



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **MONTICELLO CENTRAL SCHOOL
DISTRICT**

District ID **591401060000**

Superintendent **PATRICK MICHEL**

Telephone **(845) 794-7700**

Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	264	229	281
Grade 1	240	280	240
Grade 2	236	245	267
Grade 3	277	258	238
Grade 4	261	274	247
Grade 5	269	277	276
Grade 6	291	269	276
Ungraded Elementary	37	0	0
Grade 7	291	304	271
Grade 8	298	299	292
Grade 9	365	365	373
Grade 10	286	308	289
Grade 11	231	207	242
Grade 12	177	224	199
Ungraded Secondary	0	0	0
Total K-12	3523	3539	3491

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	19	20	19
Grade 8			
English	21	20	17
Mathematics	21	20	20
Science	21	21	21
Social Studies	21	21	21
Grade 10			
English	22	25	22
Mathematics	16	19	24
Science	16	22	
Social Studies	21	23	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1261	36%	1253	35%	1148	33%
Reduced-Price Lunch	340	10%	368	10%	360	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	187	5%	212	6%	185	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	6	0%	8	0%
Black or African American	732	21%	779	22%	781	22%
Hispanic or Latino	674	19%	702	20%	702	20%
Asian or Native Hawaiian/Other Pacific Islander	64	2%	73	2%	64	2%
White	2045	58%	1979	56%	1936	55%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		93%		92%
Student Suspensions	343	N/A	464	13%	485	14%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	837	810	1099
Percent Not Taught by Highly Qualified Teachers	9%	3%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	1	0	7
Percent with No Valid Teaching Certificate	0%	0%	2%
Individuals Teaching Out of Certification			
Number of Teachers	8	4	10
Percentage of Total	3%	1%	3%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	16%	15%	16%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	308	307	293
Total Other Professional Staff	41	39	15
Total Paraprofessionals*	102	110	107
Assistant Principals	6	5	6
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✓
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✓	✓		✗	✗	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1	✗ 0 of 6	✗ 0 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts























Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (1638:1570)			99%		142	119		
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–	
Black or African American (372:353)			98%		125	116		
Hispanic or Latino (337:320)			99%		133	116		
Asian or Native Hawaiian/Other Pacific Islander (30:29)	–	–	–	–	–	–	–	
White (893:862)			99%		151	118		
Other Groups								
Students with Disabilities ⁴ (410:274)			95%		73	115	76 86	
Limited English Proficient (75:69)			99%		128	110		
Economically Disadvantaged (827:798)			99%		126	118		
Final AYP Determination		6 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT**























Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1639:1555)			99%		154	83	
Ethnicity							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (374:348)			99%		139	80	
Hispanic or Latino (335:316)			99%		143	80	
Asian or Native Hawaiian/Other Pacific Islander (30:29)	–	–	–	–	–	–	–
White (894:856)			99%		164	82	
Other Groups							
Students with Disabilities ⁴ (304:276)			96%		93	79	
Limited English Proficient (72:68)			99%		115	74	
Economically Disadvantaged (825:785)			99%		141	82	
Final AYP Determination	 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT**















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (557:518)		Qualified		97%		179	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (125:114)		Qualified		97%		163	100	
Hispanic or Latino (108:103)		Qualified		98%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (10:9)	–	–	–	–	–	–	–	–
White (313:291)		Qualified		96%		189	100	
Other Groups								
Students with Disabilities (105:91)		Qualified		90%		138	100	
Limited English Proficient (22:21)	–	–	–	–	–	–	–	–
Economically Disadvantaged (265:245)		Qualified		96%		171	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts



















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 0 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (501:231)			91%		146	147	147	151
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (83:43)			82%		119	139	116	127
Hispanic or Latino (101:42)			90%		114	139	137	123
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–	–
White (299:135)			94%		162	145		
Other Groups								
Students with Disabilities (37:39)		–	–		56	138	70 [‡]	70
Limited English Proficient (3:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (126:68)			95%		124	142	142	132
Final AYP Determination	 0 of 6							

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- [‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics



















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 0 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (501:231)			91%		151	139	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (83:43)			80%		112	131	96 121
Hispanic or Latino (101:42)			90%		126	131	131 133
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	– –
White (299:135)			94%		169	137	
Other Groups							
Students with Disabilities (37:39)		–	–		62	130	54† 76
Limited English Proficient (3:2)	–	–	–	–	–	–	– –
Economically Disadvantaged (126:68)			91%		140	134	
Final AYP Determination	 0 of 6						

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- † This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (259)			66%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (31)			58%	55%		
Hispanic or Latino (51)			55%	55%		
Asian or Native Hawaiian/Other Pacific Islander (4)	–		–	–	–	–
White (173)			69%	55%		
Other Groups						
Students with Disabilities (44)			16%	55%	47%	17%
Limited English Proficient (2)	–		–	–	–	–
Economically Disadvantaged (60)			67%	55%		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

3 schools identified 50% of total

CORNELIUS DUGGAN SCHOOL

EMMA C. CHASE SCHOOL

GEORGE L. COOKE SCHOOL

Improvement (Year 2)

1 school identified 17% of total

KENNETH L. RUTHERFORD SCHOOL

Corrective Action

1 school identified 17% of total

MONTICELLO HIGH SCHOOL

Restructuring (Year 2)















