

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-12-01-06-0006  
 Name: Monroe Woodbury High School  
 Principal: Hasna Muhammad

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	560	588	638
Tenth	492	512	514
Eleventh	458	473	516
Twelfth	414	441	471
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1924	2014	2139

## 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	83	4.3%	91	4.5%	92	4.3%
Black (Not Hispanic)	67	3.5%	60	3.0%	76	3.6%
Hispanic	173	9.0%	193	9.6%	235	11.0%
White (Not Hispanic)	1601	83.2%	1670	82.9%	1736	81.2%

## 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	24	23	26
Mathematics Grade 10	23	23	24
Science Grade 10	26	25	24
Social Studies Grade 10	24	24	24

(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
49	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 lower 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	19	1.0%	33	1.6%	18	0.8%
Eligible for Free Lunch	38	2.0%	41	2.0%	54	2.5%

### 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		93.1%		94.5%		95.2%
Student Suspensions	100	5.5%	103	5.3%	122	6.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	1.9%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	95%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	144
Total Other Professional Staff	24
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	367	261	71%	354	270	76%	420	323	77%
Students with Disabilities	38	6	16%	57	10	18%	13	2	15%
All Students	405	267	66%	411	280	68%	433	325	75%

\*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	263	123	9	8	25	5
Percent	61%	28%	2%	2%	6%	1%

## 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)
13	2	2	15

\*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			18		19	
	Entered GED Program*			14		25	
	Total Noncompleters			32		44	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			7		4	
	Total Noncompleters			8		8	
All Students	Dropped Out	6	0.3%	19	0.9%	23	1.1%
	Entered GED Program*	2	0.1%	21	1.0%	29	1.4%
	Total Noncompleters	8	0.4%	40	2.0%	52	2.4%

\*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		343	382
	Number of Students with Disabilities		69	62
	Number of All Students		412	444
	Percent of Enrollment		20%	21%

## 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	11	91%	0	0%	0	0%
Spanish	44	93%	38	50%	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	8	75%	10	50%	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	8	100%	1	#	4	#
Science	19	42%	2	#	0	0%
Reading	4	#	1	#	3	#
Writing	4	#	1	#	0	0%
Global Studies	7	71%	1	#	0	0%
U.S. Hist & Gov't	15	80%	4	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	43	100%	16	88%	74	85%
Science	23	61%	9	44%	50	54%
Reading	4	#	4	#	12	75%
Writing	4	#	4	#	0	0%
Global Studies	15	53%	2	#	64	55%
U.S. Hist & Gov't	24	54%	5	80%	17	59%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	457	457	486	75	53	38
Number Scoring 55–100	451	441	463	72	43	32
Number Scoring 65–100	426	406	422	62	24	19
Number Scoring 85–100	172	218	206	13	5	0
Percentage of Tested Scoring 55–100	99%	96%	95%	96%	81%	84%
Percentage of Tested Scoring 65–100	93%	89%	87%	83%	45%	50%
Percentage of Tested Scoring 85–100	38%	48%	42%	17%	9%	0%
<b>Mathematics A</b>						
Number Tested	621	599	599	69	72	91
Number Scoring 55–100	496	483	532	23	27	61
Number Scoring 65–100	432	390	464	14	14	41
Number Scoring 85–100	245	163	174	2	0	3
Percentage of Tested Scoring 55–100	80%	81%	89%	33%	38%	67%
Percentage of Tested Scoring 65–100	70%	65%	77%	20%	19%	45%
Percentage of Tested Scoring 85–100	39%	27%	29%	3%	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	5	0	0	0
Number Scoring 55–100	0	0	5	0	0	0
Number Scoring 65–100	0	0	3	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	60%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	503	523	531	59	63	72
Number Scoring 55–100	497	500	491	57	52	48
Number Scoring 65–100	458	462	450	38	30	34
Number Scoring 85–100	189	161	181	2	1	8
Percentage of Tested Scoring 55–100	99%	96%	92%	97%	83%	67%
Percentage of Tested Scoring 65–100	91%	88%	85%	64%	48%	47%
Percentage of Tested Scoring 85–100	38%	31%	34%	3%	2%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	440	485	518	63	61	58
Number Scoring 55–100	398	468	499	53	55	51
Number Scoring 65–100	350	423	475	37	35	42
Number Scoring 85–100	151	134	226	10	3	3
Percentage of Tested Scoring 55–100	90%	96%	96%	84%	90%	88%
Percentage of Tested Scoring 65–100	80%	87%	92%	59%	57%	72%
Percentage of Tested Scoring 85–100	34%	28%	44%	16%	5%	5%

