

New York State District Report Card

Comprehensive Information Report

BEDS Code: 53-05-15-06-0000

Name: Rotterdam-Mohonasen Central School District

Superintendent: L. Oliver Robinson

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	185	151	209
First	229	202	186
Second	235	225	226
Third	250	241	245
Fourth	278	258	247
Fifth	269	282	258
Sixth	264	283	300
Ungraded Elementary	31	27	0
Seventh	296	269	293
Eighth	253	291	277
Ninth	283	275	301
Tenth	291	277	266
Eleventh	240	271	269
Twelfth	229	229	263
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3333	3281	3340

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	35	1.1%	47	1.4%	55	1.6%
Black (Not Hispanic)	46	1.4%	78	2.4%	85	2.5%
Hispanic	30	0.9%	28	0.9%	26	0.8%
White (Not Hispanic)	3222	96.7%	3128	95.3%	3174	95.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	20
Common Branch	22	21	21
English Grade 8	23	22	22
Mathematics Grade 8	22	21	22
Science Grade 8	22	23	23
Social Studies Grade 8	23	23	23
English Grade 10	22	21	27
Mathematics Grade 10	24	19	23
Science Grade 10	17	23	21
Social Studies Grade 10	23	23	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	0.3%	11	0.3%	12	0.4%
Eligible for Free Lunch	235	7.5%	240	7.7%	343	11.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.2%		96.3%
Student Suspensions	245	7.3%	145	4.4%	188	5.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.2%	6.0%	7.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	229
Total Other Professional Staff	34
Total Paraprofessionals	42
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	201	110	55%	189	125	66%	232	148	64%
Students with Disabilities	0	0	0%	14	2	14%	5	1	20%
All Students	201	110	55%	203	127	63%	237	149	63%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	84	107	11	8	10	17
Percent	35%	45%	5%	3%	4%	7%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	1	6	11

