Appendix C
Community Services

Appendix C-1
Correspondence

AKRF

Environmental and Planning Consultants

34 South Broadway
Suite 401
White Plains, NY 10601
tel: 914 922-2350
fax: 914 949-7559
www.akrf.com

March 20, 2012

Chief Marc Friedland
Monticello Fire Department
23 Richardson Avenue
Monticello, NY 12701

Re: EPT Concord Resort

Dear Chief Friedland:

AKRF has been retained by EPT Concord II to assess the impacts of their proposed master-planned resort development in the Town of Thompson. You should have received a Notice of Intent to be Lead Agency (NOI) and Environmental Assessment Form (EAF) describing the project on or about March 12, 2012. Please refer to these documents for specifics regarding the project.

We are currently preparing two reviews of this project: a generic review of the impacts that the entire development may have; and, a specific analysis of the impacts that the first phase of the project is anticipated to have. As part of these reviews, we are evaluating the existing conditions and estimated future demands of fire protection to the Project Site.

Therefore, we respectfully request the following information:

- Number, location, and description of the stations and apparatus of the department
- Number of personnel serving the area of the Project Site and the department as a whole
- Number and type of calls to the areas of the Project Site for the calendar years 2009, 2010, 2011
- Estimated response times to the Project Site
- Estimated impact to response times to the Project Site for both Phase 1 specifically and for the entire development generally
- Other estimated impacts of the Project on fire protection services for both Phase 1 specifically and for the entire development generally

In addition to the above information, please also provide any relevant information on anticipated changes to your department, independent of this Project, that may affect the future capacity to respond to emergencies, such as new equipment, anticipated changes in personnel or budget, or any other factors.

We thank you in advance for your assistance. Your responses can be mailed or faxed to my attention at the address and number above, or e-mailed to me at aley@akrf.com.

Sincerely,

Ashley Ley, AICP
Senior Planner

AKRF

Environmental and Planning Consultants

34 South Broadway
Suite 401
White Plains, NY 10601
tel: 914 922-2350
fax: 914 949-7559
www.akrf.com

March 20, 2012

Daniel A. Teplesky
Superintendent of Schools
Monticello Central School District
237 Forestburgh Road
Monticello, NY 12701

Re: EPT Concord Resort

Dear Superintendent Teplesky:

AKRF has been retained by EPT Concord II to assess the impacts of their proposed master-planned resort development in the Town of Thompson. You should have received a Notice of Intent to be Lead Agency (NOI) and Environmental Assessment Form (EAF) describing the project on or about March 12, 2012. Please refer to these documents for specifics regarding the project.

We are currently preparing two reviews of this project: a generic review of the impacts that the entire development may have; and, a specific analysis of the impacts that the first phase of the project is anticipated to have. As part of these reviews, we are evaluating the existing conditions and estimated future demands of the School District.

Therefore, we respectfully request the following information:

- Number, location, and description schools, including school capacity
- Enrollment of schools for each of the calendar years 2009, 2010, 2011
- Number of teachers and staff serving the district

In addition to the above information, please also provide any relevant information on anticipated changes to the school district, independent of this Project, that may affect the district, such as new facilities, anticipated changes in personnel or budget, or any other factors.

We thank you in advance for your assistance. Your responses can be mailed or faxed to my attention at the address and number above, or e-mailed to me at aley@akrf.com.

Sincerely,

Ashley Ley, AICP
Senior Planner

AKRF

Environmental and Planning Consultants

34 South Broadway
Suite 401
White Plains, NY 10601
tel: 914 922-2350
fax: 914 949-7559
www.akrf.com

March 20, 2012

New York State Police Troop F
Liberty Barracks
5754 State Route 55
Liberty, NY 12754-2855

Re: EPT Concord Resort

Dear Sir/Madam:

AKRF has been retained by EPT Concord II to assess the impacts of their proposed master-planned resort development at the site of the former Concord Resort in the Town of Thompson, New York. When complete, the 1,538 acre resort will include an 18-hole golf course, a racino and harness racing track, hotels, residential units, and RV parks. The project will be constructed in phases as market conditions warrant. The first phase of the project will include a racino, hotel, harness track and related facilities.

We are currently preparing two reviews of this project: a generic review of the impacts that the entire development may have; and, a specific analysis of the impacts that the first phase of the project is anticipated to have. As part of these reviews, we are evaluating the existing conditions and estimated future demands of police protection to the Project Site.

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- Number, location, and description of the stations and sub-stations of the department
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- Other estimated impacts of the Project on police protection services for both Phase 1 specifically and for the entire development generally

In addition to the above information, please also provide any relevant information on anticipated changes to your department, independent of this Project, that may affect the future capacity to respond to emergencies, such as new equipment, anticipated changes in personnel or budget, or any other factors.

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Sincerely,

Ashley Ley, AICP
Senior Planner

AKRF

Environmental and Planning Consultants

34 South Broadway
Suite 401
White Plains, NY 10601
tel: 914 922-2360
fax: 914 949-7559
www.akrf.com

March 20, 2012

Sheriff Michael A. Schiff
Sullivan County Sheriff's Department
4 Bushnell Avenue
Monticello, NY 12701

Re: EPT Concord Resort

Dear Sheriff Schiff:

AKRF has been retained by EPT Concord II to assess the impacts of their proposed master-planned resort development at the site of the former Concord Resort in the Town of Thompson, New York. When complete, the 1,538 acre resort will include an 18-hole golf course, a racino and harness racing track, hotels, residential units, and RV parks. The project will be constructed in phases as market conditions warrant. The first phase of the project will include a racino, hotel, harness track and related facilities.

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We thank you in advance for your assistance. Your responses can be mailed or faxed to my attention at the address and number above, or e-mailed to me at aley@akrf.com.

Sincerely,

Ashley Ley, AICP
Senior Planner

AKRF

Environmental and Planning Consultants

34 South Broadway
Suite 401
White Plains, NY 10601
tel: 914 949-7336
fax: 914 949-7559
www.akrf.com

March 20, 2012

MobileMedic EMS
266 Main Street
Hurleyville, NY 12747

Re: EPT Concord Resort

Dear Sir/Madam:

AKRF has been retained by EPT Concord II to assess the impacts of their proposed master-planned resort development at the site of the former Concord Resort in the Town of Thompson, New York. When complete, the 1,538 acre resort will include an 18-hole golf course, a racino and harness racing track, hotels, residential units, and RV parks. The project will be constructed in phases as market conditions warrant. The first phase of the project will include a racino, hotel, harness track and related facilities.

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Therefore, we respectfully request the following information:

- Number, types (BLS or ALS), and location of ambulances
- Number of personnel serving the area of the Project Site and the department as a whole
- Number and type of calls to the areas of the Project Site for the calendar years 2009, 2010, 2011
- Estimated response times to the Project Site
- Estimated impact to response times to the Project Site for both Phase 1 specifically and for the entire development generally
- Other estimated impacts of the Project on the provision of emergency medical services for both Phase 1 specifically and for the entire development generally

In addition to the above information, please also provide any relevant information on anticipated changes to the provision of services to the Town of Thompson, independent of this Project, that may affect the future capacity to respond to emergencies, such as new equipment, anticipated changes in personnel or budget, or any other factors.

We thank you in advance for your assistance. Your responses can be mailed or faxed to my attention at the address and number above, or e-mailed to me at aley@akrf.com.

Sincerely,

Ashley Ley, AICP
Senior Planner

AKRF

Environmental and Planning Consultants

34 South Broadway
Suite 401
White Plains, NY 10601
tel: 914 949-7336
fax: 914 949-7559
www.akrf.com

March 20, 2012

Monticello Volunteer Ambulance Corps
2 Jefferson St
Monticello
New York, 12701

Re: EPT Concord Resort

Dear Sir/Madam:

AKRF has been retained by EPT Concord II to assess the impacts of their proposed master-planned resort development at the site of the former Concord Resort in the Town of Thompson, New York. When complete, the 1,538 acre resort will include an 18-hole golf course, a racino and harness racing track, hotels, residential units, and RV parks. The project will be constructed in phases as market conditions warrant. The first phase of the project will include a racino, hotel, harness track and related facilities.

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In addition to the above information, please also provide any relevant information on anticipated changes to the provision of services to the Town of Thompson, independent of this Project, that may affect the future capacity to respond to emergencies, such as new equipment, anticipated changes in personnel or budget, or any other factors.

We thank you in advance for your assistance. Your responses can be mailed or faxed to my attention at the address and number above, or e-mailed to me at aley@akrf.com.

Sincerely,

Ashley Ley, AICP
Senior Planner

AKRF

Fwd: Concord Resort

Ashley Ley <aley@akrf.com> Wed, May 2, 2012 at 11:57 AM

---------- Forwarded message ----------
From: **Boyd, Brian J.** <Brian.Boyd@co.sullivan.ny.us>
Date: Wed, May 2, 2012 at 11:51 AM
Subject: Concord Resort
To: "aley@akrf.com" <aley@akrf.com>

Dear Ashley Ley,

Here is the answers to your request for information on the Sullivan County Sheriff's Office response to calls at the former Concord Hotel.

1. The Sheriff's Office is located in the Village of Monticello.

2. The Sheriff's Office has one patrol unit assigned to the Town of Thompson 24/7. Total patrol strength is presently 37 Deputies.

3. For the years requested, the Sheriff's Office has responded to mostly trespass and larceny type calls. In 2009 we responded to 6 calls. 2010 11 calls, 2011 9 calls.

4. Response times will vary depending upon the nature of the call. Most calls would be answered in less than ten minutes.

5. Response times to emergencies should remain the same. The project will impact the response time to routine or non emergency calls.

When the Concord Hotel was open, the number of calls for service that the Sheriff's Office responded to was greater than what is listed above. Due to budget cuts, the patrol force is less than what is was when the hotel was open. If the project goes through as planned, it may require the Sullivan County Sheriff's Office to hire more Deputies to properly address law enforcement needs.

I hope that this adequately answers you questions.

Lieutenant Brian Boyd

Sullivan County Sheriff's Office

Superintendent
Joseph A. D'Amico

NEW YORK STATE POLICE
Troop F – Zone 1 Headquarters
5754 St. Rte. 55
LIBERTY, NEW YORK 12754

May 9, 2012

Ms. Ashley Ley
Senior Planner
AKRF
34 South Broadway – Suite 401
White Plains, NY 10601

Dear Ms. Ley:

In reference to your request for information contained in your letter dated 03/20/12. I am providing the following information.

The site of the planned Concord Resort project is located in the Town of Thompson, Sullivan County NY. Sullivan County is designated by the New York State Police as Troop "F" Zone 1. The State Police contingent assigned to Zone 1 consists of 1 Captain (Zone Commander) 1 Lieutenant, 9 Sergeants, Approximately 50 Troopers, 2 Senior Investigators and 10 Investigators. These members work out of stations in Liberty, Wurtsboro, Narrowsburg and Roscoe. We also maintain a State Police Office in the Town of Thompson Town Hall, which our Troopers can conduct business out of.

