

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-03-02-0000

Name: Brookhaven-Comsewogue Union Free School District

Superintendent: Richard T. Brande

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	334	327	303
First	307	338	319
Second	317	311	338
Third	307	315	301
Fourth	279	315	320
Fifth	295	285	311
Sixth	275	291	281
Ungraded Elementary	121	119	104
Seventh	248	274	297
Eighth	225	246	267
Ninth	244	256	251
Tenth	244	243	254
Eleventh	211	254	242
Twelfth	238	218	246
Ungraded Secondary	127	81	62
Total K-12 Enrollment	3772	3873	3896

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	91	2.4%	141	3.6%	141	3.6%
Black (Not Hispanic)	69	1.8%	55	1.4%	72	1.8%
Hispanic	416	11.0%	429	11.1%	410	10.5%
White (Not Hispanic)	3196	84.7%	3248	83.9%	3273	84.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	22	21
Common Branch	21	22	22
English Grade 8	25	24	24
Mathematics Grade 8	24	23	25
Science Grade 8	25	25	24
Social Studies Grade 8	25	24	24
English Grade 10	24	21	22
Mathematics Grade 10	20	20	21
Science Grade 10	16	19	19
Social Studies Grade 10	27	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	79	2.1%	99	2.6%	92	2.4%
Eligible for Free Lunch	281	7.4%	278	7.2%	228	5.9%

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		93.3%		94.1%		93.0%
Student Suspensions	129	3.5%	123	3.3%	167	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.1%	3.2%	2.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	284
Total Other Professional Staff	40
Total Paraprofessionals	59
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

*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	174	105	60%	160	100	62%	194	144	74%
Students with Disabilities	14	1	7%	29	3	10%	18	5	28%
All Students	188	106	56%	189	103	54%	212	149	70%

*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	121	75	0	0	16	0
Percent	57%	35%	0%	0%	8%	0%

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)
18	5	4	22

*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			18		30	
	Entered GED Program*			16		22	
	Total Noncompleters			34		52	
Students with Disabilities	Dropped Out			3		3	
	Entered GED Program*			2		3	
	Total Noncompleters			5		6	
All Students	Dropped Out	36	3.6%	21	2.1%	33	3.2%
	Entered GED Program*	36	3.6%	18	1.8%	25	2.4%
	Total Noncompleters	72	7.1%	39	3.8%	58	5.7%

*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		47%	42%
2-3		46%	39%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		137	213
	Number of Students with Disabilities		3	24
	Number of All Students		140	237
	Percent of Enrollment		22%	36%
6-8	Number of General-Education Students		723	723
	Number of Students with Disabilities		145	122
	Number of All Students		868	845
	Percent of Enrollment		100%	96%
9-12	Number of General-Education Students		683	881
	Number of Students with Disabilities		167	15
	Number of All Students		850	896
	Percent of Enrollment		83%	87%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	36	97%	19	84%	66	98%
German	0	0%	0	0%	1	#
Italian	61	90%	48	85%	50	100%
Latin	0	0%	0	0%	0	0%
Spanish	105	83%	122	84%	116	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	1	#	9	44%	3	#

