



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **ROTTERDAM-MOHONASEN CENTRAL
SCHOOL DISTRICT**

District ID **530515060000**

Superintendent **KATHLEEN SPRING**

Telephone **(518) 356-8203**

Grades **K-12, UE**

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.

For more information:

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

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

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	209	193	201
Grade 1	186	223	213
Grade 2	226	195	234
Grade 3	245	232	210
Grade 4	247	249	228
Grade 5	258	256	261
Grade 6	300	276	275
Ungraded Elementary	0	22	20
Grade 7	293	314	284
Grade 8	277	296	306
Grade 9	301	302	329
Grade 10	266	270	293
Grade 11	269	253	275
Grade 12	263	247	267
Ungraded Secondary	0	0	0
Total K-12	3340	3328	3396

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	20
Grade 8			
English	22	23	23
Mathematics	22	24	23
Science	23	25	23
Social Studies	23	26	23
Grade 10			
English	27	23	22
Mathematics	23	21	20
Science	21	22	25
Social Studies	24	24	25

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 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.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	343	10%	405	12%	368	11%
Reduced-Price Lunch	223	7%	238	7%	262	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	12	0%	11	0%	14	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	9	0%	15	0%	19	1%
Black or African American	85	3%	103	3%	108	3%
Hispanic or Latino	26	1%	47	1%	59	2%
Asian or Native Hawaiian/Other Pacific Islander	46	1%	59	2%	71	2%
White	3174	95%	3104	93%	3139	92%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		97%
Student Suspensions	188	N/A	193	6%	164	5%

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.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	634	602	847
Percent Not Taught by Highly Qualified Teachers	1%	1%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	1	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	2	2	3
Percentage of Total	1%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	14%	15%	14%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	229	244	258
Total Other Professional Staff	27	8	8
Total Paraprofessionals*	42	55	62
Assistant Principals	3	3	3
Principals	4	4	4

* Not available at the school level.

Teacher Qualifications Information

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

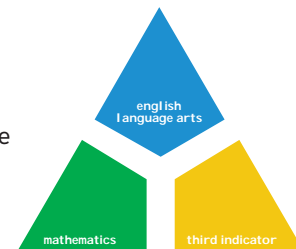
Staff Counts Information

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.

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 (PI) 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts.

Performance Index (PI)

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06\ PI + (200 - the\ 2005-06\ PI) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ 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 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 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 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 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.

New York State Status

(Applies to New York State districts)

■ 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 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 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 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 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.

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level

ELA Good Standing

Math Good Standing

Science Good Standing

Secondary Level

ELA Good Standing

Math Good Standing

Graduation Rate Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	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			–			–
Other Groups						
Students with Disabilities			–	–	–	–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	–	–
Student groups making AYP in each subject	3 of 4	4 of 4	1 of 1	2 of 2	2 of 2	1 of 1

AYP Status

- Made AYP
- Made AYP Using Safe Harbor Target
- Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

3 of 4

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1582:1542)	✓	✓	99%	✓	154	119	
Ethnicity							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (58:52)	✓	✓	97%	✓	146	109	
Hispanic or Latino (30:26)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (31:27)	–	–	–	–	–	–	–
White (1459:1433)	✓	✓	99%	✓	155	119	
Other Groups							
Students with Disabilities ⁴ (248:176)	✗	✗	94%	✗	82	114	88 94
Limited English Proficient (0:0)							
Economically Disadvantaged (0:0)							
Final AYP Determination	✗ 3 of 4						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

4 of 4

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1591:1533)	✓	✓	99%	✓	162	83	
Ethnicity							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (56:49)	✓	✓	95%	✓	157	72	
Hispanic or Latino (30:27)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (31:29)	–	–	–	–	–	–	–
White (1470:1424)	✓	✓	99%	✓	162	83	
Other Groups							
Students with Disabilities ⁴ (253:176)	✓	✓	95%	✓	106	78	
Limited English Proficient (0:0)							
Economically Disadvantaged (0:0)							
Final AYP Determination	✓ 4 of 4						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

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 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (544:522)	✓	Qualified	✓	98%	✓	189	100	
Ethnicity								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (18:16)		–	–	–	–	–	–	–
Hispanic or Latino (7:7)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (12:12)		–	–	–	–	–	–	–
White (506:486)		Qualified	✓	98%	✓	190	100	
Other Groups								
Students with Disabilities (54:46)		Qualified	✓	89%	✓	170	100	
Limited English Proficient (0:0)								
Economically Disadvantaged (0:0)								
Final AYP Determination	✓ 1 of 1							

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

2 of 2

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (246:235)	✓	✓	98%	✓	177	147		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (3:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (6:6)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–	–	–
White (232:220)	✓	✓	98%	✓	176	147		
Other Groups								
Students with Disabilities (34:29)	–	–	–	–	–	–	–	–
Limited English Proficient (1:0)	–	–	–	–	–	–	–	–
Economically Disadvantaged (25:22)	–	–	–	–	–	–	–	–
Final AYP Determination	✓ 2 of 2							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

2 of 2

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (246:235)	✓	✓	97%	✓	184	139		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (3:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (6:6)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–	–	–
White (232:220)	✓	✓	97%	✓	184	139		
Other Groups								
Students with Disabilities (34:29)	–	–	–	–	–	–	–	–
Limited English Proficient (1:0)	–	–	–	–	–	–	–	–
Economically Disadvantaged (25:22)	–	–	–	–	–	–	–	–
Final AYP Determination	✓ 2 of 2							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status





Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (273)			80%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	– –
Black or African American (5)		–	–	–	– –
Hispanic or Latino (2)		–	–	–	– –
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–	– –
White (260)			80%	55%	
Other Groups					
Students with Disabilities (15)		–	–	–	– –
Limited English Proficient (1)		–	–	–	– –
Economically Disadvantaged (25)		–	–	–	– –
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3

School Accountability Status

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District







This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status	New York State Status
<div> Good Standing</div> <div>4 schools identified 100% of total</div> <div>DRAPER MIDDLE SCHOOL</div> <div>HERMAN L. BRADT ELEMENTARY SCHOOL</div> <div>MOHONASEN SENIOR HIGH SCHOOL</div> <div>PINEWOOD ELEMENTARY SCHOOL</div>	







District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	61%			206
Grade 4	69%			229
Grade 5	70%			255
Grade 6	62%			276
Grade 7	64%			287
Grade 8	45%			297


Mathematics

Grade 3	80%		210
Grade 4	76%		234
Grade 5	68%		255
Grade 6	61%		278
Grade 7	71%		285
Grade 8	56%		297

Science

Grade 4	93%		235
Grade 8	87%		295

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	75%			265
Mathematics	80%			265

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	72%			265

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and 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.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