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		20		18	1.7%
	Entered GED Program*	1		20		11	1.1%
	Total Noncompleters	9		40		29	2.8%
Students with Disabilities	Dropped Out	0		8		5	4.7%
	Entered GED Program*	0		1		1	0.9%
	Total Noncompleters	0		9		6	5.6%
All Students	Dropped Out	8	0.8%	28	2.7%	23	2.0%
	Entered GED Program*	1	0.1%	21	2.0%	12	1.0%
	Total Noncompleters	9	0.9%	49	4.7%	35	3.0%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	726	817	271
	Number of Students with Disabilities	87	26	20
	Number of All Students	813	843	291
	Percent of Enrollment	99%	99%	33%
9–12	Number of General-Education Students	965	946	1013
	Number of Students with Disabilities	15	106	85
	Number of All Students	980	1052	1098
	Percent of Enrollment	94%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	61		
Completed and Passed Regents Exams	59	97%	77%
Completed and had Course Average of 75% or More	50	82%	81%
Completed and Attained a HS Diploma or Equivalent	59	97%	96%
Completed and Whose Status is Known	58		
Completed and Were Successfully Placed	58	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	7	33%	30%
Underrepresented Gender Members Who Completed	7	20%	19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	72	94%	93	76%	79	75%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	150	93%	165	93%	161	91%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	17%	13	15%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	12	67%	4	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	70%	10	40%	1	#
Science	50	70%	6	33%	4	#
Reading	2	#	2	#	9	100%
Writing	2	#	0	0%	11	100%
Global Studies	20	95%	2	#	4	#
U.S. Hist & Gov't	9	78%	2	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	39	41%	34	59%
Science	0	0%	21	38%	33	52%
Reading	0	0%	17	29%	7	57%
Writing	0	0%	11	55%	5	80%
Global Studies	0	0%	22	32%	14	57%
U.S. Hist & Gov't	0	0%	22	23%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	217	261	280	0	26	17
Number Scoring 55-100	198	230	250	0	10	7
Number Scoring 65-100	167	200	226	0	5	4
Number Scoring 85-100	91	62	66	0	0	0
Percentage of Tested Scoring 55-100	91%	88%	89%	0%	38%	41%
Percentage of Tested Scoring 65-100	77%	77%	81%	0%	19%	24%
Percentage of Tested Scoring 85-100	42%	24%	24%	0%	0%	0%
Mathematics A						
Number Tested	344	304	312	0	26	25
Number Scoring 55-100	222	232	301	0	6	21
Number Scoring 65-100	191	194	274	0	3	15
Number Scoring 85-100	57	56	91	0	1	4
Percentage of Tested Scoring 55-100	65%	76%	96%	0%	23%	84%
Percentage of Tested Scoring 65-100	56%	64%	88%	0%	12%	60%
Percentage of Tested Scoring 85-100	17%	18%	29%	0%	4%	16%
Mathematics B						
Number Tested	0	78	126	0	0	0
Number Scoring 55-100	0	76	113	0	0	0
Number Scoring 65-100	0	65	101	0	0	0
Number Scoring 85-100	0	26	36	0	0	0
Percentage of Tested Scoring 55-100	0%	97%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	83%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	33%	29%	0%	0%	0%
Global History and Geography						
Number Tested	275	294	297	0	23	38
Number Scoring 55-100	248	256	254	0	10	26
Number Scoring 65-100	212	226	221	0	8	23
Number Scoring 85-100	61	84	78	0	0	1
Percentage of Tested Scoring 55-100	90%	87%	86%	0%	43%	68%
Percentage of Tested Scoring 65-100	77%	77%	74%	0%	35%	61%
Percentage of Tested Scoring 85-100	22%	29%	26%	0%	0%	3%
U.S. History and Government						
Number Tested	224	296	260	0	35	14
Number Scoring 55-100	190	267	237	0	19	9
Number Scoring 65-100	162	244	223	0	14	7
Number Scoring 85-100	75	91	124	0	1	1
Percentage of Tested Scoring 55-100	85%	90%	91%	0%	54%	64%
Percentage of Tested Scoring 65-100	72%	82%	86%	0%	40%	50%
Percentage of Tested Scoring 85-100	33%	31%	48%	0%	3%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	311	264	307	0	20	20
Number Scoring 55–100	301	253	293	0	15	15
Number Scoring 65–100	291	228	260	0	9	12
Number Scoring 85–100	90	60	75	0	0	1
Percentage of Tested Scoring 55–100	97%	96%	95%	0%	75%	75%
Percentage of Tested Scoring 65–100	94%	86%	85%	0%	45%	60%
Percentage of Tested Scoring 85–100	29%	23%	24%	0%	0%	5%
Physical Setting/Earth Science						
Number Tested	178	217	222	0	5	6
Number Scoring 55–100	173	210	213	0	5	5
Number Scoring 65–100	160	188	193	0	2	4
Number Scoring 85–100	69	78	69	0	1	1
Percentage of Tested Scoring 55–100	97%	97%	96%	0%	100%	83%
Percentage of Tested Scoring 65–100	90%	87%	87%	0%	40%	67%
Percentage of Tested Scoring 85–100	39%	36%	31%	0%	20%	17%
Physical Setting/Chemistry						
Number Tested	121	155	169	0	1	0
Number Scoring 55–100	115	140	166	0	#	0
Number Scoring 65–100	87	103	135	0	#	0
Number Scoring 85–100	13	26	29	0	#	0
Percentage of Tested Scoring 55–100	95%	90%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	72%	66%	80%	0%	#	0%
Percentage of Tested Scoring 85–100	11%	17%	17%	0%	#	0%
Physical Setting/Physics						
Number Tested			65			0
Number Scoring 55–100			60			0
Number Scoring 65–100			56			0
Number Scoring 85–100			14			0
Percentage of Tested Scoring 55–100			92%			0%
Percentage of Tested Scoring 65–100			86%			0%
Percentage of Tested Scoring 85–100			22%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	53	63	33	0	0	0
Number Scoring 55–100	51	62	31	0	0	0
Number Scoring 65–100	49	60	30	0	0	0
Number Scoring 85–100	14	29	11	0	0	0
Percentage of Tested Scoring 55–100	96%	98%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	95%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	26%	46%	33%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	107	90	124	0	1	2
Number Scoring 55–100	105	89	121	0	#	#
Number Scoring 65–100	101	86	116	0	#	#
Number Scoring 85–100	56	46	64	0	#	#
Percentage of Tested Scoring 55–100	98%	99%	98%	0%	#	#
Percentage of Tested Scoring 65–100	94%	96%	94%	0%	#	#
Percentage of Tested Scoring 85–100	52%	51%	52%	0%	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	133	30	0	0	0	0
Number Scoring 55–100	119	21	0	0	0	0
Number Scoring 65–100	114	17	0	0	0	0
Number Scoring 85–100	81	2	0	0	0	0
Percentage of Tested Scoring 55–100	89%	70%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	7%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	124	89%	82	82%	36	92%
Students with Disabilities	0	0%	19	53%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	233	5%	2%	62%	31%
	Students with Disabilities	32	38%	22%	38%	3%
	All Students	265	9%	4%	59%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	247	2%	35%	49%	14%
	Students with Disabilities	25	0%	88%	12%	0%
	All Students	272	2%	40%	46%	13%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	253	253	253	15	15	15	268	268	268
Number Scoring 55–64	12	13	5	2	1	1	14	14	6
Number Scoring 65–84	165	128	130	7	5	7	172	133	137
Number Scoring 85–100	61	96	109	0	1	1	61	97	110
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)