

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-12-01-06-0000  
 Name: Monroe-Woodbury Central School District  
 Superintendent: Frank L. Moscatti

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	476	470	495
First	521	499	486
Second	514	526	498
Third	540	560	555
Fourth	535	560	564
Fifth	575	551	568
Sixth	609	592	565
Ungraded Elementary	27	25	23
Seventh	616	627	601
Eighth	555	615	624
Ninth	588	638	628
Tenth	512	514	579
Eleventh	473	516	560
Twelfth	441	471	509
Ungraded Secondary	0	0	0
Total K-12 Enrollment	6982	7164	7255

## 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	266	3.8%	299	4.2%	311	4.3%
Black (Not Hispanic)	213	3.1%	234	3.3%	278	3.8%
Hispanic	729	10.4%	791	11.0%	831	11.5%
White (Not Hispanic)	5774	82.7%	5840	81.5%	5835	80.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	22	23
Common Branch	24	23	24
English Grade 8	23	23	23
Mathematics Grade 8	26	24	24
Science Grade 8	26	24	24
Social Studies Grade 8	26	24	24
English Grade 10	23	26	25
Mathematics Grade 10	23	24	20
Science Grade 10	25	24	23
Social Studies Grade 10	24	24	25

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	92	1.3%	80	1.1%	105	1.5%
<b>Eligible for Free Lunch</b>	215	3.1%	251	3.5%	300	4.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.8%		94.7%		95.1%
<b>Student Suspensions</b>	139	2.0%	181	2.6%	181	2.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.5%	2.5%	2.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	519
Total Other Professional Staff	74
Total Paraprofessionals	131
Teaching Out of Certification*	5

\*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	354	270	76%	420	323	77%	462	347	75%
Students with Disabilities	57	10	18%	14	2	14%	10	0	0%
All Students	411	280	68%	434	325	75%	472	347	74%

\*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	271	134	17	8	33	9
Percent	57%	28%	4%	2%	7%	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)
10	0	7	17

\*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	18		20		8	0.4%
	Entered GED Program*	14		25		24	1.2%
	Total Noncompleters	32		45		32	1.6%
Students with Disabilities	Dropped Out	1		5		3	0.9%
	Entered GED Program*	7		5		2	0.6%
	Total Noncompleters	8		10		5	1.5%
All Students	Dropped Out	19	0.9%	25	1.2%	11	0.5%
	Entered GED Program*	21	1.0%	30	1.4%	26	1.1%
	Total Noncompleters	40	2.0%	55	2.6%	37	1.5%

\*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	150	536	1525
	Number of Students with Disabilities	0	0	275
	Number of All Students	150	536	1800
	Percent of Enrollment	8%	29%	100%
9-12	Number of General-Education Students	343	382	511
	Number of Students with Disabilities	69	62	72
	Number of All Students	412	444	583
	Percent of Enrollment	20%	21%	26%

## 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	40	90%	0	0%	45	96%
German	0	0%	0	0%	0	0%
Italian	90	94%	0	0%	96	95%
Latin	30	90%	0	0%	48	96%
Spanish	346	92%	0	0%	388	86%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	2	#
Latin	0	0%	0	0%	4	#
Spanish	23	70%	0	0%	19	74%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	3	#	2	#
Writing	1	#	0	0%	2	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	4	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	88%	74	85%	1	#
Science	9	44%	50	54%	3	#
Reading	4	#	13	77%	0	0%
Writing	4	#	0	0%	1	#
Global Studies	2	#	64	55%	3	#
U.S. Hist & Gov't	5	80%	17	59%	0	0%

