

New York State District Report Card Comprehensive Information Report

BEDS Code: 59-14-01-06-0000
 Name: Monticello Central School District
 Superintendent: Eileen P. Casey

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	249	235	264
First	257	249	240
Second	263	272	236
Third	255	266	277
Fourth	271	273	261
Fifth	306	274	269
Sixth	294	305	291
Ungraded Elementary	28	32	37
Seventh	322	302	291
Eighth	249	324	298
Ninth	381	343	365
Tenth	321	300	286
Eleventh	184	203	231
Twelfth	181	214	177
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3561	3592	3523

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	85	2.4%	86	2.4%	72	2.0%
Black (Not Hispanic)	708	19.9%	758	21.1%	732	20.8%
Hispanic	607	17.0%	640	17.8%	674	19.1%
White (Not Hispanic)	2161	60.7%	2108	58.7%	2045	58.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	18
Common Branch	20	19	19
English Grade 8	20	20	21
Mathematics Grade 8	20	20	21
Science Grade 8	21	21	21
Social Studies Grade 8	20	21	21
English Grade 10	20	20	22
Mathematics Grade 10	16	15	16
Science Grade 10	25	30	16
Social Studies Grade 10	24	22	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	223	6.3%	178	5.0%	187	5.3%
Eligible for Free Lunch	1281	36.0%	1336	37.2%	1261	35.8%

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		92.0%		91.9%		92.2%
Student Suspensions	356	10.3%	404	11.4%	343	9.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.8%	9.7%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	308
Total Other Professional Staff	53
Total Paraprofessionals	102
Teaching Out of Certification*	8

*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	131	57	44%	194	84	43%	168	80	48%
Students with Disabilities	10	0	0%	5	0	0%	22	1	5%
All Students	141	57	40%	199	84	42%	190	81	43%

*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	54	79	3	9	42	3
Percent	28%	42%	2%	5%	22%	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)
22	1	9	31

*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	47		49		46	5.2%
	Entered GED Program*	24		7		46	5.2%
	Total Noncompleters	71		56		92	10.3%
Students with Disabilities	Dropped Out	10		9		10	4.5%
	Entered GED Program*	2		0		5	2.2%
	Total Noncompleters	12		9		15	6.7%
All Students	Dropped Out	57	5.3%	58	5.5%	56	5.0%
	Entered GED Program*	26	2.4%	7	0.7%	51	4.6%
	Total Noncompleters	83	7.8%	65	6.1%	107	9.6%

*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	210	204	255
	Number of Students with Disabilities	39	45	43
	Number of All Students	249	249	298
	Percent of Enrollment	29%	27%	34%
9-12	Number of General-Education Students	194	175	354
	Number of Students with Disabilities	187	20	32
	Number of All Students	381	195	386
	Percent of Enrollment	36%	18%	36%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	44		
Completed and Passed Regents Exams	43	98%	77%
Completed and had Course Average of 75% or More	40	91%	81%
Completed and Attained a HS Diploma or Equivalent	42	95%	96%
Completed and Whose Status is Known	42		
Completed and Were Successfully Placed	39	93%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	10	22%	30%
Underrepresented Gender Members Who Completed	3	30%	19%