The New York State Police is a full service Police Department. We are tasked with traffic enforcement on all roads in the county and are fully capable of investigating all manner of crimes from Petit Larceny to Homicide. The agency has experience policing Casinos throughout the state and was assigned to provide police service to the Monticello Racino. In addition to the resources assigned full time to Sullivan County, we have the ability to access Specialized Forensic Teams, Aviation Units, K-9, Scuba, etc.

The following is a list of the numbers of calls for service the State Police handled in the Town of Thompson for the years requested;

YEAR	NUMBER OF CALLS
2009	1554
2010	1214
2011	1263

Response times vary because our Troopers are out on the road patrolling. There is always a State Police Patrol assigned to your post (which is designated 601). The response time would also be dependent on the nature of the call which would determine the manner in which our patrol would respond - lights and siren or normal vehicle operation. Having said that, I would estimate that on most calls, a State Police Unit could be on your site within 5 to 10 minutes.

As with any new facility that brings visitors and employees to a site within a patrol area, your project would impact how our patrols are assigned and how many Troopers are scheduled to work on a given shift. These details are typically worked out as your facility comes on line. If you have any further questions, please feel free to contact me at (845) 292-6600.

Sincerely:

Captain Brendan R. Casey
Zone Commander
SP Liberty

AKRF

Fwd: Town of Thompson Project

Fri, Apr 27, 2012 at 1:34 PM

-------- Forwarded message ---------
From: **Kelli Rafferty** <Kelli.Rafferty@troopers.ny.gov>
Date: Fri, Apr 27, 2012 at 1:24 PM
Subject: Town of Thompson Project
To: aley@akrf.com
Cc: James Rafferty <James.Rafferty@troopers.ny.gov>

NYS Police Troop F Zone One serves all of Sullivan County. The Town of Thompson project site is currently provided a 24 hour police service which is handled by SP Liberty and SP Wurtsboro. The response time to the project site is immediate by the 24 hr patrol post car.

For further information contact NYS Police at Liberty 292-6600

Kelli Rafferty
Zone Secretary
SP Liberty

JCJARCHITECTURE

JCJ.COM

2 Grand Central Tower
140 East 45TH Street
New York, NY 10017
TEL 212.774.3606
FAX 212.774.3607
NEWYORK@JCJ.COM

meeting report

April 11, 2012

Project: Empire Resort Casino
This meeting was held at 1:00 p.m. April 11, 2012 at Monticello Fire Station
23 Richardson Avenue, Monticello, NY

Purpose: Project Introduction and site Access

Attendees:

1.) Carl Houman, B.S. Deputy Chief
Monticello Joint Fire District
Director of fire Safety
23 Richardson Ave.
Monticello, NY 12701
Fs (845) 794-6330
C (845) 807-7472
CHouman2208@yahoo.com

2.) Andrew Malek, P.E.
Senior Vice President
AKRF Engineering, P.C.
440 Park Avenue South
New York, NY 10016
t(646) 388-9746
f(212) 726-0942
amalek@akrf.com

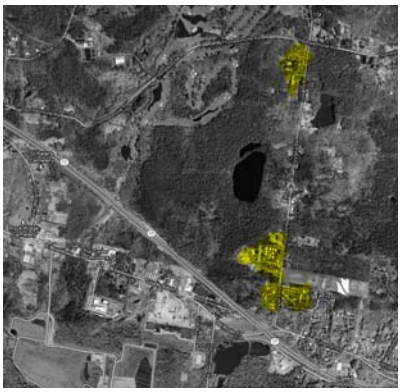
3.) Karen E. Franz, P.E., LEED AP
Vice President
AKRF Engineering, P.C.

4.) Nathan Tuttle, AIA, LEED AP
JCJ Architecture

Item	Description	Action

1.01. During the Memorial Day – Labor Day seasonal period:

- Joyland road and associated bungalow housing becomes summer living quarters for the Hasidic community
- This causes access concerns for emergency vehicles because the population parking occurs on the street
- Increased traffic on Joyland associated with Hotel/Casino development requires road widening with consideration for street parking associated with seasonal residence. See diagram

- 

1.02. Standpipe location

- Due to the parking garage length, 200'-0" coverage areas requirement, and no emergency vehicle access into the garage, standpipe placement location needs to be looked at
- Standpipes shall be clearly marked where they are going (Hotel/Casino)
- pertinent Code requires 100 psi at the top of the standpipes, so we'll have one electric motor driven fire pump rated for 1,250 gallons per minute

1.03. Fire Department Points of Arrival (PA)

- Critical requirement: on any given call the fire department wants to be in and out without being seen or heard. In other words, not impinge on the daily flow or activity of patrons
- There shall be two points of arrival for the fire department because of the size of the facility and the two distinctly different use groups: Point of Arrival for the Hotel and Point of Arrival for the Casino
- At the present time the best points of arrival for the Hotel seemed to be the employee entrance on Lower Level 3 at the west elevation. However, the elevation difference and proximity (3 levels) between the fire department point of entry and the hotel main lobby is a source of concern and the conversation is on-going.
- At the present time the best point of arrival for the casino seemed to be the Bus/Self park entrance on the southern side.
- Knox Box shall be at each Fire Department Point of Arrival (PA). See attached specified Knox Box per Monticello standards. See attached PDF

1.04. Track access for emergency vehicles

- (1) Location is required w/ 12'-0" wide drive and 14'-0" wide gate.
- The vehicle would be the fire departments (rescue truck)

1.05. Fire Department platform truck

- The platform truck is the fire departments largest vehicle, 44'-0" long, 9'-6" wide with a 21'-6" width when stabilizers are extended. Minimum access width through gates or pinch points is 14'-0" with 12'-0" wide access drives. See attached image below for platform truck turning

radius

- Stabilizer pads max compression is 3,000 lbs/sq inch
- Images of the department's vehicles and names can be found at the following address. http://www.monticellofd.com/html/apparatus.html

1.06. **Hydrant / Siamese Connections and preferred hydrant locations**

- See attached preferred hydrant location on the proposed site plan
- At parking garage entrance: there shall be a Siamese connection with a hydrant 30-40 feet away.
- Hydrant type shall be Kennedy (National Standard) 41/2" nozzle
- Siamese connections shall be clearly marked where it is going (Hotel or Casino), shall have caps with no locks

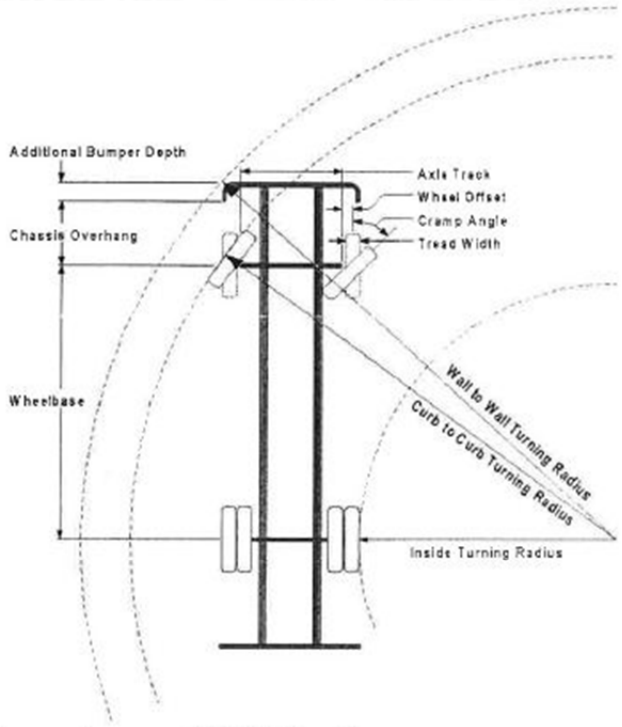
CC:	Joseph D'Amato	Empire Resorts
	Ann McDonald	Empire Resorts
	Nanette Horner	Empire Resorts
	Andrew Malek	AKRF Engineering
	Karen Franz	AKRF Engineering
	David Schlant	ME Engineering
	Cal Puffer	ME Engineering
	Jeff Wyncoop	JCJ Architecture
	Bill Dow	JCJArchitecture
	Scott Persing	JCJArchitecture
	Dan Thornton	JCJArchitecture
	Attendees	
	Central File	11043.01

Turning Performance Analysis

9/26/2006

Bid Number: Monticello, N.Y.
Department: 7912

Chassis: Arrow-XT Chassis, PAP/SkyArm/Midmount
Body: Aerial, Platform 100', No Pump, Alum Body



Parameters:

Inside Cramp Angle:	45°
Axle Track:	82.92 in.
Wheel Offset:	4.68 in.
Tread Width:	16.60 in.
Chassis Overhang:	68.99 in.
Additional Bumper Depth:	19.00 in.
Front Overhang:	149.60 in.
Wheelbase:	254.00 in.

Calculated Turning Radii:

Inside Turn:	20 ft. 1 in.
Curb to Curb:	36 ft. 3 in.
Wall to Wall:	44 ft. 6 in.

Comments:

Components	PRIDE #	Description
Bumpers	0012245	Bumper, 19" extended - all chassis
Aerial Devices	0022160	Aerial, 100' Pierce Platform
Wheels, Front	0019611	Wheels, Frt, Alum, Alcoa, 22.50" x 12.25" (425/ & 385/)
Axle, Front, Custom	0018453	Axle, Front, Oshkosh TAK-4, Non Drive, 22,800 lb, DLX/Enf/Qtm/AXT
Tires, Front	0078244	Tires, Michelin, 425/65R22.50 20 ply XZY 3 tread

Notes:

Actual Inside Cramp Angle may be less due to highly specialized options.

Curb to Curb turning radius calculated for a 9.00 inch curb.

Reduce turning radius by 33% if vehicle is equipped with all-wheel steer.

Nina Peek <npeek@akrf.com>

Fwd: EPT Concord project

1 message

Ashley Ley <aley@akrf.com> Wed, May 30, 2012 at 3:31 PM
To: Nina Peek <npeek@akrf.com>, Chris Robbins <crobbins@akrf.com>

FYI

---------- Forwarded message ----------
From: **Daniel Teplesky** <DTeplesky@k12mcsd.net>
Date: Wed, May 30, 2012 at 1:53 PM
Subject: EPT Concord project
To: aley@akrf.com
Cc: Laura McAndrew <LMcAndrew@k12mcsd.net>

Dear Ashley Ley - While you gathered some information from the NYSED Report Card, you asked for additional information to help with your analysis of potential impacts for the Concord Project. It is my pleasure to submit the following:

1. School capacity - Chase Elementary 322, Cooke Elementary 582, Duggan Elementary (now closed) 326, KLR Elementary 657, RJK Middle School 1,050 and High School 980.
2. 2010-2011 school year statistics for Duggan Elementary, unavailable.
3. Anticipated changes to the school district? NYS Tax Cap.
4. Cost per pupil, 2009-2010 Tax levy $38,847,805; General Education $11,584 and Special Education $33,326.
5. How this project may affect the district? Projected Concord employment expected to reach 1,000 employees. Anticipate increased enrollment, hiring a additional staff, should enrollment capacity be reached in all elementary buildings, additional cost to re-open Duggan Elementary. Struggling with a Tax Cap, some time ahead this may become a financial burden.

Should you require any further information,please let me know.

