

New York State District Report Card Comprehensive Information Report

BEDS Code: 59-14-01-06-0000

Name: Monticello Central School District

Superintendent: Ms. Eileen P. Casey

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	256	249	235
First	270	257	249
Second	240	263	272
Third	269	255	266
Fourth	294	271	273
Fifth	285	306	274
Sixth	304	294	305
Ungraded Elementary	26	28	32
Seventh	254	322	302
Eighth	274	249	324
Ninth	348	381	343
Tenth	278	321	300
Eleventh	160	184	203
Twelfth	206	181	214
Ungraded Secondary	3	0	0
Total K-12 Enrollment	3467	3561	3592

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	74	2.1%	85	2.4%	86	2.4%
Black (Not Hispanic)	698	20.1%	708	19.9%	758	21.1%
Hispanic	555	16.0%	607	17.0%	640	17.8%
White (Not Hispanic)	2140	61.7%	2161	60.7%	2108	58.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	18	17
Common Branch	20	20	19
English Grade 8	25	20	20
Mathematics Grade 8	24	20	20
Science Grade 8	24	21	21
Social Studies Grade 8	22	20	21
English Grade 10	20	20	20
Mathematics Grade 10	22	16	15
Science Grade 10	23	25	30
Social Studies Grade 10	22	24	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	228	6.6%	223	6.3%	178	5.0%
Eligible for Free Lunch	1363	39.3%	1281	36.0%	1336	37.2%

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		92.2%		92.0%		91.9%
Student Suspensions	423	12.3%	356	10.3%	404	11.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.5%	7.7%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	308
Total Other Professional Staff	49
Total Paraprofessionals	101
Teaching Out of Certification*	29
Teachers with Temporary Licenses	7

*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	150	68	45%	131	57	44%	194	84	43%
Students with Disabilities	11	3	27%	10	0	0%	5	0	0%
All Students	161	71	44%	141	57	40%	199	84	42%

*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	82	73	4	3	29	8
Percent	41%	37%	2%	2%	15%	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)
5	0	13	18

*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			47		49	
	Entered GED Program*			24		7	
	Total Noncompleters			71		56	
Students with Disabilities	Dropped Out			10		9	
	Entered GED Program*			2		0	
	Total Noncompleters			12		9	
All Students	Dropped Out	55	5.5%	57	5.3%	58	5.5%
	Entered GED Program*	25	2.5%	26	2.4%	7	0.7%
	Total Noncompleters	80	8.0%	83	7.8%	65	6.1%

