

New York State District Report Card Comprehensive Information Report

BEDS Code: 13-22-01-04-0000
 Name: Millbrook Central School District
 Superintendent: Edward V. Rhine

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	79	88	82
First	85	82	84
Second	86	79	85
Third	95	83	80
Fourth	100	98	84
Fifth	97	112	98
Sixth	113	96	108
Ungraded Elementary	0	0	0
Seventh	100	109	102
Eighth	97	105	114
Ninth	102	87	97
Tenth	67	96	82
Eleventh	95	64	88
Twelfth	69	99	67
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1185	1198	1171

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	13	1.1%	16	1.3%	15	1.3%
Black (Not Hispanic)	33	2.8%	29	2.4%	24	2.0%
Hispanic	48	4.1%	51	4.3%	56	4.8%
White (Not Hispanic)	1091	92.1%	1102	92.0%	1076	91.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	18	20
Common Branch	22	23	22
English Grade 8	24	26	22
Mathematics Grade 8	18	22	22
Science Grade 8	24	29	24
Social Studies Grade 8	23	27	23
English Grade 10	19	21	20
Mathematics Grade 10	17	20	20
Science Grade 10	0	31	21
Social Studies Grade 10	0	0	21

(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
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	3	0.3%	17	1.4%	33	2.8%
Eligible for Free Lunch	91	7.7%	80	6.7%	93	7.9%

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		94.8%		94.5%		95.7%
Student Suspensions	50	4.2%	59	5.0%	64	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.2%	2.6%	3.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	90
Total Other Professional Staff	12
Total Paraprofessionals	21
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	61	89	67
	Regents Diplomas	61	78	64
	% Regents Diplomas	100%	88%	96%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			16%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	7	0
	Regents Diplomas	6	0	0
	% Regents Diplomas	100%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	2
All Students	Total Graduates*	67	96	67
	Regents Diplomas	67	78	64
	% Regents Diplomas	100%	81%	96%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			16%
	IEP Diplomas or Local Certificates	0	1	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	32	23	1	3	8	0	0	0
	Percent	48%	34%	1%	4%	12%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	32	23	1	3	8	0	0	0
	Percent	48%	34%	1%	4%	12%	0%	0%	0%

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	3		5	1.6%	5	1.7%
	Entered GED Program*	0		4	1.3%	2	0.7%
	Total Noncompleters	3		9	2.8%	7	2.4%
Students with Disabilities	Dropped Out	1		0	0.0%	1	1.5%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	1	1.5%
All Students	Dropped Out	4	1.2%	5	1.4%	6	1.7%
	Entered GED Program*	0	0.0%	4	1.2%	2	0.6%
	Total Noncompleters	4	1.2%	9	2.6%	8	2.2%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	0	0
	Number of Students with Disabilities	0	25	37
	Number of All Students	0	25	37
	Percent of Enrollment	0%	7%	11%

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	14	100%	16	100%	25	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	75	92%	83	69%	88	89%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	5	100%	0	0%	1	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	4	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	5	80%	0	0%

(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	97	73	83	7	5	10
Number Scoring 55-100	95	72	78	7	4	6
Number Scoring 65-100	94	70	76	6	3	5
Number Scoring 85-100	35	28	31	0	0	0
Percentage of Tested Scoring 55-100	98%	99%	94%	100%	80%	60%
Percentage of Tested Scoring 65-100	97%	96%	92%	86%	60%	50%
Percentage of Tested Scoring 85-100	36%	38%	37%	0%	0%	0%
Mathematics A						
Number Tested	91	94	76	4	8	10
Number Scoring 55-100	80	91	70	#	6	6
Number Scoring 65-100	68	86	64	#	4	3
Number Scoring 85-100	15	22	2	#	0	0
Percentage of Tested Scoring 55-100	88%	97%	92%	#	75%	60%
Percentage of Tested Scoring 65-100	75%	91%	84%	#	50%	30%
Percentage of Tested Scoring 85-100	16%	23%	3%	#	0%	0%
Mathematics B						
Number Tested	0	22	55	0	0	0
Number Scoring 55-100	0	18	41	0	0	0
Number Scoring 65-100	0	18	30	0	0	0
Number Scoring 85-100	0	4	7	0	0	0
Percentage of Tested Scoring 55-100	0%	82%	75%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	82%	55%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	18%	13%	0%	0%	0%
Global History and Geography						
Number Tested	75	90	81	5	9	10
Number Scoring 55-100	71	82	75	3	7	7
Number Scoring 65-100	67	77	68	3	4	4
Number Scoring 85-100	23	40	30	0	1	0
Percentage of Tested Scoring 55-100	95%	91%	93%	60%	78%	70%
Percentage of Tested Scoring 65-100	89%	86%	84%	60%	44%	40%
Percentage of Tested Scoring 85-100	31%	44%	37%	0%	11%	0%
U.S. History and Government						
Number Tested	96	66	88	4	3	12
Number Scoring 55-100	94	66	77	#	#	7
Number Scoring 65-100	89	65	73	#	#	4
Number Scoring 85-100	49	33	44	#	#	1
Percentage of Tested Scoring 55-100	98%	100%	88%	#	#	58%
Percentage of Tested Scoring 65-100	93%	98%	83%	#	#	33%
Percentage of Tested Scoring 85-100	51%	50%	50%	#	#	8%