Respectfully,

Daniel A. Teplesky

Daniel A. Teplesky, Superintendent
Monticello Central School District
237 Forestburgh Road,
Monticello, New York 12701
845-794-7700, #70910, 845-794-7710 fax

Appendix C-2
MFD Annual Report 2011

Peter Scannell
President

Roy Rojas
Vice President

Marc Friedland
Chief

Brian Gregory
2nd Asst. Chief

MONTICELLO FIRE DEPARTMENT

23 Richardson Ave.
Monticello, NY 12701
(845) 794-6330
(845) 794-5446 fax
mfd@monticellofd.com

Dori Heubner
Secretary

James Gerrard II
Treasurer

MONTICELLO FIRE DEPARTMENT ANNUAL REPORT: 2011

The following is a statistical report of the Monticello Fire Department for the calendar year 2011

	2010		2011		Change
Total Calls for Year:	1324		1319		- 5
Total Calls – Village:	672	50.76 %	670	50.792 %	- 2
Total Calls – Town:	627	47.36 %	615	46.623 %	- 12
Total Calls – Mutual Aid to other Departments:	25	1.88 %	34	2.585 %	+ 9

Breakdown by Type of Call

Code Type	2010	2011	Change
11 - Structure Fires	32	34	+ 2
12 - Fires outside structures - material with value	0	0	0
13 - Vehicle Fires	12	11	- 1
14 - Trees, Brush, Grass	10	1	- 9
15 - Rubbish Fires	4	7	+ 3
16 – Special Outside Fire	2	1	- 1
17 - Outside spill/leak with fire	0	0	0
19 – Fire/Explosion not classified	0	0	0
20 – Overpressure/Rupture	0	0	0
30 – Rescue	115	109	- 16
32 – Emergency Medical Call	439	453	+ 14
40 – Hazardous Condition	95	89	- 6
50 – Service Call	109	110	+ 1
60 – Good Intent Call	117	126	+ 9
71 – False Alarm – malicious	8	1	- 7
73 – False Alarm – malfunction	107	131	+ 24
74 – False Alarm – unintentional	272	237	- 35
80 – Severe weather/Natural disaster	4	8	+ 4
90 – Special Type Incidents	0	0	0

Personnel

	2010	2011	Change
Total Manhours expended	6,673.57	6,553.75	- 119.82
Total personnel responding (all calls)	10,969	11,122	+ 153
Average Manhours spent at incidents	5.05 hrs	4.97 hrs	- .08 hrs
Average attendance for calls	8.30	8.43	+ .13

	2010	2011	Change
Total time spent at incidents for year……..…… 715.98 hrs		**690.23 hrs**	**- 25.75 hrs**
Average time spent at incidents…….……...0.54 hrs		0.52 hrs	**- 0.02 hrs**

	2010	2011
Busiest Time of Day……..…11:00 – 11:59		**12:00 – 12:59**
Busiest Day of Week……..Wednesday		Friday
Busiest Month…….....August		August
Busiest Zone (village)…….…...02		03
Busiest Zone (town)…….……..….. .09		09

Injuries/Fatalities (fire related)

Civilian injuries……5
Civilian deaths …… 0
Firefighter injuries……... 1

Breakdown by Zones

Zone 01 – Southeast Village……113
Zone 02 – Southwest Village……...189
Zone 03 – Northwest Village……...216
Zone 04 – Northeast Village……. 75
Zone 06 – Broadway……. 77

Zone 08 – Northeast Town…….. 90
Zone 09 – Northwest Town……. 305
Zone 10 – Southwest Town……. 112
Zone 11 – Southeast Town……... 84
Zone 12 – NYS Route 17…….. 24

Zone 00 – Mutual Aid to other Districts……...… 34

Hose utilized:

5 inch supply hose……..5300 feet
3 inch supply hose……..1850 feet
2 ½ inch supply hose……. 2250 feet
2 inch attack hose……...1500 feet
1 ¾ inch attack hose……...5300 feet
1 ½ inch attack hose…….....550 feet

Total Hose utilized: 16,750 feet or 3.17 miles

Respectfully submitted,

Marc Friedland, Chief

Stats Compiled by James Gerrard II

Appendix C-3
MCSD School Report Card

The New York State School Report Card
Fiscal Accountability Supplement
for
Monticello Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2009-2010 School Year		General Education	Special Education
This School District	Instructional Expenditures	$37,891,915	$17,563,008
	Pupils	3,271	527
	Expenditures Per Pupil	**$11,584**	**$33,326**
Similar District Group	Instructional Expenditures	$1,481,223,830	$557,598,918
	Pupils	161,588	24,572
	Expenditures Per Pupil	**$9,167**	**$22,692**
Total of All School Districts in NY State	Instructional Expenditures	$30,088,158,593	$11,362,166,093
	Pupils	2,709,505	422,576
	Expenditures Per Pupil	**$11,105**	**$26,888**
Similar District Group Description: High Need/Resource Capacity Rural			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general education setting. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the 2009-10 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements, and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

2009-2010 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	**$21,775**	**$18,515**	**$19,921**

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

The New York State School Report Card
Information about Students with Disabilities
for
Monticello Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 6, 2010	**This School District**		**Similar District Group**	**Total of All School Districts in NY State**
Student Placement -- Percent of Time Inside Regular Classroom	**Count of Students with Disabilities**	**Percentage of Students with Disabilities**	**Percentage of Students with Disabilities**	**Percentage of Students with Disabilities**
80% or more	**193**	**38.1%**	**56.1%**	**56.2%**
40% to 79%	**131**	**25.8%**	**20.6%**	**11.9%**
Less than 40%	**165**	**32.5%**	**21.1%**	**23.0%**
Separate Settings	**13**	**2.6%**	**1.6%**	**6.0%**
Other Settings	**5**	**1.0%**	**0.5%**	**2.9%**

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 6, 2010. The percentages represent the amount of time students with disabilities are in general education class-rooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2010-11 School Year	**This School District**	**Similar District Group**	**Total of All School Districts in NY State**
Special Ed Classification Rate	**14.2%**	**13.9%**	**13.0%**

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special edu-cation services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description: High Need/Resource Capacity Rural

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf

The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **MONTICELLO CENTRAL SCHOOL DISTRICT**
District ID **59-14-01-06-0000**
Superintendent **EDWARD RHINE**
Telephone **(845) 794-7700**
Grades **PK-12, US**

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.

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 the district's accountability status.

3 View School Accountability Status.
This section lists all schools in your district by 2011–12 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.

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

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

District ID **59-14-01-06-0000**

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

	2008–09	2009–10	2010–11
Pre-K	94	100	100
Kindergarten	278	233	308
Grade 1	214	265	296
Grade 2	253	216	319
Grade 3	267	256	260
Grade 4	243	272	311
Grade 5	249	247	335
Grade 6	221	252	305
Ungraded Elementary	0	0	0
Grade 7	262	222	304
Grade 8	248	250	273
Grade 9	315	297	364
Grade 10	225	258	306
Grade 11	260	268	334
Grade 12	241	190	237
Ungraded Secondary	0	0	3
Total K–12	3276	3226	3955

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

	2008–09	2009–10	2010–11
Common Branch	19	19	20
Grade 8			
English	15	15	20
Mathematics	18	17	20
Science	16	19	20
Social Studies	17	17	18
Grade 10			
English	22	19	26
Mathematics	19	18	18
Science	19	18	
Social Studies	18	18	24

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.

1 District Profile

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

District ID **59-14-01-06-0000**

Demographic Factors

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Eligible for Free Lunch	1528	47%	1299	40%	1177	30%
Reduced-Price Lunch	365	11%	312	10%	282	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	150	5%	137	4%	128	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	15	0%	11	0%	127	3%
Black or African American	732	22%	729	23%	866	22%
Hispanic or Latino	668	20%	654	20%	761	19%
Asian or Native Hawaiian/Other Pacific Islander	63	2%	55	2%	60	2%
White	1736	53%	1665	52%	2141	54%
Multiracial	62	2%	112	3%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		93%
Student Suspensions	422	12%	388	12%	322	10%

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.

1 District Profile

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

District ID **59-14-01-06-0000**

Teacher Qualifications

	2008–09	2009–10	2010–11
Total Number of Teachers	323	325	292
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	8%	2%	0%
Percent with Fewer Than Three Years of Experience	10%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	16%	16%
Total Number of Core Classes	823	782	737
Percent Not Taught by Highly Qualified Teachers in This District	6%	1%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1190	1223	1162
Percent Taught by Teachers Without Appropriate Certification	10%	3%	1%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	17%	31%
Turnover Rate of All Teachers	13%	11%	23%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	41	39	45
Total Paraprofessionals*	102	108	99
Assistant Principals	6	6	6
Principals	6	6	5

* Not available at the school level.

Staff Counts Information

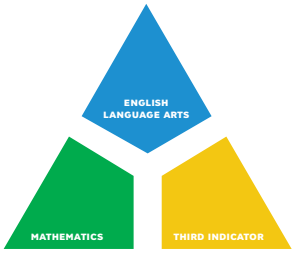
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **http://www.p12.nysed.gov/irs/accountability/**.

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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort
The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.**

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at **www.p12.nysed.gov/irs**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)
A 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 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.p12.nysed.gov/irs.**

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = [(80 – percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009) × 0.20] + percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

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: **http://www.p12.nysed.gov/irs/accountability/**.

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
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 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 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 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 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 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 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 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 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.	**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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	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	✓	✓		✓	✓	
Multiracial	–	–				
Other Groups						
Students with Disabilities	✗	✗		✓SH	✓SH	
Limited English Proficient	✗	✗		–	–	
Economically Disadvantaged	✗	✗		✓	✓	
Student groups making AYP in each subject	✗ 2 of 7	✗ 2 of 7	✓ 1 of 1	✗ 5 of 6	✓ 6 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)

Pending – Requires Special Evaluation

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011–12)	^	Improvement (Year 1)
Accountability Measures	2 of 7	Student groups making AYP in English language arts
	✗	Did not make AYP
Prospective Status		To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (1472:1397)	✓	✓	99%	✓	123	119		
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–		–
Black or African American (388:369)	✗	✓	99%	✗	108	116	116	117
Hispanic or Latino (313:291)	✗	✓	98%	✗	114	116	116	123
Asian or Native Hawaiian/Other Pacific Islander (22:22)	–	–	–	–	–	–		–
White (738:704)	✓	✓	99%	✓	133	118		
Multiracial (7:7)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (245:233)	✗	✓	98%	✗	72	115	91	85
Limited English Proficient (143:85)	✗	✓	95%	✗	96	111	102	106
Economically Disadvantaged (847:800)	✗	✓	99%	✗	106	118	118	115
Final AYP Determination	✗ 2 of 7							
Non-Accountability Groups								
Female (706:673)			99%		131	118		
Male (766:724)			99%		115	118		
Migrant (15:11)			–		–	–		

