

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	2001-02	2002-03	2003-04
Pre-K	124	124	124
Kindergarten	1207	1186	1283
First	1314	1282	1263
Second	1320	1236	1245
Third	1296	1258	1230
Fourth	1202	1235	1228
Fifth	1189	1188	1245
Sixth	1176	1192	1184
Ungraded Elementary	769	757	747
Seventh	1139	1165	1197
Eighth	1068	1116	1199
Ninth	1038	1084	1132
Tenth	1023	1111	1177
Eleventh	984	963	979
Twelfth	611	646	644
Ungraded Secondary	684	719	723
Total K-12 Enrollment	16020	16138	16476

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	320	2.0%	299	1.9%	301	1.8%
Black (Not Hispanic)	3574	22.3%	3410	21.1%	3407	20.7%
Hispanic	9302	58.1%	9740	60.4%	10296	62.5%
White (Not Hispanic)	2824	17.6%	2689	16.7%	2472	15.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	23	22
Common Branch	25	25	24
English Grade 8	25	25	21
Mathematics Grade 8	24	25	23
Science Grade 8	26	27	26
Social Studies Grade 8	27	26	26
English Grade 10	23	24	24
Mathematics Grade 10	22	22	23
Science Grade 10	26	27	26
Social Studies Grade 10	23	25	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2456	15.2%	2877	17.7%	3186	19.2%
Eligible for Free Lunch	8244	51.5%	8215	50.9%	8467	51.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		94.4%		94.4%
Student Suspensions	1067	6.9%	842	5.3%	1150	7.1%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	14.7%	16.9%	21.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	1091
Total Other Professional Staff	243
Total Paraprofessionals	428
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	639	218	34%	592	283	48%	660	235	36%
Students with Disabilities	2	1	50%	60	0	0%	65	2	3%
All Students	641	219	34%	652	283	43%	725	237	33%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	311	206	32	28	71	77
Percent	43%	28%	4%	4%	10%	11%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
65	2	57	122

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	145		290		329	8.4%
	Entered GED Program*	65		73		44	1.1%
	Total Noncompleters	210		363		373	9.6%
Students with Disabilities	Dropped Out	0		55		41	6.2%
	Entered GED Program*	0		10		4	0.6%
	Total Noncompleters	0		65		45	6.8%
All Students	Dropped Out	145	3.6%	345	8.1%	370	8.1%
	Entered GED Program*	65	1.6%	83	2.0%	48	1.1%
	Total Noncompleters	210	5.2%	428	10.1%	418	9.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	4%	0%
2-3	0%	6%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	152	0
	Number of Students with Disabilities	0	57	0
	Number of All Students	0	209	0
	Percent of Enrollment	0%	8%	0%
6-8	Number of General-Education Students	1524	1387	5260
	Number of Students with Disabilities	263	307	427
	Number of All Students	1787	1694	5687
	Percent of Enrollment	48%	44%	144%
9-12	Number of General-Education Students	252	2220	3595
	Number of Students with Disabilities	278	500	419
	Number of All Students	530	2720	4014
	Percent of Enrollment	13%	64%	92%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	171		
Completed and Passed Regents Exams	167	98%	77%
Completed and had Course Average of 75% or More	171	100%	81%
Completed and Attained a HS Diploma or Equivalent	171	100%	96%
Completed and Whose Status is Known	171		
Completed and Were Successfully Placed	157	92%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	12	39%	30%
Underrepresented Gender Members Who Completed	3	13%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	134	68%	70	77%	119	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	4	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	730	75%	728	79%	897	73%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	5	40%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	95	60%	188	53%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	7	100%	14	71%