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	39	95%	29	48%	33	73%
German	7	43%	20	70%	10	40%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	127	82%	156	92%	154	73%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	1	#
German	2	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	36%	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	0%	0	0%	2	#
Science	11	0%	3	#	1	#
Reading	1	#	4	#	2	#
Writing	1	#	6	83%	3	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	5	100%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	60	2%	8	50%	80	56%
Science	48	4%	70	24%	72	38%
Reading	18	6%	24	79%	32	88%
Writing	17	53%	26	77%	38	89%
Global Studies	16	0%	48	8%	23	22%
U.S. Hist & Gov't	9	0%	15	33%	29	38%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	221	240	245	17	19	24
Number Scoring 55-100	177	200	206	3	3	5
Number Scoring 65-100	145	170	164	1	3	2
Number Scoring 85-100	59	56	55	0	0	0
Percentage of Tested Scoring 55-100	80%	83%	84%	18%	16%	21%
Percentage of Tested Scoring 65-100	66%	71%	67%	6%	16%	8%
Percentage of Tested Scoring 85-100	27%	23%	22%	0%	0%	0%
Mathematics A						
Number Tested	295	355	319	18	42	37
Number Scoring 55-100	164	208	263	2	4	8
Number Scoring 65-100	125	144	212	2	1	3
Number Scoring 85-100	45	28	34	0	0	0
Percentage of Tested Scoring 55-100	56%	59%	82%	11%	10%	22%
Percentage of Tested Scoring 65-100	42%	41%	66%	11%	2%	8%
Percentage of Tested Scoring 85-100	15%	8%	11%	0%	0%	0%
Mathematics B						
Number Tested	0	32	14	0	0	0
Number Scoring 55-100	0	30	14	0	0	0
Number Scoring 65-100	0	21	14	0	0	0
Number Scoring 85-100	0	0	11	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	66%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	79%	0%	0%	0%
Global History and Geography						
Number Tested	251	346	250	37	42	27
Number Scoring 55-100	190	238	212	17	4	14
Number Scoring 65-100	131	203	174	6	2	12
Number Scoring 85-100	28	40	68	0	0	0
Percentage of Tested Scoring 55-100	76%	69%	85%	46%	10%	52%
Percentage of Tested Scoring 65-100	52%	59%	70%	16%	5%	44%
Percentage of Tested Scoring 85-100	11%	12%	27%	0%	0%	0%
U.S. History and Government						
Number Tested	234	225	245	24	24	36
Number Scoring 55-100	199	198	202	10	11	12
Number Scoring 65-100	146	168	167	4	7	11
Number Scoring 85-100	35	37	58	0	0	0
Percentage of Tested Scoring 55-100	85%	88%	82%	42%	46%	33%
Percentage of Tested Scoring 65-100	62%	75%	68%	17%	29%	31%
Percentage of Tested Scoring 85-100	15%	16%	24%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	298	276	288	33	44	52
Number Scoring 55-100	277	220	229	25	12	16
Number Scoring 65-100	219	186	178	8	8	6
Number Scoring 85-100	38	47	36	0	0	0
Percentage of Tested Scoring 55-100	93%	80%	80%	76%	27%	31%
Percentage of Tested Scoring 65-100	73%	67%	62%	24%	18%	12%
Percentage of Tested Scoring 85-100	13%	17%	12%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	185	172	217	40	9	10
Number Scoring 55-100	153	155	192	16	5	8
Number Scoring 65-100	133	134	157	7	3	5
Number Scoring 85-100	56	46	31	0	1	1
Percentage of Tested Scoring 55-100	83%	90%	88%	40%	56%	80%
Percentage of Tested Scoring 65-100	72%	78%	72%	17%	33%	50%
Percentage of Tested Scoring 85-100	30%	27%	14%	0%	11%	10%
Physical Setting/Chemistry						
Number Tested	0	110	96	0	0	0
Number Scoring 55-100	0	97	93	0	0	0
Number Scoring 65-100	0	68	77	0	0	0
Number Scoring 85-100	0	10	15	0	0	0
Percentage of Tested Scoring 55-100	0%	88%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	62%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	9%	16%	0%	0%	0%
Physical Setting/Physics						
Number Tested			34			0
Number Scoring 55-100			28			0
Number Scoring 65-100			27			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			82%			0%
Percentage of Tested Scoring 65-100			79%			0%
Percentage of Tested Scoring 85-100			15%			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
Comprehensive French						
Number Tested	27	21	25	0	0	0
Number Scoring 55-100	27	21	25	0	0	0
Number Scoring 65-100	27	21	23	0	0	0
Number Scoring 85-100	13	11	17	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	48%	52%	68%	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	4	2	0	0	1
Number Scoring 55-100	10	#	#	0	0	#
Number Scoring 65-100	10	#	#	0	0	#
Number Scoring 85-100	4	#	#	0	0	#
Percentage of Tested Scoring 55-100	100%	#	#	0%	0%	#
Percentage of Tested Scoring 65-100	100%	#	#	0%	0%	#
Percentage of Tested Scoring 85-100	40%	#	#	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	72	77	70	1	0	1
Number Scoring 55-100	70	77	68	#	0	#
Number Scoring 65-100	67	74	67	#	0	#
Number Scoring 85-100	26	42	36	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	93%	96%	96%	#	0%	#
Percentage of Tested Scoring 85-100	36%	55%	51%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	8	17	23	0	0	0
Number Scoring 55-100	8	13	18	0	0	0
Number Scoring 65-100	8	11	13	0	0	0
Number Scoring 85-100	3	3	1	0	0	0
Percentage of Tested Scoring 55-100	100%	76%	78%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	65%	57%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	18%	4%	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	27	81%	9	89%	19	95%
Students with Disabilities	9	56%	4	#	6	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
Nov 2003	General-Education Students	221	10%	11%	52%	27%
	Students with Disabilities	49	39%	18%	41%	2%
	All Students	270	15%	13%	50%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	261	7%	59%	31%	3%
	Students with Disabilities	46	59%	41%	0%	0%
	All Students	307	15%	56%	27%	3%

(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
Elementary Level						
Social Studies	4	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	187	187	187	42	42	42	229	229	229
Number Scoring 55–64	17	14	15	5	4	10	22	18	25
Number Scoring 65–84	116	108	115	6	9	8	122	117	123
Number Scoring 85–100	28	35	43	0	0	0	28	35	43
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
Listening and Speaking (Grade K-1)						
Number Tested			41			4
Beginning (0-18)			0			#
Intermediate (19-31)			7			#
Advanced (32-36)			22			#
Proficient (37-39)			12			#
Reading and Writing (Grade K-1)						
Number Tested			41			4
Beginning (0-14)			7			#
Intermediate (15-24)			10			#
Advanced (25-32)			16			#
Proficient (33-35)			8			#
Listening and Speaking (Grade 2-4)						
Number Tested			71			10
Beginning (0-18)			2			1
Intermediate (19-31)			3			2
Advanced (32-36)			19			3
Proficient (37-39)			47			4
Reading and Writing (Grade 2-4)						
Number Tested			71			10
Beginning (0-14)			9			7
Intermediate (15-24)			22			3
Advanced (25-32)			29			0
Proficient (33-35)			11			0
Listening and Speaking (Grade 5-6)						
Number Tested			35			7
Beginning (0-18)			3			2
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			30			5
Reading and Writing (Grade 5-6)						
Number Tested			35			7
Beginning (0-14)			4			2
Intermediate (15-24)			9			3
Advanced (25-32)			18			2
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 - 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
Listening and Speaking (Grade 7-8)						
Number Tested			20			3
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			8			#
Proficient (37-39)			10			#
Reading and Writing (Grade 7-8)						
Number Tested			20			3
Beginning (0-14)			0			#
Intermediate (15-24)			10			#
Advanced (25-32)			10			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 9-12)						
Number Tested			27			4
Beginning (0-18)			2			#
Intermediate (19-31)			8			#
Advanced (32-36)			9			#
Proficient (37-39)			8			#
Reading and Writing (Grade 9-12)						
Number Tested			27			4
Beginning (0-14)			6			#
Intermediate (15-24)			10			#
Advanced (25-32)			10			#
Proficient (33-35)			1			#

*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)