

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-03-02-0008
 Name: Comsewogue High School
 Principal: Joseph Rella

Grade Range : 9-12

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	244	256	251
Tenth	244	243	254
Eleventh	211	254	242
Twelfth	238	218	246
Ungraded Secondary	76	45	30
Total K-12 Enrollment	1013	1016	1023

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	12	1.2%	22	2.2%	31	3.0%
Black (Not Hispanic)	30	3.0%	33	3.2%	27	2.6%
Hispanic	148	14.6%	137	13.5%	129	12.6%
White (Not Hispanic)	823	81.2%	824	81.1%	836	81.7%

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	23
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	21	22
Mathematics Grade 10	20	20	21
Science Grade 10	16	19	19
Social Studies Grade 10	27	23	21

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	18	1.8%	17	1.7%	18	1.8%
Eligible for Free Lunch	71	7.0%	46	4.5%	61	6.0%

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		89.8%		92.2%		88.3%
Student Suspensions	104	10.4%	105	10.4%	121	11.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	2.3%	2.2%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	92%	96%	92%

Staff Counts

Staff	2002–2003
Total Teachers	79
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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%	159	100	63%	193	144	75%
Students with Disabilities	14	1	7%	29	3	10%	18	5	28%
All Students	188	106	56%	188	103	55%	211	149	71%

*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	120	75	0	0	16	0
Percent	57%	36%	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	3	21

*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		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		683	881
	Number of Students with Disabilities		167	15
	Number of All Students		850	896
	Percent of Enrollment		84%	88%

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%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

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%	0	0%

(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	#	0	0%
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	25	60%	23	48%	43	77%
Science	20	25%	27	41%	35	34%
Reading	8	38%	14	43%	11	82%
Writing	7	100%	7	43%	10	100%
Global Studies	3	#	27	30%	29	28%
U.S. Hist & Gov't	5	80%	16	44%	10	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	219	244	225	26	27	28
Number Scoring 55–100	210	233	204	22	20	15
Number Scoring 65–100	188	224	189	13	14	8
Number Scoring 85–100	40	110	114	0	1	1
Percentage of Tested Scoring 55–100	96%	95%	91%	85%	74%	54%
Percentage of Tested Scoring 65–100	86%	92%	84%	50%	52%	29%
Percentage of Tested Scoring 85–100	18%	45%	51%	0%	4%	4%
Mathematics A						
Number Tested	0	0	285	0	0	58
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%	62%	0%	0%	17%
Percentage of Tested Scoring 65–100	0%	0%	48%	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	247	236	261	34	28	49
Number Scoring 55–100	234	216	204	30	16	16
Number Scoring 65–100	220	192	190	23	8	13
Number Scoring 85–100	78	48	77	4	0	0
Percentage of Tested Scoring 55–100	95%	92%	78%	88%	57%	33%
Percentage of Tested Scoring 65–100	89%	81%	73%	68%	29%	27%
Percentage of Tested Scoring 85–100	32%	20%	30%	12%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	207	248	233	29	27	30
Number Scoring 55–100	188	238	220	24	23	23
Number Scoring 65–100	159	216	208	15	18	21
Number Scoring 85–100	62	59	88	4	1	0
Percentage of Tested Scoring 55–100	91%	96%	94%	83%	85%	77%
Percentage of Tested Scoring 65–100	77%	87%	89%	52%	67%	70%
Percentage of Tested Scoring 85–100	30%	24%	38%	14%	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	256	185	9	30	41
Number Scoring 55–100	151	244	161	9	20	22
Number Scoring 65–100	144	226	132	9	16	15
Number Scoring 85–100	54	62	15	2	0	1
Percentage of Tested Scoring 55–100	100%	95%	87%	100%	67%	54%
Percentage of Tested Scoring 65–100	95%	88%	71%	100%	53%	37%
Percentage of Tested Scoring 85–100	36%	24%	8%	22%	0%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	124	135	161	7	24	12
Number Scoring 55–100	114	123	143	3	21	8
Number Scoring 65–100	100	105	114	2	16	4
Number Scoring 85–100	20	12	20	0	0	0
Percentage of Tested Scoring 55–100	92%	91%	89%	43%	88%	67%
Percentage of Tested Scoring 65–100	81%	78%	71%	29%	67%	33%
Percentage of Tested Scoring 85–100	16%	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	125	0	1	2
Number Scoring 55–100	98	105	115	0	#	#
Number Scoring 65–100	95	103	108	0	#	#
Number Scoring 85–100	72	64	60	0	#	#
Percentage of Tested Scoring 55–100	98%	95%	92%	0%	#	#
Percentage of Tested Scoring 65–100	95%	93%	86%	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	207	226	75	13	26	12
Number Scoring 55–100	170	171	44	5	14	6
Number Scoring 65–100	144	151	36	3	12	6
Number Scoring 85–100	76	44	8	1	0	0
Percentage of Tested Scoring 55–100	82%	76%	59%	38%	54%	50%
Percentage of Tested Scoring 65–100	70%	67%	48%	23%	46%	50%
Percentage of Tested Scoring 85–100	37%	19%	11%	8%	0%	0%
Sequential Mathematics, Course III						
Number Tested	139	182	144	2	4	8
Number Scoring 55–100	100	145	118	#	#	5
Number Scoring 65–100	87	122	104	#	#	3
Number Scoring 85–100	48	56	44	#	#	0
Percentage of Tested Scoring 55–100	72%	80%	82%	#	#	62%
Percentage of Tested Scoring 65–100	63%	67%	72%	#	#	38%
Percentage of Tested Scoring 85–100	35%	31%	31%	#	#	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	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	202	202	202	26	26	26	228	228	228
Number Scoring 55–64	3	5	5	3	2	2	6	7	7
Number Scoring 65–84	112	123	121	15	14	18	127	137	139
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)