

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	303	308	299
First	319	309	299
Second	338	310	318
Third	301	334	326
Fourth	320	296	348
Fifth	311	310	324
Sixth	281	302	321
Ungraded Elementary	104	115	0
Seventh	297	287	322
Eighth	267	291	294
Ninth	251	276	311
Tenth	254	236	295
Eleventh	242	216	243
Twelfth	246	224	246
Ungraded Secondary	62	116	0
Total K-12 Enrollment	3896	3930	3946

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	141	3.6%	159	4.0%	161	4.1%
Black (Not Hispanic)	72	1.8%	75	1.9%	77	2.0%
Hispanic	410	10.5%	434	11.0%	484	12.3%
White (Not Hispanic)	3273	84.0%	3262	83.0%	3224	81.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	22	21
Common Branch	22	23	22
English Grade 8	24	26	26
Mathematics Grade 8	25	27	25
Science Grade 8	24	26	24
Social Studies Grade 8	24	24	23
English Grade 10	22	24	25
Mathematics Grade 10	21	22	25
Science Grade 10	19	22	19
Social Studies Grade 10	22	22	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	92	2.4%	118	3.0%	169	4.3%
Eligible for Free Lunch	228	5.9%	316	8.0%	346	8.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.0%		94.0%		94.4%
Student Suspensions	167	4.3%	184	4.7%	150	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.8%	3.7%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	283
Total Other Professional Staff	42
Total Paraprofessionals	0
Teaching Out of Certification*	5

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	194	192	182
	Regents Diplomas	144	140	156
	% Regents Diplomas	74%	73%	86%
	Regents Diplomas with Advanced Designation**			70
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	25	37
	Regents Diplomas	5	5	10
	% Regents Diplomas	28%	20%	27%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			3%
	IEP Diplomas or Local Certificates	4	3	2
All Students	Total Graduates*	212	217	219
	Regents Diplomas	149	145	166
	% Regents Diplomas	70%	67%	76%
	Regents Diplomas with Advanced Designation**			71
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	4	3	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	95	67	3	1	8	1	4	3
	Percent	52%	37%	2%	1%	4%	1%	2%	2%
Students with Disabilities	Number	4	17	3	0	11	0	1	1
	Percent	11%	46%	8%	0%	30%	0%	3%	3%
All Students	Number	99	84	6	1	19	1	5	4
	Percent	45%	38%	3%	0%	9%	0%	2%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	30		13	1.4%	10	1.1%
	Entered GED Program*	22		13	1.4%	7	0.8%
	Total Noncompleters	52		26	2.8%	17	1.8%
Students with Disabilities	Dropped Out	3		7	3.4%	4	1.9%
	Entered GED Program*	3		3	1.5%	11	5.1%
	Total Noncompleters	6		10	4.9%	15	7.0%
All Students	Dropped Out	33	3.2%	20	1.8%	14	1.2%
	Entered GED Program*	25	2.4%	16	1.4%	18	1.6%
	Total Noncompleters	58	5.7%	36	3.2%	32	2.8%