1 school identified 17% of total



ROBERT J KAISER MIDDLE SCHOOL


District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	61%			227
Grade 4	60%			235
Grade 5	59%			270
Grade 6	46%			269
Grade 7	46%			271
Grade 8	38%			299
Mathematics				
Grade 3	81%			240
Grade 4	81%			247
Grade 5	66%			280
Grade 6	52%			266
Grade 7	45%			274
Grade 8	48%			303
Science				
Grade 4	94%			240
Grade 8	69%			280

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	58%			276
Mathematics	59%			276

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	57%			276

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

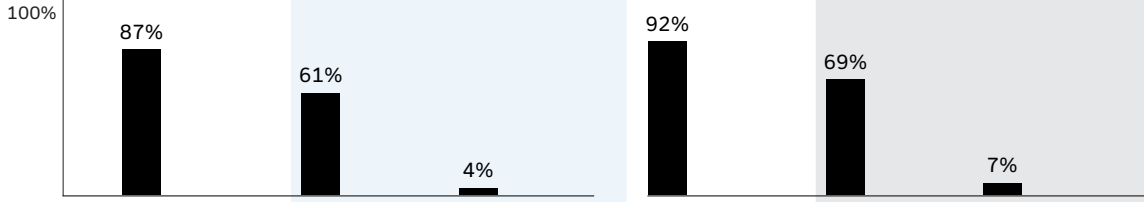
This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural school district with high student needs in relation to district resource capacity.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 659	Range: 616-780			650-780			730-780
							
Number of Students:	198	138	9				

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	227	87%	61%	4%				
Female	97	89%	72%	5%				
Male	130	86%	52%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	58	86%	52%	5%				
Hispanic or Latino	44	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	123	93%	65%	3%	This test was not given in 2004-05.			
Small Group Totals	46	74%	61%	4%				
General-Education Students	198	93%	68%	5%				
Students with Disabilities	29	48%	14%	0%				
English Proficient	226	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	121	85%	54%	3%				
Not Disadvantaged	106	90%	69%	5%				
Migrant	2	-	-	-				
Not Migrant	225	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	11	8	6	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 673	Range: 624-770	650-770	703-770			
Number of Students:	228	195	43			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	240	95%	81%	18%				
Female	102	92%	75%	18%				
Male	138	97%	86%	18%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	60	95%	73%	8%				
Hispanic or Latino	51	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	125	98%	88%	22%	This test was not given in 2004-05.			
Small Group Totals	55	87%	75%	18%				
General-Education Students	209	98%	84%	21%				
Students with Disabilities	31	77%	61%	0%				
English Proficient	230	95%	82%	18%				
Limited English Proficient	10	90%	70%	20%				
Economically Disadvantaged	130	94%	77%	13%				
Not Disadvantaged	110	96%	86%	24%				
Migrant	3	-	-	-				
Not Migrant	237	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	This test was not given in 2004-05.			

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 658	612-775	650-775	716-775			
Number of Students:	211	142	16			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	235	90%	60%	7%				
Female	118	90%	60%	8%				
Male	117	90%	61%	6%				
American Indian or Alaska Native								
Black or African American	57	86%	51%	2%				
Hispanic or Latino	39	87%	51%	3%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	134	92%	66%	10%				
Small Group Totals								
General-Education Students	204	97%	69%	8%				
Students with Disabilities	31	45%	3%	0%				
English Proficient	235	90%	60%	7%				
Limited English Proficient								
Economically Disadvantaged	117	88%	50%	3%				
Not Disadvantaged	118	92%	70%	10%				
Migrant	1	-	-	-				
Not Migrant	234	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	11	11	7	N/A	16	11	10	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 676	Range: 622-800	650-800	702-800			
Number of Students:	235	199	50			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	247	95%	81%	20%				
Female	123	95%	77%	18%				
Male	124	95%	84%	23%				
American Indian or Alaska Native								
Black or African American	57	95%	77%	14%				
Hispanic or Latino	48	92%	79%	8%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%				
White	137	96%	82%	26%				
Small Group Totals								
General-Education Students	212	100%	89%	24%				
Students with Disabilities	35	69%	29%	0%				
English Proficient	236	96%	82%	21%				
Limited English Proficient	11	82%	45%	0%				
Economically Disadvantaged	127	93%	79%	10%				
Not Disadvantaged	120	98%	83%	31%				
Migrant	3	-	-	-				
Not Migrant	244	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

