

# 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	2001-02	2002-03	2003-04
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	94	100	109
Eighth	88	97	105
Ninth	94	102	87
Tenth	99	67	96
Eleventh	74	95	64
Twelfth	84	69	99
Ungraded Secondary	0	0	0
Total K-12 Enrollment	533	530	560

## 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	11	2.1%	8	1.5%	9	1.6%
Black (Not Hispanic)	13	2.4%	11	2.1%	14	2.5%
Hispanic	12	2.3%	22	4.2%	28	5.0%
White (Not Hispanic)	497	93.2%	489	92.3%	509	90.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	24	26
Mathematics Grade 8	22	18	22
Science Grade 8	22	24	29
Social Studies Grade 8	22	23	27
English Grade 10	20	19	21
Mathematics Grade 10	22	17	20
Science Grade 10	22	0	31
Social Studies Grade 10	21	0	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.6%	2	0.4%	4	0.7%
Eligible for Free Lunch	17	3.2%	24	4.5%	26	4.6%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		94.1%		94.3%
Student Suspensions	22	4.4%	34	6.4%	53	10.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.1%	1.9%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	91%	97%

### Staff Counts

Staff	2003-04
Total Teachers	42
Total Other Professional Staff	6
Total Paraprofessionals	NA
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 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	78	78	100%	61	61	100%	89	78	88%
Students with Disabilities	2	2	100%	6	6	100%	7	0	0%
All Students	80	80	100%	67	67	100%	96	78	81%

\*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	41	47	1	2	3	2
Percent	43%	49%	1%	2%	3%	2%

## 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)
7	0	1	8

\*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	3		3		5	1.6%
	Entered GED Program*	2		0		4	1.3%
	Total Noncompleters	5		3		9	2.8%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	3	0.9%	4	1.2%	5	1.4%
	Entered GED Program*	2	0.6%	0	0.0%	4	1.2%
	Total Noncompleters	5	1.4%	4	1.2%	9	2.6%

\*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	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	25
	Number of All Students	0	0	25
	Percent of Enrollment	0%	0%	7%

## 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; completer 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	0	0%	14	100%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	75	92%	83	69%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	5	100%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	0	0%	0	0%
Science	8	63%	0	0%	4	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	5	80%

(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	69	97	73	7	7	5
Number Scoring 55-100	66	95	72	5	7	4
Number Scoring 65-100	64	94	70	4	6	3
Number Scoring 85-100	32	35	28	0	0	0
Percentage of Tested Scoring 55-100	96%	98%	99%	71%	100%	80%
Percentage of Tested Scoring 65-100	93%	97%	96%	57%	86%	60%
Percentage of Tested Scoring 85-100	46%	36%	38%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	89	91	94	7	4	8
Number Scoring 55-100	69	80	91	1	#	6
Number Scoring 65-100	60	68	86	1	#	4
Number Scoring 85-100	12	15	22	0	#	0
Percentage of Tested Scoring 55-100	78%	88%	97%	14%	#	75%
Percentage of Tested Scoring 65-100	67%	75%	91%	14%	#	50%
Percentage of Tested Scoring 85-100	13%	16%	23%	0%	#	0%
<b>Mathematics B</b>						
Number Tested	0	0	22	0	0	0
Number Scoring 55-100	0	0	18	0	0	0
Number Scoring 65-100	0	0	18	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	18%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	95	75	90	6	5	9
Number Scoring 55-100	95	71	82	6	3	7
Number Scoring 65-100	91	67	77	5	3	4
Number Scoring 85-100	31	23	40	0	0	1
Percentage of Tested Scoring 55-100	100%	95%	91%	100%	60%	78%
Percentage of Tested Scoring 65-100	96%	89%	86%	83%	60%	44%
Percentage of Tested Scoring 85-100	33%	31%	44%	0%	0%	11%
<b>U.S. History and Government</b>						
Number Tested	71	96	66	7	4	3
Number Scoring 55-100	69	94	66	5	#	#
Number Scoring 65-100	63	89	65	4	#	#
Number Scoring 85-100	26	49	33	1	#	#
Percentage of Tested Scoring 55-100	97%	98%	100%	71%	#	#
Percentage of Tested Scoring 65-100	89%	93%	98%	57%	#	#
Percentage of Tested Scoring 85-100	37%	51%	50%	14%	#	#

(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	98	66	88	10	1	8
Number Scoring 55-100	94	66	87	8	#	8
Number Scoring 65-100	91	66	81	5	#	7
Number Scoring 85-100	24	22	28	0	#	0
Percentage of Tested Scoring 55-100	96%	100%	99%	80%	#	100%
Percentage of Tested Scoring 65-100	93%	100%	92%	50%	#	88%
Percentage of Tested Scoring 85-100	24%	33%	32%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	88	80	70	9	2	0
Number Scoring 55-100	76	77	70	5	#	0
Number Scoring 65-100	65	74	68	3	#	0
Number Scoring 85-100	14	21	20	1	#	0
Percentage of Tested Scoring 55-100	86%	96%	100%	56%	#	0%
Percentage of Tested Scoring 65-100	74%	93%	97%	33%	#	0%
Percentage of Tested Scoring 85-100	16%	26%	29%	11%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	35	57	43	0	1	0
Number Scoring 55-100	34	43	25	0	#	0
Number Scoring 65-100	25	29	13	0	#	0
Number Scoring 85-100	5	6	2	0	#	0
Percentage of Tested Scoring 55-100	97%	75%	58%	0%	#	0%
Percentage of Tested Scoring 65-100	71%	51%	30%	0%	#	0%
Percentage of Tested Scoring 85-100	14%	11%	5%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55-100			10			0
Number Scoring 65-100			10			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			83%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			25%			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	10	15	0	0	0
Number Scoring 55-100	18	9	15	0	0	0
Number Scoring 65-100	17	8	15	0	0	0
Number Scoring 85-100	12	7	13	0	0	0
Percentage of Tested Scoring 55-100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	80%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	70%	87%	0%	0%	0%
<b>Comprehensive Italian</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 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	52	54	56	1	1	3
Number Scoring 55-100	50	53	55	#	#	#
Number Scoring 65-100	47	51	53	#	#	#
Number Scoring 85-100	12	19	25	#	#	#
Percentage of Tested Scoring 55-100	96%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	90%	94%	95%	#	#	#
Percentage of Tested Scoring 85-100	23%	35%	45%	#	#	#
<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	2	2	0	0	1	0
Number Scoring 55-100	#	#	0	0	#	0
Number Scoring 65-100	#	#	0	0	#	0
Number Scoring 85-100	#	#	0	0	#	0
Percentage of Tested Scoring 55-100	#	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	#	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	#	#	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	0	0%	1	#
Students with Disabilities	1	#	0	0%	0	0%

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	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 2004</b>	General-Education Students	87	0%	24%	49%	26%
	Students with Disabilities	13	0%	62%	38%	0%
	All Students	100	0%	29%	48%	23%

(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	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

## 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	88	88	88	8	8	8	96	96	96
Number Scoring 55–64	2	2	0	0	1	2	2	3	2
Number Scoring 65–84	52	33	54	6	3	3	58	36	57
Number Scoring 85–100	31	50	29	0	0	0	31	50	29
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 7-8)</b>						
Number Tested			3			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			2
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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 - L)