

New York State District Report Card

Comprehensive Information Report

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

Name: Rotterdam-Mohonasen Central School District

Superintendent: Kathleen A. Spring

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	151	209	193
First	202	186	223
Second	225	226	195
Third	241	245	232
Fourth	258	247	249
Fifth	282	258	256
Sixth	283	300	276
Ungraded Elementary	27	0	22
Seventh	269	293	314
Eighth	291	277	296
Ninth	275	301	302
Tenth	277	266	270
Eleventh	271	269	253
Twelfth	229	263	247
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3281	3340	3328

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	47	1.4%	55	1.6%	74	2.2%
Black (Not Hispanic)	78	2.4%	85	2.5%	103	3.1%
Hispanic	28	0.9%	26	0.8%	47	1.4%
White (Not Hispanic)	3128	95.3%	3174	95.0%	3104	93.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	20	19
Common Branch	21	21	21
English Grade 8	22	22	23
Mathematics Grade 8	21	22	24
Science Grade 8	23	23	25
Social Studies Grade 8	23	23	26
English Grade 10	21	27	23
Mathematics Grade 10	19	23	21
Science Grade 10	23	21	22
Social Studies Grade 10	23	24	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.3%	12	0.4%	11	0.3%
Eligible for Free Lunch	240	7.7%	343	11.0%	405	12.9%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		96.3%		96.1%
Student Suspensions	145	4.4%	188	5.7%	193	5.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.0%	7.1%	7.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	244
Total Other Professional Staff	15
Total Paraprofessionals	55
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	189	232	219
	Regents Diplomas	125	148	190
	% Regents Diplomas	66%	64%	87%
	Regents Diplomas with Advanced Designation**			91
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	5	6
	Regents Diplomas	2	1	1
	% Regents Diplomas	14%	20%	17%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	6	1
All Students	Total Graduates*	203	237	225
	Regents Diplomas	127	149	191
	% Regents Diplomas	63%	63%	85%
	Regents Diplomas with Advanced Designation**			91
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	5	6	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	84	101	5	3	11	1	12	2
	Percent	38%	46%	2%	1%	5%	0%	5%	1%
Students with Disabilities	Number	1	3	0	0	0	0	2	0
	Percent	17%	50%	0%	0%	0%	0%	33%	0%
All Students	Number	85	104	5	3	11	1	14	2
	Percent	38%	46%	2%	1%	5%	0%	6%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	20		18	1.7%	19	1.8%
	Entered GED Program*	20		11	1.1%	36	3.5%
	Total Noncompleters	40		29	2.8%	55	5.3%
Students with Disabilities	Dropped Out	8		5	4.7%	1	0.9%
	Entered GED Program*	1		1	0.9%	7	6.5%
	Total Noncompleters	9		6	5.6%	8	7.5%
All Students	Dropped Out	28	2.7%	23	2.0%	20	1.7%
	Entered GED Program*	21	2.0%	12	1.0%	43	3.8%
	Total Noncompleters	49	4.7%	35	3.0%	63	5.5%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	817	271	273
	Number of Students with Disabilities	26	20	23
	Number of All Students	843	291	296
	Percent of Enrollment	99%	33%	33%
9-12	Number of General-Education Students	946	1013	961
	Number of Students with Disabilities	106	85	111
	Number of All Students	1052	1098	1072
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	93	76%	79	75%	103	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	165	93%	161	91%	178	96%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	17%	13	15%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	67%	4	#	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	40%	1	#	8	75%
Science	6	33%	4	#	6	83%
Reading	2	#	9	100%	6	100%
Writing	0	0%	11	100%	5	100%
Global Studies	2	#	4	#	3	#
U.S. Hist & Gov't	2	#	3	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	39	41%	34	59%	35	37%
Science	21	38%	33	52%	33	45%
Reading	17	29%	7	57%	16	31%
Writing	11	55%	5	80%	16	56%
Global Studies	22	32%	14	57%	20	5%
U.S. Hist & Gov't	22	23%	3	#	11	18%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	261	280	272	26	17	23
Number Scoring 55-100	230	250	259	10	7	17
Number Scoring 65-100	200	226	222	5	4	9
Number Scoring 85-100	62	66	50	0	0	0
Percentage of Tested Scoring 55-100	88%	89%	95%	38%	41%	74%
Percentage of Tested Scoring 65-100	77%	81%	82%	19%	24%	39%
Percentage of Tested Scoring 85-100	24%	24%	18%	0%	0%	0%