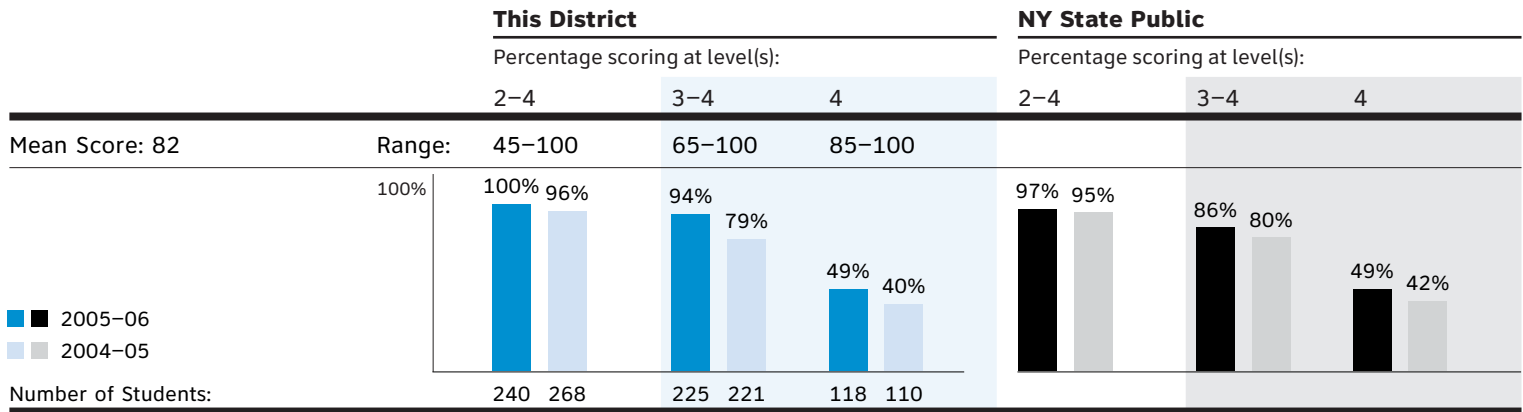
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				2	-	-	-

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	240	100%	94%	49%	278	96%	79%	40%
Female	120	100%	94%	48%	134	97%	83%	41%
Male	120	100%	93%	51%	144	96%	76%	38%
American Indian or Alaska Native					1	-	-	-
Black or African American	55	100%	91%	31%	63	95%	70%	25%
Hispanic or Latino	47	100%	91%	34%	65	97%	66%	22%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%	7	-	-	-
White	133	100%	95%	61%	142	96%	89%	51%
Small Group Totals					8	100%	100%	88%
General-Education Students	206	100%	97%	52%	233	97%	84%	44%
Students with Disabilities	34	100%	76%	32%	45	93%	56%	16%
English Proficient	229	100%	94%	51%	258	97%	80%	40%
Limited English Proficient	11	100%	91%	18%	20	95%	70%	30%
Economically Disadvantaged	123	100%	94%	38%	147	97%	73%	23%
Not Disadvantaged	117	100%	93%	61%	131	96%	86%	58%
Migrant	3	-	-	-	3	-	-	-
Not Migrant	237	-	-	-	275	-	-	-

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	-	-	-

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 653	608-795	650-795	711-795			
Number of Students:	243	158	25			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	270	90%	59%	9%				
Female	134	92%	61%	10%				
Male	136	88%	56%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	62	89%	45%	3%				
Hispanic or Latino	57	91%	44%	2%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	143	90%	69%	15%	This test was not given in 2004-05.			
Small Group Totals	8	88%	75%	13%				
General-Education Students	221	95%	69%	11%				
Students with Disabilities	49	67%	10%	0%				
English Proficient	262	91%	60%	10%				
Limited English Proficient	8	63%	13%	0%				
Economically Disadvantaged	145	86%	43%	4%				
Not Disadvantaged	125	95%	76%	15%				
Migrant	4	-	-	-				
Not Migrant	266	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	7	7	7	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	619-780	650-780	699-780			
Range:						
Number of Students:	255	184	54			

Level	This District (%)	NY State Public (%)
2-4	91%	90%
3-4	66%	68%
4	19%	19%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	280	91%	66%	19%				
Female	137	94%	68%	20%				
Male	143	88%	64%	18%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	61	84%	57%	11%				
Hispanic or Latino	64	91%	58%	13%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	146	94%	73%	25%	This test was not given in 2004-05.			
Small Group Totals	9	100%	67%	22%				
General-Education Students	228	96%	74%	24%				
Students with Disabilities	52	71%	29%	0%				
English Proficient	264	92%	69%	20%				
Limited English Proficient	16	69%	19%	0%				
Economically Disadvantaged	154	86%	53%	12%				
Not Disadvantaged	126	97%	82%	28%				
Migrant	4	-	-	-				
Not Migrant	276	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	This test was not given in 2004-05.			

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	598-785	650-785	705-785			
Number of Students:	246	125	18			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	269	91%	46%	7%				
Female	134	94%	53%	9%				
Male	135	89%	40%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	50	88%	42%	8%				
Hispanic or Latino	53	91%	32%	6%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	161	93%	52%	6%	This test was not given in 2004-05.			
Small Group Totals	5	80%	60%	20%				
General-Education Students	223	96%	54%	8%				
Students with Disabilities	46	67%	9%	0%				
English Proficient	255	91%	49%	7%				
Limited English Proficient	14	93%	7%	0%				
Economically Disadvantaged	128	90%	34%	5%				
Not Disadvantaged	141	93%	57%	9%				
Migrant								
Not Migrant	269	91%	46%	7%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

