

# New York State School Report Card Comprehensive Information Report

BEDS Code: 48-06-01-06-0003

Grade Range : 9-12

Name: Brewster High School

Principal: Dennis Santare

## 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	245	259	310
Tenth	251	260	267
Eleventh	227	254	266
Twelfth	227	221	249
Ungraded Secondary	0	0	0
Total K-12 Enrollment	950	994	1092

## 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	10	1.1%	19	1.9%	20	1.8%
Black (Not Hispanic)	25	2.6%	42	4.2%	38	3.5%
Hispanic	35	3.7%	55	5.5%	59	5.4%
White (Not Hispanic)	880	92.6%	878	88.3%	975	89.3%

## 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	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	25	26
Mathematics Grade 10	21	24	23
Science Grade 10	22	22	21
Social Studies Grade 10	25	25	27

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	1.8%	19	1.9%	17	1.6%
Eligible for Free Lunch	48	5.1%	33	3.3%	74	6.8%

### 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		92.9%		93.1%		91.7%
Student Suspensions	108	11.5%	106	11.2%	120	12.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	1.5%	3.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	82
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	201	115	57%	193	121	63%	210	147	70%
Students with Disabilities	24	0	0%	10	1	10%	15	3	20%
All Students	225	115	51%	203	122	60%	225	150	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 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	151	36	8	5	11	14
Percent	67%	16%	4%	2%	5%	6%

## 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)
15	3	7	22

\*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			6		13	
	Entered GED Program*			0		2	
	Total Noncompleters			6		15	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	2	0.2%	6	0.6%	15	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.2%
	Total Noncompleters	2	0.2%	6	0.6%	17	1.6%

\*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	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	1	#	6	100%	0	0%
Science	4	#	7	100%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	10	70%	4	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	74%	22	82%	12	75%
Science	2	#	12	42%	2	#
Reading	6	100%	8	62%	9	67%
Writing	8	88%	5	20%	10	90%
Global Studies	3	#	9	100%	6	0%
U.S. Hist & Gov't	7	86%	4	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	223	224	249	25	9	34
Number Scoring 55–100	212	223	236	16	9	25
Number Scoring 65–100	186	216	220	9	7	17
Number Scoring 85–100	54	104	118	1	1	2
Percentage of Tested Scoring 55–100	95%	100%	95%	64%	100%	74%
Percentage of Tested Scoring 65–100	83%	96%	88%	36%	78%	50%
Percentage of Tested Scoring 85–100	24%	46%	47%	4%	11%	6%
<b>Mathematics A</b>						
Number Tested	0	260	285	0	7	19
Number Scoring 55–100	0	248	280	0	5	18
Number Scoring 65–100	0	220	268	0	3	14
Number Scoring 85–100	0	93	89	0	1	2
Percentage of Tested Scoring 55–100	0%	95%	98%	0%	71%	95%
Percentage of Tested Scoring 65–100	0%	85%	94%	0%	43%	74%
Percentage of Tested Scoring 85–100	0%	36%	31%	0%	14%	11%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	148	0	0	2
Number Scoring 55–100	0	0	122	0	0	#
Number Scoring 65–100	0	0	110	0	0	#
Number Scoring 85–100	0	0	20	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	233	240	275	18	22	45
Number Scoring 55–100	231	229	267	17	15	42
Number Scoring 65–100	227	213	251	17	6	32
Number Scoring 85–100	118	83	140	3	0	5
Percentage of Tested Scoring 55–100	99%	95%	97%	94%	68%	93%
Percentage of Tested Scoring 65–100	97%	89%	91%	94%	27%	71%
Percentage of Tested Scoring 85–100	51%	35%	51%	17%	0%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	206	229	165	22	5	10
Number Scoring 55–100	193	225	163	19	5	10
Number Scoring 65–100	183	198	160	15	3	9
Number Scoring 85–100	107	79	114	3	0	4
Percentage of Tested Scoring 55–100	94%	98%	99%	86%	100%	100%
Percentage of Tested Scoring 65–100	89%	86%	97%	68%	60%	90%
Percentage of Tested Scoring 85–100	52%	34%	69%	14%	0%	40%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	228	261	285	18	21	30
Number Scoring 55–100	228	260	278	18	20	24
Number Scoring 65–100	222	249	266	16	11	18
Number Scoring 85–100	58	75	83	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	95%	80%
Percentage of Tested Scoring 65–100	97%	95%	93%	89%	52%	60%
Percentage of Tested Scoring 85–100	25%	29%	29%	6%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	169	156	188	11	0	22
Number Scoring 55–100	163	153	180	10	0	19
Number Scoring 65–100	156	151	169	9	0	16
Number Scoring 85–100	68	69	67	4	0	3
Percentage of Tested Scoring 55–100	96%	98%	96%	91%	0%	86%
Percentage of Tested Scoring 65–100	92%	97%	90%	82%	0%	73%
Percentage of Tested Scoring 85–100	40%	44%	36%	36%	0%	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		169	137		1	6
Number Scoring 55–100		158	108		#	5
Number Scoring 65–100		120	67		#	3
Number Scoring 85–100		16	7		#	0
Percentage of Tested Scoring 55–100		93%	79%		#	83%
Percentage of Tested Scoring 65–100		71%	49%		#	50%
Percentage of Tested Scoring 85–100		9%	5%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	29	21	15	0	0	0
Number Scoring 55–100	28	21	15	0	0	0
Number Scoring 65–100	28	21	15	0	0	0
Number Scoring 85–100	21	11	13	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	52%	87%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	28	37	26	1	0	0
Number Scoring 55–100	28	37	26	#	0	0
Number Scoring 65–100	28	37	26	#	0	0
Number Scoring 85–100	23	27	14	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	82%	73%	54%	#	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	124	123	134	0	0	0
Number Scoring 55–100	121	122	133	0	0	0
Number Scoring 65–100	120	116	129	0	0	0
Number Scoring 85–100	76	67	92	0	0	0
Percentage of Tested Scoring 55–100	98%	99%	99%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	94%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	54%	69%	0%	0%	0%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	200	9	1	12	1	0
Number Scoring 55–100	193	2	#	10	#	0
Number Scoring 65–100	187	2	#	8	#	0
Number Scoring 85–100	106	0	#	3	#	0
Percentage of Tested Scoring 55–100	96%	22%	#	83%	#	0%
Percentage of Tested Scoring 65–100	94%	22%	#	67%	#	0%
Percentage of Tested Scoring 85–100	53%	0%	#	25%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	138	183	1	2	1	0
Number Scoring 55–100	136	179	#	#	#	0
Number Scoring 65–100	134	177	#	#	#	0
Number Scoring 85–100	75	92	#	#	#	0
Percentage of Tested Scoring 55–100	99%	98%	#	#	#	0%
Percentage of Tested Scoring 65–100	97%	97%	#	#	#	0%
Percentage of Tested Scoring 85–100	54%	50%	#	#	#	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	23	100%	0	0%	21	100%
Students with Disabilities	4	#	0	0%	6	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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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

## 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	221	221	221	31	31	31	252	252	252
Number Scoring 55–64	1	20	1	1	2	1	2	22	2
Number Scoring 65–84	95	107	127	11	11	11	106	118	138
Number Scoring 85–100	113	80	81	3	0	2	116	80	83
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)