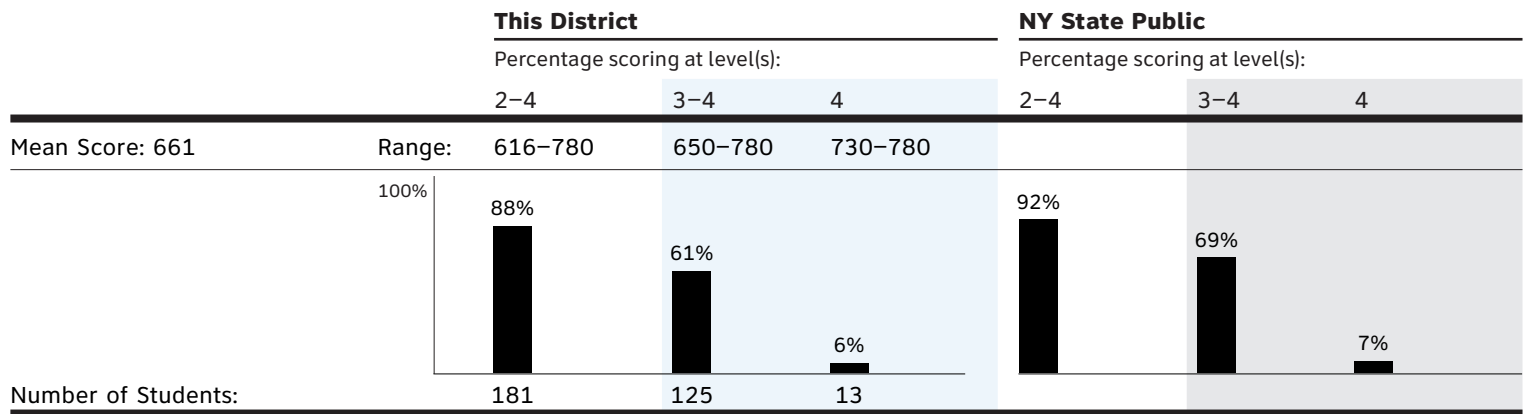
This District's N/RC Category:

Average Need Districts

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

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	206	88%	61%	6%				
Female	105	89%	64%	10%				
Male	101	87%	57%	3%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	13	92%	62%	8%				
Hispanic or Latino	8	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	181	87%	62%	7%	This test was not given in 2004-05.			
Small Group Totals	12	92%	42%	0%				
General-Education Students	173	95%	70%	8%				
Students with Disabilities	33	48%	12%	0%				
English Proficient	206	88%	61%	6%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	206	88%	61%	6%				
Migrant								
Not Migrant	206	88%	61%	6%				

NOTES

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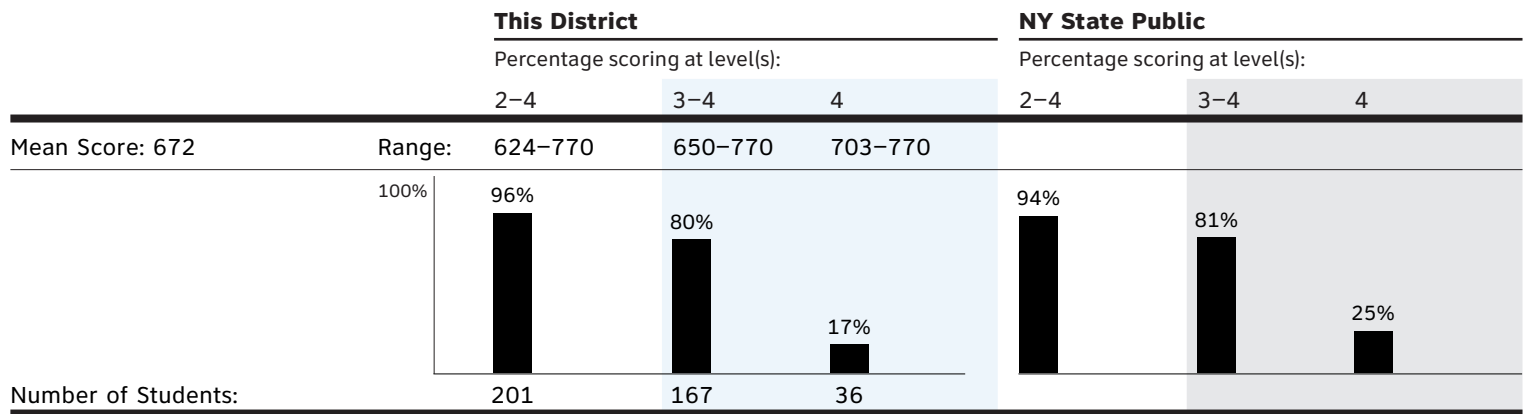
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210	96%	80%	17%				
Female	105	96%	80%	12%				
Male	105	95%	79%	22%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	12	92%	92%	8%				
Hispanic or Latino	10	70%	60%	10%				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	183	97%	81%	17%	This test was not given in 2004-05.			
Small Group Totals	5	100%	40%	40%				
General-Education Students	175	98%	85%	19%				
Students with Disabilities	35	86%	51%	9%				
English Proficient	210	96%	80%	17%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	210	96%	80%	17%				
Migrant								
Not Migrant	210	96%	80%	17%				

NOTES

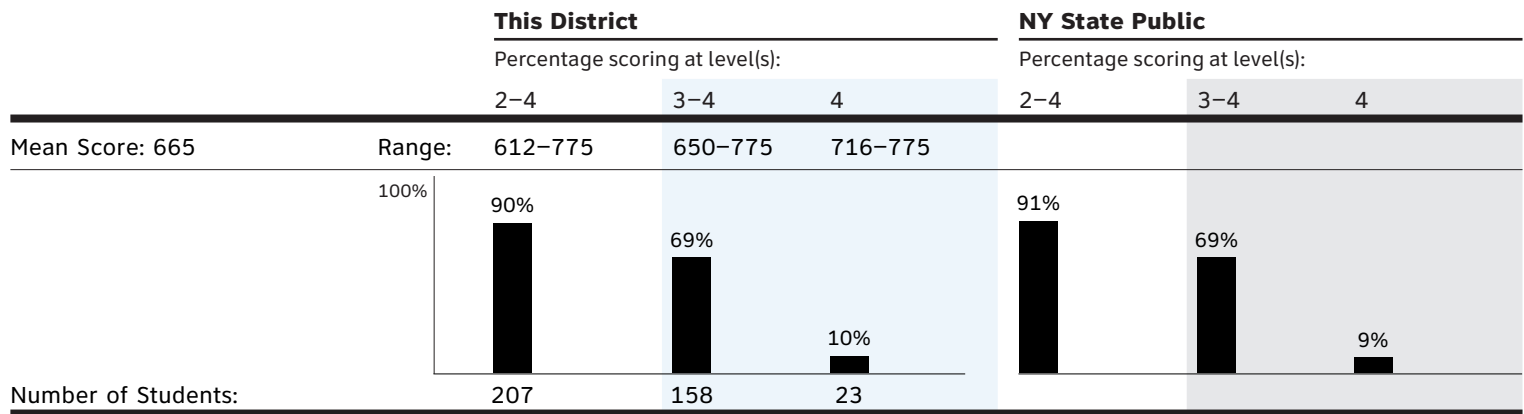
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	—	—	—	This test was not given in 2004-05.			