Symbols

✓ Made AYP

✓SH Made AYP Using Safe Harbor Target

✗ Did not make AYP

— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011–12)	^	Good Standing
Accountability Measures	2 of 7	Student groups making AYP in mathematics
	✗	Did not make AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (1467:1394)	✓	✓	100%	✓	137	134		
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–		–
Black or African American (384:366)	✗	✓	99%	✗	122	131	131	130
Hispanic or Latino (313:294)	✗	✓	100%	✗	130	131	131	137
Asian or Native Hawaiian/Other Pacific Islander (22:22)	–	–	–	–	–	–		–
White (737:701)	✓	✓	100%	✓	148	133		
Multiracial (7:7)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (244:233)	✗	✓	99%	✗	94	130	114	105
Limited English Proficient (66:88)	✗	✓	100%	✗	118	126	126	126
Economically Disadvantaged (842:797)	✗	✓	100%	✗	125	133	133	133
Final AYP Determination	✗ 2 of 7							
Non-Accountability Groups								
Female (705:673)			99%		139	133		
Male (762:721)			100%		136	133		
Migrant (15:11)			–		–	–		

Symbols

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	Progress Target 2011–12
Accountability Groups									
All Students (471:437)	✓	Qualified	✓	97%	✓	174	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (118:113)		Qualified	✓	98%	✓	166	100		
Hispanic or Latino (112:100)		Qualified	✓	98%	✓	170	100		
Asian or Native Hawaiian/Other Pacific Islander (3:3)		–	–	–	–	–	–		–
White (235:219)		Qualified	✓	97%	✓	180	100		
Multiracial (3:2)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (81:77)		Qualified	✓	95%	✓	149	100		
Limited English Proficient (24:23)		–	–	–	–	–	–		–
Economically Disadvantaged (264:246)		Qualified	✓	98%	✓	168	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (214:198)				98%		175	100		
Male (257:239)				97%		174	100		
Migrant (6:6)				–		–	–		

Symbols

✓ Made AYP
✗ Did not make AYP
— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2011–12) ▲ Improvement (Year 1)

Accountability Measures

5 of 6 Student groups making AYP in English language arts

✗ Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (204:246)	✓	✓	100%	✓	177	176		
Ethnicity								
American Indian or Alaska Native (0:1)	–	–	–	–	–	–		–
Black or African American (41:54)	✗	✓	100%	✗	169	170	159‡	172
Hispanic or Latino (41:53)	✓	✓	100%	✓	183	170		
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–		–
White (118:134)	✓	✓	99%	✓	178	174		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (27:48)	✓SH	–	–	✓SH	133	169	118	140
Limited English Proficient (0:1)	–	–	–	–	–	–		–
Economically Disadvantaged (76:115)	✓	✓	100%	✓	178	173		
Final AYP Determination	✗ 5 of 6							
Non-Accountability Groups								
Female (101:118)			100%		179	173		
Male (103:128)			99%		175	174		
Migrant (0:0)								

Symbols

✓ Made AYP
✓SH Made AYP Using Safe Harbor Target
✗ Did not make AYP
— Fewer Than 40 12th Graders/Fewer Than 30 Cohort
‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2011–12)	^	Good Standing
Accountability Measures	6 of 6	Student groups making AYP in mathematics
	✓	Made AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (204:246)	✓	✓	99%	✓	180	173		
Ethnicity								
American Indian or Alaska Native (0:1)	–	–	–	–	–	–		–
Black or African American (41:54)	✓	✓	98%	✓	169	167		
Hispanic or Latino (41:53)	✓	✓	100%	✓	183	167		
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–		–
White (118:134)	✓	✓	98%	✓	184	171		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (27:48)	✓SH	–	–	✓SH	142	166	129	148
Limited English Proficient (0:1)	–	–	–	–	–	–		–
Economically Disadvantaged (76:115)	✓	✓	100%	✓	181	170		
Final AYP Determination	✓ 6 of 6							
Non-Accountability Groups								
Female (101:118)			99%		181	170		
Male (103:128)			98%		180	171		
Migrant (0:0)								

Symbols

✓ Made AYP
✓SH Made AYP Using Safe Harbor Target
✗ Did not make AYP
— Fewer Than 40 12th Graders/Fewer Than 30 Cohort
‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 District Accountability

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2011–12) ^ Good Standing

Accountability Measures

1 of 1 Student groups making AYP in graduation rate

✓ Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation AYP	Graduation Met Criterion	Graduation Rate	Objectives State Standard	Objectives Progress Target 2010–11
Accountability Groups					
All Students (284)	✓	✓	71%	80%	71%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (61)		✗	59%	80%	62%
Hispanic or Latino (51)		✓	73%	80%	67%
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–	
White (167)		✗	75%	80%	78%
Multiracial (0)					
Other Groups					
Students with Disabilities (64)		✓	45%	80%	44%
Limited English Proficient (2)		–	–	–	
Economically Disadvantaged (113)		✓	66%	80%	66%
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (126)			76%	80%	
Male (158)			66%	80%	
Migrant (0)					

Symbols

✓ Made AYP

✗ Did not make AYP

— Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **72%** and, therefore, this district ***did not*** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

2 schools identified 40% of total

EMMA C CHASE SCHOOL
GEORGE L COOKE SCHOOL

Improvement (year 1) Focused

1 school identified 20% of total

ROBERT J KAISER MIDDLE SCHOOL

Improvement (year 1) Comprehensive

1 school identified 20% of total

KENNETH L RUTHERFORD SCHOOL

Restructuring (year 2) Focused

1 school identified 20% of total

MONTICELLO HIGH SCHOOL

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT**

District ID **59-14-01-06-0000**

Summary of 2010–11 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
English Language Arts	0% 50% 100%	
Grade 3	34%	206
Grade 4	37%	247
Grade 5	36%	267
Grade 6	37%	242
Grade 7	40%	249
Grade 8	34%	215
Mathematics		
Grade 3	32%	211
Grade 4	53%	248
Grade 5	47%	267
Grade 6	45%	242
Grade 7	49%	248
Grade 8	46%	213
Science		
Grade 4	83%	241
Grade 8	61%	153

	Percentage of students that scored at or above Level 3	2007 Total Cohort
Secondary Level	0% 50% 100%	
English	73%	287
Mathematics	75%	287

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs**.

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

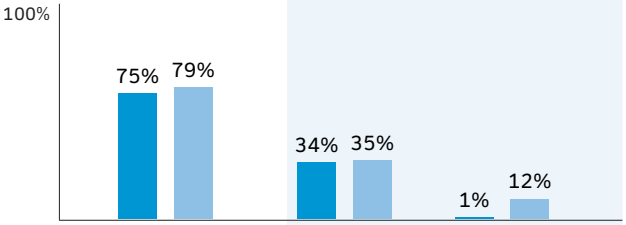
This is a rural school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

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
2011 Mean Score: 655	*Range:	644–780	663–780	694–780			
2010 Mean Score: 659							
2010–11		75%	34%	1%	87%	56%	5%
2009–10		79%	35%	12%	86%	55%	17%
Number of Tested Students:		155 201	70 88	2 30			



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**206**	**75%**	**34%**	**1%**	**254**	**79%**	**35%**	**12%**
Female	102	82%	39%	1%	118	86%	39%	15%
Male	104	68%	29%	1%	136	74%	31%	9%
American Indian or Alaska Native	2	–	–	–				
Black or African American	55	60%	22%	2%	65	69%	14%	0%
Hispanic or Latino	44	84%	34%	0%	55	75%	33%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	2	–	–	–
White	98	79%	40%	1%	128	88%	47%	19%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	9	89%	44%	0%	6	33%	17%	17%
General-Education Students	175	81%	38%	1%	234	83%	38%	13%
Students with Disabilities	31	42%	10%	0%	20	30%	0%	0%
English Proficient	195	75%	34%	1%	235	80%	36%	13%
Limited English Proficient	11	82%	27%	0%	19	68%	21%	0%
Economically Disadvantaged	124	69%	24%	1%	167	71%	26%	7%
Not Disadvantaged	82	85%	49%	1%	87	94%	51%	22%
Migrant	2	–	–	–	1	–	–	–
Not Migrant	204	–	–	–	253	–	–	–

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

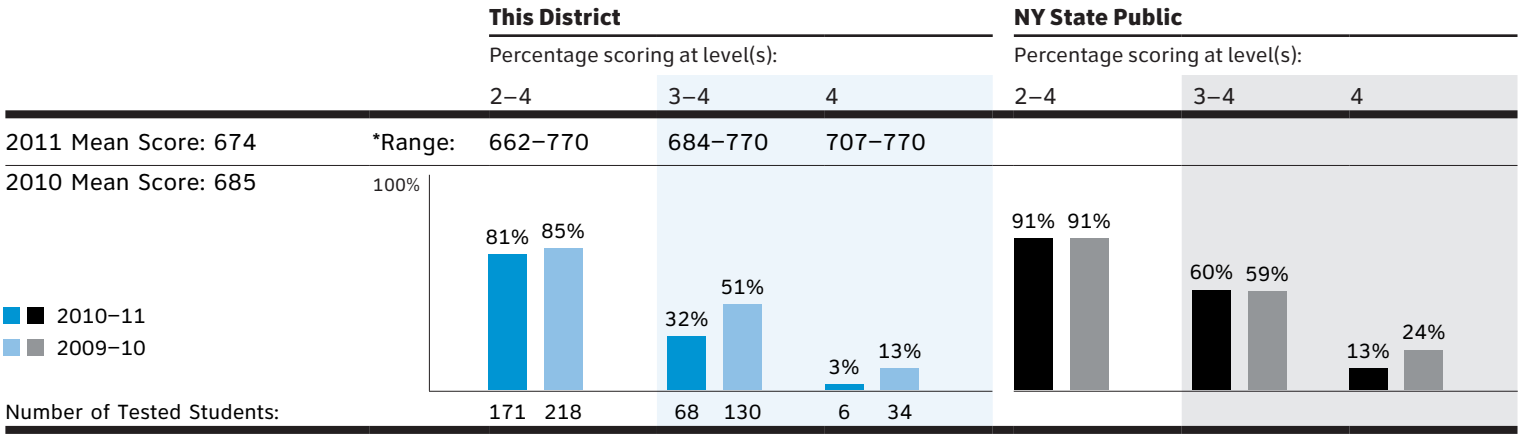
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**211**	**81%**	**32%**	**3%**	**257**	**85%**	**51%**	**13%**
Female	103	82%	35%	1%	119	84%	45%	16%
Male	108	81%	30%	5%	138	86%	55%	11%
American Indian or Alaska Native	2	–	–	–				
Black or African American	55	73%	25%	0%	65	71%	37%	9%
Hispanic or Latino	48	83%	27%	2%	57	86%	42%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	2	–	–	–
White	99	83%	36%	3%	129	92%	62%	16%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	9	100%	56%	22%	6	67%	33%	0%
General-Education Students	178	86%	35%	3%	237	88%	54%	14%
Students with Disabilities	33	55%	15%	3%	20	50%	15%	0%
English Proficient	197	82%	33%	3%	236	84%	52%	14%
Limited English Proficient	14	64%	21%	0%	21	90%	33%	5%
Economically Disadvantaged	127	77%	20%	2%	170	79%	41%	8%
Not Disadvantaged	84	87%	50%	5%	87	95%	70%	23%
Migrant	4	–	–	–	3	–	–	–
Not Migrant	207	–	–	–	254	–	–	–

NOTES

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* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