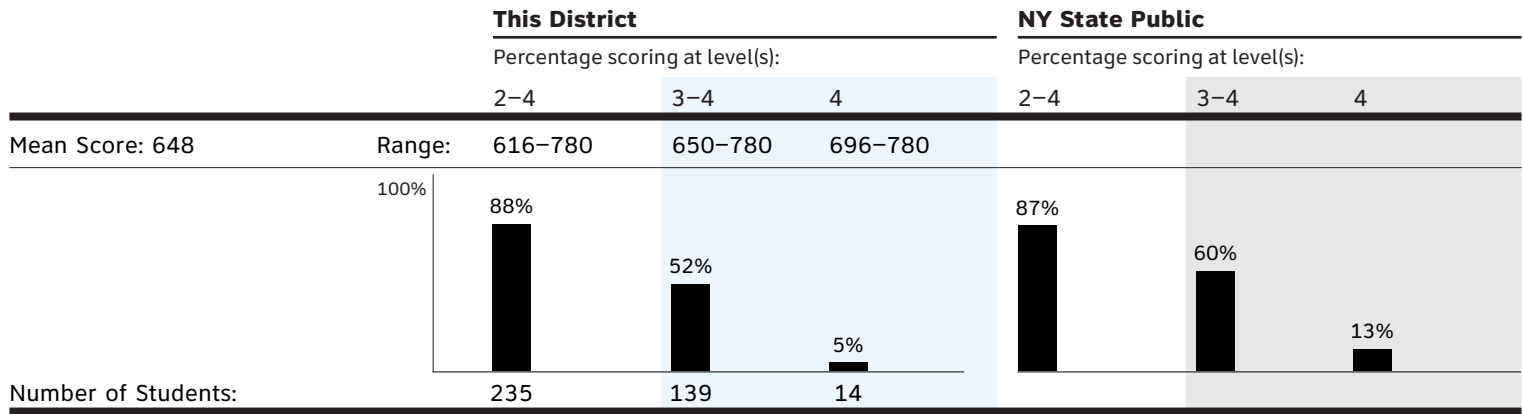
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	266	88%	52%	5%				
Female	134	90%	54%	6%				
Male	132	86%	50%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	48	85%	40%	4%				
Hispanic or Latino	53	81%	40%	4%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	160	92%	59%	6%	This test was not given in 2004-05.			
Small Group Totals	5	80%	80%	0%				
General-Education Students	217	95%	60%	6%				
Students with Disabilities	49	59%	16%	0%				
English Proficient	252	89%	54%	6%				
Limited English Proficient	14	71%	21%	0%				
Economically Disadvantaged	127	84%	43%	2%				
Not Disadvantaged	139	92%	61%	8%				
Migrant								
Not Migrant	266	88%	52%	5%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

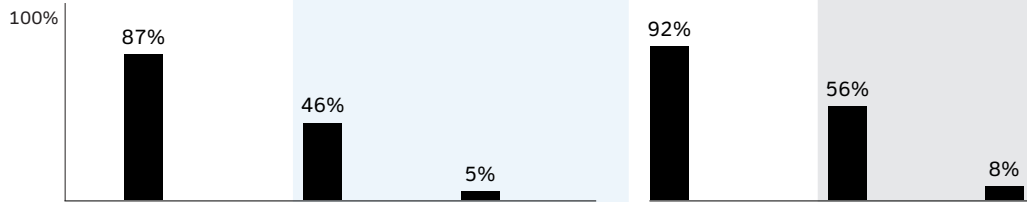
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	237	126	14	237	126	14



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	271	87%	46%	5%				
Female	136	88%	45%	6%				
Male	135	87%	48%	4%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	65	82%	31%	2%				
Hispanic or Latino	55	84%	45%	4%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	145	91%	53%	8%	This test was not given in 2004-05.			
Small Group Totals	6	100%	67%	0%				
General-Education Students	226	93%	54%	6%				
Students with Disabilities	45	58%	7%	0%				
English Proficient	262	88%	47%	5%				
Limited English Proficient	9	78%	22%	0%				
Economically Disadvantaged	136	84%	32%	1%				
Not Disadvantaged	135	91%	61%	9%				
Migrant	2	-	-	-				
Not Migrant	269	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

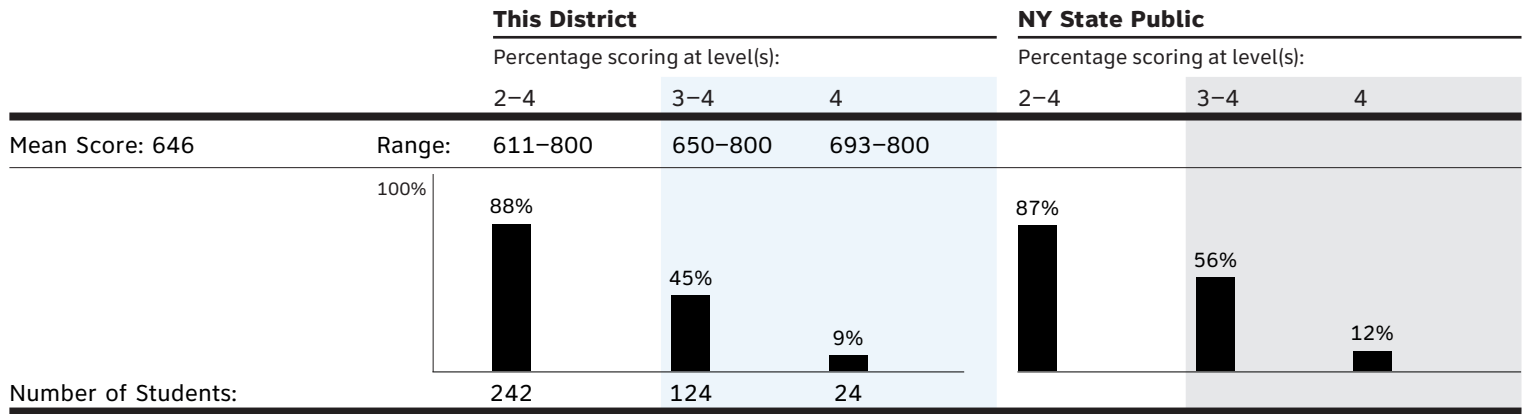
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	274	88%	45%	9%				
Female	136	88%	43%	10%				
Male	138	88%	47%	7%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	68	78%	29%	1%				
Hispanic or Latino	55	91%	42%	7%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	145	92%	53%	12%	This test was not given in 2004-05.			
Small Group Totals	6	83%	67%	17%				
General-Education Students	225	95%	52%	11%				
Students with Disabilities	49	57%	12%	0%				
English Proficient	265	88%	46%	9%				
Limited English Proficient	9	89%	33%	0%				
Economically Disadvantaged	136	85%	29%	2%				
Not Disadvantaged	138	91%	61%	15%				
Migrant	2	-	-	-				
Not Migrant	272	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