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	229	90%	69%	10%				
Female	105	93%	76%	15%				
Male	124	88%	63%	6%				
American Indian or Alaska Native								
Black or African American	8	88%	63%	13%				
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–				
White	213	91%	70%	10%				
Small Group Totals	8	75%	50%	13%				
General-Education Students	203	96%	75%	11%				
Students with Disabilities	26	50%	19%	0%				
English Proficient	229	90%	69%	10%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	229	90%	69%	10%				
Migrant								
Not Migrant	229	90%	69%	10%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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

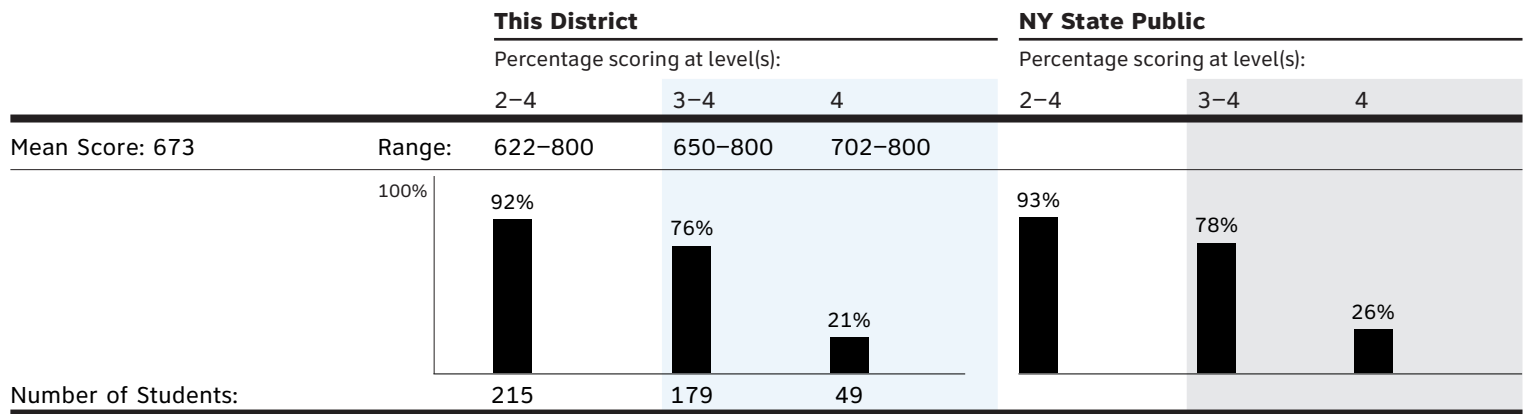
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	234	92%	76%	21%				
Female	106	94%	79%	21%				
Male	128	90%	74%	21%				
American Indian or Alaska Native								
Black or African American	8	100%	88%	13%				
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other	7	-	-	-				
Pacific Islander								
White	217	92%	76%	21%				
Small Group Totals	9	89%	78%	22%				
General-Education Students	206	97%	83%	23%				
Students with Disabilities	28	54%	29%	4%				
English Proficient	234	92%	76%	21%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	234	92%	76%	21%				
Migrant								
Not Migrant	234	92%	76%	21%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

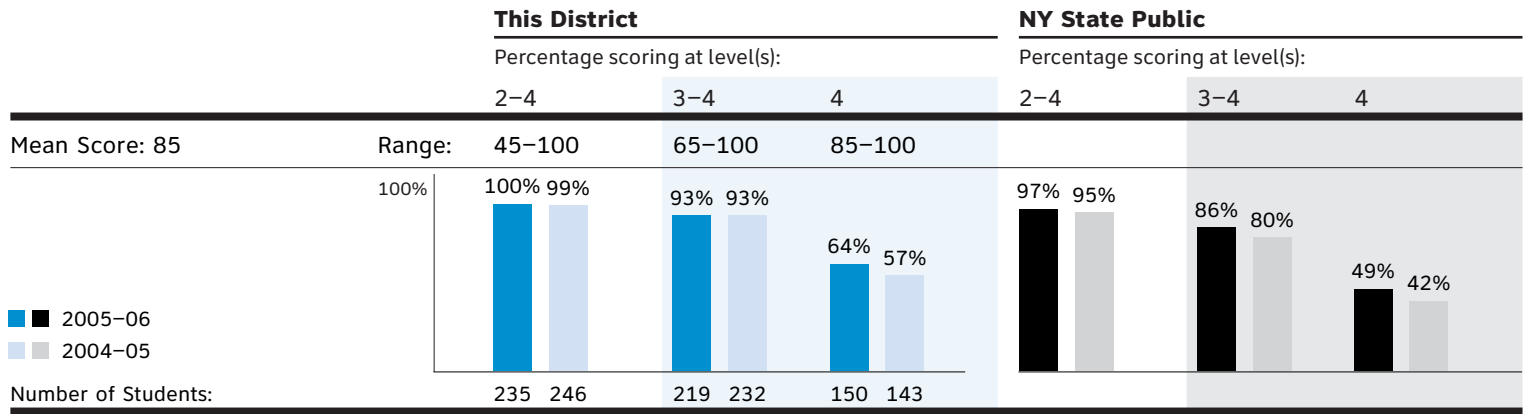
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	1	-	-	-

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	235	100%	93%	64%	249	99%	93%	57%
Female	107	100%	97%	68%	125	98%	92%	55%
Male	128	100%	90%	60%	124	100%	94%	60%
American Indian or Alaska Native								
Black or African American	8	100%	88%	63%	8	100%	75%	25%
Hispanic or Latino	2	—	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	3	—	—	—
White	218	100%	94%	65%	233	99%	94%	59%
Small Group Totals	9	100%	89%	44%	8	100%	100%	50%
General-Education Students	205	100%	96%	70%	228	100%	95%	61%
Students with Disabilities	30	100%	77%	20%	21	86%	71%	14%
English Proficient	235	100%	93%	64%	248	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged					45	100%	89%	36%
Not Disadvantaged	235	100%	93%	64%	204	99%	94%	62%
Migrant								
Not Migrant	235	100%	93%	64%	249	99%	93%	57%

NOTES

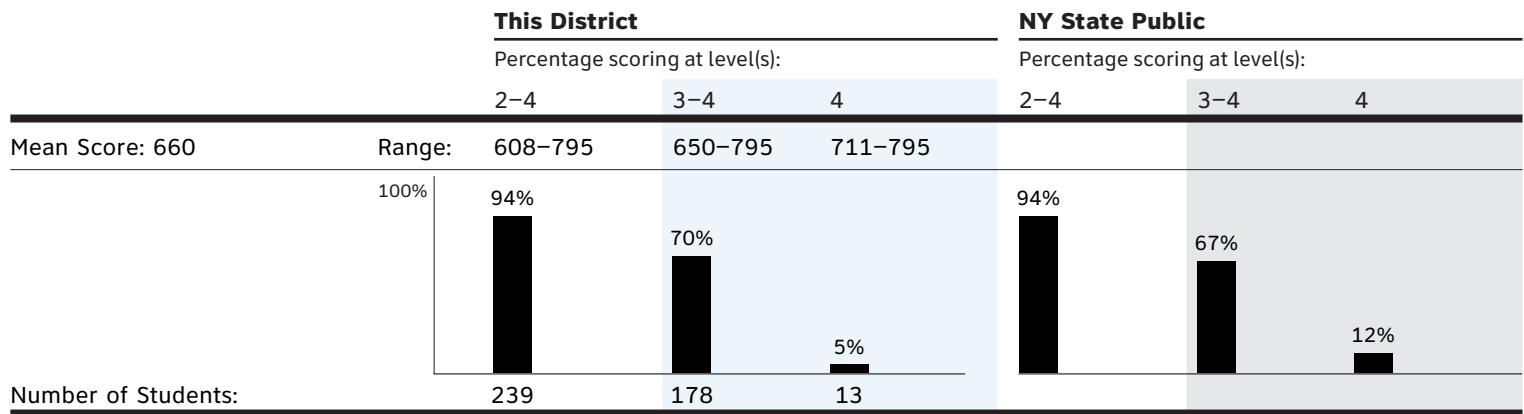
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	—	—	—	1	—	—	—

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	255	94%	70%	5%				
Female	127	93%	69%	3%				
Male	128	95%	70%	7%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	10	90%	30%	0%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	236	94%	72%	6%	This test was not given in 2004-05.			
Small Group Totals	9	100%	56%	0%				
General-Education Students	221	98%	79%	6%				
Students with Disabilities	34	65%	12%	0%				
English Proficient	255	94%	70%	5%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	255	94%	70%	5%				
Migrant								
Not Migrant	255	94%	70%	5%				