Science	35	83%	8	75%	16	56%
Reading	5	60%	3	#	6	67%
Writing	7	57%	3	#	6	100%
Global Studies	4	#	5	100%	10	60%
U.S. Hist & Gov't	17	71%	4	#	11	82%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	99	68%	142	76%	57	74%
Science	46	30%	158	49%	136	53%
Reading	11	55%	83	58%	65	42%
Writing	10	60%	75	79%	67	99%
Global Studies	50	36%	87	41%	86	64%
U.S. Hist & Gov't	1	#	51	59%	52	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	921	991	1284	68	114	120
Number Scoring 55-100	823	823	1084	47	38	55
Number Scoring 65-100	681	739	957	34	30	37
Number Scoring 85-100	183	259	324	1	5	3
Percentage of Tested Scoring 55-100	89%	83%	84%	69%	33%	46%
Percentage of Tested Scoring 65-100	74%	75%	75%	50%	26%	31%
Percentage of Tested Scoring 85-100	20%	26%	25%	1%	4%	3%
Mathematics A						
Number Tested	641	1214	1402	19	96	157
Number Scoring 55-100	390	795	1251	9	20	85
Number Scoring 65-100	315	623	1099	6	16	60
Number Scoring 85-100	61	84	153	1	0	4
Percentage of Tested Scoring 55-100	61%	65%	89%	47%	21%	54%
Percentage of Tested Scoring 65-100	49%	51%	78%	32%	17%	38%
Percentage of Tested Scoring 85-100	10%	7%	11%	5%	0%	3%
Mathematics B						
Number Tested	0	0	288	0	0	1
Number Scoring 55-100	0	0	225	0	0	#
Number Scoring 65-100	0	0	180	0	0	#
Number Scoring 85-100	0	0	36	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	917	1092	1279	92	110	146
Number Scoring 55-100	779	904	1102	43	53	85
Number Scoring 65-100	640	818	965	16	42	54
Number Scoring 85-100	133	240	327	0	5	11
Percentage of Tested Scoring 55-100	85%	83%	86%	47%	48%	58%
Percentage of Tested Scoring 65-100	70%	75%	75%	17%	38%	37%
Percentage of Tested Scoring 85-100	15%	22%	26%	0%	5%	8%
U.S. History and Government						
Number Tested	815	812	948	40	73	94
Number Scoring 55-100	766	757	847	37	45	49
Number Scoring 65-100	595	694	767	30	37	37
Number Scoring 85-100	173	282	313	0	4	6
Percentage of Tested Scoring 55-100	94%	93%	89%	93%	62%	52%
Percentage of Tested Scoring 65-100	73%	85%	81%	75%	51%	39%
Percentage of Tested Scoring 85-100	21%	35%	33%	0%	5%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	841	947	1111	89	41	114
Number Scoring 55-100	785	868	1028	59	27	91
Number Scoring 65-100	690	766	876	33	22	68
Number Scoring 85-100	103	150	127	0	1	1
Percentage of Tested Scoring 55-100	93%	92%	93%	66%	66%	80%
Percentage of Tested Scoring 65-100	82%	81%	79%	37%	54%	60%
Percentage of Tested Scoring 85-100	12%	16%	11%	0%	2%	1%
Physical Setting/Earth Science						
Number Tested	957	1018	1116	56	74	73
Number Scoring 55-100	781	846	857	33	52	43
Number Scoring 65-100	641	720	677	18	33	24
Number Scoring 85-100	175	209	152	0	3	0
Percentage of Tested Scoring 55-100	82%	83%	77%	59%	70%	59%
Percentage of Tested Scoring 65-100	67%	71%	61%	32%	45%	33%
Percentage of Tested Scoring 85-100	18%	21%	14%	0%	4%	0%
Physical Setting/Chemistry						
Number Tested	353	381	455	0	2	3
Number Scoring 55-100	296	307	416	0	#	#
Number Scoring 65-100	179	195	309	0	#	#
Number Scoring 85-100	17	24	43	0	#	#
Percentage of Tested Scoring 55-100	84%	81%	91%	0%	#	#
Percentage of Tested Scoring 65-100	51%	51%	68%	0%	#	#
Percentage of Tested Scoring 85-100	5%	6%	9%	0%	#	#
Physical Setting/Physics						
Number Tested			117			1
Number Scoring 55-100			109			#
Number Scoring 65-100			97			#
Number Scoring 85-100			19			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			83%			#
Percentage of Tested Scoring 85-100			16%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	16	37	33	0	0	0
Number Scoring 55-100	15	33	33	0	0	0
Number Scoring 65-100	15	30	33	0	0	0
Number Scoring 85-100	6	14	13	0	0	0
Percentage of Tested Scoring 55-100	94%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	81%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	38%	39%	0%	0%	0%