(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	66	88	78	1	8	10
Number Scoring 55-100	66	87	75	#	8	7
Number Scoring 65-100	66	81	70	#	7	5
Number Scoring 85-100	22	28	29	#	0	0
Percentage of Tested Scoring 55-100	100%	99%	96%	#	100%	70%
Percentage of Tested Scoring 65-100	100%	92%	90%	#	88%	50%
Percentage of Tested Scoring 85-100	33%	32%	37%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	80	70	85	2	0	13
Number Scoring 55-100	77	70	71	#	0	6
Number Scoring 65-100	74	68	59	#	0	5
Number Scoring 85-100	21	20	9	#	0	0
Percentage of Tested Scoring 55-100	96%	100%	84%	#	0%	46%
Percentage of Tested Scoring 65-100	93%	97%	69%	#	0%	38%
Percentage of Tested Scoring 85-100	26%	29%	11%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	57	43	47	1	0	1
Number Scoring 55-100	43	25	42	#	0	#
Number Scoring 65-100	29	13	29	#	0	#
Number Scoring 85-100	6	2	8	#	0	#
Percentage of Tested Scoring 55-100	75%	58%	89%	#	0%	#
Percentage of Tested Scoring 65-100	51%	30%	62%	#	0%	#
Percentage of Tested Scoring 85-100	11%	5%	17%	#	0%	#
Physical Setting/Physics						
Number Tested		12	14		0	0
Number Scoring 55-100		10	12		0	0
Number Scoring 65-100		10	10		0	0
Number Scoring 85-100		3	5		0	0
Percentage of Tested Scoring 55-100		83%	86%		0%	0%
Percentage of Tested Scoring 65-100		83%	71%		0%	0%
Percentage of Tested Scoring 85-100		25%	36%		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	10	15	9	0	0	0
Number Scoring 55-100	9	15	9	0	0	0
Number Scoring 65-100	8	15	9	0	0	0
Number Scoring 85-100	7	13	7	0	0	0
Percentage of Tested Scoring 55-100	90%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	70%	87%	78%	0%	0%	0%
Comprehensive Italian						
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 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	54	56	58	1	3	3
Number Scoring 55-100	53	55	57	#	#	#
Number Scoring 65-100	51	53	57	#	#	#
Number Scoring 85-100	19	25	26	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	94%	95%	98%	#	#	#
Percentage of Tested Scoring 85-100	35%	45%	45%	#	#	#
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	80	4%	6%	43%	48%
	Students with Disabilities	18	6%	11%	67%	17%
	All Students	98	4%	7%	47%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	101	1%	7%	42%	50%
	Students with Disabilities	14	0%	71%	21%	7%
	All Students	115	1%	15%	39%	45%

(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	4	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	63	63	63	3	3	3	66	66	66
Number Scoring 55–64	#	#	#	#	#	#	0	1	1
Number Scoring 65–84	#	#	#	#	#	#	42	30	41
Number Scoring 85–100	#	#	#	#	#	#	19	31	20
Approved Alternatives	#	#	#	#	#	#	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		11	11		1	2
Beginning		0	0		#	#
Intermediate		0	7		#	#
Advanced		7	4		#	#
Proficient		4	0		#	#
Reading and Writing (Grade K-1)						
Number Tested		11	11		1	2
Beginning		2	2		#	#
Intermediate		3	5		#	#
Advanced		3	3		#	#
Proficient		3	1		#	#
Listening and Speaking (Grade 2-4)						
Number Tested		13	7		0	1
Beginning		0	0		0	#
Intermediate		2	0		0	#
Advanced		1	4		0	#
Proficient		10	3		0	#
Reading and Writing (Grade 2-4)						
Number Tested		13	7		0	1
Beginning		2	0		0	#
Intermediate		2	0		0	#
Advanced		3	6		0	#
Proficient		6	1		0	#
Listening and Speaking (Grade 5-6)						
Number Tested		5	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		5	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		5	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		4	#		0	0
Proficient		1	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		3	3		2	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade 7-8)						
Number Tested		3	3		2	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		2	3		0	2
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 9-12)						
Number Tested		2	3		0	2
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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)