(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	457	486	570	53	38	77
Number Scoring 55-100	441	463	541	43	32	57
Number Scoring 65-100	406	422	515	24	19	49
Number Scoring 85-100	218	206	269	5	0	5
Percentage of Tested Scoring 55-100	96%	95%	95%	81%	84%	74%
Percentage of Tested Scoring 65-100	89%	87%	90%	45%	50%	64%
Percentage of Tested Scoring 85-100	48%	42%	47%	9%	0%	6%
<b>Mathematics A</b>						
Number Tested	600	599	609	72	91	86
Number Scoring 55-100	484	532	598	27	61	76
Number Scoring 65-100	391	464	574	14	41	64
Number Scoring 85-100	164	174	311	0	3	11
Percentage of Tested Scoring 55-100	81%	89%	98%	38%	67%	88%
Percentage of Tested Scoring 65-100	65%	77%	94%	19%	45%	74%
Percentage of Tested Scoring 85-100	27%	29%	51%	0%	3%	13%
<b>Mathematics B</b>						
Number Tested	0	5	138	0	0	0
Number Scoring 55-100	0	5	136	0	0	0
Number Scoring 65-100	0	3	133	0	0	0
Number Scoring 85-100	0	0	50	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	60%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	36%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	523	531	585	63	72	84
Number Scoring 55-100	500	491	547	52	48	65
Number Scoring 65-100	462	450	495	30	34	45
Number Scoring 85-100	161	181	188	1	8	5
Percentage of Tested Scoring 55-100	96%	92%	94%	83%	67%	77%
Percentage of Tested Scoring 65-100	88%	85%	85%	48%	47%	54%
Percentage of Tested Scoring 85-100	31%	34%	32%	2%	11%	6%
<b>U.S. History and Government</b>						
Number Tested	485	518	537	61	58	70
Number Scoring 55-100	468	499	499	55	51	50
Number Scoring 65-100	423	475	467	35	42	37
Number Scoring 85-100	134	226	194	3	3	10
Percentage of Tested Scoring 55-100	96%	96%	93%	90%	88%	71%
Percentage of Tested Scoring 65-100	87%	92%	87%	57%	72%	53%
Percentage of Tested Scoring 85-100	28%	44%	36%	5%	5%	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	441	444	535	18	21	43
Number Scoring 55-100	441	442	525	18	21	42
Number Scoring 65-100	437	436	507	18	21	38
Number Scoring 85-100	176	166	176	1	5	3
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	98%
Percentage of Tested Scoring 65-100	99%	98%	95%	100%	100%	88%
Percentage of Tested Scoring 85-100	40%	37%	33%	6%	24%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	548	583	639	89	79	86
Number Scoring 55-100	528	539	581	75	52	50
Number Scoring 65-100	494	502	544	57	42	42
Number Scoring 85-100	226	227	205	7	3	5
Percentage of Tested Scoring 55-100	96%	92%	91%	84%	66%	58%
Percentage of Tested Scoring 65-100	90%	86%	85%	64%	53%	49%
Percentage of Tested Scoring 85-100	41%	39%	32%	8%	4%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	381	377	381	13	3	9
Number Scoring 55-100	374	359	349	12	#	7
Number Scoring 65-100	325	311	272	5	#	6
Number Scoring 85-100	48	60	48	0	#	1
Percentage of Tested Scoring 55-100	98%	95%	92%	92%	#	78%
Percentage of Tested Scoring 65-100	85%	82%	71%	38%	#	67%
Percentage of Tested Scoring 85-100	13%	16%	13%	0%	#	11%
<b>Physical Setting/Physics</b>						
Number Tested			237			0
Number Scoring 55-100			227			0
Number Scoring 65-100			210			0
Number Scoring 85-100			63			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			27%			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	26	37	31	1	0	0
Number Scoring 55-100	26	37	31	#	0	0
Number Scoring 65-100	26	37	31	#	0	0
Number Scoring 85-100	12	24	20	#	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	46%	65%	65%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	48	47	67	0	0	1
Number Scoring 55-100	48	47	67	0	0	#
Number Scoring 65-100	48	47	67	0	0	#
Number Scoring 85-100	31	32	42	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	65%	68%	63%	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	255	281	238	6	8	7
Number Scoring 55-100	255	279	234	6	7	7
Number Scoring 65-100	254	273	229	6	7	7
Number Scoring 85-100	152	183	110	2	4	3
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	88%	100%
Percentage of Tested Scoring 65-100	100%	97%	96%	100%	88%	100%
Percentage of Tested Scoring 85-100	60%	65%	46%	33%	50%	43%
<b>Comprehensive Latin</b>						
Number Tested	28	34	23	0	0	0
Number Scoring 55-100	28	34	23	0	0	0
Number Scoring 65-100	28	34	23	0	0	0
Number Scoring 85-100	17	26	19	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	61%	76%	83%	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	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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	283	99%	340	95%	0	0%
Students with Disabilities	49	92%	56	63%	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	480	1%	2%	43%	55%
	Students with Disabilities	88	2%	5%	68%	25%
	All Students	568	1%	2%	47%	50%

## 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	529	0%	22%	55%	22%
	Students with Disabilities	90	8%	62%	27%	3%
	All Students	619	1%	28%	51%	20%

(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	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	5	1	0	1	1	3
<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	482	482	482	29	29	29	511	511	511
Number Scoring 55–64	29	19	15	5	2	5	34	21	20
Number Scoring 65–84	270	216	255	5	6	9	275	222	264
Number Scoring 85–100	156	223	199	0	0	0	156	223	199
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 K-1)</b>						
Number Tested			33			0
Beginning (0-18)			0			0
Intermediate (19-31)			9			0
Advanced (32-36)			20			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			33			0
Beginning (0-14)			13			0
Intermediate (15-24)			8			0
Advanced (25-32)			9			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			23			6
Beginning (0-18)			3			2
Intermediate (19-31)			3			0
Advanced (32-36)			8			1
Proficient (37-39)			9			3
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			23			6
Beginning (0-14)			7			2
Intermediate (15-24)			12			4
Advanced (25-32)			3			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			13			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			10			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			13			2
Beginning (0-14)			1			#
Intermediate (15-24)			1			#
Advanced (25-32)			11			#
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 – K)

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			15			0
Beginning (0-18)			0			0
Intermediate (19-31)			6			0
Advanced (32-36)			4			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			15			0
Beginning (0-14)			1			0
Intermediate (15-24)			10			0
Advanced (25-32)			2			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			20			0
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			9			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			20			0
Beginning (0-14)			2			0
Intermediate (15-24)			7			0
Advanced (25-32)			7			0
Proficient (33-35)			4			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)