199	89%	40%	6%
Hispanic or Latino	844	89%	47%	5%	851	92%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	88%	31%	26	-	-	-
White	121	89%	56%	11%	137	93%	47%	12%
Multiracial								
Small Group Totals					28	100%	61%	25%
General-Education Students	1024	94%	53%	6%	1005	97%	47%	9%
Students with Disabilities	167	65%	23%	1%	210	67%	13%	1%
English Proficient	985	93%	54%	6%	1010	94%	45%	8%
Limited English Proficient	206	77%	22%	2%	205	80%	22%	3%
Economically Disadvantaged	808	89%	46%	6%	752	91%	40%	7%
Not Disadvantaged	383	92%	55%	5%	463	92%	43%	8%
Migrant								
Not Migrant	1191	90%	49%	6%	1215	92%	41%	7%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	8	7	5	18	16	16	12

4 Overview of District Performance

District **BRENTWOOD UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science

This District

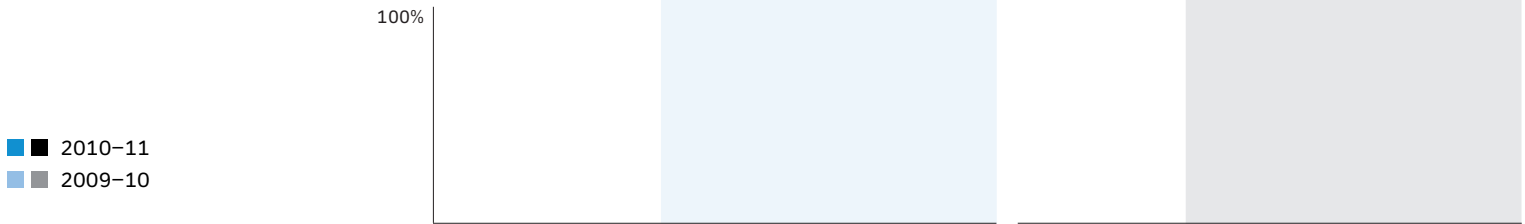
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

- - - - - -

Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 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	1180	97%	70%	17%	1201	97%	73%	24%
Female	582	98%	65%	14%	578	97%	73%	24%
Male	598	96%	75%	20%	623	96%	73%	23%
American Indian or Alaska Native					2	-	-	-
Black or African American	199	96%	70%	19%	196	96%	68%	24%
Hispanic or Latino	834	97%	68%	16%	840	97%	73%	22%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	88%	35%	26	-	-	-
White	121	98%	75%	23%	137	97%	79%	29%
Multiracial								
Small Group Totals					28	100%	86%	43%
General-Education Students	1017	99%	75%	20%	997	98%	78%	27%
Students with Disabilities	163	87%	39%	3%	204	90%	52%	7%
English Proficient	975	98%	77%	20%	999	97%	79%	28%
Limited English Proficient	205	92%	35%	2%	202	94%	46%	5%
Economically Disadvantaged	799	97%	67%	18%	740	97%	72%	23%
Not Disadvantaged	381	97%	75%	17%	461	97%	75%	25%
Migrant								
Not Migrant	1180	97%	70%	17%	1201	97%	73%	24%

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

2010-11 School Year

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

2009-10 School Year

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

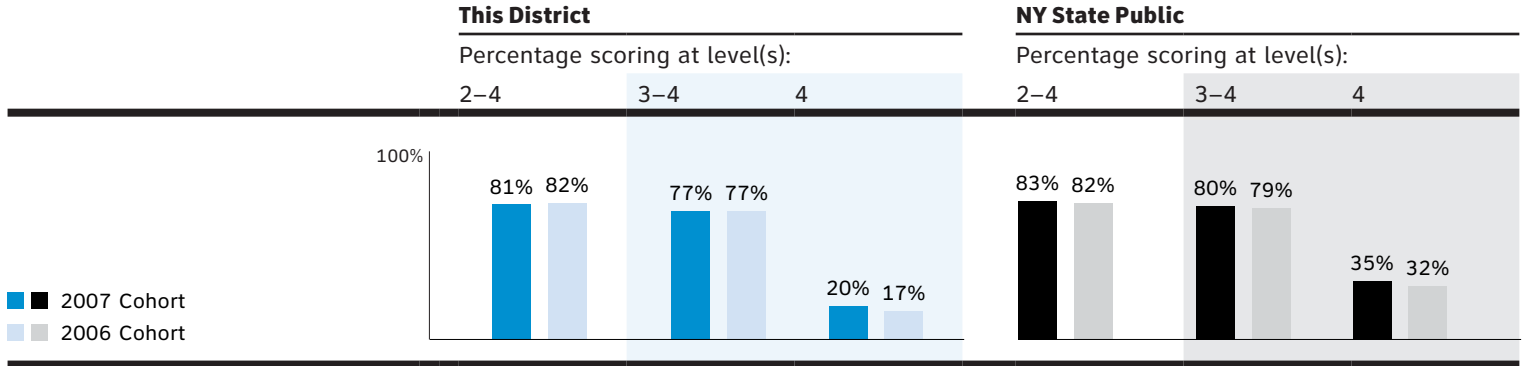
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	9	9	19	15	14	13
Regents Science	3	-	-	-	1	-	-	-