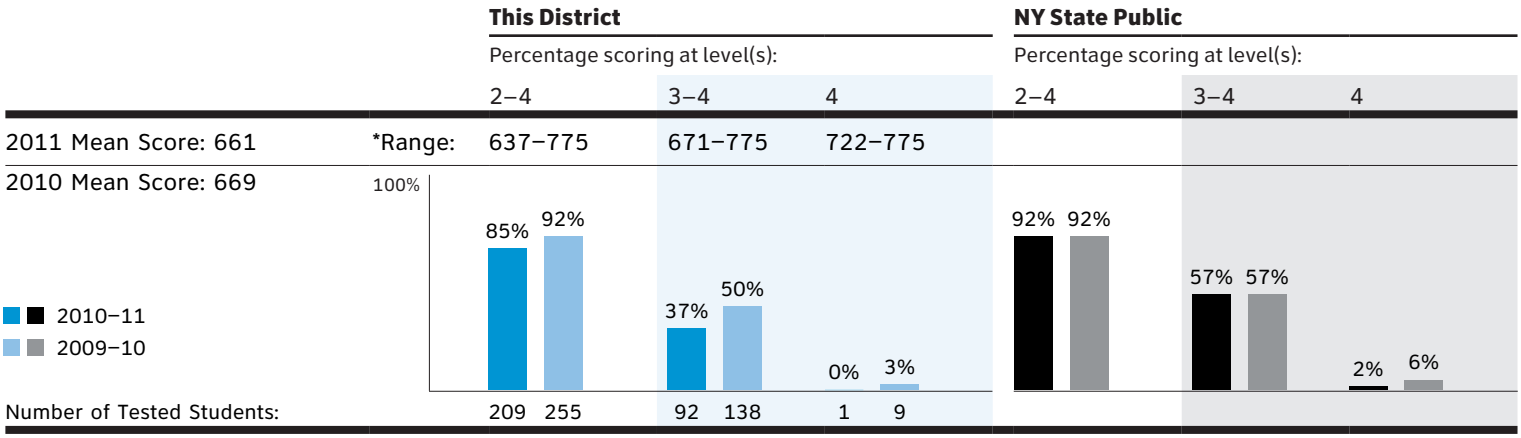
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	3	–	–	–

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**247**	**85%**	**37%**	**0%**	**276**	**92%**	**50%**	**3%**
Female	114	89%	43%	0%	137	94%	54%	5%
Male	133	81%	32%	1%	139	91%	46%	1%
American Indian or Alaska Native					1	–	–	–
Black or African American	62	81%	29%	0%	73	90%	38%	3%
Hispanic or Latino	57	–	–	–	53	85%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	–	–	–
White	125	86%	46%	1%	139	96%	57%	5%
Multiracial	2	–	–	–	5	100%	40%	0%
Small Group Totals	60	87%	28%	0%	6	100%	100%	0%
General-Education Students	221	90%	41%	0%	238	95%	57%	4%
Students with Disabilities	26	38%	4%	0%	38	76%	8%	0%
English Proficient	232	85%	38%	0%	256	93%	52%	4%
Limited English Proficient	15	80%	33%	0%	20	80%	25%	0%
Economically Disadvantaged	159	81%	30%	0%	159	87%	36%	1%
Not Disadvantaged	88	92%	50%	1%	117	99%	69%	7%
Migrant	3	–	–	–				
Not Migrant	244	–	–	–	276	92%	50%	3%

NOTES

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* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

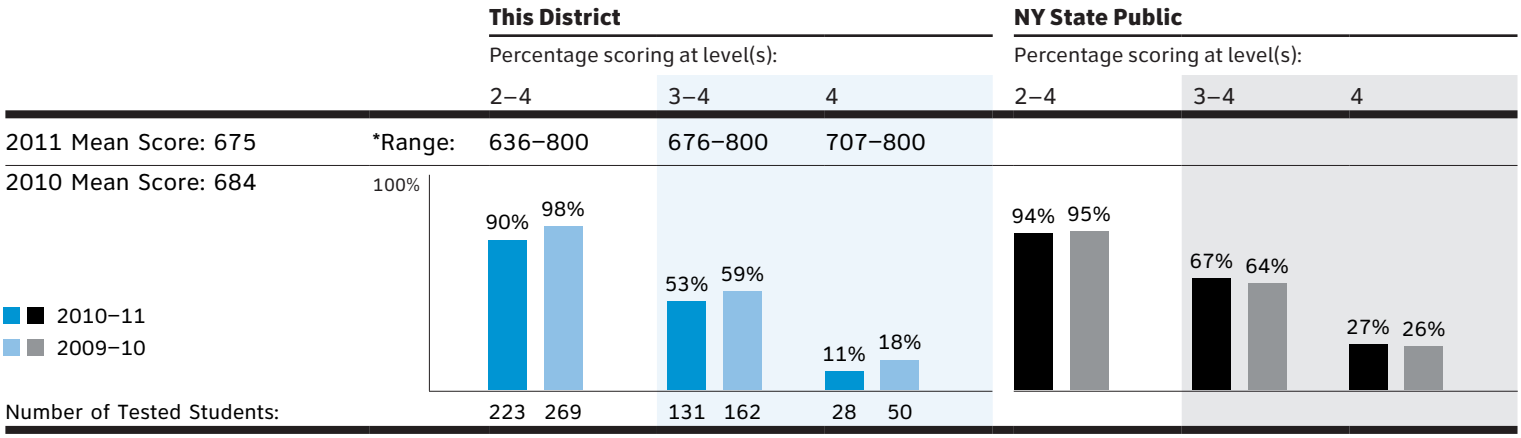
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	6	6	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**248**	**90%**	**53%**	**11%**	**274**	**98%**	**59%**	**18%**
Female	114	91%	47%	11%	137	97%	58%	20%
Male	134	89%	57%	11%	137	99%	60%	17%
American Indian or Alaska Native					1	–	–	–
Black or African American	61	84%	36%	3%	72	97%	47%	13%
Hispanic or Latino	59	–	–	–	53	100%	47%	8%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	–	–	–
White	125	92%	62%	17%	138	98%	70%	26%
Multiracial	2	–	–	–	5	100%	20%	0%
Small Group Totals	62	92%	50%	8%	6	100%	100%	17%
General-Education Students	221	94%	57%	13%	237	98%	65%	21%
Students with Disabilities	27	56%	22%	0%	37	97%	24%	3%
English Proficient	232	90%	53%	12%	254	98%	61%	19%
Limited English Proficient	16	88%	50%	6%	20	100%	35%	5%
Economically Disadvantaged	160	88%	44%	6%	157	97%	45%	10%
Not Disadvantaged	88	94%	69%	20%	117	100%	79%	29%
Migrant	3	–	–	–				
Not Migrant	245	–	–	–	274	98%	59%	18%

NOTES

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* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

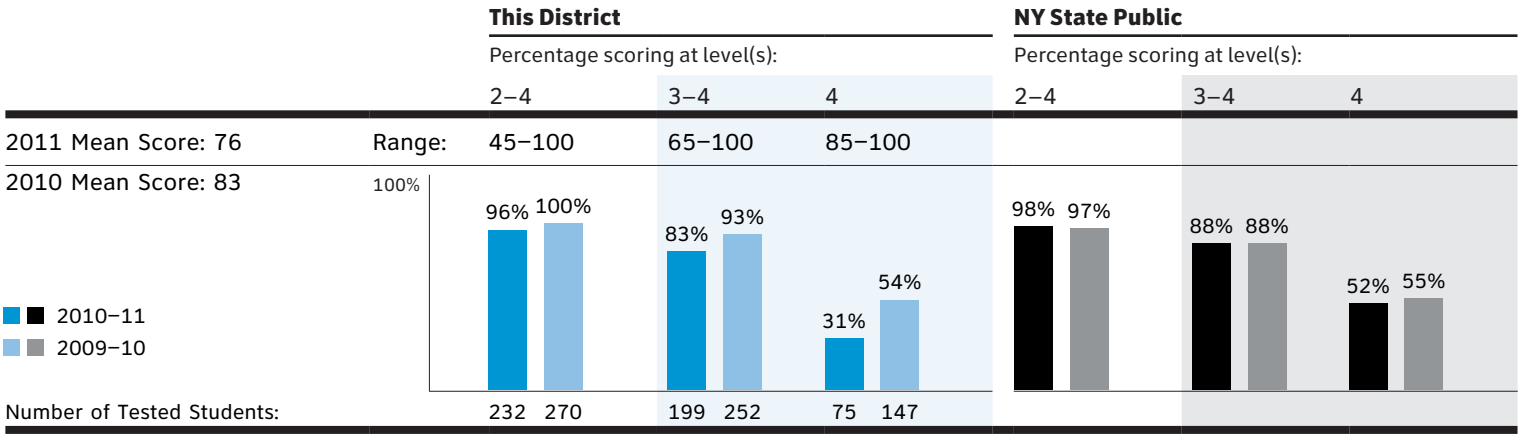
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	6	6	5	2

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**241**	**96%**	**83%**	**31%**	**271**	**100%**	**93%**	**54%**
Female	111	95%	78%	24%	134	99%	92%	51%
Male	130	97%	86%	37%	137	100%	94%	57%
American Indian or Alaska Native					1	–	–	–
Black or African American	59	95%	78%	22%	71	100%	90%	35%
Hispanic or Latino	58	–	–	–	53	100%	91%	42%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	100%	100%	80%
White	122	96%	85%	39%	137	99%	95%	69%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	60	98%	82%	25%	5	100%	100%	40%
General-Education Students	215	97%	86%	33%	235	100%	94%	57%
Students with Disabilities	26	92%	58%	12%	36	100%	89%	36%
English Proficient	225	96%	83%	32%	251	100%	93%	56%
Limited English Proficient	16	94%	81%	19%	20	100%	90%	30%
Economically Disadvantaged	157	96%	78%	22%	155	99%	90%	37%
Not Disadvantaged	84	98%	90%	49%	116	100%	97%	77%
Migrant	3	–	–	–				
Not Migrant	238	–	–	–	271	100%	93%	54%

NOTES

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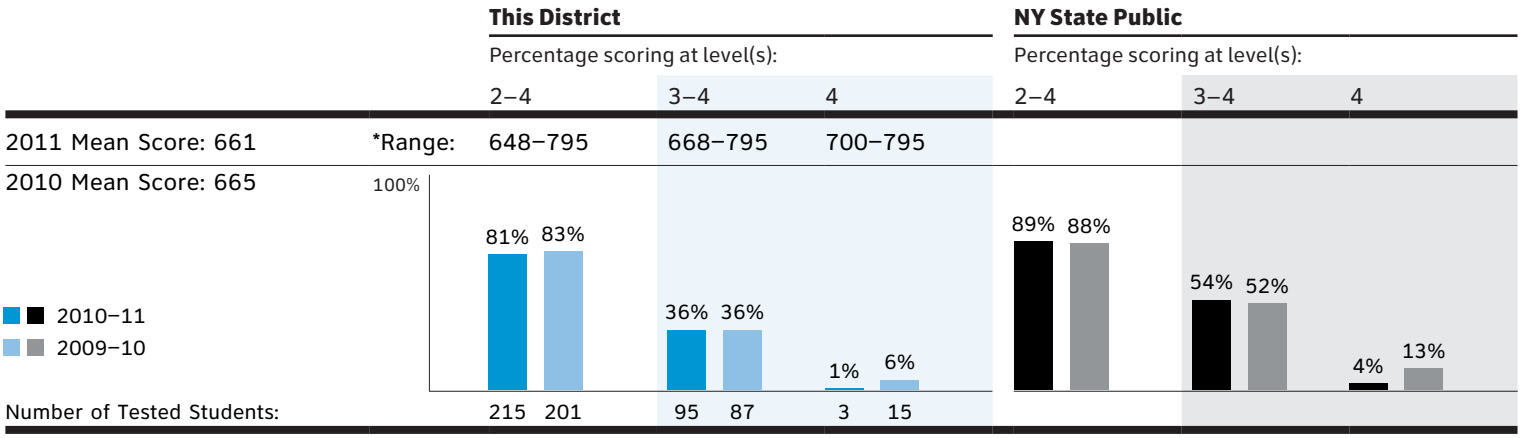
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	6	6	6	4

