

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	2001-02	2002-03	2003-04
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	256	251	276
Tenth	243	254	236
Eleventh	254	242	216
Twelfth	218	246	224
Ungraded Secondary	45	30	78
Total K-12 Enrollment	1016	1023	1030

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	22	2.2%	31	3.0%	46	4.5%
Black (Not Hispanic)	33	3.2%	27	2.6%	27	2.6%
Hispanic	137	13.5%	129	12.6%	114	11.1%
White (Not Hispanic)	824	81.1%	836	81.7%	843	81.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	23	26
Mathematics Grade 8	0	0	22
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	22	24
Mathematics Grade 10	20	21	22
Science Grade 10	19	19	22
Social Studies Grade 10	23	21	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
50	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	1.7%	18	1.8%	20	1.9%
Eligible for Free Lunch	46	4.5%	61	6.0%	68	6.6%

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		92.2%		88.3%		92.3%
Student Suspensions	105	10.4%	121	11.9%	145	14.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.3%	2.3%	3.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	92%	97%

Staff Counts

Staff	2003-04
Total Teachers	81
Total Other Professional Staff	24
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	159	100	63%	193	144	75%	191	139	73%
Students with Disabilities	29	3	10%	18	5	28%	24	5	21%
All Students	188	103	55%	211	149	71%	215	144	67%

*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	114	81	4	5	11	0
Percent	53%	38%	2%	2%	5%	0%

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)
24	5	0	24

*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	18		30		13	1.4%
	Entered GED Program*	16		22		13	1.4%
	Total Noncompleters	34		52		26	2.8%
Students with Disabilities	Dropped Out	3		3		7	3.9%
	Entered GED Program*	2		3		2	1.1%
	Total Noncompleters	5		6		9	5.0%
All Students	Dropped Out	21	2.1%	33	3.2%	20	1.8%
	Entered GED Program*	18	1.8%	25	2.4%	15	1.4%
	Total Noncompleters	39	3.8%	58	5.7%	35	3.2%

*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%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	683	881	818
	Number of Students with Disabilities	167	15	130
	Number of All Students	850	896	948
	Percent of Enrollment	84%	88%	92%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	3	#	2	#
Science	5	60%	1	#	2	#
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	48%	43	77%	40	63%
Science	27	41%	35	34%	38	26%
Reading	14	43%	11	82%	28	64%
Writing	7	43%	10	100%	7	100%
Global Studies	27	30%	29	28%	31	26%
U.S. Hist & Gov't	16	44%	10	60%	25	32%

(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	244	225	259	27	28	42
Number Scoring 55-100	233	204	228	20	15	17
Number Scoring 65-100	224	189	216	14	8	14
Number Scoring 85-100	110	114	113	1	1	1
Percentage of Tested Scoring 55-100	95%	91%	88%	74%	54%	40%
Percentage of Tested Scoring 65-100	92%	84%	83%	52%	29%	33%
Percentage of Tested Scoring 85-100	45%	51%	44%	4%	4%	2%
Mathematics A						
Number Tested	0	285	353	0	58	58
Number Scoring 55-100	0	177	322	0	10	40
Number Scoring 65-100	0	137	284	0	4	32
Number Scoring 85-100	0	15	58	0	0	1
Percentage of Tested Scoring 55-100	0%	62%	91%	0%	17%	69%
Percentage of Tested Scoring 65-100	0%	48%	80%	0%	7%	55%
Percentage of Tested Scoring 85-100	0%	5%	16%	0%	0%	2%
Mathematics B						
Number Tested	0	0	93	0	0	3
Number Scoring 55-100	0	0	78	0	0	#
Number Scoring 65-100	0	0	61	0	0	#
Number Scoring 85-100	0	0	12	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	13%	0%	0%	#
Global History and Geography						
Number Tested	236	261	277	28	49	55
Number Scoring 55-100	216	204	243	16	16	31
Number Scoring 65-100	192	190	225	8	13	25
Number Scoring 85-100	48	77	91	0	0	3
Percentage of Tested Scoring 55-100	92%	78%	88%	57%	33%	56%
Percentage of Tested Scoring 65-100	81%	73%	81%	29%	27%	45%
Percentage of Tested Scoring 85-100	20%	30%	33%	0%	0%	5%
U.S. History and Government						
Number Tested	248	233	249	27	30	43
Number Scoring 55-100	238	220	215	23	23	20
Number Scoring 65-100	216	208	208	18	21	15
Number Scoring 85-100	59	88	95	1	0	1
Percentage of Tested Scoring 55-100	96%	94%	86%	85%	77%	47%
Percentage of Tested Scoring 65-100	87%	89%	84%	67%	70%	35%
Percentage of Tested Scoring 85-100	24%	38%	38%	4%	0%	2%

