

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-12-03-0000

Name: Brentwood Union Free School District

Superintendent: Les A. Black

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	124	124
Kindergarten	1179	1207	1186
First	1387	1314	1282
Second	1284	1320	1236
Third	1194	1296	1258
Fourth	1201	1202	1235
Fifth	1186	1189	1188
Sixth	1130	1176	1192
Ungraded Elementary	827	769	757
Seventh	1098	1139	1165
Eighth	986	1068	1116
Ninth	951	1038	1084
Tenth	974	1023	1111
Eleventh	955	984	963
Twelfth	590	611	646
Ungraded Secondary	623	684	719
Total K-12 Enrollment	15565	16020	16138

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	289	1.9%	320	2.0%	299	1.9%
Black (Not Hispanic)	3601	23.1%	3574	22.3%	3410	21.1%
Hispanic	8608	55.3%	9302	58.1%	9740	60.4%
White (Not Hispanic)	3067	19.7%	2824	17.6%	2689	16.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	23	23
Common Branch	25	25	25
English Grade 8	23	25	25
Mathematics Grade 8	25	24	25
Science Grade 8	26	26	27
Social Studies Grade 8	26	27	26
English Grade 10	21	23	24
Mathematics Grade 10	22	22	22
Science Grade 10	25	26	27
Social Studies Grade 10	23	23	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2129	13.7%	2456	15.2%	2877	17.7%
Eligible for Free Lunch	7814	50.2%	8244	51.5%	8215	50.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		93.6%		94.4%
Student Suspensions	1052	7.0%	1067	6.9%	842	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.2%	14.7%	16.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	1052
Total Other Professional Staff	234
Total Paraprofessionals	383
Teaching Out of Certification*	17
Teachers with Temporary Licenses	6

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	772	214	28%	639	218	34%	592	283	48%
Students with Disabilities	27	0	0%	2	1	50%	60	0	0%
All Students	799	214	27%	641	219	34%	652	283	43%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	275	221	34	16	74	32
Percent	42%	34%	5%	2%	11%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
60	0	53	113

