

New York State School Report Card Comprehensive Information Report

BEDS Code: 59-14-01-06-0005

Grade Range : 9-12

Name: Monticello High School

Principal: William Stickney

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	348	381	343
Tenth	278	321	300
Eleventh	160	184	203
Twelfth	206	181	214
Ungraded Secondary	3	0	0
Total K-12 Enrollment	995	1067	1060

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	21	2.1%	23	2.2%	34	3.2%
Black (Not Hispanic)	177	17.8%	190	17.8%	190	17.9%
Hispanic	140	14.1%	165	15.5%	179	16.9%
White (Not Hispanic)	657	66.0%	689	64.6%	657	62.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	22	20
Social Studies Grade 8	0	0	0
English Grade 10	20	20	20
Mathematics Grade 10	22	16	15
Science Grade 10	23	25	30
Social Studies Grade 10	22	24	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	57	5.7%	56	5.2%	21	2.0%
Eligible for Free Lunch	329	33.1%	299	28.0%	316	29.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.4%		89.0%		88.8%
Student Suspensions	233	23.4%	206	20.7%	217	20.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.0%	6.7%	8.3%
Public Assistance	51-60%	51-60%	51-60%
Student Stability	92%	96%	97%

Staff Counts

Staff	2002–2003
Total Teachers	81
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	15
Teachers with Temporary Licenses	5