NOTES

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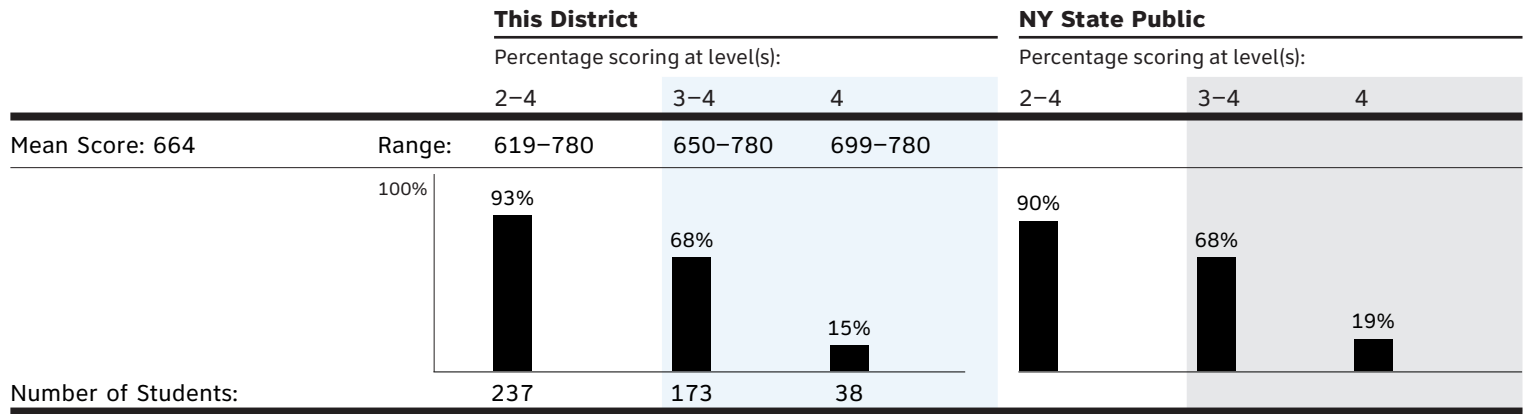
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	255	93%	68%	15%				
Female	126	92%	66%	14%				
Male	129	94%	70%	16%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	10	100%	70%	0%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	236	92%	68%	15%	This test was not given in 2004-05.			
Small Group Totals	9	100%	67%	22%				
General-Education Students	220	98%	76%	17%				
Students with Disabilities	35	60%	17%	0%				
English Proficient	255	93%	68%	15%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	255	93%	68%	15%				
Migrant								
Not Migrant	255	93%	68%	15%				

NOTES

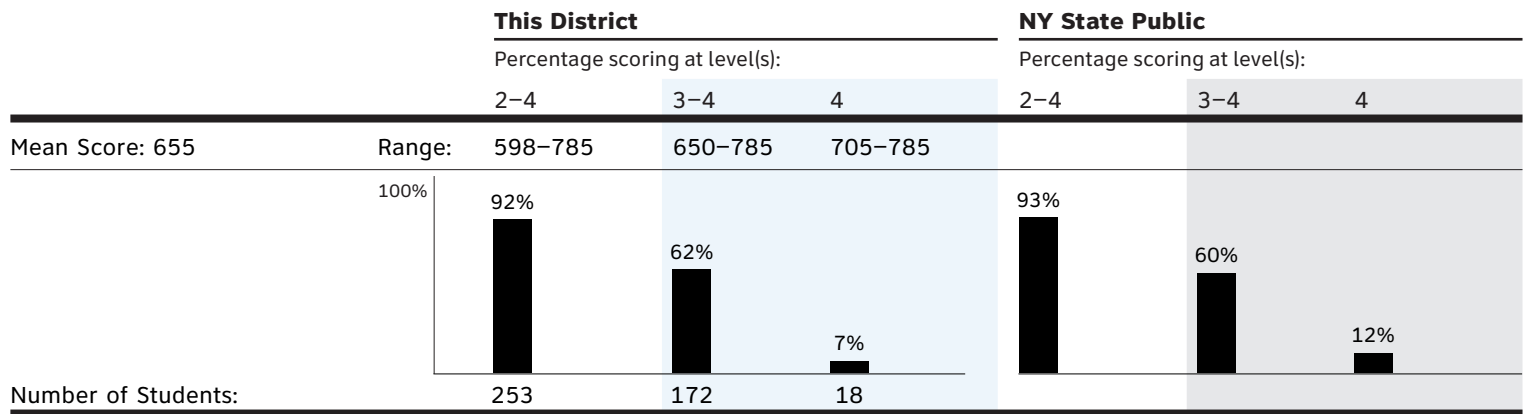
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	—	—	—	This test was not given in 2004-05.			

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	276	92%	62%	7%				
Female	127	95%	63%	5%				
Male	149	89%	62%	8%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	8	100%	63%	25%				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	258	91%	62%	6%	This test was not given in 2004-05.			
Small Group Totals	10	100%	60%	0%				
General-Education Students	246	97%	68%	7%				
Students with Disabilities	30	47%	17%	0%				
English Proficient	276	92%	62%	7%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	276	92%	62%	7%				
Migrant								
Not Migrant	276	92%	62%	7%				

NOTES

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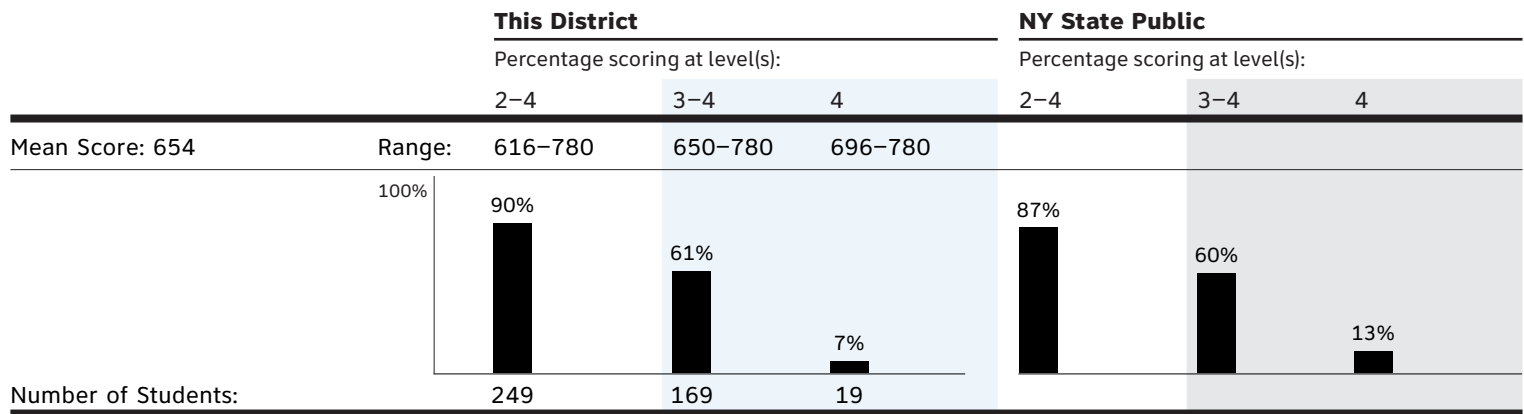
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 6	0							
					N/A	N/A	N/A	N/A