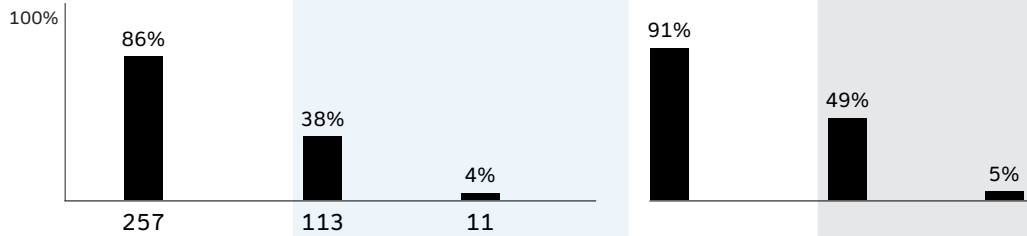
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	5	This test was not given in 2004-05.			

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 640	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	257	113	11	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	299	86%	38%	4%				
Female	139	94%	45%	5%				
Male	160	79%	32%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	69	78%	19%	0%				
Hispanic or Latino	57	81%	23%	2%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	168	90%	51%	6%				
Small Group Totals	5	100%	40%	0%				
General-Education Students	239	95%	47%	5%				
Students with Disabilities	60	50%	0%	0%				
English Proficient	291	86%	39%	4%				
Limited English Proficient	8	75%	0%	0%				
Economically Disadvantaged	134	76%	19%	1%				
Not Disadvantaged	165	94%	53%	6%				
Migrant	8	100%	63%	0%				
Not Migrant	291	86%	37%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

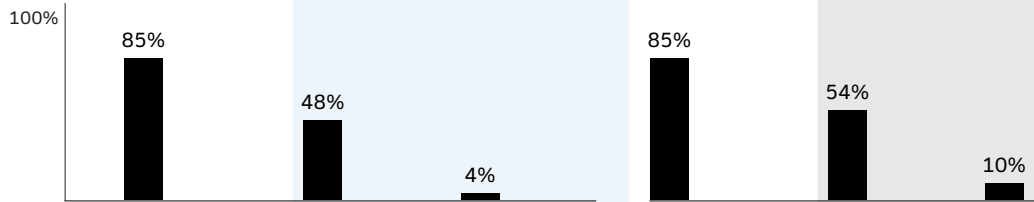
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	3	-	-	N/A	6	5	3	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 644	616-775	650-775	701-775			
Range:						
Number of Students:	257	145	11			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	303	85%	48%	4%				
Female	142	89%	54%	4%				
Male	161	81%	43%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	71	75%	32%	0%				
Hispanic or Latino	58	79%	36%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	168	91%	58%	6%				
Small Group Totals	6	83%	67%	17%				
General-Education Students	243	93%	58%	5%				
Students with Disabilities	60	52%	7%	0%				
English Proficient	293	85%	48%	3%				
Limited English Proficient	10	70%	40%	10%				
Economically Disadvantaged	133	77%	32%	2%				
Not Disadvantaged	170	91%	61%	5%				
Migrant	7	86%	86%	0%				
Not Migrant	296	85%	47%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