(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	256	185	211	30	41	41
Number Scoring 55-100	244	161	189	20	22	35
Number Scoring 65-100	226	132	162	16	15	26
Number Scoring 85-100	62	15	23	0	1	0
Percentage of Tested Scoring 55-100	95%	87%	90%	67%	54%	85%
Percentage of Tested Scoring 65-100	88%	71%	77%	53%	37%	63%
Percentage of Tested Scoring 85-100	24%	8%	11%	0%	2%	0%
Physical Setting/Earth Science						
Number Tested	135	161	228	24	12	17
Number Scoring 55-100	123	143	207	21	8	12
Number Scoring 65-100	105	114	187	16	4	10
Number Scoring 85-100	12	20	53	0	0	2
Percentage of Tested Scoring 55-100	91%	89%	91%	88%	67%	71%
Percentage of Tested Scoring 65-100	78%	71%	82%	67%	33%	59%
Percentage of Tested Scoring 85-100	9%	12%	23%	0%	0%	12%
Physical Setting/Chemistry						
Number Tested	164	194	166	3	8	3
Number Scoring 55-100	151	172	153	#	6	#
Number Scoring 65-100	113	133	124	#	3	#
Number Scoring 85-100	12	17	13	#	0	#
Percentage of Tested Scoring 55-100	92%	89%	92%	#	75%	#
Percentage of Tested Scoring 65-100	69%	69%	75%	#	38%	#
Percentage of Tested Scoring 85-100	7%	9%	8%	#	0%	#
Physical Setting/Physics						
Number Tested			96			0
Number Scoring 55-100			91			0
Number Scoring 65-100			79			0
Number Scoring 85-100			22			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			82%			0%
Percentage of Tested Scoring 85-100			23%			0%

* 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	18	32	20	0	1	1
Number Scoring 55-100	18	31	20	0	#	#
Number Scoring 65-100	18	31	20	0	#	#
Number Scoring 85-100	14	20	13	0	#	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 85-100	78%	62%	65%	0%	#	#
Comprehensive Italian						
Number Tested	51	60	50	0	0	1
Number Scoring 55-100	46	58	44	0	0	#
Number Scoring 65-100	38	52	34	0	0	#
Number Scoring 85-100	4	20	4	0	0	#
Percentage of Tested Scoring 55-100	90%	97%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	75%	87%	68%	0%	0%	#
Percentage of Tested Scoring 85-100	8%	33%	8%	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	111	125	136	1	2	6
Number Scoring 55-100	105	115	133	#	#	6
Number Scoring 65-100	103	108	122	#	#	5
Number Scoring 85-100	64	60	66	#	#	3
Percentage of Tested Scoring 55-100	95%	92%	98%	#	#	100%
Percentage of Tested Scoring 65-100	93%	86%	90%	#	#	83%
Percentage of Tested Scoring 85-100	58%	48%	49%	#	#	50%
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	182	144	16	4	8	1
Number Scoring 55-100	145	118	8	#	5	#
Number Scoring 65-100	122	104	5	#	3	#
Number Scoring 85-100	56	44	0	#	0	#
Percentage of Tested Scoring 55-100	80%	82%	50%	#	62%	#
Percentage of Tested Scoring 65-100	67%	72%	31%	#	38%	#
Percentage of Tested Scoring 85-100	31%	31%	0%	#	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	23	100%	11	100%
Students with Disabilities	2	#	5	100%	5	80%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	201	201	201	30	30	30	231	231	231
Number Scoring 55–64	2	0	6	6	1	3	8	1	9
Number Scoring 65–84	128	88	111	14	19	15	142	107	126
Number Scoring 85–100	48	87	64	0	1	1	48	88	65
Approved Alternatives	0	0	0	0	0	0	0	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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			20			1
Beginning (0-18)			1			#
Intermediate (19-31)			7			#
Advanced (32-36)			9			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			20			1
Beginning (0-14)			4			#
Intermediate (15-24)			11			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#

*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)