*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		210	204
	Number of Students with Disabilities		39	45
	Number of All Students		249	249
	Percent of Enrollment		29%	27%
9-12	Number of General-Education Students		194	175
	Number of Students with Disabilities		187	20
	Number of All Students		381	195
	Percent of Enrollment		36%	18%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	86%	39	95%	29	48%
German	17	71%	7	43%	20	70%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	136	82%	127	82%	156	92%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	4	#	0	0%
German	2	#	2	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	48%	11	36%	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	2	#	7	0%	0	0%
Science	12	75%	11	0%	3	#
Reading	0	0%	1	#	4	#
Writing	0	0%	1	#	6	83%
Global Studies	5	60%	2	#	1	#
U.S. Hist & Gov't	18	89%	0	0%	5	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	89	30%	60	2%	8	50%
Science	81	20%	48	4%	70	24%
Reading	15	60%	18	6%	24	79%
Writing	22	91%	17	53%	26	77%
Global Studies	44	36%	16	0%	48	8%
U.S. Hist & Gov't	24	50%	9	0%	15	33%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	219	221	240	20	17	19
Number Scoring 55–100	201	177	200	10	3	3
Number Scoring 65–100	162	145	170	1	1	3
Number Scoring 85–100	45	59	56	0	0	0
Percentage of Tested Scoring 55–100	92%	80%	83%	50%	18%	16%
Percentage of Tested Scoring 65–100	74%	66%	71%	5%	6%	16%
Percentage of Tested Scoring 85–100	21%	27%	23%	0%	0%	0%
Mathematics A						
Number Tested	103	295	355	5	18	42
Number Scoring 55–100	29	164	208	2	2	4
Number Scoring 65–100	12	125	144	0	2	1
Number Scoring 85–100	0	45	28	0	0	0
Percentage of Tested Scoring 55–100	28%	56%	59%	40%	11%	10%
Percentage of Tested Scoring 65–100	12%	42%	41%	0%	11%	2%
Percentage of Tested Scoring 85–100	0%	15%	8%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	30	0	0	0
Number Scoring 65–100	0	0	21	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	280	251	346	39	37	42
Number Scoring 55–100	228	190	238	17	17	4
Number Scoring 65–100	169	131	203	8	6	2
Number Scoring 85–100	47	28	40	2	0	0
Percentage of Tested Scoring 55–100	81%	76%	69%	44%	46%	10%
Percentage of Tested Scoring 65–100	60%	52%	59%	21%	16%	5%
Percentage of Tested Scoring 85–100	17%	11%	12%	5%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	176	234	225	31	24	24
Number Scoring 55–100	133	199	198	18	10	11
Number Scoring 65–100	91	146	168	17	4	7
Number Scoring 85–100	44	35	37	1	0	0
Percentage of Tested Scoring 55–100	76%	85%	88%	58%	42%	46%
Percentage of Tested Scoring 65–100	52%	62%	75%	55%	17%	29%
Percentage of Tested Scoring 85–100	25%	15%	16%	3%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	221	298	276	40	33	44
Number Scoring 55–100	196	277	220	22	25	12
Number Scoring 65–100	165	219	186	12	8	8
Number Scoring 85–100	35	38	47	0	0	0
Percentage of Tested Scoring 55–100	89%	93%	80%	55%	76%	27%
Percentage of Tested Scoring 65–100	75%	73%	67%	30%	24%	18%
Percentage of Tested Scoring 85–100	16%	13%	17%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	128	185	172	3	40	9
Number Scoring 55–100	121	153	155	#	16	5
Number Scoring 65–100	107	133	134	#	7	3
Number Scoring 85–100	46	56	46	#	0	1
Percentage of Tested Scoring 55–100	95%	83%	90%	#	40%	56%
Percentage of Tested Scoring 65–100	84%	72%	78%	#	17%	33%
Percentage of Tested Scoring 85–100	36%	30%	27%	#	0%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	110		0	0
Number Scoring 55–100		0	97		0	0
Number Scoring 65–100		0	68		0	0
Number Scoring 85–100		0	10		0	0
Percentage of Tested Scoring 55–100		0%	88%		0%	0%
Percentage of Tested Scoring 65–100		0%	62%		0%	0%
Percentage of Tested Scoring 85–100		0%	9%		0%	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	23	27	21	0	0	0
Number Scoring 55–100	23	27	21	0	0	0
Number Scoring 65–100	20	27	21	0	0	0
Number Scoring 85–100	13	13	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	48%	52%	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	10	10	4	0	0	0
Number Scoring 55–100	9	10	#	0	0	0
Number Scoring 65–100	9	10	#	0	0	0
Number Scoring 85–100	4	4	#	0	0	0
Percentage of Tested Scoring 55–100	90%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	40%	#	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	97	72	77	0	1	0
Number Scoring 55–100	86	70	77	0	#	0
Number Scoring 65–100	79	67	74	0	#	0
Number Scoring 85–100	43	26	42	0	#	0
Percentage of Tested Scoring 55–100	89%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	81%	93%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	36%	55%	0%	#	0%
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	54	19	1	1	2	0
Number Scoring 55–100	27	9	#	#	#	0
Number Scoring 65–100	10	4	#	#	#	0
Number Scoring 85–100	1	0	#	#	#	0
Percentage of Tested Scoring 55–100	50%	47%	#	#	#	0%
Percentage of Tested Scoring 65–100	19%	21%	#	#	#	0%
Percentage of Tested Scoring 85–100	2%	0%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	56	8	17	2	0	0
Number Scoring 55–100	51	8	13	#	0	0
Number Scoring 65–100	43	8	11	#	0	0
Number Scoring 85–100	16	3	3	#	0	0
Percentage of Tested Scoring 55–100	91%	100%	76%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	100%	65%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	38%	18%	#	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	76	89%	27	81%	9	89%
Students with Disabilities	32	66%	9	56%	4	#

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	231	11%	12%	68%	10%
	Students with Disabilities	42	21%	24%	55%	0%
	All Students	273	12%	14%	66%	8%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	252	5%	49%	40%	6%
	Students with Disabilities	48	35%	63%	2%	0%
	All Students	300	10%	51%	34%	5%

(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	2	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	222	222	222	28	28	28	250	250	250
Number Scoring 55–64	44	45	31	4	1	5	48	46	36
Number Scoring 65–84	104	105	107	2	1	3	106	106	110
Number Scoring 85–100	43	34	58	0	0	0	43	34	58
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)