*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	2002-03	2003-04	2004-05
K-1	42%	43%	30%
2-3	39%	43%	23%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	213	217	90
	Number of Students with Disabilities	24	6	0
	Number of All Students	237	223	90
	Percent of Enrollment	36%	35%	13%
6-8	Number of General-Education Students	723	825	796
	Number of Students with Disabilities	122	115	141
	Number of All Students	845	940	937
	Percent of Enrollment	96%	100%	100%
9-12	Number of General-Education Students	881	818	783
	Number of Students with Disabilities	15	130	166
	Number of All Students	896	948	949
	Percent of Enrollment	87%	93%	87%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	66	98%	60	88%	56	86%
German	1	#	0	0%	0	0%
Italian	50	100%	59	95%	53	100%
Latin	0	0%	0	0%	0	0%
Spanish	116	96%	126	75%	125	93%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	1	#	5	100%	4	#
Latin	0	0%	0	0%	0	0%
Spanish	3	#	10	70%	16	69%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	2	#
Science	1	#	2	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	50	78%	41	63%	84	70%
Science	38	39%	38	26%	90	60%
Reading	13	77%	29	66%	69	65%
Writing	12	83%	8	100%	62	84%
Global Studies	33	33%	32	28%	67	40%
U.S. Hist & Gov't	13	54%	26	35%	35	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	229	259	245	30	42	44
Number Scoring 55-100	206	228	230	15	17	32
Number Scoring 65-100	191	216	205	8	14	21
Number Scoring 85-100	115	113	90	1	1	3
Percentage of Tested Scoring 55-100	90%	88%	94%	50%	40%	73%
Percentage of Tested Scoring 65-100	83%	83%	84%	27%	33%	48%
Percentage of Tested Scoring 85-100	50%	44%	37%	3%	2%	7%
Mathematics A						
Number Tested	290	355	323	61	59	54
Number Scoring 55-100	177	324	292	10	41	36
Number Scoring 65-100	137	285	268	4	32	30
Number Scoring 85-100	15	59	45	0	1	4
Percentage of Tested Scoring 55-100	61%	91%	90%	16%	69%	67%
Percentage of Tested Scoring 65-100	47%	80%	83%	7%	54%	56%
Percentage of Tested Scoring 85-100	5%	17%	14%	0%	2%	7%
Mathematics B						
Number Tested	0	93	161	0	3	3
Number Scoring 55-100	0	78	111	0	#	#
Number Scoring 65-100	0	61	76	0	#	#
Number Scoring 85-100	0	12	20	0	#	#
Percentage of Tested Scoring 55-100	0%	84%	69%	0%	#	#
Percentage of Tested Scoring 65-100	0%	66%	47%	0%	#	#
Percentage of Tested Scoring 85-100	0%	13%	12%	0%	#	#
Global History and Geography						
Number Tested	265	279	298	51	57	55
Number Scoring 55-100	207	244	246	17	32	33
Number Scoring 65-100	192	226	227	14	26	26
Number Scoring 85-100	78	92	76	1	4	1
Percentage of Tested Scoring 55-100	78%	87%	83%	33%	56%	60%
Percentage of Tested Scoring 65-100	72%	81%	76%	27%	46%	47%
Percentage of Tested Scoring 85-100	29%	33%	26%	2%	7%	2%
U.S. History and Government						
Number Tested	238	251	246	34	44	43
Number Scoring 55-100	221	215	204	23	20	22
Number Scoring 65-100	209	208	187	21	15	17
Number Scoring 85-100	88	95	99	0	1	6
Percentage of Tested Scoring 55-100	93%	86%	83%	68%	45%	51%
Percentage of Tested Scoring 65-100	88%	83%	76%	62%	34%	40%
Percentage of Tested Scoring 85-100	37%	38%	40%	0%	2%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	252	264	327	42	42	43
Number Scoring 55-100	227	242	299	22	36	30
Number Scoring 65-100	198	215	268	15	27	21
Number Scoring 85-100	47	45	67	1	1	2
Percentage of Tested Scoring 55-100	90%	92%	91%	52%	86%	70%
Percentage of Tested Scoring 65-100	79%	81%	82%	36%	64%	49%
Percentage of Tested Scoring 85-100	19%	17%	20%	2%	2%	5%
Physical Setting/Earth Science						
Number Tested	163	228	159	13	17	16
Number Scoring 55-100	143	207	145	8	12	15
Number Scoring 65-100	114	187	125	4	10	12
Number Scoring 85-100	20	53	31	0	2	2
Percentage of Tested Scoring 55-100	88%	91%	91%	62%	71%	94%
Percentage of Tested Scoring 65-100	70%	82%	79%	31%	59%	75%
