

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	327	303	308
First	338	319	309
Second	311	338	310
Third	315	301	334
Fourth	315	320	296
Fifth	285	311	310
Sixth	291	281	302
Ungraded Elementary	119	104	115
Seventh	274	297	287
Eighth	246	267	291
Ninth	256	251	276
Tenth	243	254	236
Eleventh	254	242	216
Twelfth	218	246	224
Ungraded Secondary	81	62	116
Total K-12 Enrollment	3873	3896	3930

## 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	141	3.6%	141	3.6%	159	4.0%
Black (Not Hispanic)	55	1.4%	72	1.8%	75	1.9%
Hispanic	429	11.1%	410	10.5%	434	11.0%
White (Not Hispanic)	3248	83.9%	3273	84.0%	3262	83.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	21	22
Common Branch	22	22	23
English Grade 8	24	24	26
Mathematics Grade 8	23	25	27
Science Grade 8	25	24	26
Social Studies Grade 8	24	24	24
English Grade 10	21	22	24
Mathematics Grade 10	20	21	22
Science Grade 10	19	19	22
Social Studies Grade 10	23	22	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	99	2.6%	92	2.4%	118	3.0%
<b>Eligible for Free Lunch</b>	278	7.2%	228	5.9%	316	8.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.1%		93.0%		94.0%
<b>Student Suspensions</b>	123	3.3%	167	4.3%	184	4.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.2%	2.8%	3.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	287
Total Other Professional Staff	40
Total Paraprofessionals	59
Teaching Out of Certification*	3

\*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	160	100	62%	194	144	74%	192	140	73%
Students with Disabilities	29	3	10%	18	5	28%	25	5	20%
All Students	189	103	54%	212	149	70%	217	145	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	83	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)
25	5	3	28

\*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	3.4%
	Entered GED Program*	2		3		3	1.5%
	Total Noncompleters	5		6		10	4.9%
All Students	Dropped Out	21	2.1%	33	3.2%	20	1.8%
	Entered GED Program*	18	1.8%	25	2.4%	16	1.4%
	Total Noncompleters	39	3.8%	58	5.7%	36	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	47%	42%	43%
2-3	46%	39%	43%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	137	213	217
	Number of Students with Disabilities	3	24	6
	Number of All Students	140	237	223
	Percent of Enrollment	22%	36%	35%
6-8	Number of General-Education Students	723	723	825
	Number of Students with Disabilities	145	122	115
	Number of All Students	868	845	940
	Percent of Enrollment	100%	96%	100%
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	83%	87%	93%

## 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	19	84%	66	98%	60	88%
German	0	0%	1	#	0	0%
Italian	48	85%	50	100%	59	95%
Latin	0	0%	0	0%	0	0%
Spanish	122	84%	116	96%	126	75%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	2	#	1	#	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	9	44%	3	#	10	70%