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**267**	**81%**	**36%**	**1%**	**241**	**83%**	**36%**	**6%**
Female	130	85%	43%	2%	123	89%	42%	8%
Male	137	77%	28%	1%	118	78%	30%	4%
American Indian or Alaska Native	1	–	–	–				
Black or African American	69	77%	22%	0%	59	85%	20%	5%
Hispanic or Latino	54	78%	28%	0%	46	67%	30%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	5	80%	60%	20%
White	136	82%	44%	2%	124	90%	44%	7%
Multiracial	2	–	–	–	7	71%	43%	0%
Small Group Totals	8	100%	63%	0%				
General-Education Students	233	88%	40%	1%	194	90%	43%	7%
Students with Disabilities	34	29%	3%	0%	47	55%	9%	2%
English Proficient	253	83%	37%	1%	231	85%	37%	6%
Limited English Proficient	14	43%	14%	0%	10	50%	10%	0%
Economically Disadvantaged	147	75%	22%	1%	159	77%	28%	4%
Not Disadvantaged	120	88%	52%	2%	82	95%	51%	11%
Migrant	1	–	–	–				
Not Migrant	266	–	–	–	241	83%	36%	6%

NOTES

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Other Assessments

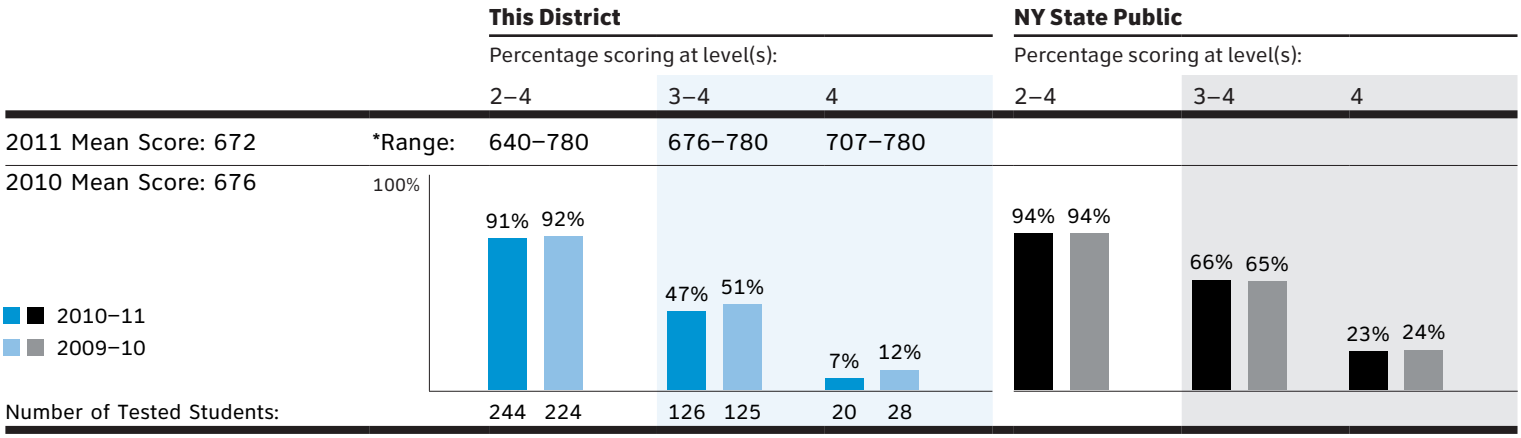
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	1	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	3	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	3	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**267**	**91%**	**47%**	**7%**	**243**	**92%**	**51%**	**12%**
Female	129	90%	51%	7%	123	96%	55%	7%
Male	138	93%	43%	8%	120	88%	48%	16%
American Indian or Alaska Native	1	–	–	–				
Black or African American	68	90%	31%	1%	58	88%	33%	5%
Hispanic or Latino	55	91%	44%	7%	49	90%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	5	80%	80%	60%
White	136	92%	57%	11%	124	95%	64%	17%
Multiracial	2	–	–	–	7	100%	29%	0%
Small Group Totals	8	100%	50%	0%				
General-Education Students	234	95%	52%	9%	197	96%	59%	14%
Students with Disabilities	33	67%	15%	0%	46	76%	17%	0%
English Proficient	251	93%	49%	8%	230	93%	53%	12%
Limited English Proficient	16	69%	25%	0%	13	77%	31%	0%
Economically Disadvantaged	146	89%	32%	5%	160	91%	43%	9%
Not Disadvantaged	121	94%	66%	10%	83	95%	67%	17%
Migrant	2	–	–	–	1	–	–	–
Not Migrant	265	–	–	–	242	–	–	–

NOTES

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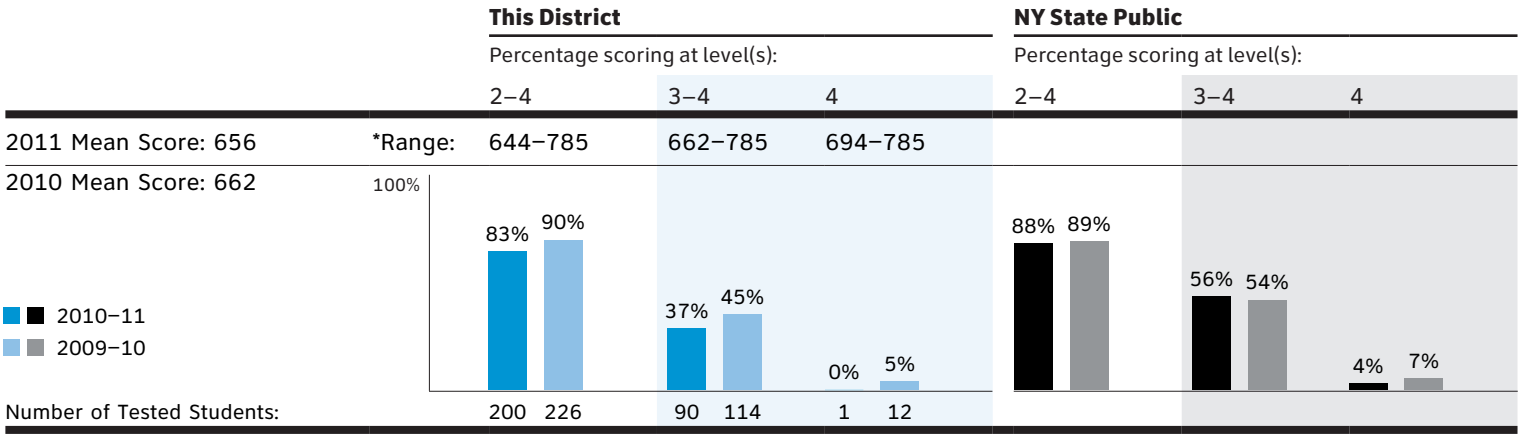
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	6	6	2	5	5	5	4

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**242**	**83%**	**37%**	**0%**	**252**	**90%**	**45%**	**5%**
Female	122	82%	43%	1%	126	91%	51%	8%
Male	120	83%	32%	0%	126	88%	40%	2%
American Indian or Alaska Native					1	–	–	–
Black or African American	62	81%	29%	0%	65	85%	29%	2%
Hispanic or Latino	50	76%	34%	0%	41	83%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	0%	3	–	–	–
White	125	86%	42%	1%	137	94%	55%	7%
Multiracial					5	–	–	–
Small Group Totals					9	89%	33%	0%
General-Education Students	198	89%	42%	1%	222	95%	51%	5%
Students with Disabilities	44	55%	14%	0%	30	53%	0%	0%
English Proficient	236	84%	38%	0%	248	–	–	–
Limited English Proficient	6	33%	0%	0%	4	–	–	–
Economically Disadvantaged	158	76%	27%	0%	138	84%	28%	1%
Not Disadvantaged	84	95%	56%	1%	114	96%	66%	9%
Migrant	2	–	–	–				
Not Migrant	240	–	–	–	252	90%	45%	5%

NOTES

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Other Assessments

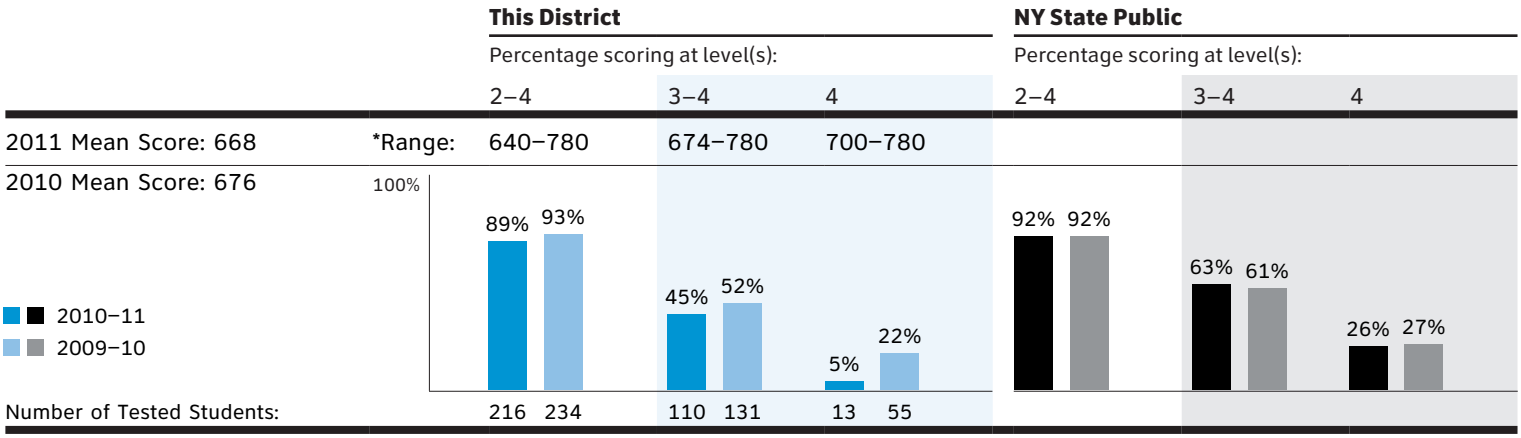
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	5	5	5	7	7	7	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**242**	**89%**	**45%**	**5%**	**251**	**93%**	**52%**	**22%**
Female	121	90%	48%	4%	126	94%	49%	21%
Male	121	88%	43%	7%	125	93%	55%	22%
American Indian or Alaska Native					1	–	–	–
Black or African American	62	85%	31%	5%	65	89%	37%	14%
Hispanic or Latino	49	88%	39%	4%	40	90%	40%	18%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	20%	3	–	–	–
White	126	92%	54%	6%	137	96%	65%	28%
Multiracial					5	–	–	–
Small Group Totals					9	89%	22%	0%
General-Education Students	198	93%	53%	7%	222	97%	58%	24%
Students with Disabilities	44	70%	11%	0%	29	62%	10%	3%
English Proficient	235	90%	47%	6%	247	–	–	–
Limited English Proficient	7	71%	0%	0%	4	–	–	–
Economically Disadvantaged	157	86%	38%	4%	136	89%	40%	15%
Not Disadvantaged	85	95%	60%	8%	115	98%	67%	30%
Migrant	2	–	–	–				
Not Migrant	240	–	–	–	251	93%	52%	22%

