

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-12-03-0018
 Name: Brentwood High School
 Principal: Thomas O'Brien

Grade Range : 10-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	974	1023	1111
Eleventh	955	984	963
Twelfth	590	611	646
Ungraded Secondary	262	278	302
Total K-12 Enrollment	2781	2896	3022

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	81	2.9%	86	3.0%	75	2.5%
Black (Not Hispanic)	699	25.1%	679	23.4%	736	24.4%
Hispanic	1394	50.1%	1552	53.6%	1675	55.4%
White (Not Hispanic)	607	21.8%	579	20.0%	536	17.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	24	24
Mathematics Grade 10	22	22	22
Science Grade 10	25	26	27
Social Studies Grade 10	23	24	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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	323	11.6%	337	11.6%	376	12.4%
Eligible for Free Lunch	661	23.8%	799	27.6%	851	28.2%

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		89.3%		91.9%		91.9%
Student Suspensions	391	14.4%	349	12.6%	348	12.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.3%	8.1%	9.7%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	64%	61%	47%

Staff Counts

Staff	2002–2003
Total Teachers	175
Total Other Professional Staff	40
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

*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%	638	218	34%	588	283	48%
Students with Disabilities	27	0	0%	2	1	50%	60	0	0%
All Students	799	214	27%	640	219	34%	648	283	44%

*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	32	15	74	31
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	44	104

*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		245	
	Entered GED Program*			65		57	
	Total Noncompleters			210		302	
Students with Disabilities	Dropped Out			0		40	
	Entered GED Program*			0		5	
	Total Noncompleters			0		45	
All Students	Dropped Out	79	2.8%	145	5.0%	285	9.4%
	Entered GED Program*	0	0.0%	65	2.2%	62	2.1%
	Total Noncompleters	79	2.8%	210	7.3%	347	11.5%

*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%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		122	2220
	Number of Students with Disabilities		278	500
	Number of All Students		400	2720
	Percent of Enrollment		14%	90%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

(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	60	70%	34	82%	7	71%
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%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	75%	98	68%	141	76%
Science	32	72%	33	33%	128	52%
Reading	17	59%	11	55%	83	58%
Writing	13	100%	10	60%	74	78%
Global Studies	19	26%	50	36%	87	41%
U.S. Hist & Gov't	7	43%	1	#	51	59%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	849	920	991	27	68	114
Number Scoring 55–100	755	822	823	21	47	38
Number Scoring 65–100	542	680	739	11	34	30
Number Scoring 85–100	50	183	259	0	1	5
Percentage of Tested Scoring 55–100	89%	89%	83%	78%	69%	33%
Percentage of Tested Scoring 65–100	64%	74%	75%	41%	50%	26%
Percentage of Tested Scoring 85–100	6%	20%	26%	0%	1%	4%
Mathematics A						
Number Tested	0	631	1128	0	19	96
Number Scoring 55–100	0	380	710	0	9	20
Number Scoring 65–100	0	305	538	0	6	16
Number Scoring 85–100	0	56	29	0	1	0
Percentage of Tested Scoring 55–100	0%	60%	63%	0%	47%	21%
Percentage of Tested Scoring 65–100	0%	48%	48%	0%	32%	17%
Percentage of Tested Scoring 85–100	0%	9%	3%	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	969	917	1087	59	92	110
Number Scoring 55–100	848	779	901	30	43	53
Number Scoring 65–100	684	640	816	20	16	42
Number Scoring 85–100	168	133	239	1	0	5
Percentage of Tested Scoring 55–100	88%	85%	83%	51%	47%	48%
Percentage of Tested Scoring 65–100	71%	70%	75%	34%	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	760	854	23	88	40
Number Scoring 55–100	527	704	777	20	58	26
Number Scoring 65–100	443	609	676	12	32	21
Number Scoring 85–100	47	50	85	0	0	1
Percentage of Tested Scoring 55–100	97%	93%	91%	87%	66%	65%
Percentage of Tested Scoring 65–100	81%	80%	79%	52%	36%	53%
Percentage of Tested Scoring 85–100	9%	7%	10%	0%	0%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	44	131	175	3	10	9
Number Scoring 55–100	35	59	90	#	4	5
Number Scoring 65–100	16	31	47	#	0	1
Number Scoring 85–100	3	1	2	#	0	0
Percentage of Tested Scoring 55–100	80%	45%	51%	#	40%	56%
Percentage of Tested Scoring 65–100	36%	24%	27%	#	0%	11%
Percentage of Tested Scoring 85–100	7%	1%	1%	#	0%	0%
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	237	268	285	6	9	11
Number Scoring 55–100	230	245	274	5	7	9
Number Scoring 65–100	225	220	262	4	7	9
Number Scoring 85–100	160	137	152	0	5	3
Percentage of Tested Scoring 55–100	97%	91%	96%	83%	78%	82%
Percentage of Tested Scoring 65–100	95%	82%	92%	67%	78%	82%
Percentage of Tested Scoring 85–100	68%	51%	53%	0%	56%	27%
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	414	128	142	2	2	1
Number Scoring 55–100	297	72	70	#	#	#
Number Scoring 65–100	264	44	59	#	#	#
Number Scoring 85–100	72	6	3	#	#	#
Percentage of Tested Scoring 55–100	72%	56%	49%	#	#	#
Percentage of Tested Scoring 65–100	64%	34%	42%	#	#	#
Percentage of Tested Scoring 85–100	17%	5%	2%	#	#	#
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	35	100%	0	0%	54	100%
Students with Disabilities	5	100%	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	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	808	808	808	95	95	95	903	903	903
Number Scoring 55–64	114	109	112	15	8	20	129	117	132
Number Scoring 65–84	438	384	472	33	30	22	471	414	494
Number Scoring 85–100	166	175	138	2	0	0	168	175	138
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)