(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	421	441	444	32	18	21
Number Scoring 55–100	420	441	442	31	18	21
Number Scoring 65–100	409	437	436	21	18	21
Number Scoring 85–100	118	176	166	1	1	5
Percentage of Tested Scoring 55–100	100%	100%	100%	97%	100%	100%
Percentage of Tested Scoring 65–100	97%	99%	98%	66%	100%	100%
Percentage of Tested Scoring 85–100	28%	40%	37%	3%	6%	24%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	403	460	480	69	88	79
Number Scoring 55–100	371	440	436	50	74	52
Number Scoring 65–100	324	406	399	35	56	42
Number Scoring 85–100	109	149	137	6	6	3
Percentage of Tested Scoring 55–100	92%	96%	91%	72%	84%	66%
Percentage of Tested Scoring 65–100	80%	88%	83%	51%	64%	53%
Percentage of Tested Scoring 85–100	27%	32%	29%	9%	7%	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		381	377		13	3
Number Scoring 55–100		374	359		12	#
Number Scoring 65–100		325	311		5	#
Number Scoring 85–100		48	60		0	#
Percentage of Tested Scoring 55–100		98%	95%		92%	#
Percentage of Tested Scoring 65–100		85%	82%		38%	#
Percentage of Tested Scoring 85–100		13%	16%		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	35	26	37	0	1	0
Number Scoring 55–100	35	26	37	0	#	0
Number Scoring 65–100	35	26	37	0	#	0
Number Scoring 85–100	25	12	24	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	71%	46%	65%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	57	48	47	2	0	0
Number Scoring 55–100	57	48	47	#	0	0
Number Scoring 65–100	57	48	47	#	0	0
Number Scoring 85–100	36	31	32	#	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	63%	65%	68%	#	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	226	255	281	6	6	8
Number Scoring 55–100	224	255	279	6	6	7
Number Scoring 65–100	220	254	273	6	6	7
Number Scoring 85–100	148	152	183	2	2	4
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	88%
Percentage of Tested Scoring 65–100	97%	100%	97%	100%	100%	88%
Percentage of Tested Scoring 85–100	65%	60%	65%	33%	33%	50%
<b>Comprehensive Latin</b>						
Number Tested	31	28	34	0	0	0
Number Scoring 55–100	31	28	34	0	0	0
Number Scoring 65–100	31	28	34	0	0	0
Number Scoring 85–100	21	17	26	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	61%	76%	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	2	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%
<b>Sequential Mathematics, Course III</b>						
Number Tested	300	0	0	10	0	0
Number Scoring 55–100	265	0	0	10	0	0
Number Scoring 65–100	243	0	0	7	0	0
Number Scoring 85–100	135	0	0	2	0	0
Percentage of Tested Scoring 55–100	88%	0%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	81%	0%	0%	70%	0%	0%
Percentage of Tested Scoring 85–100	45%	0%	0%	20%	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	340	99%	283	99%	340	95%
Students with Disabilities	58	90%	49	92%	56	63%

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	432	432	432	15	15	15	447	447	447
Number Scoring 55–64	8	35	8	5	6	3	13	41	11
Number Scoring 65–84	232	255	229	6	7	7	238	262	236
Number Scoring 85–100	183	130	178	0	0	0	183	130	178
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)