(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	0	0%	5	80%	3	#
Science	0	0%	5	60%	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	4	#	1	#
U.S. Hist & Gov't	0	0%	3	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	54%	23	48%	50	78%
Science	23	30%	27	41%	38	39%
Reading	8	38%	14	43%	13	77%
Writing	7	100%	7	43%	12	83%
Global Studies	3	#	27	30%	33	33%
U.S. Hist & Gov't	5	80%	16	44%	13	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	220	244	229	27	27	30
Number Scoring 55–100	211	233	206	23	20	15
Number Scoring 65–100	189	224	191	14	14	8
Number Scoring 85–100	40	110	115	0	1	1
Percentage of Tested Scoring 55–100	96%	95%	90%	85%	74%	50%
Percentage of Tested Scoring 65–100	86%	92%	83%	52%	52%	27%
Percentage of Tested Scoring 85–100	18%	45%	50%	0%	4%	3%
Mathematics A						
Number Tested	0	0	290	0	0	61
Number Scoring 55–100	0	0	177	0	0	10
Number Scoring 65–100	0	0	137	0	0	4
Number Scoring 85–100	0	0	15	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	61%	0%	0%	16%
Percentage of Tested Scoring 65–100	0%	0%	47%	0%	0%	7%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	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	250	236	265	37	28	51
Number Scoring 55–100	237	216	207	33	16	17
Number Scoring 65–100	223	192	192	26	8	14
Number Scoring 85–100	78	48	78	4	0	1
Percentage of Tested Scoring 55–100	95%	92%	78%	89%	57%	33%
Percentage of Tested Scoring 65–100	89%	81%	72%	70%	29%	27%
Percentage of Tested Scoring 85–100	31%	20%	29%	11%	0%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	208	248	238	30	27	34
Number Scoring 55–100	189	238	221	25	23	23
Number Scoring 65–100	159	216	209	15	18	21
Number Scoring 85–100	62	59	88	4	1	0
Percentage of Tested Scoring 55–100	91%	96%	93%	83%	85%	68%
Percentage of Tested Scoring 65–100	76%	87%	88%	50%	67%	62%
Percentage of Tested Scoring 85–100	30%	24%	37%	13%	4%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	151	303	252	9	30	42
Number Scoring 55–100	151	291	227	9	20	22
Number Scoring 65–100	144	272	198	9	16	15
Number Scoring 85–100	54	77	47	2	0	1
Percentage of Tested Scoring 55–100	100%	96%	90%	100%	67%	52%
Percentage of Tested Scoring 65–100	95%	90%	79%	100%	53%	36%
Percentage of Tested Scoring 85–100	36%	25%	19%	22%	0%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	173	135	163	7	24	13
Number Scoring 55–100	163	123	143	3	21	8
Number Scoring 65–100	149	105	114	2	16	4
Number Scoring 85–100	61	12	20	0	0	0
Percentage of Tested Scoring 55–100	94%	91%	88%	43%	88%	62%
Percentage of Tested Scoring 65–100	86%	78%	70%	29%	67%	31%
Percentage of Tested Scoring 85–100	35%	9%	12%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		164	194		3	8
Number Scoring 55–100		151	172		#	6
Number Scoring 65–100		113	133		#	3
Number Scoring 85–100		12	17		#	0
Percentage of Tested Scoring 55–100		92%	89%		#	75%
Percentage of Tested Scoring 65–100		69%	69%		#	38%
Percentage of Tested Scoring 85–100		7%	9%		#	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	28	18	32	0	0	1
Number Scoring 55–100	28	18	31	0	0	#
Number Scoring 65–100	28	18	31	0	0	#
Number Scoring 85–100	22	14	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	79%	78%	62%	0%	0%	#
Comprehensive Italian						
Number Tested	55	51	60	0	0	0
Number Scoring 55–100	48	46	58	0	0	0
Number Scoring 65–100	42	38	52	0	0	0
Number Scoring 85–100	13	4	20	0	0	0
Percentage of Tested Scoring 55–100	87%	90%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	75%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	8%	33%	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	100	111	126	0	1	2
Number Scoring 55–100	98	105	116	0	#	#
Number Scoring 65–100	95	103	109	0	#	#
Number Scoring 85–100	72	64	61	0	#	#
Percentage of Tested Scoring 55–100	98%	95%	92%	0%	#	#
Percentage of Tested Scoring 65–100	95%	93%	87%	0%	#	#
Percentage of Tested Scoring 85–100	72%	58%	48%	0%	#	#
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	208	229	76	14	26	12
Number Scoring 55–100	170	174	44	5	14	6
Number Scoring 65–100	144	154	36	3	12	6
Number Scoring 85–100	76	47	8	1	0	0
Percentage of Tested Scoring 55–100	82%	76%	58%	36%	54%	50%
Percentage of Tested Scoring 65–100	69%	67%	47%	21%	46%	50%
Percentage of Tested Scoring 85–100	37%	21%	11%	7%	0%	0%
Sequential Mathematics, Course III						
Number Tested	139	183	145	2	4	8
Number Scoring 55–100	100	146	118	#	#	5
Number Scoring 65–100	87	123	104	#	#	3
Number Scoring 85–100	48	57	44	#	#	0
Percentage of Tested Scoring 55–100	72%	80%	81%	#	#	62%
Percentage of Tested Scoring 65–100	63%	67%	72%	#	#	38%
Percentage of Tested Scoring 85–100	35%	31%	30%	#	#	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	18	100%	14	100%	23	100%
Students with Disabilities	0	0%	2	#	5	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	271	1%	10%	68%	20%
	Students with Disabilities	60	20%	15%	60%	5%
	All Students	331	5%	11%	66%	18%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	243	0%	28%	58%	14%
	Students with Disabilities	41	2%	76%	20%	2%
	All Students	284	1%	35%	52%	12%

(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	203	203	203	27	27	27	230	230	230
Number Scoring 55–64	3	5	5	3	2	2	6	7	7
Number Scoring 65–84	113	124	122	15	14	18	128	138	140
Number Scoring 85–100	73	54	67	3	0	0	76	54	67
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)