Comprehensive Italian						
Number Tested	6	8	8	0	0	0
Number Scoring 55-100	6	8	8	0	0	0
Number Scoring 65-100	5	8	8	0	0	0
Number Scoring 85-100	2	3	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	38%	75%	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	387	396	400	13	14	7
Number Scoring 55-100	364	385	389	11	12	7
Number Scoring 65-100	339	373	381	11	12	7
Number Scoring 85-100	243	262	271	8	6	6
Percentage of Tested Scoring 55-100	94%	97%	97%	85%	86%	100%
Percentage of Tested Scoring 65-100	88%	94%	95%	85%	86%	100%
Percentage of Tested Scoring 85-100	63%	66%	68%	62%	43%	86%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	323	296	31	0	2	1
Number Scoring 55-100	289	241	18	0	#	#
Number Scoring 65-100	268	214	13	0	#	#
Number Scoring 85-100	110	71	3	0	#	#
Percentage of Tested Scoring 55-100	89%	81%	58%	0%	#	#
Percentage of Tested Scoring 65-100	83%	72%	42%	0%	#	#
Percentage of Tested Scoring 85-100	34%	24%	10%	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	54	100%	39	92%
Students with Disabilities	0	0%	13	100%	23	91%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	1152	10%	7%	67%	16%
	Students with Disabilities	97	32%	26%	38%	4%
	All Students	1249	12%	8%	64%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	1067	7%	63%	27%	3%
	Students with Disabilities	204	33%	62%	5%	0%
	All Students	1271	11%	63%	23%	2%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	6	1	1	2	1	2
Middle Level						
Social Studies	6	1	0	3	0	3
Secondary Level						
English Language Arts	10	0	0	0	2	8
Social Studies	10	0	0	0	2	8
Mathematics	8	1	0	0	1	7
Science	6	0	0	0	1	5

2000 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	760	760	760	97	97	97	857	857	857
Number Scoring 55–64	33	30	82	16	4	26	49	34	108
Number Scoring 65–84	494	340	470	15	28	20	509	368	490
Number Scoring 85–100	129	257	134	0	2	1	129	259	135
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1219			101
Beginning (0-18)			37			3
Intermediate (19-31)			234			23
Advanced (32-36)			567			56
Proficient (37-39)			381			19
Reading and Writing (Grade K-1)						
Number Tested			1219			101
Beginning (0-14)			433			52
Intermediate (15-24)			341			20
Advanced (25-32)			306			25
Proficient (33-35)			139			4
Listening and Speaking (Grade 2-4)						
Number Tested			900			97
Beginning (0-18)			56			4
Intermediate (19-31)			126			22
Advanced (32-36)			342			42
Proficient (37-39)			376			29
Reading and Writing (Grade 2-4)						
Number Tested			900			97
Beginning (0-14)			234			51
Intermediate (15-24)			429			39
Advanced (25-32)			173			6
Proficient (33-35)			64			1
Listening and Speaking (Grade 5-6)						
Number Tested			301			18
Beginning (0-18)			38			0
Intermediate (19-31)			45			5
Advanced (32-36)			80			5
Proficient (37-39)			138			8
Reading and Writing (Grade 5-6)						
Number Tested			301			18
Beginning (0-14)			70			5
Intermediate (15-24)			103			9
Advanced (25-32)			115			4
Proficient (33-35)			13			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			290			14
Beginning (0-18)			51			1
Intermediate (19-31)			55			2
Advanced (32-36)			99			9
Proficient (37-39)			85			2
Reading and Writing (Grade 7-8)						
Number Tested			290			14
Beginning (0-14)			39			4
Intermediate (15-24)			127			6
Advanced (25-32)			95			4
Proficient (33-35)			29			0
Listening and Speaking (Grade 9-12)						
Number Tested			568			16
Beginning (0-18)			92			1
Intermediate (19-31)			149			9
Advanced (32-36)			177			4
Proficient (37-39)			150			2
Reading and Writing (Grade 9-12)						
Number Tested			566			15
Beginning (0-14)			112			5
Intermediate (15-24)			202			6
Advanced (25-32)			230			4
Proficient (33-35)			22			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)