

The University of the State of New York
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
Brentwood Union Free School District

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	3	1	5	52	103	109	21	285	82%	46%
Hispanic	3	74	7	112	277	246	39	674	83%	42%
Asian or Pacific Islander	0	2	0	2	6	12	0	20	90%	60%
White	0	2	3	16	69	112	39	236	93%	64%
Total	6	79	15	182	455	479	99	1215	85%	48%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	2	48	7	70	195	243	64	572	88%	54%
Male	4	31	8	112	260	236	35	643	83%	42%
Total	6	79	15	182	455	479	99	1215	85%	48%
Results by English Proficiency Status										
English Proficient	6	0	14	180	446	477	98	1201	85%	48%
Limited English Proficient	0	79	1	2	9	2	1	14	86%	21%
Total	6	79	15	182	455	479	99	1215	85%	48%
Results by Income Level										
Economically Disadvantaged	3	54	11	104	255	215	36	610	83%	41%
Not Disadvantaged	3	25	4	78	200	264	63	605	87%	54%
Total	6	79	15	182	455	479	99	1215	85%	48%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	6	79	15	182	455	479	99	1215	85%	48%
Total	6	79	15	182	455	479	99	1215	85%	48%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	0	0	33	83	141	33	290	89%	60%
Hispanic	2	0	3	84	192	397	95	768	89%	64%
Asian or Pacific Islander	0	0	0	1	4	11	4	20	95%	75%
White	0	0	2	11	29	120	74	234	95%	83%
Total	3	0	5	129	308	669	206	1312	90%	67%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	1	0	1	55	140	335	102	632	91%	69%
Male	2	0	4	74	168	334	104	680	89%	64%
Total	3	0	5	129	308	669	206	1312	90%	67%
Results by English Proficiency Status										
English Proficient	3	0	5	108	272	629	201	1210	91%	69%
Limited English Proficient	0	0	0	21	36	40	5	102	79%	44%
Total	3	0	5	129	308	669	206	1312	90%	67%
Results by Income Level										
Economically Disadvantaged	1	0	4	81	182	349	74	686	88%	62%
Not Disadvantaged	2	0	1	48	126	320	132	626	92%	72%
Total	3	0	5	129	308	669	206	1312	90%	67%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	3	0	5	129	308	669	206	1312	90%	67%
Total	3	0	5	129	308	669	206	1312	90%	67%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	0	4	4	57	137	90	12	296	81%	34%
Hispanic	2	89	8	88	254	144	11	497	82%	31%
Asian or Pacific Islander	0	4	0	s	s	s	s	14	s	s
White	2	3	4	21	69	72	17	179	88%	50%
Total	4	100	16	166	466	312	43	987	83%	36%
Small Group Totals (s)	0	4	0	0	6	6	3	15	100%	60%
Results by Gender										
Female	2	53	6	59	208	194	32	493	88%	46%
Male	2	47	10	107	258	118	11	494	78%	26%
Total	4	100	16	166	466	312	43	987	83%	36%
Results by English Proficiency Status										
English Proficient	4	0	15	160	458	310	43	971	84%	36%
Limited English Proficient	0	100	1	6	8	2	0	16	63%	13%
Total	4	100	16	166	466	312	43	987	83%	36%
Results by Income Level										
Economically Disadvantaged	2	63	6	57	178	94	7	336	83%	30%
Not Disadvantaged	2	37	10	109	288	218	36	651	83%	39%
Total	4	100	16	166	466	312	43	987	83%	36%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	4	100	16	166	466	312	43	987	83%	36%
Total	4	100	16	166	466	312	43	987	83%	36%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	0	0	0	106	139	54	2	301	65%	19%
Hispanic	0	0	6	243	257	87	5	592	59%	16%
Asian or Pacific Islander	0	0	0	s	s	s	s	14	s	s
White	0	0	2	31	78	66	10	185	83%	41%
Total	0	0	8	381	481	212	19	1093	65%	21%
Small Group Totals (s)	0	0	0	1	7	5	2	15	93%	47%
Results by Gender										
Female	0	0	5	196	235	110	10	551	64%	22%
Male	0	0	3	185	246	102	9	542	66%	20%
Total	0	0	8	381	481	212	19	1093	65%	21%
Results by English Proficiency Status										
English Proficient	0	0	6	303	451	209	18	981	69%	23%
Limited English Proficient	0	0	2	78	30	3	1	112	30%	4%
Total	0	0	8	381	481	212	19	1093	65%	21%
Results by Income Level										
Economically Disadvantaged	0	0	3	147	184	71	4	406	64%	18%
Not Disadvantaged	0	0	5	234	297	141	15	687	66%	23%
Total	0	0	8	381	481	212	19	1093	65%	21%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	8	381	481	212	19	1093	65%	21%
Total	0	0	8	381	481	212	19	1093	65%	21%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	526	100	380	0	91%
Students with Disabilities	19	10	6	1	89%
Total	545	110	386	1	91%
Results by English Language Proficiency					
English Proficient	502	92	376	1	93%
Limited English Proficient	43	18	10	0	65%
Total	545	110	386	1	91%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	526	83	369	0	86%
Students with Disabilities	19	3	4	0	37%
Total	545	86	373	0	84%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total		545	52	29	164	0