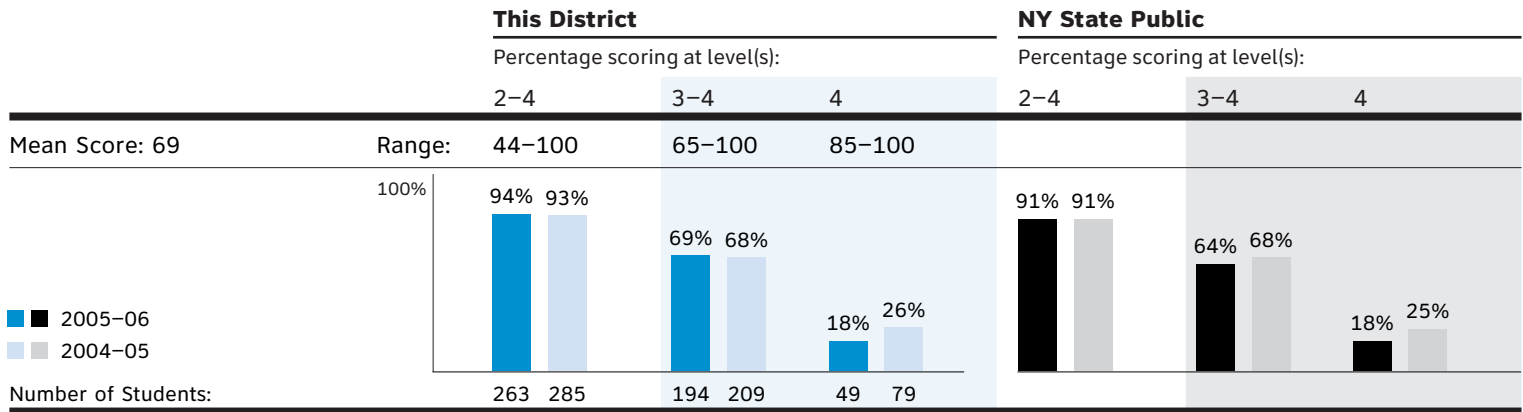
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	280	94%	69%	18%	306	93%	68%	26%
Female	134	97%	73%	15%	156	95%	70%	21%
Male	146	91%	66%	20%	150	91%	67%	31%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	65	88%	51%	5%	75	88%	51%	13%
Hispanic or Latino	57	93%	53%	7%	65	89%	57%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	5	-	-	-
White	152	97%	83%	28%	160	97%	81%	38%
Small Group Totals	6	100%	83%	0%	6	100%	83%	17%
General-Education Students	221	98%	79%	21%	247	98%	78%	32%
Students with Disabilities	59	78%	34%	3%	59	71%	29%	2%
English Proficient	269	94%	70%	18%	295	94%	68%	26%
Limited English Proficient	11	82%	45%	0%	11	82%	73%	9%
Economically Disadvantaged	130	91%	56%	6%	154	89%	55%	14%
Not Disadvantaged	150	97%	81%	27%	152	97%	82%	38%
Migrant	7	100%	100%	14%				
Not Migrant	273	94%	68%	18%	306	93%	68%	26%

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-
Regents Science	18	18	18	18	0			

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

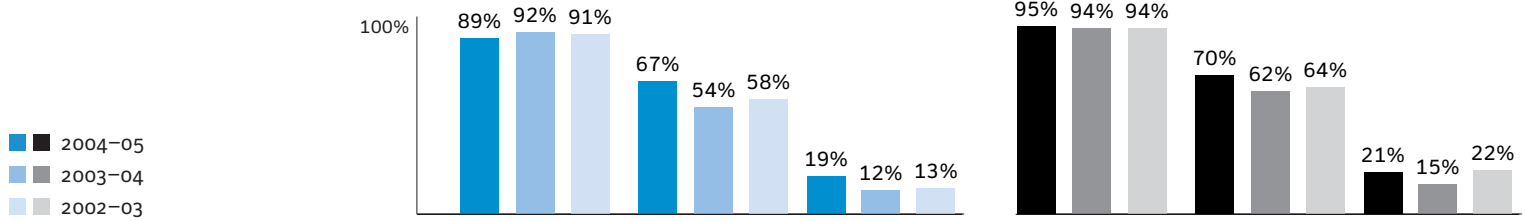
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	28	58	124	50	260	657
Feb 2004	20	96	107	30	253	650
Feb 2003	24	89	119	36	268	649

Grade 8

This School

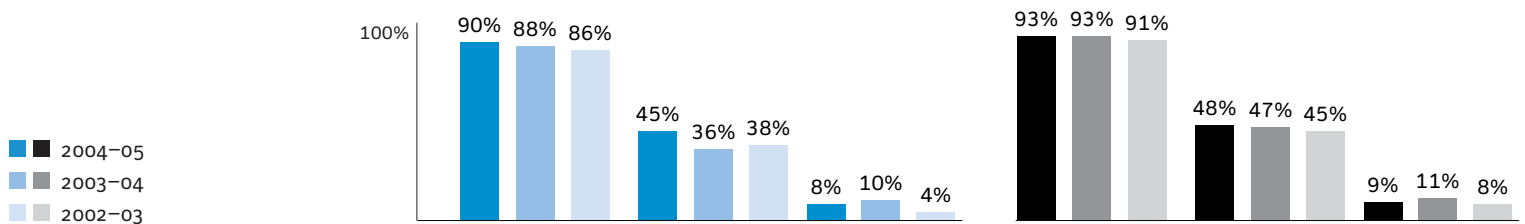
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	31	137	114	23	305	693
Jan 2004	36	157	79	30	302	692
Jan 2003	40	145	99	12	296	688

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

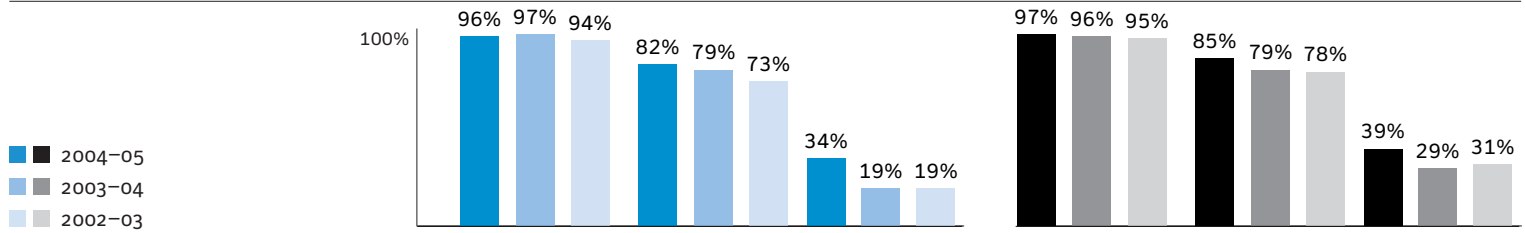
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	10	40	134	93	277	665
May 2004	8	48	163	53	272	656
May 2003	17	57	149	53	276	651