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			145		290	
	Entered GED Program*			65		73	
	Total Noncompleters			210		363	
Students with Disabilities	Dropped Out			0		55	
	Entered GED Program*			0		10	
	Total Noncompleters			0		65	
All Students	Dropped Out	79	2.1%	145	3.6%	345	8.1%
	Entered GED Program*	0	0.0%	65	1.6%	83	2.0%
	Total Noncompleters	79	2.1%	210	5.2%	428	10.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	4%
2-3		0%	6%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	152
	Number of Students with Disabilities		0	57
	Number of All Students		0	209
	Percent of Enrollment		0%	8%
6-8	Number of General-Education Students		1524	1387
	Number of Students with Disabilities		263	307
	Number of All Students		1787	1694
	Percent of Enrollment		48%	44%
9-12	Number of General-Education Students		252	2220
	Number of Students with Disabilities		278	500
	Number of All Students		530	2720
	Percent of Enrollment		13%	64%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	105	86%	134	68%	70	77%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	4	#
Latin	0	0%	0	0%	0	0%
Spanish	704	83%	730	75%	728	79%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	73	71%	0	0%	95	60%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	60%	25	64%	7	100%
Science	63	68%	35	83%	8	75%
Reading	7	14%	5	60%	3	#
Writing	3	#	7	57%	3	#
Global Studies	71	59%	4	#	5	100%
U.S. Hist & Gov't	154	60%	17	71%	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	118	50%	99	68%	142	76%
Science	74	54%	46	30%	158	49%
Reading	19	63%	11	55%	83	58%
Writing	15	93%	10	60%	75	79%
Global Studies	22	32%	50	36%	87	41%
U.S. Hist & Gov't	11	36%	1	#	51	59%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	851	921	991	29	68	114
Number Scoring 55–100	756	823	823	22	47	38
Number Scoring 65–100	542	681	739	11	34	30
Number Scoring 85–100	50	183	259	0	1	5
Percentage of Tested Scoring 55–100	89%	89%	83%	76%	69%	33%
Percentage of Tested Scoring 65–100	64%	74%	75%	38%	50%	26%
Percentage of Tested Scoring 85–100	6%	20%	26%	0%	1%	4%
Mathematics A						
Number Tested	0	641	1214	0	19	96
Number Scoring 55–100	0	390	795	0	9	20
Number Scoring 65–100	0	315	623	0	6	16
Number Scoring 85–100	0	61	84	0	1	0
Percentage of Tested Scoring 55–100	0%	61%	65%	0%	47%	21%
Percentage of Tested Scoring 65–100	0%	49%	51%	0%	32%	17%
Percentage of Tested Scoring 85–100	0%	10%	7%	0%	5%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	976	917	1092	66	92	110
Number Scoring 55–100	853	779	904	35	43	53
Number Scoring 65–100	687	640	818	23	16	42
Number Scoring 85–100	168	133	240	1	0	5
Percentage of Tested Scoring 55–100	87%	85%	83%	53%	47%	48%
Percentage of Tested Scoring 65–100	70%	70%	75%	35%	17%	38%
Percentage of Tested Scoring 85–100	17%	15%	22%	2%	0%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	786	815	812	27	40	73
Number Scoring 55–100	711	766	757	27	37	45
Number Scoring 65–100	612	595	694	19	30	37
Number Scoring 85–100	254	173	282	1	0	4
Percentage of Tested Scoring 55–100	90%	94%	93%	100%	93%	62%
Percentage of Tested Scoring 65–100	78%	73%	85%	70%	75%	51%
Percentage of Tested Scoring 85–100	32%	21%	35%	4%	0%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	545	841	947	23	89	41
Number Scoring 55–100	527	785	868	20	59	27
Number Scoring 65–100	443	690	766	12	33	22
Number Scoring 85–100	47	103	150	0	0	1
Percentage of Tested Scoring 55–100	97%	93%	92%	87%	66%	66%
Percentage of Tested Scoring 65–100	81%	82%	81%	52%	37%	54%
Percentage of Tested Scoring 85–100	9%	12%	16%	0%	0%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	133	957	1018	3	56	74
Number Scoring 55–100	124	781	846	#	33	52
Number Scoring 65–100	105	641	720	#	18	33
Number Scoring 85–100	55	175	209	#	0	3
Percentage of Tested Scoring 55–100	93%	82%	83%	#	59%	70%
Percentage of Tested Scoring 65–100	79%	67%	71%	#	32%	45%
Percentage of Tested Scoring 85–100	41%	18%	21%	#	0%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		353	381		0	2
Number Scoring 55–100		296	307		0	#
Number Scoring 65–100		179	195		0	#
Number Scoring 85–100		17	24		0	#
Percentage of Tested Scoring 55–100		84%	81%		0%	#
Percentage of Tested Scoring 65–100		51%	51%		0%	#
Percentage of Tested Scoring 85–100		5%	6%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	39	16	37	0	0	0
Number Scoring 55–100	31	15	33	0	0	0
Number Scoring 65–100	26	15	30	0	0	0
Number Scoring 85–100	15	6	14	0	0	0
Percentage of Tested Scoring 55–100	79%	94%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	94%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	38%	38%	0%	0%	0%
Comprehensive Italian						
Number Tested	6	6	8	0	0	0
Number Scoring 55–100	6	6	8	0	0	0
Number Scoring 65–100	6	5	8	0	0	0
Number Scoring 85–100	4	2	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	83%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	33%	38%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	361	387	396	7	13	14
Number Scoring 55–100	354	364	385	6	11	12
Number Scoring 65–100	349	339	373	5	11	12
Number Scoring 85–100	280	243	262	1	8	6
Percentage of Tested Scoring 55–100	98%	94%	97%	86%	85%	86%
Percentage of Tested Scoring 65–100	97%	88%	94%	71%	85%	86%
Percentage of Tested Scoring 85–100	78%	63%	66%	14%	62%	43%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	492	199	144	2	2	2
Number Scoring 55–100	372	143	71	#	#	#
Number Scoring 65–100	339	114	60	#	#	#
Number Scoring 85–100	134	55	4	#	#	#
Percentage of Tested Scoring 55–100	76%	72%	49%	#	#	#
Percentage of Tested Scoring 65–100	69%	57%	42%	#	#	#
Percentage of Tested Scoring 85–100	27%	28%	3%	#	#	#
Sequential Mathematics, Course III						
Number Tested	270	323	296	3	0	2
Number Scoring 55–100	193	289	241	#	0	#
Number Scoring 65–100	176	268	214	#	0	#
Number Scoring 85–100	75	110	71	#	0	#
Percentage of Tested Scoring 55–100	71%	89%	81%	#	0%	#
Percentage of Tested Scoring 65–100	65%	83%	72%	#	0%	#
Percentage of Tested Scoring 85–100	28%	34%	24%	#	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	539	76%	0	0%	54	100%
Students with Disabilities	51	47%	0	0%	13	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	1108	9%	19%	65%	8%
	Students with Disabilities	171	61%	18%	21%	0%
	All Students	1279	16%	18%	59%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	1047	4%	63%	32%	1%
	Students with Disabilities	201	30%	64%	6%	0%
	All Students	1248	8%	63%	28%	1%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	813	813	813	99	99	99	912	912	912
Number Scoring 55–64	114	109	112	15	8	20	129	117	132
Number Scoring 65–84	439	384	473	33	30	22	472	414	495
Number Scoring 85–100	166	176	138	2	0	0	168	176	138
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)