[†] Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	278	90%	61%	7%				
Female	127	90%	54%	3%				
Male	151	89%	67%	10%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	8	88%	50%	13%				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	260	89%	61%	7%	This test was not given in 2004-05.			
Small Group Totals	10	100%	60%	0%				
General-Education Students	247	94%	65%	8%				
Students with Disabilities	31	52%	26%	0%				
English Proficient	278	90%	61%	7%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	278	90%	61%	7%				
Migrant								
Not Migrant	278	90%	61%	7%				

NOTES

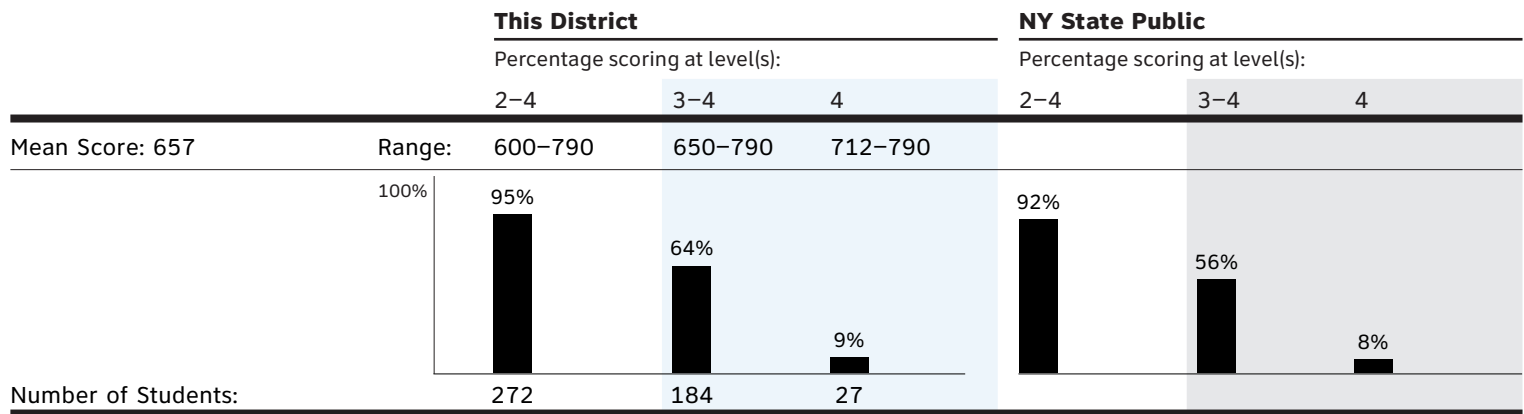
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	—	—	—	This test was not given in 2004-05.			

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	287	95%	64%	9%				
Female	148	96%	66%	11%				
Male	139	94%	62%	7%				
American Indian or Alaska Native								
Black or African American	8	100%	75%	13%				
Hispanic or Latino	7	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	268	94%	64%	9%	This test was not given in 2004-05.			
Small Group Totals	11	100%	64%	9%				
General-Education Students	262	97%	69%	10%				
Students with Disabilities	25	76%	12%	0%				
English Proficient	287	95%	64%	9%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	287	95%	64%	9%				
Migrant								
Not Migrant	287	95%	64%	9%				

NOTES

The - symbol indicates that data for a group of students has 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.

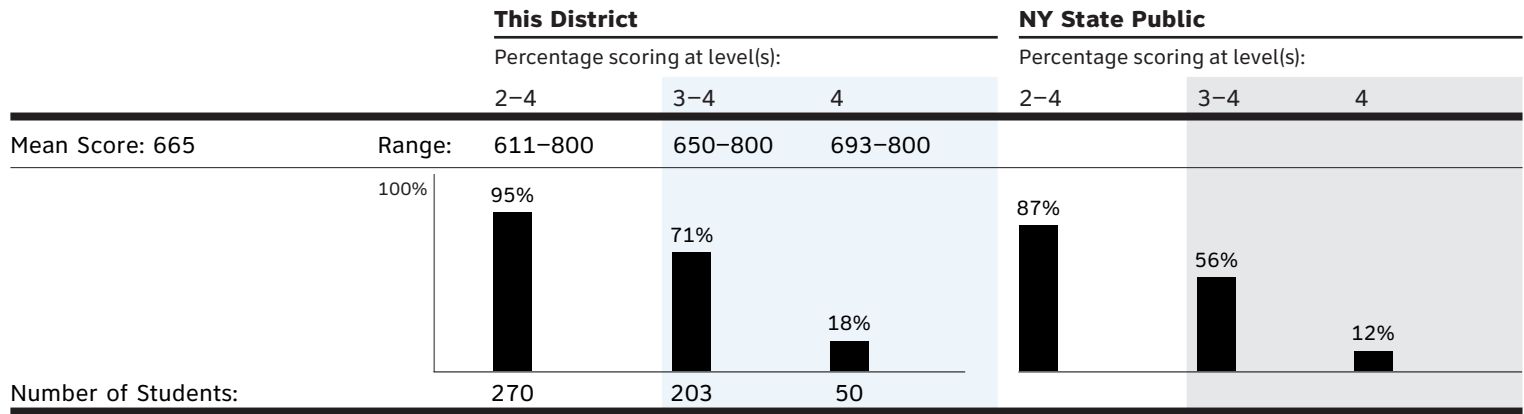
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0							
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	285	95%	71%	18%				
Female	148	95%	71%	20%				
Male	137	95%	72%	15%				
American Indian or Alaska Native								
Black or African American	6	—	—	—				
Hispanic or Latino	7	86%	43%	14%				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	268	95%	72%	18%	This test was not given in 2004-05.			
Small Group Totals	10	100%	60%	10%				
General-Education Students	260	97%	73%	19%				
Students with Disabilities	25	76%	48%	0%				
English Proficient	285	95%	71%	18%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	285	95%	71%	18%				
Migrant								
Not Migrant	285	95%	71%	18%				

NOTES

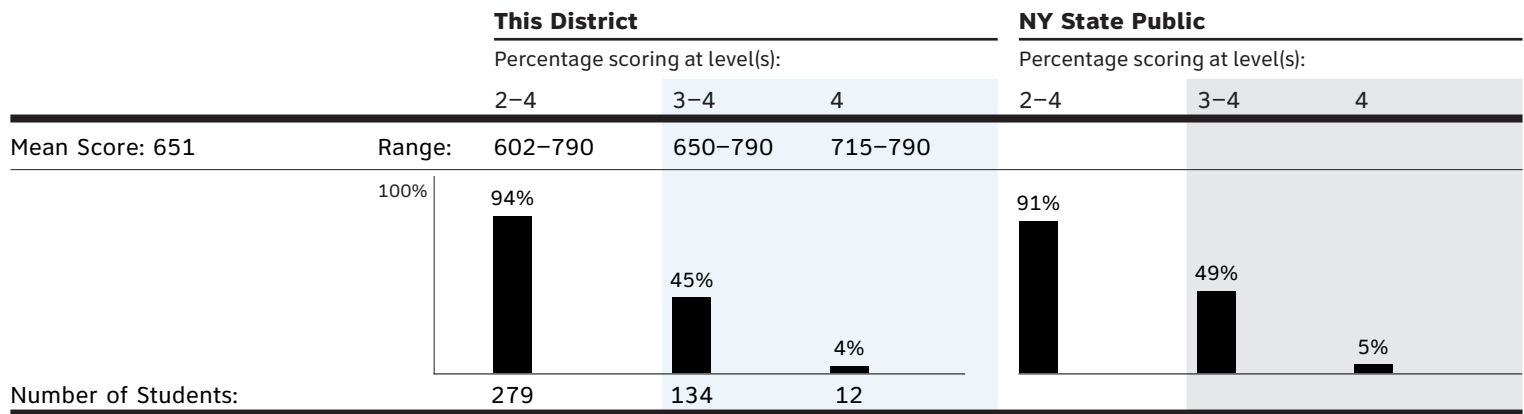
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	—	—	—	This test was not given in 2004-05.			

