

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-22-01-04-0001
 Name: Millbrook High School
 Principal: Jeffrey Matteson

Grade Range : 7-12

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	86	94	100
Eighth	88	88	97
Ninth	107	94	102
Tenth	76	99	67
Eleventh	81	74	95
Twelfth	58	84	69
Ungraded Secondary	0	0	0
Total K-12 Enrollment	496	533	530

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	8	1.6%	11	2.1%	8	1.5%
Black (Not Hispanic)	19	3.8%	13	2.4%	11	2.1%
Hispanic	12	2.4%	12	2.3%	22	4.2%
White (Not Hispanic)	457	92.1%	497	93.2%	489	92.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	22	24
Mathematics Grade 8	22	22	18
Science Grade 8	22	22	24
Social Studies Grade 8	21	22	23
English Grade 10	18	20	19
Mathematics Grade 10	21	22	17
Science Grade 10	0	22	0
Social Studies Grade 10	20	21	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	3	0.6%	2	0.4%
Eligible for Free Lunch	13	2.6%	17	3.2%	24	4.5%

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		93.4%		94.3%		94.1%
Student Suspensions	25	5.0%	22	4.4%	34	6.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	2.1%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	95%	91%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

*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	42	42	100%	78	78	100%	61	61	100%
Students with Disabilities	10	0	0%	2	2	100%	6	6	100%
All Students	52	42	81%	80	80	100%	67	67	100%

*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	31	27	1	1	4	3
Percent	46%	40%	1%	1%	6%	4%

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)
6	6	0	6

*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			3		3	
	Entered GED Program*			2		0	
	Total Noncompleters			5		3	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	2	0.6%	3	0.9%	4	1.2%
	Entered GED Program*	1	0.3%	2	0.6%	0	0.0%
	Total Noncompleters	3	0.9%	5	1.4%	4	1.2%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	95%	0	0%	14	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	73	73%	0	0%	75	92%

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%	5	100%

(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%	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	7	100%	9	100%	0	0%
Science	2	#	8	62%	0	0%
Reading	2	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	4	#	1	#	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	81	69	97	2	7	7
Number Scoring 55–100	81	66	95	#	5	7
Number Scoring 65–100	79	64	94	#	4	6
Number Scoring 85–100	31	32	35	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	98%	#	71%	100%
Percentage of Tested Scoring 65–100	98%	93%	97%	#	57%	86%
Percentage of Tested Scoring 85–100	38%	46%	36%	#	0%	0%
Mathematics A						
Number Tested	88	89	91	4	7	4
Number Scoring 55–100	74	69	80	#	1	#
Number Scoring 65–100	65	60	68	#	1	#
Number Scoring 85–100	9	12	15	#	0	#
Percentage of Tested Scoring 55–100	84%	78%	88%	#	14%	#
Percentage of Tested Scoring 65–100	74%	67%	75%	#	14%	#
Percentage of Tested Scoring 85–100	10%	13%	16%	#	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	82	95	75	8	6	5
Number Scoring 55–100	81	95	71	8	6	3
Number Scoring 65–100	71	91	67	4	5	3
Number Scoring 85–100	29	31	23	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	95%	100%	100%	60%
Percentage of Tested Scoring 65–100	87%	96%	89%	50%	83%	60%
Percentage of Tested Scoring 85–100	35%	33%	31%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	75	71	96	3	7	4
Number Scoring 55–100	74	69	94	#	5	#
Number Scoring 65–100	69	63	89	#	4	#
Number Scoring 85–100	30	26	49	#	1	#
Percentage of Tested Scoring 55–100	99%	97%	98%	#	71%	#
Percentage of Tested Scoring 65–100	92%	89%	93%	#	57%	#
Percentage of Tested Scoring 85–100	40%	37%	51%	#	14%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	47	98	66	4	10	1
Number Scoring 55–100	47	94	66	#	8	#
Number Scoring 65–100	45	91	66	#	5	#
Number Scoring 85–100	1	24	22	#	0	#
Percentage of Tested Scoring 55–100	100%	96%	100%	#	80%	#
Percentage of Tested Scoring 65–100	96%	93%	100%	#	50%	#
Percentage of Tested Scoring 85–100	2%	24%	33%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	94	88	80	1	9	2
Number Scoring 55–100	89	76	77	#	5	#
Number Scoring 65–100	79	65	74	#	3	#
Number Scoring 85–100	21	14	21	#	1	#
Percentage of Tested Scoring 55–100	95%	86%	96%	#	56%	#
Percentage of Tested Scoring 65–100	84%	74%	93%	#	33%	#
Percentage of Tested Scoring 85–100	22%	16%	26%	#	11%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		35	57		0	1
Number Scoring 55–100		34	43		0	#
Number Scoring 65–100		25	29		0	#
Number Scoring 85–100		5	6		0	#
Percentage of Tested Scoring 55–100		97%	75%		0%	#
Percentage of Tested Scoring 65–100		71%	51%		0%	#
Percentage of Tested Scoring 85–100		14%	11%		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	15	18	10	0	0	0
Number Scoring 55–100	15	18	9	0	0	0
Number Scoring 65–100	15	17	8	0	0	0
Number Scoring 85–100	11	12	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	73%	67%	70%	0%	0%	0%
Comprehensive Italian						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	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	57	52	54	3	1	1
Number Scoring 55–100	56	50	53	#	#	#
Number Scoring 65–100	55	47	51	#	#	#
Number Scoring 85–100	33	12	19	#	#	#
Percentage of Tested Scoring 55–100	98%	96%	98%	#	#	#
Percentage of Tested Scoring 65–100	96%	90%	94%	#	#	#
Percentage of Tested Scoring 85–100	58%	23%	35%	#	#	#
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	1	18	0	0	0	0
Number Scoring 55–100	#	18	0	0	0	0
Number Scoring 65–100	#	18	0	0	0	0
Number Scoring 85–100	#	15	0	0	0	0
Percentage of Tested Scoring 55–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	83%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	55	2	2	0	0	1
Number Scoring 55–100	32	#	#	0	0	#
Number Scoring 65–100	24	#	#	0	0	#
Number Scoring 85–100	9	#	#	0	0	#
Percentage of Tested Scoring 55–100	58%	#	#	0%	0%	#
Percentage of Tested Scoring 65–100	44%	#	#	0%	0%	#
Percentage of Tested Scoring 85–100	16%	#	#	0%	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	11	100%	13	100%	0	0%
Students with Disabilities	3	#	1	#	0	0%

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	84	0%	8%	68%	24%
	Students with Disabilities	9	11%	67%	22%	0%
	All Students	93	1%	14%	63%	22%

(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	59	59	59	6	6	6	65	65	65
Number Scoring 55–64	0	4	1	2	1	2	2	5	3
Number Scoring 65–84	33	31	36	3	2	2	36	33	38
Number Scoring 85–100	25	22	20	1	1	2	26	23	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)