4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1294	81%	77%	20%	1141	82%	77%	17%
Female	569	85%	82%	24%	549	87%	82%	21%
Male	725	78%	74%	16%	592	78%	73%	14%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	261	84%	80%	19%	233	87%	82%	14%
Hispanic or Latino	865	79%	75%	17%	720	79%	74%	14%
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-	28	-	-	-
White	126	87%	83%	31%	156	88%	85%	31%
Multiracial								
Small Group Totals	42	93%	88%	38%	32	88%	78%	31%
General-Education Students	1143	83%	81%	22%	997	85%	81%	20%
Students with Disabilities	151	64%	54%	1%	144	64%	48%	0%
English Proficient	1122	86%	84%	22%	1000	87%	84%	20%
Limited English Proficient	172	48%	37%	1%	141	50%	32%	1%
Economically Disadvantaged	606	85%	81%	18%	438	84%	78%	16%
Not Disadvantaged	688	77%	74%	21%	703	81%	77%	18%
Migrant								
Not Migrant	1294	81%	77%	20%	1141	82%	77%	17%

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.

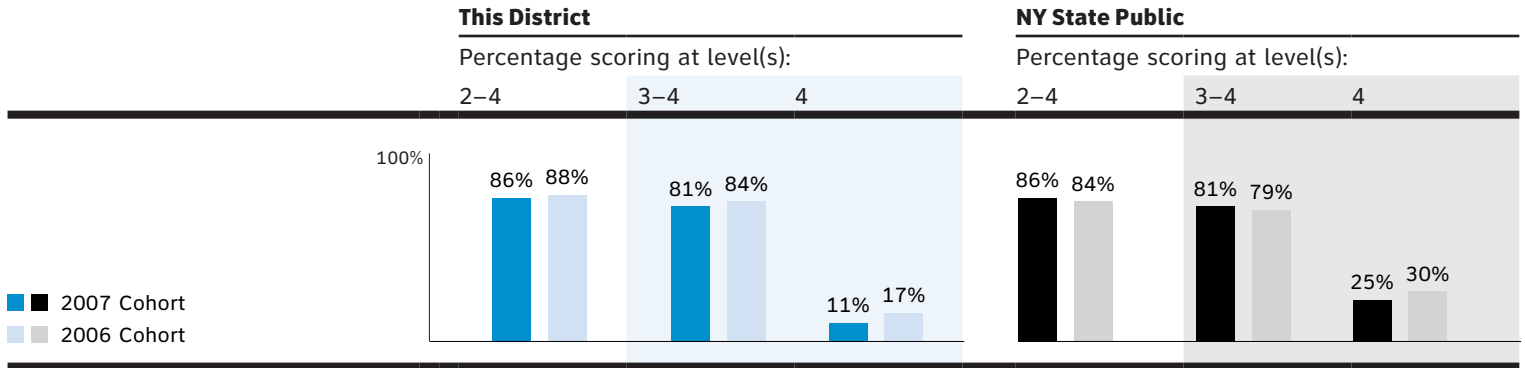
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District BRENTWOOD UNION FREE SCHOOL DISTRICT

District ID 58-05-12-03-0000

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1294	86%	81%	11%	1141	88%	84%	17%
Female	569	88%	85%	11%	549	92%	88%	18%
Male	725	83%	78%	10%	592	85%	80%	17%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	261	85%	83%	10%	233	91%	86%	15%
Hispanic or Latino	865	85%	80%	9%	720	87%	82%	16%
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-	28	-	-	-
White	126	87%	83%	17%	156	90%	87%	26%
Multiracial								
Small Group Totals	42	90%	88%	33%	32	97%	97%	34%
General-Education Students	1143	89%	85%	12%	997	90%	87%	20%
Students with Disabilities	151	62%	52%	0%	144	74%	60%	2%
English Proficient	1122	88%	84%	12%	1000	90%	87%	19%
Limited English Proficient	172	70%	62%	1%	141	72%	64%	4%
Economically Disadvantaged	606	89%	85%	10%	438	90%	84%	18%
Not Disadvantaged	688	83%	78%	11%	703	87%	83%	17%
Migrant								
Not Migrant	1294	86%	81%	11%	1141	88%	84%	17%

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.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.