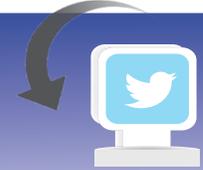


The Monti Navigator

Be Greater than the Average



Tammy Mangus, Superintendent of Schools

March 2017

After this cold, blustery and snowy winter, I am so grateful that March is FINALLY upon us! Once we flipped that calendar page from February 28 to March 1, we were a mere 20 days away from the official beginning of spring and the light at the end of the cold and dark winter tunnel finally became visible.

I think it's safe to say that we're all excited for the warmer and sunnier days ahead, but let us not forget that



it's impossible to arrive at spring without going through winter first. Likewise, struggles, challenges and hardships lead to great oppositional strength – they pave the way to grace and beauty. As the great philosopher Albert Camus said, "In the midst of winter, I found there was, within me, an invincible summer. And that makes me happy. For it says that no matter how hard the world pushes against me, there's something stronger - something better, pushing right back."

Like a bud trying to break through the frozen ground, our Monticello family has been pushing back against hard, cold and sometimes unforgiving conditions. We have fought against stereotypes that have been placed upon us, the stagnancy of our crippling norms, and the expectations dumped upon us by naysayers and doubters for a very long season. But, we continue to push through and grow – cultivated by perseverance, innovation and of course, inspiration. Our invincible summer has arrived -- we are growing through our challenges and very, very soon we will blossom.

Enjoy the sunshine and warmth of these bits of good news:

Reading Levels:

- Our current 9th grade has 43% of its students on reading level based on the new, more rigorous expectations. While in 5th grade, only 21% of these same students were "on level" for reading.
- Our current 8th grade has 20% of its students on reading level based on the new, more rigorous expectations. While in 4th grade, only 12% of these same students were "on level" for reading.
- Our current 7th grade has 34% of its students on reading level based on the new, more rigorous expectations. While in third grade, the percent of these same students "on level" was only 13%.
- Our current 6th grade has 26% of its students on reading level based on the new, more rigorous expectations. While in 3rd grade, the percent of these same students "on level" was only 15%.
- Our current 5th grade has 23% of its students on reading level based on the new, more rigorous expectations. While in 3rd grade, only 16% of these same students were "on level" in reading.

And our “on target” percentages keep growing and growing and growing!

LAP schools:

LAP schools, or “Local Assistance Plan” schools are schools in need of some improvement based on academic outcomes. In 2014, Monticello had three schools in LAP status: Cooke Elementary, Kenneth L. Rutherford Elementary and Robert J. Kaiser Middle School. Because of their greater than average growth, this past year both Cooke and Rutherford were removed from the LAP listing.

The NYS growth average for combined math and ELA this past year was 50.98. MCSD’s average growth percentile rests greater than the NYS average at 53.32.



HS News:

Did you know that the average percentage of Monticello students graduating with an Advanced Regents Diploma is quickly approaching the state-wide average?

New York State’s average has been between 30 and 32 percent over the past five years. Our stats show a continual ascent towards that state-wide average . The average percentage between 2012 and 2015 in Monticello was 16 percent. In 2016, 25 percent of our Monticello graduates earned an Advanced Regents Diploma – a whopping 9 percentage point increase over the previous three years, and only 5 percentage points away from the statewide average of 30 - 32 percent!

Did you know that our dropout and non-completer rates have decreased by nearly 92 students over the past seven years?

Graduation rate includes only students who left with diplomas and does not take into account special education diplomas as part of that number. A great way to see our cultural shift is to check out how many students walk away from school each year including those who drop-out officially, those who transfer to GED with or without completion or those who are dropped from rosters due to consecutive absences without returning. Our combined drop-out and non-completer stats are as follows:

(Please note that these numbers are not percentages, but rather are the actual number of drop-outs and non-completers. This statistic is not attached to any cohort-- these are the number of students in the given school year who drop out or are tagged as “non-completers” as proscribed by data regulations.)

- 2010-2011: 116 students were tagged as drop-outs or non-completers
- 2011-2012: 85 students were tagged as drop-outs or non-completers
- 2012-2013: 66 students were tagged as drop-outs or non-completers

2013-2014: 77 students were tagged as drop-outs or non-completers

2014-2015: 59 students were tagged as drop-outs or non-completers

2015-2016: 36 students were tagged as drop-outs or non-completers

2016-2017: As of press time, only 24 students are currently listed as drop-outs or non-completers for this school year. Although we cannot calculate the complete number until the end of the school year, our projections indicate that we will continue to have significantly fewer drop-outs and non-completers this school year.

Did you know that our academic outcomes for ELA are showing **STELLAR** growth as well?



The percentage of students scoring at a level 4 or 5 has catapulted over these past two years (BRAVO - WOOT, WOOT!!). These scores are based on the graduating cohort (a cohort is a group of students who enter grade 9 together and are tracked together for the rest of their educational career). This means that the highest score of any student across multiple testing opportunities is the score used to calculate the level of performance. The "old" Regents was tracked at a "Level 4" if the student scored a 90 percent or higher for accountability. With the higher expectations of the new Common Core

ELA Regents, a score of 85 percent or higher is listed as Level 4 or above. Check out our growth below regarding our cohort outcomes for "mastery performance" on the ELA Regents:

The class of 2012 had 19% of students completing the ELA exam at a level 4 or 5

The class of 2013 had 23% of students completing the ELA exam at a Level 4 or 5

The class of 2014 had 9% of students completing the ELA exam at a Level 4 or 5

The class of 2015 had 17% of students completing the ELA exam at a Level 4 or 5

The class of 2016 had 24% of students completing the ELA exam at a Level 4 or 5

When we look at ALL test takers for last year (2015-2016 including both juniors and seniors), we know that 234 students took the new Common Core ELA Regents exam. Of the 234 test takers, 50.4% of students scored at a Level 4 or 5. We already know that of the 234 students tested last year, 96 of them that scored a Level 4+ are part of this year's graduating class.....That means that our seniors are **ALREADY** at a cohort rate of **41%** of students scoring at a Level 4 or 5.

The list goes on and on...

As we break out of winter, let us remember that we have found MCS D's "invincible summer." Let's continue to push back against oppression and against the norms. Let's continue to remember that WE WILL NOT be pigeon-holed into some archaic idea that our destiny is based on other peoples' perceptions or expectations. Let's remember that we are **INSPIRED**; we are **STRONG** and, "There is something stronger, something better [in us], pushing right back."