# 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	#	1	#	0	0%
U.S. Hist & Gov't	3	#	2	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	48%	50	78%	41	63%
Science	27	41%	38	39%	38	26%
Reading	14	43%	13	77%	29	66%
Writing	7	43%	12	83%	8	100%
Global Studies	27	30%	33	33%	32	28%
U.S. Hist & Gov't	16	44%	13	54%	26	35%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	244	229	259	27	30	42
Number Scoring 55-100	233	206	228	20	15	17
Number Scoring 65-100	224	191	216	14	8	14
Number Scoring 85-100	110	115	113	1	1	1
Percentage of Tested Scoring 55-100	95%	90%	88%	74%	50%	40%
Percentage of Tested Scoring 65-100	92%	83%	83%	52%	27%	33%
Percentage of Tested Scoring 85-100	45%	50%	44%	4%	3%	2%
<b>Mathematics A</b>						
Number Tested	0	290	355	0	61	59
Number Scoring 55-100	0	177	324	0	10	41
Number Scoring 65-100	0	137	285	0	4	32
Number Scoring 85-100	0	15	59	0	0	1
Percentage of Tested Scoring 55-100	0%	61%	91%	0%	16%	69%
Percentage of Tested Scoring 65-100	0%	47%	80%	0%	7%	54%
Percentage of Tested Scoring 85-100	0%	5%	17%	0%	0%	2%
<b>Mathematics B</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%	#
<b>Global History and Geography</b>						
Number Tested	236	265	279	28	51	57
Number Scoring 55-100	216	207	244	16	17	32
Number Scoring 65-100	192	192	226	8	14	26
Number Scoring 85-100	48	78	92	0	1	4
Percentage of Tested Scoring 55-100	92%	78%	87%	57%	33%	56%
Percentage of Tested Scoring 65-100	81%	72%	81%	29%	27%	46%
Percentage of Tested Scoring 85-100	20%	29%	33%	0%	2%	7%
<b>U.S. History and Government</b>						
Number Tested	248	238	251	27	34	44
Number Scoring 55-100	238	221	215	23	23	20
Number Scoring 65-100	216	209	208	18	21	15
Number Scoring 85-100	59	88	95	1	0	1
Percentage of Tested Scoring 55-100	96%	93%	86%	85%	68%	45%
Percentage of Tested Scoring 65-100	87%	88%	83%	67%	62%	34%
Percentage of Tested Scoring 85-100	24%	37%	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
<b>Living Environment</b>						
Number Tested	303	252	264	30	42	42
Number Scoring 55-100	291	227	242	20	22	36
Number Scoring 65-100	272	198	215	16	15	27
Number Scoring 85-100	77	47	45	0	1	1
Percentage of Tested Scoring 55-100	96%	90%	92%	67%	52%	86%
Percentage of Tested Scoring 65-100	90%	79%	81%	53%	36%	64%
Percentage of Tested Scoring 85-100	25%	19%	17%	0%	2%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	135	163	228	24	13	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%	88%	91%	88%	62%	71%
Percentage of Tested Scoring 65-100	78%	70%	82%	67%	31%	59%
Percentage of Tested Scoring 85-100	9%	12%	23%	0%	0%	12%
<b>Physical Setting/Chemistry</b>						
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%	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%	#	#
<b>Comprehensive Italian</b>						
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%	#
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	111	126	136	1	2	6
Number Scoring 55-100	105	116	133	#	#	6
Number Scoring 65-100	103	109	122	#	#	5
Number Scoring 85-100	64	61	66	#	#	3
Percentage of Tested Scoring 55-100	95%	92%	98%	#	#	100%
Percentage of Tested Scoring 65-100	93%	87%	90%	#	#	83%
Percentage of Tested Scoring 85-100	58%	48%	49%	#	#	50%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	183	145	16	4	8	1
Number Scoring 55-100	146	118	8	#	5	#
Number Scoring 65-100	123	104	5	#	3	#
Number Scoring 85-100	57	44	0	#	0	#
Percentage of Tested Scoring 55-100	80%	81%	50%	#	62%	#
Percentage of Tested Scoring 65-100	67%	72%	31%	#	38%	#
Percentage of Tested Scoring 85-100	31%	30%	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
<b>Nov 2003</b>	General-Education Students	284	4%	5%	56%	36%
	Students with Disabilities	36	22%	22%	56%	0%
	All Students	320	6%	7%	56%	32%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	255	1%	40%	44%	15%
	Students with Disabilities	50	6%	80%	14%	0%
	All Students	305	2%	47%	39%	12%

(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
<b>Elementary Level</b>						
Social Studies	1	3	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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	204	204	204	32	32	32	236	236	236
Number Scoring 55–64	3	0	6	6	1	3	9	1	9
Number Scoring 65–84	129	89	112	14	19	15	143	108	127
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			49			6
Beginning (0-18)			3			0
Intermediate (19-31)			7			0
Advanced (32-36)			15			4
Proficient (37-39)			24			2
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			49			6
Beginning (0-14)			15			1
Intermediate (15-24)			11			2
Advanced (25-32)			14			3
Proficient (33-35)			9			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			33			8
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			11			4
Proficient (37-39)			16			4
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			33			8
Beginning (0-14)			15			5
Intermediate (15-24)			9			1
Advanced (25-32)			7			2
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			16			1
Beginning (0-18)			2			#
Intermediate (19-31)			1			#
Advanced (32-36)			5			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			16			1
Beginning (0-14)			3			#
Intermediate (15-24)			9			#
Advanced (25-32)			4			#
Proficient (33-35)			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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			17			4
Beginning (0-18)			3			#
Intermediate (19-31)			3			#
Advanced (32-36)			4			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			17			4
Beginning (0-14)			3			#
Intermediate (15-24)			8			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			23			2
Beginning (0-18)			3			#
Intermediate (19-31)			7			#
Advanced (32-36)			9			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			23			2
Beginning (0-14)			6			#
Intermediate (15-24)			11			#
Advanced (25-32)			5			#
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)