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	150	68	45%	130	57	44%	194	84	43%
Students with Disabilities	11	3	27%	10	0	0%	4	0	0%
All Students	161	71	44%	140	57	41%	198	84	42%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	82	73	4	2	29	8
Percent	41%	37%	2%	1%	15%	4%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	5	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			46		36	
	Entered GED Program*			23		7	
	Total Noncompleters			69		43	
Students with Disabilities	Dropped Out			9		9	
	Entered GED Program*			2		0	
	Total Noncompleters			11		9	
All Students	Dropped Out	53	5.3%	55	5.2%	45	4.2%
	Entered GED Program*	25	2.5%	25	2.3%	7	0.7%
	Total Noncompleters	78	7.8%	80	7.5%	52	4.9%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		194	175
	Number of Students with Disabilities		187	20
	Number of All Students		381	195
	Percent of Enrollment		36%	18%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	7	0%	0	0%
Science	12	75%	11	0%	3	#
Reading	0	0%	1	#	4	#
Writing	0	0%	1	#	6	83%
Global Studies	5	60%	1	#	1	#
U.S. Hist & Gov't	18	89%	0	0%	5	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	86	31%	59	0%	2	#
Science	80	19%	47	2%	63	25%
Reading	13	62%	17	0%	21	76%
Writing	20	90%	16	50%	23	74%
Global Studies	43	37%	15	0%	48	8%
U.S. Hist & Gov't	21	48%	8	0%	12	25%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	218	220	237	19	17	17
Number Scoring 55–100	200	176	199	9	3	3
Number Scoring 65–100	162	144	169	1	1	3
Number Scoring 85–100	45	59	56	0	0	0
Percentage of Tested Scoring 55–100	92%	80%	84%	47%	18%	18%
Percentage of Tested Scoring 65–100	74%	65%	71%	5%	6%	18%
Percentage of Tested Scoring 85–100	21%	27%	24%	0%	0%	0%
Mathematics A						
Number Tested	102	294	353	4	18	40
Number Scoring 55–100	28	164	208	#	2	4
Number Scoring 65–100	12	125	144	#	2	1
Number Scoring 85–100	0	45	28	#	0	0
Percentage of Tested Scoring 55–100	27%	56%	59%	#	11%	10%
Percentage of Tested Scoring 65–100	12%	43%	41%	#	11%	3%
Percentage of Tested Scoring 85–100	0%	15%	8%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	30	0	0	0
Number Scoring 65–100	0	0	21	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	277	245	342	36	36	41
Number Scoring 55–100	225	185	235	14	16	4
Number Scoring 65–100	167	128	201	6	5	2
Number Scoring 85–100	46	28	40	1	0	0
Percentage of Tested Scoring 55–100	81%	76%	69%	39%	44%	10%
Percentage of Tested Scoring 65–100	60%	52%	59%	17%	14%	5%
Percentage of Tested Scoring 85–100	17%	11%	12%	3%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	176	231	223	31	23	23
Number Scoring 55–100	133	197	196	18	10	10
Number Scoring 65–100	91	144	167	17	4	7
Number Scoring 85–100	44	35	37	1	0	0
Percentage of Tested Scoring 55–100	76%	85%	88%	58%	43%	43%
Percentage of Tested Scoring 65–100	52%	62%	75%	55%	17%	30%
Percentage of Tested Scoring 85–100	25%	15%	17%	3%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	221	295	275	40	33	44
Number Scoring 55–100	196	274	219	22	25	12
Number Scoring 65–100	165	217	185	12	8	8
Number Scoring 85–100	35	38	46	0	0	0
Percentage of Tested Scoring 55–100	89%	93%	80%	55%	76%	27%
Percentage of Tested Scoring 65–100	75%	74%	67%	30%	24%	18%
Percentage of Tested Scoring 85–100	16%	13%	17%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	111	162	152	3	39	9
Number Scoring 55–100	104	130	135	#	15	5
Number Scoring 65–100	90	111	114	#	7	3
Number Scoring 85–100	31	36	27	#	0	1
Percentage of Tested Scoring 55–100	94%	80%	89%	#	38%	56%
Percentage of Tested Scoring 65–100	81%	69%	75%	#	18%	33%
Percentage of Tested Scoring 85–100	28%	22%	18%	#	0%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	110		0	0
Number Scoring 55–100		0	97		0	0
Number Scoring 65–100		0	68		0	0
Number Scoring 85–100		0	10		0	0
Percentage of Tested Scoring 55–100		0%	88%		0%	0%
Percentage of Tested Scoring 65–100		0%	62%		0%	0%
Percentage of Tested Scoring 85–100		0%	9%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	23	27	21	0	0	0
Number Scoring 55–100	23	27	21	0	0	0
Number Scoring 65–100	20	27	21	0	0	0
Number Scoring 85–100	13	13	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	48%	52%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	10	10	4	0	0	0
Number Scoring 55–100	9	10	#	0	0	0
Number Scoring 65–100	9	10	#	0	0	0
Number Scoring 85–100	4	4	#	0	0	0
Percentage of Tested Scoring 55–100	90%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	40%	#	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	97	72	77	0	1	0
Number Scoring 55–100	86	70	77	0	#	0
Number Scoring 65–100	79	67	74	0	#	0
Number Scoring 85–100	43	26	42	0	#	0
Percentage of Tested Scoring 55–100	89%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	81%	93%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	36%	55%	0%	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	54	19	1	1	2	0
Number Scoring 55–100	27	9	#	#	#	0
Number Scoring 65–100	10	4	#	#	#	0
Number Scoring 85–100	1	0	#	#	#	0
Percentage of Tested Scoring 55–100	50%	47%	#	#	#	0%
Percentage of Tested Scoring 65–100	19%	21%	#	#	#	0%
Percentage of Tested Scoring 85–100	2%	0%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	56	8	17	2	0	0
Number Scoring 55–100	51	8	13	#	0	0
Number Scoring 65–100	43	8	11	#	0	0
Number Scoring 85–100	16	3	3	#	0	0
Percentage of Tested Scoring 55–100	91%	100%	76%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	100%	65%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	38%	18%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	76	89%	27	81%	4	#
Students with Disabilities	32	66%	9	56%	2	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	221	221	221	17	17	17	238	238	238
Number Scoring 55–64	44	45	31	4	1	5	48	46	36
Number Scoring 65–84	103	104	107	2	1	3	105	105	110
Number Scoring 85–100	43	34	57	0	0	0	43	34	57
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)