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	297	94%	45%	4%				
Female	147	96%	52%	5%				
Male	150	92%	38%	3%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	9	89%	22%	0%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	0%				
White	278	94%	47%	4%				
Small Group Totals	5	100%	0%	0%				
General-Education Students	280	95%	48%	4%				
Students with Disabilities	17	71%	6%	0%				
English Proficient	297	94%	45%	4%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	297	94%	45%	4%				
Migrant								
Not Migrant	297	94%	45%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The — symbol indicates that data for a group of students has 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.

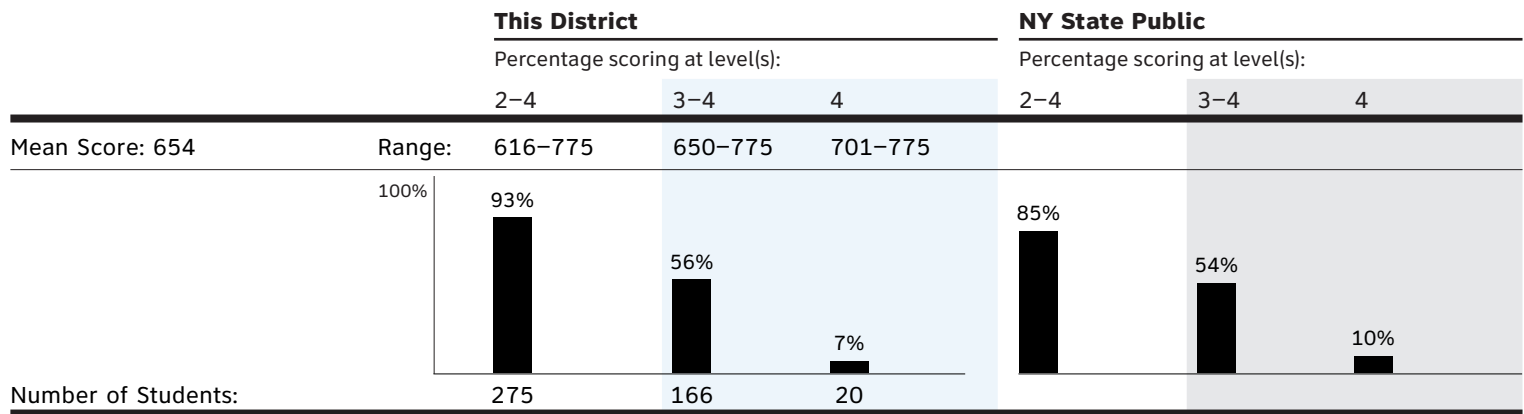
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 8	0				1	—	—	N/A

[†] Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	297	93%	56%	7%				
Female	147	93%	63%	9%				
Male	150	92%	49%	5%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	9	89%	22%	0%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%				
White	278	93%	57%	7%				
Small Group Totals	5	80%	40%	0%				
General-Education Students	281	93%	58%	7%				
Students with Disabilities	16	81%	13%	0%				
English Proficient	297	93%	56%	7%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	297	93%	56%	7%				
Migrant								
Not Migrant	297	93%	56%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

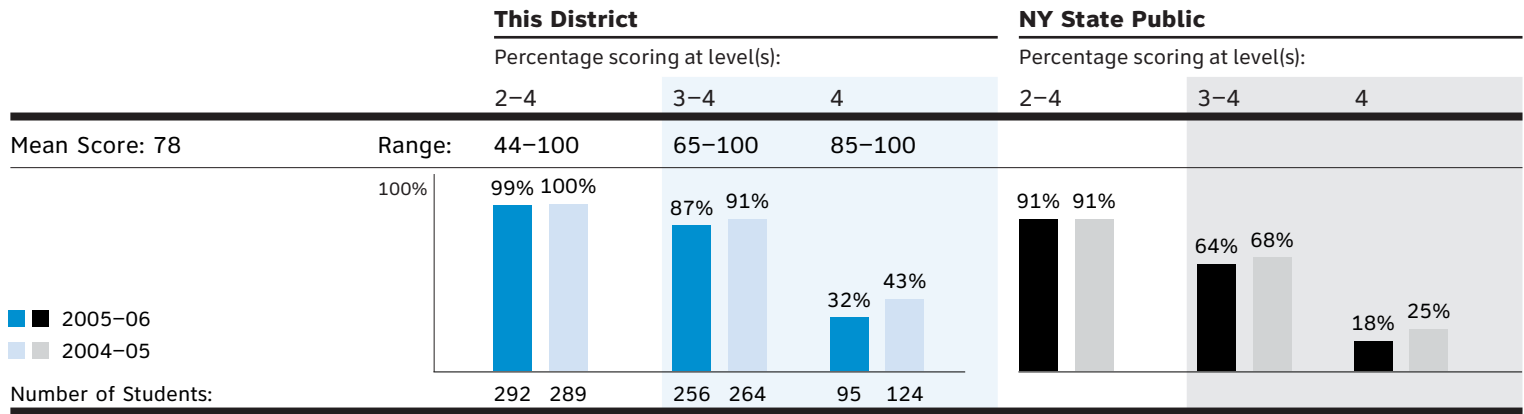
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	—	—	—

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	295	99%	87%	32%	290	100%	91%	43%
Female	147	99%	87%	31%	132	100%	89%	37%
Male	148	99%	86%	33%	158	99%	92%	47%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	9	89%	67%	11%	8	100%	88%	13%
Hispanic or Latino	4	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	4	—	—	—
White	276	99%	88%	34%	273	100%	91%	43%
Small Group Totals	5	100%	40%	0%	9	100%	100%	56%
General-Education Students	280	99%	89%	33%	264	100%	94%	46%
Students with Disabilities	15	100%	53%	13%	26	96%	58%	8%
English Proficient	295	99%	87%	32%	289	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged					39	97%	77%	21%
Not Disadvantaged	295	99%	87%	32%	251	100%	93%	46%
Migrant								
Not Migrant	295	99%	87%	32%	290	100%	91%	43%

NOTES

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Other Assessments

Other Assessments	2005-06 School Year				2004-05 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–
Regents Science	0				0			

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

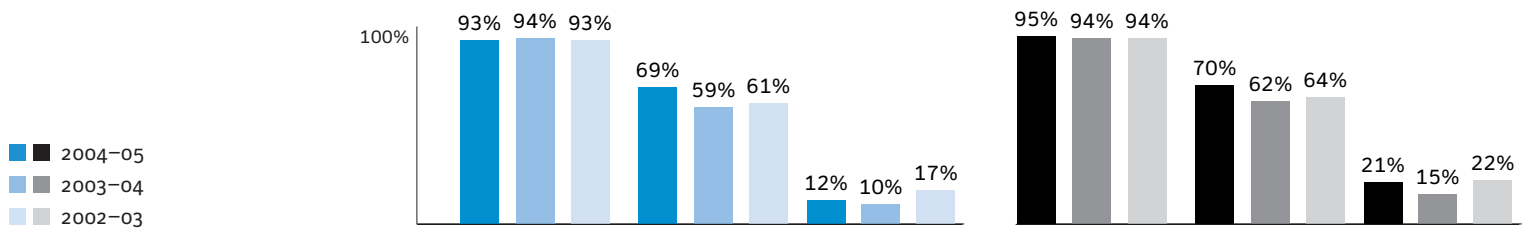
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	17	61	143	29	250	657
Feb 2004	15	87	122	24	248	652
Feb 2003	17	81	113	42	253	653