Grade 8

This School

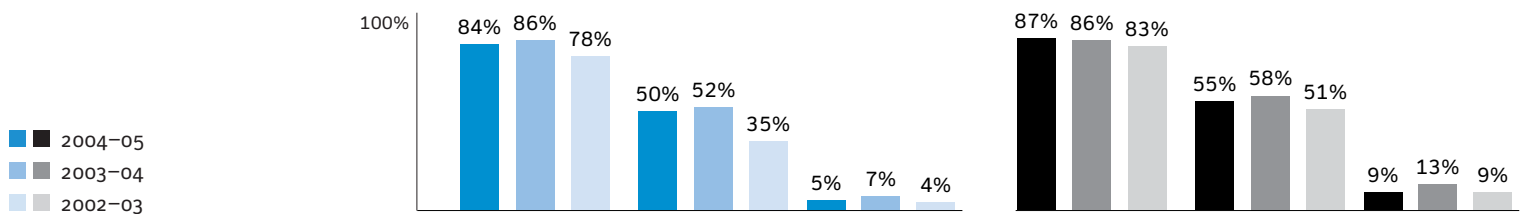
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	50	105	140	14	309	709
May 2004	45	105	142	21	313	711
May 2003	67	130	93	13	303	702

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

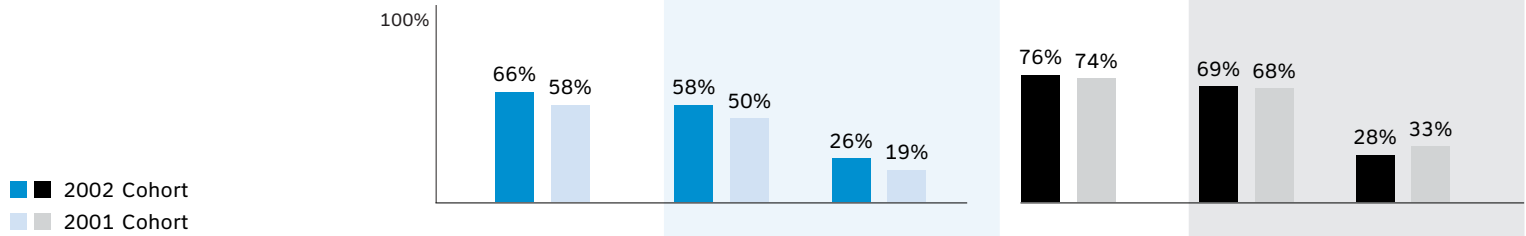
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	276	66%	58%	26%	309	58%	50%	19%
Female	139	69%	61%	27%	151	58%	52%	23%
Male	137	63%	54%	26%	158	57%	49%	15%
American Indian or Alaska Native								
Black or African American	58	48%	43%	5%	50	36%	22%	10%
Hispanic or Latino	51	53%	39%	8%	60	45%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	92%	50%	5	60%	60%	40%
White	155	75%	66%	38%	194	67%	61%	25%
Small Group Totals								
General-Education Students	228	77%	68%	32%	253	68%	61%	23%
Students with Disabilities	48	13%	8%	0%	56	9%	4%	0%
English Proficient	272	-	-	-	305	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	77	57%	47%	12%				
Not Disadvantaged	199	69%	62%	32%				
Migrant	1	-	-	-				
Not Migrant	275	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	3

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

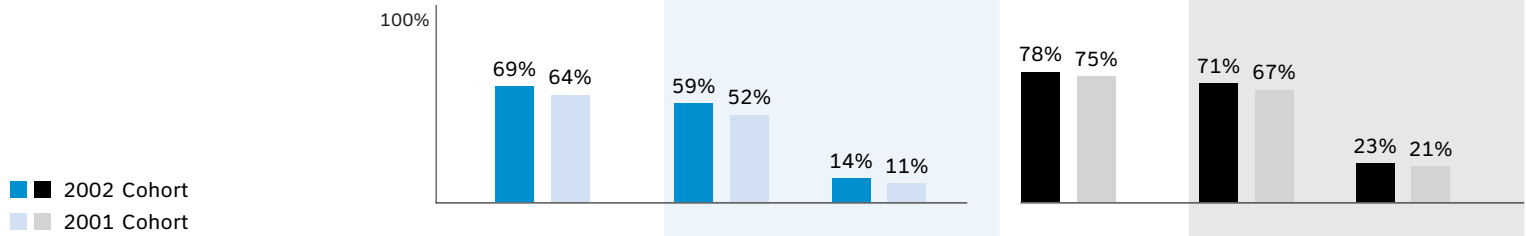
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	276	69%	59%	14%	309	64%	52%	11%
Female	139	69%	60%	12%	151	62%	50%	9%
Male	137	69%	58%	17%	158	65%	55%	13%
American Indian or Alaska Native								
Black or African American	58	52%	36%	3%	50	44%	26%	2%
Hispanic or Latino	51	57%	41%	8%	60	57%	42%	7%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	83%	42%	5	80%	60%	60%
White	155	77%	72%	18%	194	71%	62%	13%
Small Group Totals								
General-Education Students	228	80%	71%	17%	253	77%	63%	13%
Students with Disabilities	48	17%	4%	0%	56	5%	4%	0%
English Proficient	272	-	-	-	305	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	77	70%	55%	4%				
Not Disadvantaged	199	68%	61%	18%				
Migrant	1	-	-	-				
Not Migrant	275	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	3