NOTES

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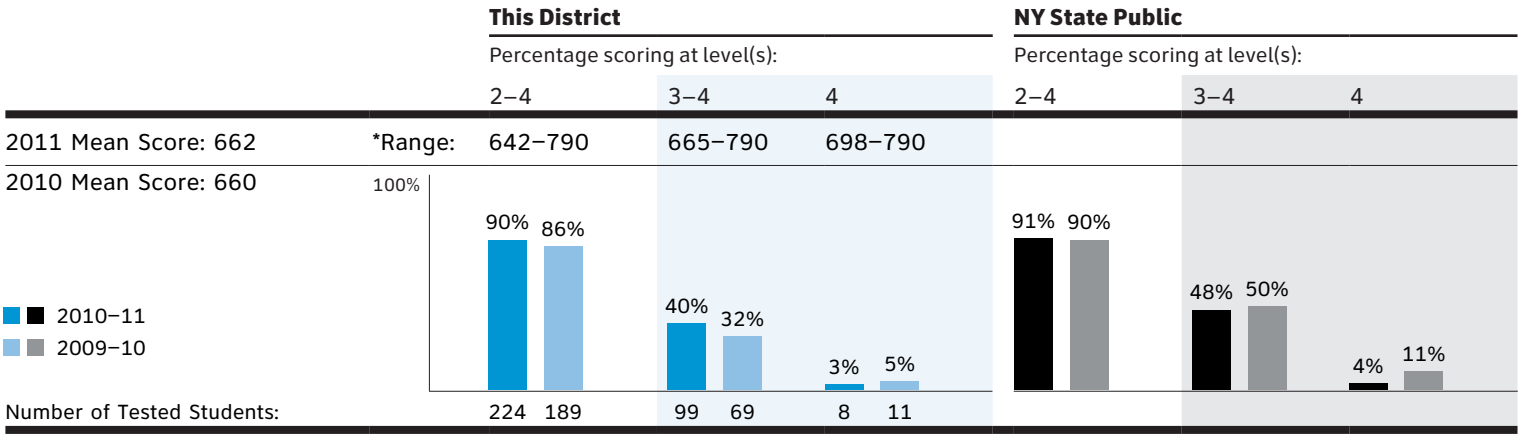
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	8	8	8	7

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**249**	**90%**	**40%**	**3%**	**219**	**86%**	**32%**	**5%**
Female	128	91%	41%	5%	102	91%	44%	8%
Male	121	88%	38%	1%	117	82%	21%	3%
American Indian or Alaska Native	1	–	–	–				
Black or African American	66	85%	26%	0%	55	80%	29%	4%
Hispanic or Latino	46	89%	30%	2%	47	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	132	94%	51%	5%	113	92%	38%	6%
Multiracial	1	–	–	–	2	–	–	–
Small Group Totals	5	60%	20%	0%	51	80%	20%	4%
General-Education Students	221	95%	44%	4%	175	95%	39%	6%
Students with Disabilities	28	46%	7%	0%	44	52%	2%	0%
English Proficient	245	–	–	–	213	87%	32%	5%
Limited English Proficient	4	–	–	–	6	50%	0%	0%
Economically Disadvantaged	134	85%	27%	1%	124	81%	21%	2%
Not Disadvantaged	115	96%	55%	5%	95	94%	45%	9%
Migrant								
Not Migrant	249	90%	40%	3%	219	86%	32%	5%

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	8	8	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	3	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	3	N/A	N/A	N/A

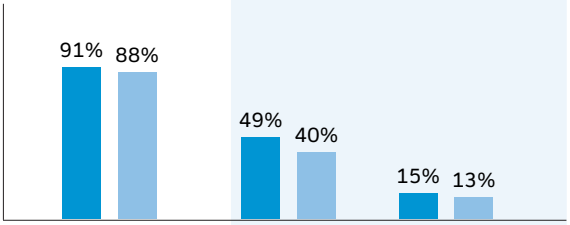
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 7 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
2011 Mean Score: 668	*Range:	639–800	670–800	694–800			
2010 Mean Score: 664							
2010–11		91%	49%	15%	92%	65%	30%
2009–10		88%	40%	13%	92%	62%	29%
Number of Tested Students:		225 193	122 89	37 29			



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**248**	**91%**	**49%**	**15%**	**220**	**88%**	**40%**	**13%**
Female	127	91%	48%	15%	101	91%	43%	15%
Male	121	91%	50%	15%	119	85%	39%	12%
American Indian or Alaska Native	1	–	–	–				
Black or African American	65	86%	37%	2%	54	85%	33%	6%
Hispanic or Latino	46	89%	41%	9%	49	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	132	94%	58%	24%	113	92%	51%	19%
Multiracial	1	–	–	–	2	–	–	–
Small Group Totals	5	80%	40%	0%	53	81%	25%	9%
General-Education Students	220	94%	54%	17%	179	93%	45%	15%
Students with Disabilities	28	64%	14%	0%	41	66%	22%	7%
English Proficient	244	–	–	–	211	88%	42%	14%
Limited English Proficient	4	–	–	–	9	78%	11%	0%
Economically Disadvantaged	134	89%	42%	7%	125	83%	29%	6%
Not Disadvantaged	114	93%	58%	24%	95	94%	56%	22%
Migrant					2	–	–	–
Not Migrant	248	91%	49%	15%	218	–	–	–

NOTES

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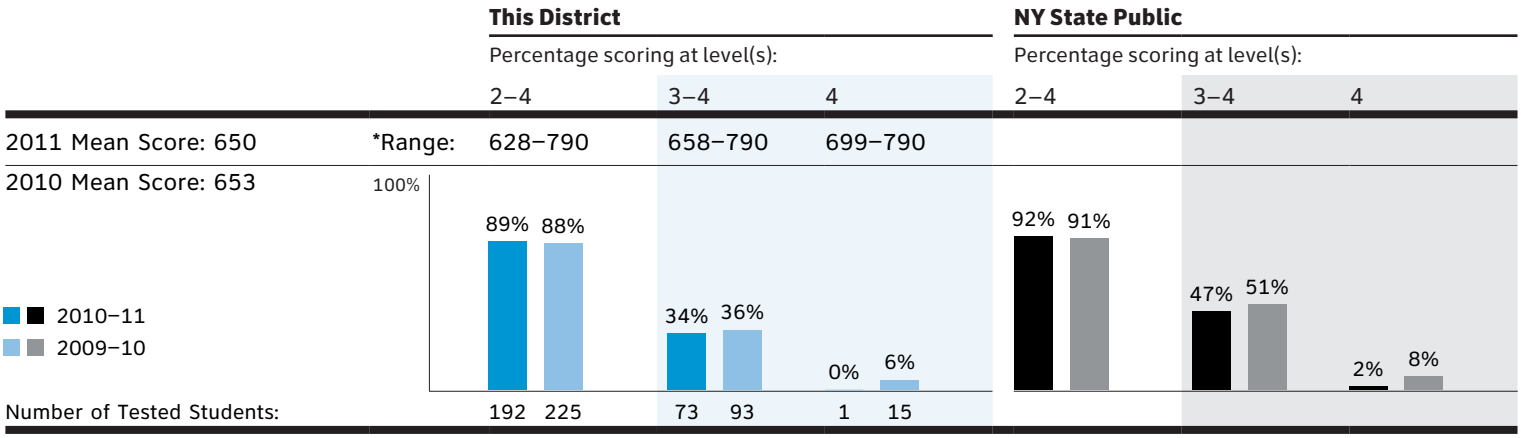
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	8	8	6	6	5	3

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**215**	**89%**	**34%**	**0%**	**256**	**88%**	**36%**	**6%**
Female	97	95%	44%	1%	128	91%	42%	5%
Male	118	85%	25%	0%	128	85%	30%	6%
American Indian or Alaska Native								
Black or African American	56	84%	30%	0%	62	87%	27%	3%
Hispanic or Latino	49	–	–	–	53	81%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	6	–	–	–
White	107	93%	41%	1%	133	90%	44%	9%
Multiracial	1	–	–	–	2	–	–	–
Small Group Totals	52	88%	23%	0%	8	100%	50%	13%
General-Education Students	169	97%	41%	1%	213	95%	44%	7%
Students with Disabilities	46	61%	7%	0%	43	53%	0%	0%
English Proficient	206	90%	35%	0%	247	89%	38%	6%
Limited English Proficient	9	78%	11%	0%	9	56%	0%	0%
Economically Disadvantaged	101	86%	20%	0%	139	82%	26%	4%
Not Disadvantaged	114	92%	46%	1%	117	95%	49%	8%
Migrant	4	–	–	–	1	–	–	–
Not Migrant	211	–	–	–	255	–	–	–