Grade 8

This School

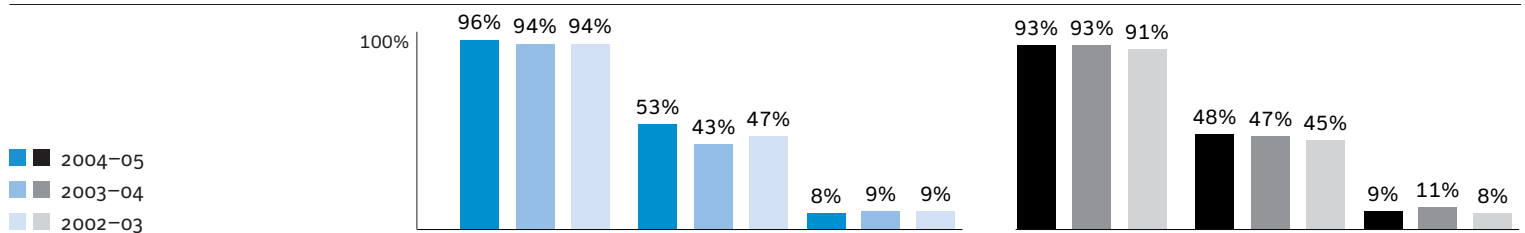
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	11	128	136	23	298	700
Jan 2004	17	139	94	25	275	697
Jan 2003	18	129	108	24	279	697

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

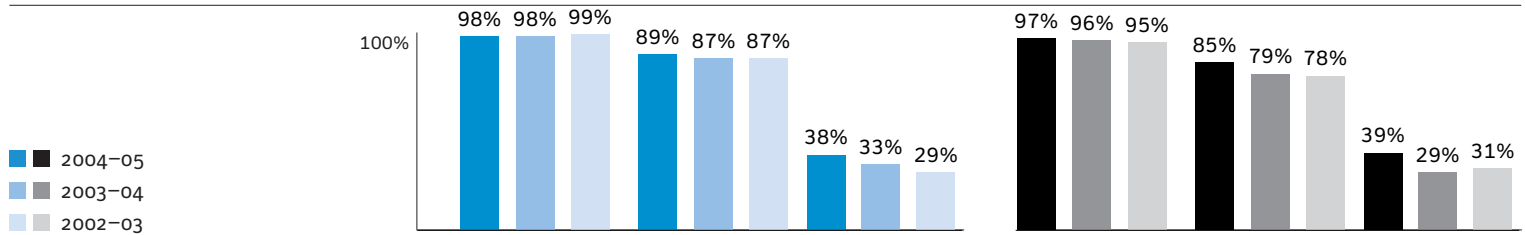
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	5	23	128	94	250	668
May 2004	5	28	133	81	247	668
May 2003	2	31	141	72	246	665

Grade 8

This School

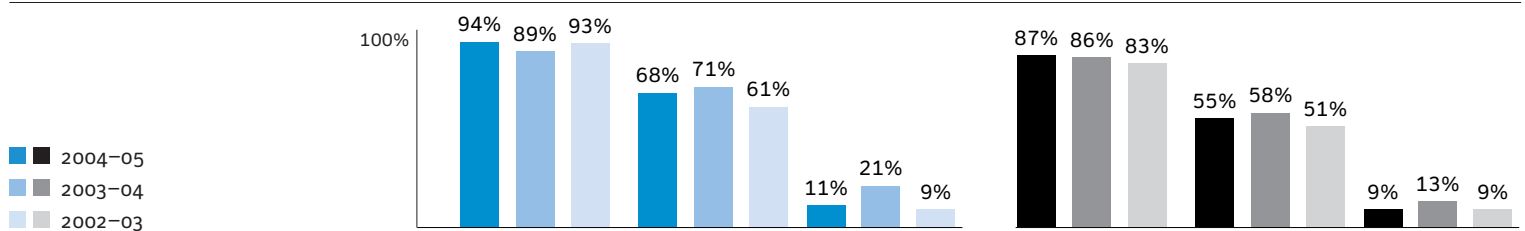
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

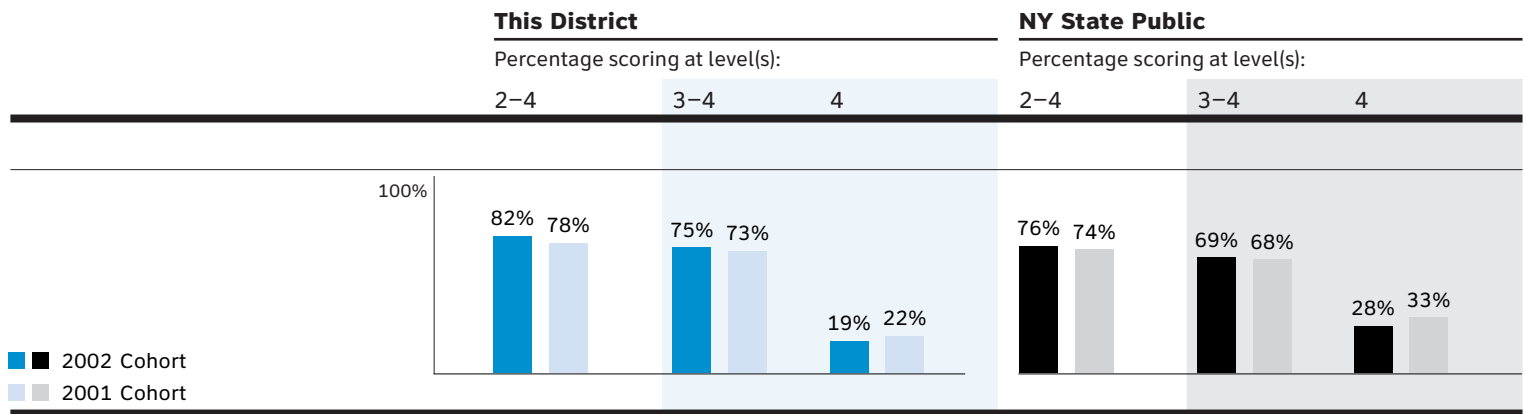


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	18	78	172	32	300	727
May 2004	29	50	134	56	269	731
May 2003	21	88	146	25	280	722

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	265	82%	75%	19%	285	78%	73%	22%
Female	132	84%	80%	22%	148	79%	75%	24%
Male	133	80%	71%	17%	137	76%	72%	21%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	6	67%	67%	17%	4	—	—	—
Hispanic or Latino	8	75%	63%	0%	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	4	—	—	—
White	245	82%	76%	20%	273	77%	73%	22%
Small Group Totals	6	83%	83%	17%	12	83%	75%	33%
General-Education Students	231	89%	83%	22%	267	81%	77%	24%
Students with Disabilities	34	35%	21%	0%	18	33%	17%	0%
English Proficient	265	82%	75%	19%	285	78%	73%	22%
Limited English Proficient								
Economically Disadvantaged	27	78%	63%	7%				
Not Disadvantaged	238	82%	76%	21%				
Migrant								
Not Migrant	265	82%	75%	19%				