Mathematics A						
Number Tested	304	312	277	26	25	20
Number Scoring 55-100	232	301	268	6	21	15
Number Scoring 65-100	194	274	249	3	15	11
Number Scoring 85-100	56	91	96	1	4	0
Percentage of Tested Scoring 55-100	76%	96%	97%	23%	84%	75%
Percentage of Tested Scoring 65-100	64%	88%	90%	12%	60%	55%
Percentage of Tested Scoring 85-100	18%	29%	35%	4%	16%	0%
Mathematics B						
Number Tested	78	126	151	0	0	0
Number Scoring 55-100	76	113	121	0	0	0
Number Scoring 65-100	65	101	97	0	0	0
Number Scoring 85-100	26	36	17	0	0	0
Percentage of Tested Scoring 55-100	97%	90%	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	80%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	29%	11%	0%	0%	0%
Global History and Geography						
Number Tested	294	297	320	23	38	35
Number Scoring 55-100	256	254	274	10	26	11
Number Scoring 65-100	226	221	239	8	23	5
Number Scoring 85-100	84	78	85	0	1	0
Percentage of Tested Scoring 55-100	87%	86%	86%	43%	68%	31%
Percentage of Tested Scoring 65-100	77%	74%	75%	35%	61%	14%
Percentage of Tested Scoring 85-100	29%	26%	27%	0%	3%	0%
U.S. History and Government						
Number Tested	296	260	265	35	14	26
Number Scoring 55-100	267	237	234	19	9	15
Number Scoring 65-100	244	223	216	14	7	12
Number Scoring 85-100	91	124	98	1	1	2
Percentage of Tested Scoring 55-100	90%	91%	88%	54%	64%	58%
Percentage of Tested Scoring 65-100	82%	86%	82%	40%	50%	46%
Percentage of Tested Scoring 85-100	31%	48%	37%	3%	7%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	264	307	307	20	20	20
Number Scoring 55-100	253	293	285	15	15	10
Number Scoring 65-100	228	260	249	9	12	4
Number Scoring 85-100	60	75	73	0	1	1
Percentage of Tested Scoring 55-100	96%	95%	93%	75%	75%	50%
Percentage of Tested Scoring 65-100	86%	85%	81%	45%	60%	20%
Percentage of Tested Scoring 85-100	23%	24%	24%	0%	5%	5%
Physical Setting/Earth Science						
Number Tested	217	222	237	5	6	5
Number Scoring 55-100	210	213	227	5	5	2
Number Scoring 65-100	188	193	204	2	4	1
Number Scoring 85-100	78	69	83	1	1	0
Percentage of Tested Scoring 55-100	97%	96%	96%	100%	83%	40%
Percentage of Tested Scoring 65-100	87%	87%	86%	40%	67%	20%
Percentage of Tested Scoring 85-100	36%	31%	35%	20%	17%	0%
Physical Setting/Chemistry						
Number Tested	155	169	170	1	0	0
Number Scoring 55-100	140	166	163	#	0	0
Number Scoring 65-100	103	135	129	#	0	0
Number Scoring 85-100	26	29	42	#	0	0
Percentage of Tested Scoring 55-100	90%	98%	96%	#	0%	0%
Percentage of Tested Scoring 65-100	66%	80%	76%	#	0%	0%
Percentage of Tested Scoring 85-100	17%	17%	25%	#	0%	0%
Physical Setting/Physics						
Number Tested		65	59		0	0
Number Scoring 55-100		60	57		0	0
Number Scoring 65-100		56	48		0	0
Number Scoring 85-100		14	14		0	0
Percentage of Tested Scoring 55-100		92%	97%		0%	0%
Percentage of Tested Scoring 65-100		86%	81%		0%	0%
Percentage of Tested Scoring 85-100		22%	24%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	63	33	43	0	0	1
Number Scoring 55-100	62	31	41	0	0	#
Number Scoring 65-100	60	30	37	0	0	#
Number Scoring 85-100	29	11	10	0	0	#
Percentage of Tested Scoring 55-100	98%	94%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	91%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	46%	33%	23%	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	90	124	123	1	2	2
Number Scoring 55-100	89	121	120	#	#	#
Number Scoring 65-100	86	116	116	#	#	#
Number Scoring 85-100	46	64	48	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	96%	94%	94%	#	#	#
Percentage of Tested Scoring 85-100	51%	52%	39%	#	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	226	5%	4%	53%	38%
	Students with Disabilities	34	26%	15%	53%	6%
	All Students	260	8%	6%	53%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	265	0%	23%	65%	12%
	Students with Disabilities	28	14%	57%	29%	0%
	All Students	293	1%	26%	61%	11%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	235	235	235	13	13	13	248	248	248
Number Scoring 55–64	15	7	8	1	2	1	16	9	9
Number Scoring 65–84	118	88	119	7	3	4	125	91	123
Number Scoring 85–100	79	115	94	0	1	2	79	116	96
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K–1)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2–4)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5–6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 – L)