Percentage of Tested Scoring 85-100	12%	23%	19%	0%	12%	12%
Physical Setting/Chemistry						
Number Tested	194	166	188	8	3	7
Number Scoring 55-100	172	153	165	6	#	6
Number Scoring 65-100	133	124	118	3	#	3
Number Scoring 85-100	17	13	15	0	#	0
Percentage of Tested Scoring 55-100	89%	92%	88%	75%	#	86%
Percentage of Tested Scoring 65-100	69%	75%	63%	38%	#	43%
Percentage of Tested Scoring 85-100	9%	8%	8%	0%	#	0%
Physical Setting/Physics						
Number Tested		96	60		0	0
Number Scoring 55-100		91	53		0	0
Number Scoring 65-100		79	50		0	0
Number Scoring 85-100		22	31		0	0
Percentage of Tested Scoring 55-100		95%	88%		0%	0%
Percentage of Tested Scoring 65-100		82%	83%		0%	0%
Percentage of Tested Scoring 85-100		23%	52%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	32	20	59	1	1	4
Number Scoring 55-100	31	20	59	#	#	#
Number Scoring 65-100	31	20	59	#	#	#
Number Scoring 85-100	20	13	33	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	62%	65%	56%	#	#	#
Comprehensive Italian						
Number Tested	60	50	50	0	1	0
Number Scoring 55-100	58	44	50	0	#	0
Number Scoring 65-100	52	34	41	0	#	0
Number Scoring 85-100	20	4	7	0	#	0
Percentage of Tested Scoring 55-100	97%	88%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	87%	68%	82%	0%	#	0%
Percentage of Tested Scoring 85-100	33%	8%	14%	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	126	136	123	2	6	4
Number Scoring 55-100	116	133	117	#	6	#
Number Scoring 65-100	109	122	106	#	5	#
Number Scoring 85-100	61	66	60	#	3	#
Percentage of Tested Scoring 55-100	92%	98%	95%	#	100%	#
Percentage of Tested Scoring 65-100	87%	90%	86%	#	83%	#
Percentage of Tested Scoring 85-100	48%	49%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	271	3%	4%	54%	39%
	Students with Disabilities	53	34%	15%	47%	4%
	All Students	324	8%	6%	53%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	246	3%	21%	49%	27%
	Students with Disabilities	53	13%	49%	32%	6%
	All Students	299	5%	26%	46%	23%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	189	189	189	39	39	39	228	228	228
Number Scoring 55–64	6	3	9	0	5	4	6	8	13
Number Scoring 65–84	101	81	104	17	11	16	118	92	120
Number Scoring 85–100	74	90	69	0	0	1	74	90	70
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		49	39		6	4
Beginning		3	0		0	#
Intermediate		7	6		0	#
Advanced		15	6		4	#
Proficient		24	27		2	#
Reading and Writing (Grade K-1)						
Number Tested		49	39		6	4
Beginning		15	10		1	#
Intermediate		11	18		2	#
Advanced		14	5		3	#
Proficient		9	6		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		33	35		8	11
Beginning		2	2		0	0
Intermediate		4	4		0	0
Advanced		11	12		4	7
Proficient		16	17		4	4
Reading and Writing (Grade 2-4)						
Number Tested		33	35		8	11
Beginning		15	11		5	5
Intermediate		9	10		1	6
Advanced		7	9		2	0
Proficient		2	5		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		16	24		1	3
Beginning		2	5		#	#
Intermediate		1	7		#	#
Advanced		5	10		#	#
Proficient		8	2		#	#
Reading and Writing (Grade 5-6)						
Number Tested		16	24		1	3
Beginning		3	7		#	#
Intermediate		9	10		#	#
Advanced		4	5		#	#
Proficient		0	2		#	#

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		17	22		4	1
Beginning		3	4		#	#
Intermediate		3	7		#	#
Advanced		4	6		#	#
Proficient		7	5		#	#
Reading and Writing (Grade 7-8)						
Number Tested		17	22		4	1
Beginning		3	10		#	#
Intermediate		8	2		#	#
Advanced		5	5		#	#
Proficient		1	5		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		23	33		2	5
Beginning		3	4		#	2
Intermediate		7	13		#	2
Advanced		9	6		#	0
Proficient		4	10		#	1
Reading and Writing (Grade 9-12)						
Number Tested		23	33		2	5
Beginning		6	8		#	3
Intermediate		11	19		#	2
Advanced		5	3		#	0
Proficient		1	3		#	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)