NOTES

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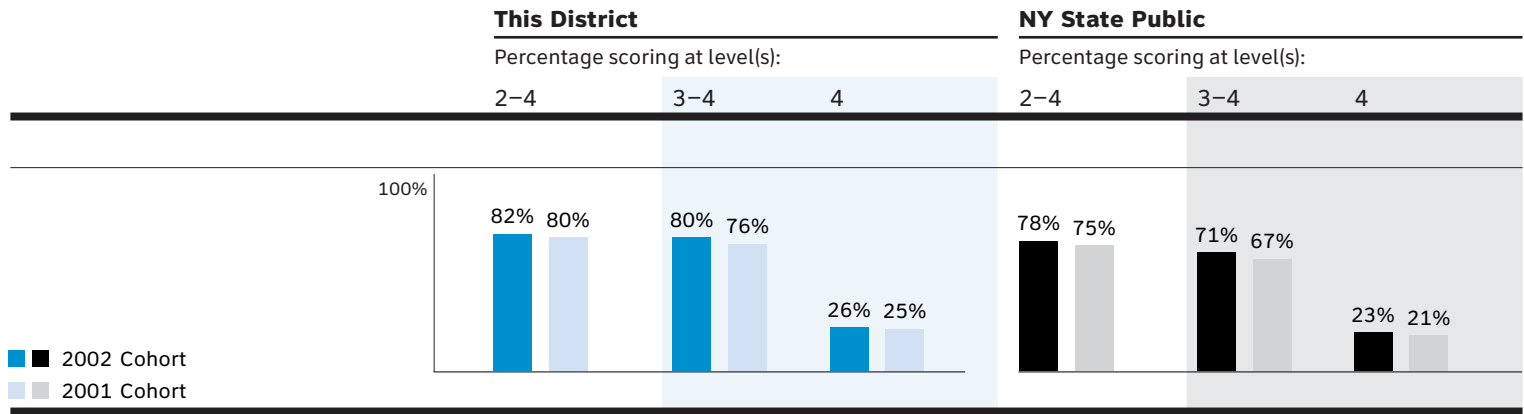
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	2	—	—	—	1	—	—	—

* 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.

District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	265	82%	80%	26%	285	80%	76%	25%
Female	132	85%	83%	28%	148	81%	76%	24%
Male	133	80%	77%	25%	137	79%	77%	26%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	6	83%	83%	17%	4	—	—	—
Hispanic or Latino	8	63%	63%	0%	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	4	—	—	—
White	245	83%	81%	28%	273	80%	77%	25%
Small Group Totals	6	83%	83%	17%	12	75%	75%	33%
General-Education Students	231	89%	88%	29%	267	83%	80%	26%
Students with Disabilities	34	35%	29%	6%	18	33%	28%	17%
English Proficient	265	82%	80%	26%	285	80%	76%	25%
Limited English Proficient								
Economically Disadvantaged	27	78%	78%	4%				
Not Disadvantaged	238	83%	81%	29%				
Migrant								
Not Migrant	265	82%	80%	26%				

NOTES

The — symbol indicates that data for a group of students has 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.

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	2	—	—	—	1	—	—	—

* 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.

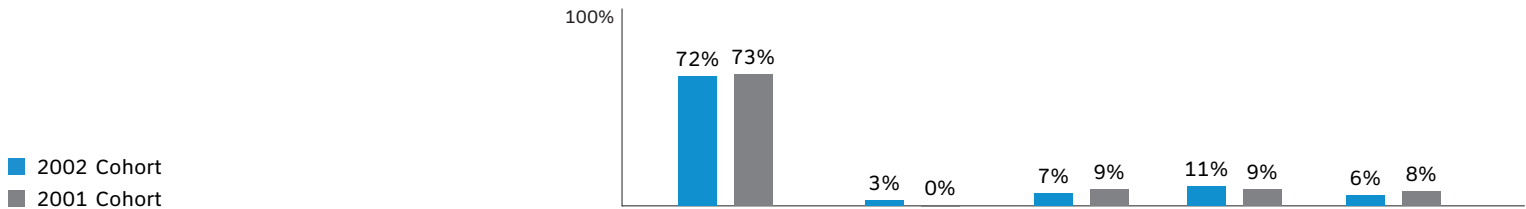
District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	265	72%	3%	7%	11%	6%
	2001	285	73%	0%	9%	9%	8%
Female	2002	132	77%	3%	5%	10%	5%
	2001	148	74%	0%	7%	9%	9%
Male	2002	133	68%	3%	9%	12%	8%
	2001	137	72%	1%	11%	9%	7%
American Indian or Alaska Native	2002	2	—	—	—	—	—
	2001	1	—	—	—	—	—
Black or African American	2002	6	50%	0%	17%	0%	33%
	2001	4	—	—	—	—	—
Hispanic or Latino	2002	8	63%	0%	0%	13%	25%
	2001	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2002	4	—	—	—	—	—
	2001	4	—	—	—	—	—
White	2002	245	73%	3%	7%	11%	5%
	2001	273	73%	0%	10%	10%	8%
Small Group Totals	2002	6	67%	0%	0%	17%	17%
	2001	12	83%	0%	0%	0%	17%
General-Education Students	2002	231	79%	0%	6%	8%	7%
	2001	267	76%	0%	8%	8%	8%
Students with Disabilities	2002	34	29%	24%	12%	32%	3%
	2001	18	28%	6%	22%	28%	17%
English Proficient	2002	265	72%	3%	7%	11%	6%
	2001	285	73%	0%	9%	9%	8%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	27	52%	7%	19%	19%	4%
Not Disadvantaged	2002	238	75%	3%	6%	10%	7%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	265	72%	3%	7%	11%	6%

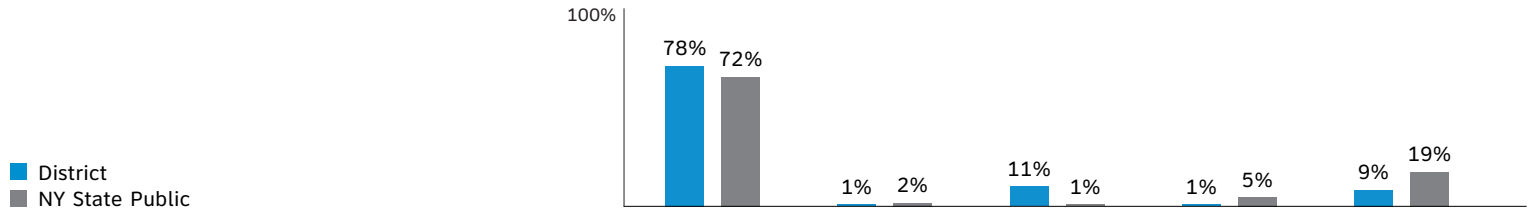
NOTES

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District **ROTTERDAM-MOHONASEN CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	292	78%	1%	11%	1%	9%
Female	146	82%	0%	8%	0%	10%
Male	146	75%	2%	14%	1%	8%
American Indian or Alaska Native	1	—	—	—	—	—
Black or African American	4	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	100%	0%	0%	0%	0%
White	278	78%	1%	11%	1%	9%
Small Group Totals	9	67%	0%	22%	0%	11%
General-Education Students	276	80%	0%	11%	1%	9%
Students with Disabilities	16	44%	19%	19%	0%	19%
English Proficient	291	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—
Economically Disadvantaged	26	69%	0%	23%	4%	4%
Not Disadvantaged	266	79%	1%	10%	0%	10%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	292	78%	1%	11%	1%	9%

NOTES

The — symbol indicates that data for a group of students has 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.