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

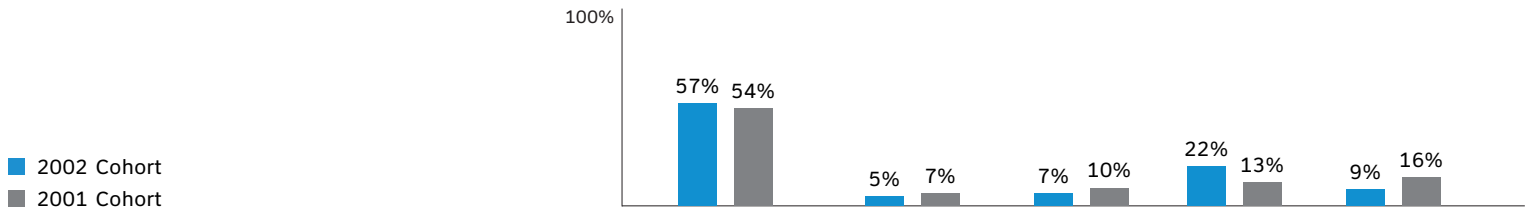
District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	276	57%	5%	7%	22%	9%
	2001	309	54%	7%	10%	13%	16%
Female	2002	139	64%	6%	9%	14%	6%
	2001	151	56%	7%	10%	11%	17%
Male	2002	137	50%	3%	5%	30%	12%
	2001	158	52%	8%	9%	16%	15%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	58	40%	12%	9%	24%	16%
	2001	50	36%	12%	14%	14%	24%
Hispanic or Latino	2002	51	35%	8%	12%	37%	8%
	2001	60	42%	15%	10%	15%	18%
Asian or Native Hawaiian/Other Pacific Islander	2002	12	92%	0%	0%	8%	0%
White	2002	155	68%	1%	5%	17%	8%
	2001	194	61%	4%	9%	13%	13%
Small Group Totals							
General-Education Students	2002	228	67%	0%	7%	17%	9%
	2001	253	62%	0%	11%	11%	16%
Students with Disabilities	2002	48	13%	27%	4%	48%	8%
	2001	56	16%	39%	5%	21%	18%
English Proficient	2002	272	–	–	–	–	–
	2001	305	–	–	–	–	–
Limited English Proficient	2002	4	–	–	–	–	–
	2001	4	–	–	–	–	–
Economically Disadvantaged	2002	77	49%	8%	8%	26%	9%
	2001	199	60%	4%	7%	21%	9%
Not Disadvantaged	2002	199	60%	4%	7%	21%	9%
	2001	275	–	–	–	–	–
Migrant	2002	1	–	–	–	–	–
Not Migrant	2002	275	–	–	–	–	–

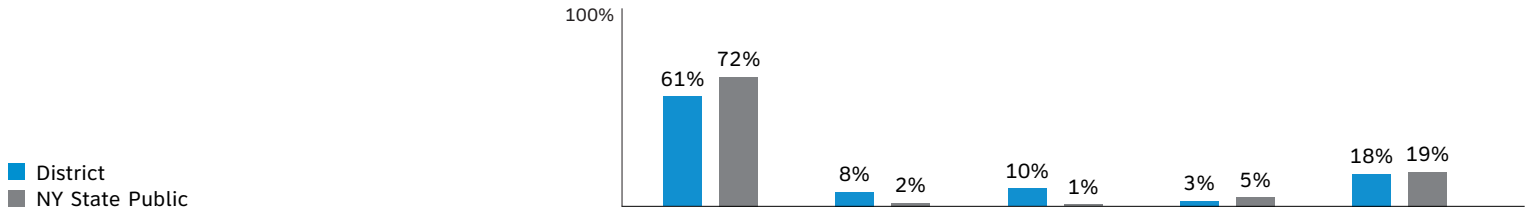
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	305	61%	8%	10%	3%	18%
Female	151	61%	7%	11%	1%	20%
Male	154	60%	8%	10%	5%	17%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	48	44%	13%	17%	4%	23%
Hispanic or Latino	59	51%	17%	10%	3%	19%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	0%	17%	0%	17%
White	192	68%	4%	9%	3%	17%
Small Group Totals						
General-Education Students	250	70%	0%	11%	0%	18%
Students with Disabilities	55	16%	40%	7%	15%	22%
English Proficient	301	–	–	–	–	–
Limited English Proficient	4	–	–	–	–	–
Economically Disadvantaged	76	54%	9%	16%	4%	17%
Not Disadvantaged	229	63%	7%	9%	3%	19%
Migrant	5	80%	0%	0%	0%	20%
Not Migrant	300	60%	8%	11%	3%	18%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.