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Other Assessments

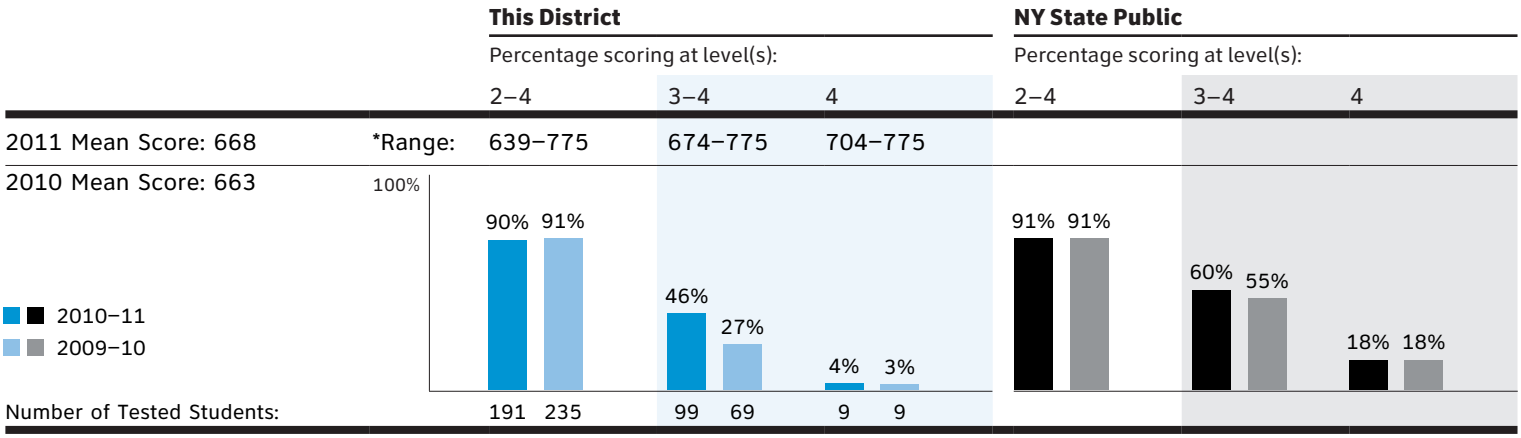
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	1	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	1	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**213**	**90%**	**46%**	**4%**	**259**	**91%**	**27%**	**3%**
Female	98	93%	51%	5%	130	88%	25%	4%
Male	115	87%	43%	3%	129	93%	29%	3%
American Indian or Alaska Native								
Black or African American	54	91%	35%	0%	62	87%	11%	0%
Hispanic or Latino	50	–	–	–	54	87%	13%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	6	–	–	–
White	106	91%	55%	7%	135	93%	36%	4%
Multiracial	1	–	–	–	2	–	–	–
Small Group Totals	53	87%	42%	4%	8	100%	75%	13%
General-Education Students	168	96%	54%	5%	215	97%	30%	4%
Students with Disabilities	45	67%	18%	0%	44	61%	9%	0%
English Proficient	204	89%	47%	4%	249	91%	28%	4%
Limited English Proficient	9	100%	44%	11%	10	80%	0%	0%
Economically Disadvantaged	99	89%	42%	1%	142	88%	18%	1%
Not Disadvantaged	114	90%	50%	7%	117	94%	37%	6%
Migrant	4	–	–	–	2	–	–	–
Not Migrant	209	–	–	–	257	–	–	–

NOTES

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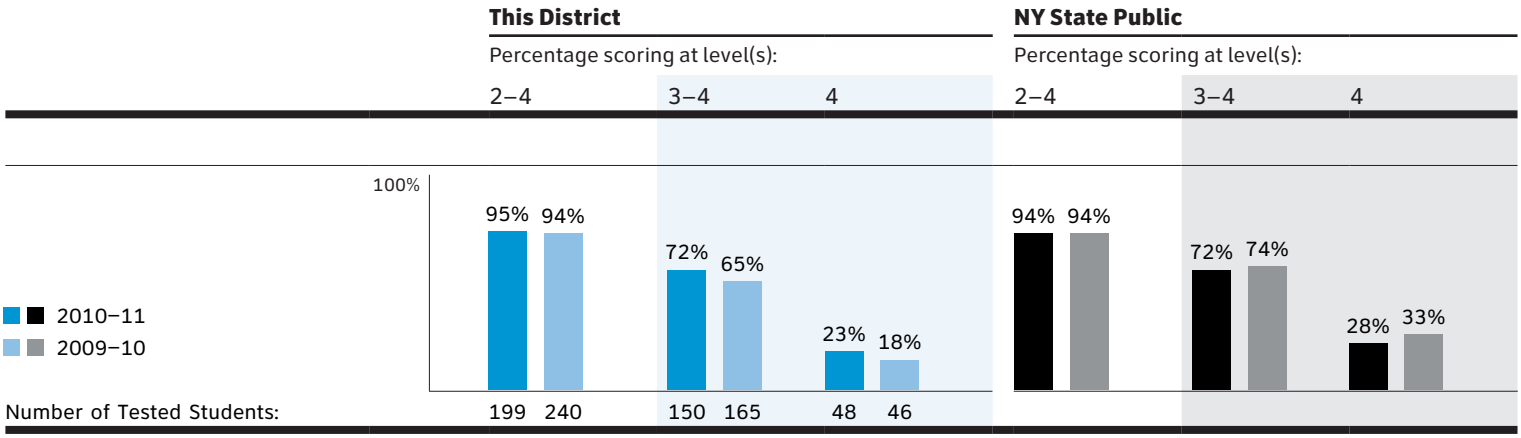
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	5	5	5	1

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**153**	**93%**	**61%**	**8%**	**154**	**94%**	**55%**	**10%**
Female	68	97%	66%	9%	75	92%	51%	8%
Male	85	91%	58%	8%	79	95%	58%	13%
American Indian or Alaska Native								
Black or African American	46	93%	52%	0%	45	98%	44%	0%
Hispanic or Latino	41	–	–	–	36	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	65	95%	69%	17%	72	96%	61%	17%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	42	90%	60%	5%	37	84%	54%	11%
General-Education Students	112	96%	67%	11%	110	95%	65%	13%
Students with Disabilities	41	88%	46%	2%	44	89%	30%	5%
English Proficient	146	94%	62%	9%	144	95%	56%	11%
Limited English Proficient	7	86%	43%	0%	10	70%	40%	0%
Economically Disadvantaged	84	94%	56%	4%	103	91%	53%	9%
Not Disadvantaged	69	93%	68%	14%	51	98%	57%	14%
Migrant	3	–	–	–	2	–	–	–
Not Migrant	150	–	–	–	152	–	–	–

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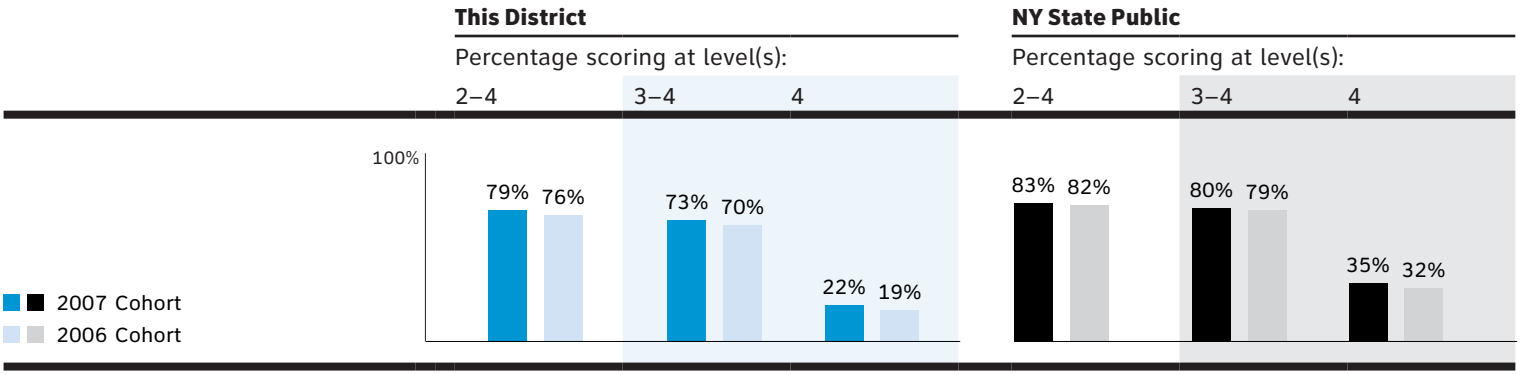
Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	4	5	5	4	4
Regents Science	56	56	56	35	101	96	81	30

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**287**	**79%**	**73%**	**22%**	**284**	**76%**	**70%**	**19%**
Female	143	78%	73%	27%	126	85%	78%	25%
Male	144	80%	74%	16%	158	69%	65%	15%
American Indian or Alaska Native	1	–	–	–				
Black or African American	64	73%	66%	11%	61	61%	54%	3%
Hispanic or Latino	60	83%	75%	20%	51	80%	76%	14%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	5	80%	60%	20%
White	157	80%	76%	26%	167	80%	75%	27%
Multiracial								
Small Group Totals	6	67%	67%	33%				
General-Education Students	228	85%	83%	27%	224	85%	80%	25%
Students with Disabilities	59	56%	36%	0%	60	43%	33%	0%
English Proficient	286	–	–	–	282	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	126	86%	77%	17%	113	71%	63%	11%
Not Disadvantaged	161	74%	70%	25%	171	80%	75%	25%
Migrant								
Not Migrant	287	79%	73%	22%	284	76%	70%	19%

NOTES

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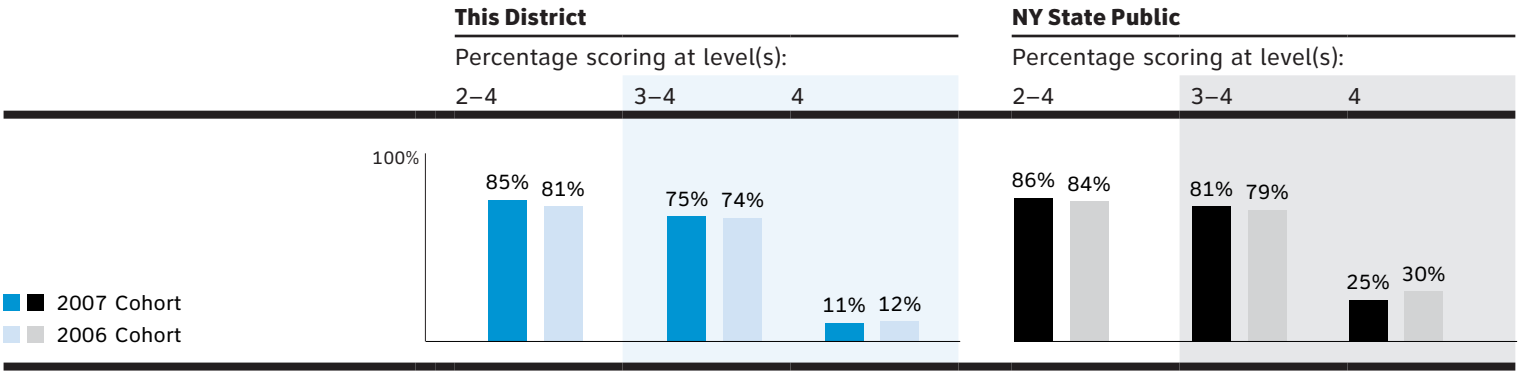
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report.*

4 Overview of District Performance

District **MONTICELLO CENTRAL SCHOOL DISTRICT** District ID **59-14-01-06-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**287**	**85%**	**75%**	**11%**	**284**	**81%**	**74%**	**12%**
Female	143	83%	75%	13%	126	88%	79%	10%
Male	144	87%	76%	8%	158	75%	69%	13%
American Indian or Alaska Native	1	–	–	–				
Black or African American	64	77%	63%	5%	61	61%	52%	2%
Hispanic or Latino	60	90%	80%	13%	51	88%	76%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	5	60%	60%	0%
White	157	87%	79%	12%	167	86%	81%	18%
Multiracial								
Small Group Totals	6	67%	67%	17%				
General-Education Students	228	90%	85%	14%	224	91%	84%	15%
Students with Disabilities	59	64%	39%	0%	60	43%	35%	0%
English Proficient	286	–	–	–	282	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	126	89%	78%	10%	113	77%	66%	3%
Not Disadvantaged	161	82%	73%	11%	171	83%	78%	18%
Migrant								
Not Migrant	287	85%	75%	11%	284	81%	74%	12%

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