

New York State District Report Card Comprehensive Information Report

BEDS Code: 22-03-01-06-0000

Name: Indian River Central School District

Superintendent: Mr. Roger W. Adams

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	352	356	342
First	331	321	339
Second	316	281	301
Third	320	290	286
Fourth	284	303	289
Fifth	268	280	295
Sixth	274	263	278
Ungraded Elementary	0	10	0
Seventh	253	276	259
Eighth	209	249	248
Ninth	265	212	273
Tenth	200	225	183
Eleventh	197	206	207
Twelfth	153	171	178
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3422	3443	3478

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	98	2.9%	83	2.4%	80	2.3%
Black (Not Hispanic)	460	13.4%	490	14.2%	486	14.0%
Hispanic	253	7.4%	244	7.1%	254	7.3%
White (Not Hispanic)	2611	76.3%	2626	76.3%	2658	76.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	17
Common Branch	19	18	20
English Grade 8	16	18	20
Mathematics Grade 8	19	19	15
Science Grade 8	19	21	15
Social Studies Grade 8	17	18	20
English Grade 10	16	16	14
Mathematics Grade 10	18	16	18
Science Grade 10	19	18	16
Social Studies Grade 10	15	17	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	171	5.0%	141	4.1%	148	4.3%
Eligible for Free Lunch	888	26.0%	1206	35.0%	886	25.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.2%		94.8%
Student Suspensions	223	6.1%	186	5.4%	195	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	21.9%	17.5%	18.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	309
Total Other Professional Staff	43
Total Paraprofessionals	179
Teaching Out of Certification*	16
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	125	53	42%	146	66	45%	152	79	52%
Students with Disabilities	18	1	6%	9	2	22%	16	3	19%
All Students	143	54	38%	155	68	44%	168	82	49%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	38	71	1	15	37	6
Percent	23%	42%	1%	9%	22%	4%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
16	3	4	20

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			32		32	
	Entered GED Program*			0		0	
	Total Noncompleters			32		32	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			0		0	
	Total Noncompleters			1		5	
All Students	Dropped Out	16	2.0%	33	4.1%	37	4.4%
	Entered GED Program*	22	2.7%	0	0.0%	0	0.0%
	Total Noncompleters	38	4.7%	33	4.1%	37	4.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		778	0
	Number of Students with Disabilities		18	0
	Number of All Students		796	0
	Percent of Enrollment		98%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	88%	0	0%	18	78%
German	26	100%	0	0%	72	99%
Italian	0	0%	0	0%	0	0%
Latin	6	83%	0	0%	17	76%
Spanish	100	68%	0	0%	89	90%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	7	100%	3	#
Science	21	86%	6	100%	4	#
Reading	0	0%	2	#	2	#
Writing	0	0%	2	#	2	#
Global Studies	6	83%	0	0%	0	0%
U.S. Hist & Gov't	28	68%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	64%	17	59%	25	64%
Science	33	52%	16	75%	30	47%
Reading	10	60%	13	0%	7	71%
Writing	10	60%	14	79%	7	71%
Global Studies	7	29%	0	0%	0	0%
U.S. Hist & Gov't	16	62%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	191	189	199	13	18	23
Number Scoring 55–100	188	178	168	11	14	14
Number Scoring 65–100	170	146	144	7	7	10
Number Scoring 85–100	28	44	42	0	0	0
Percentage of Tested Scoring 55–100	98%	94%	84%	85%	78%	61%
Percentage of Tested Scoring 65–100	89%	77%	72%	54%	39%	43%
Percentage of Tested Scoring 85–100	15%	23%	21%	0%	0%	0%
Mathematics A						
Number Tested	78	238	252	20	26	22
Number Scoring 55–100	34	191	207	4	15	13
Number Scoring 65–100	16	151	172	2	9	6
Number Scoring 85–100	3	39	31	0	0	0
Percentage of Tested Scoring 55–100	44%	80%	82%	20%	58%	59%
Percentage of Tested Scoring 65–100	21%	63%	68%	10%	35%	27%
Percentage of Tested Scoring 85–100	4%	16%	12%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	69	0	0	1
Number Scoring 55–100	0	0	52	0	0	#
Number Scoring 65–100	0	0	41	0	0	#
Number Scoring 85–100	0	0	4	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	227	208	189	34	28	22
Number Scoring 55–100	225	194	156	32	24	14
Number Scoring 65–100	207	165	143	24	15	12
Number Scoring 85–100	67	41	49	2	0	2
Percentage of Tested Scoring 55–100	99%	93%	83%	94%	86%	64%
Percentage of Tested Scoring 65–100	91%	79%	76%	71%	54%	55%
Percentage of Tested Scoring 85–100	30%	20%	26%	6%	0%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	165	187	199	9	14	23
Number Scoring 55–100	147	174	184	9	14	20
Number Scoring 65–100	115	130	158	7	7	14
Number Scoring 85–100	31	25	53	1	0	0
Percentage of Tested Scoring 55–100	89%	93%	92%	100%	100%	87%
Percentage of Tested Scoring 65–100	70%	70%	79%	78%	50%	61%
Percentage of Tested Scoring 85–100	19%	13%	27%	11%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	150	205	202	9	29	20
Number Scoring 55–100	148	204	181	9	29	14
Number Scoring 65–100	144	185	155	8	20	10
Number Scoring 85–100	34	45	25	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	90%	100%	100%	70%
Percentage of Tested Scoring 65–100	96%	90%	77%	89%	69%	50%
Percentage of Tested Scoring 85–100	23%	22%	12%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	167	129	141	14	6	5
Number Scoring 55–100	162	128	133	14	5	5
Number Scoring 65–100	152	125	122	11	5	4
Number Scoring 85–100	67	57	58	2	1	0
Percentage of Tested Scoring 55–100	97%	99%	94%	100%	83%	100%
Percentage of Tested Scoring 65–100	91%	97%	87%	79%	83%	80%
Percentage of Tested Scoring 85–100	40%	44%	41%	14%	17%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		98	80		4	2
Number Scoring 55–100		90	78		#	#
Number Scoring 65–100		55	59		#	#
Number Scoring 85–100		7	6		#	#
Percentage of Tested Scoring 55–100		92%	97%		#	#
Percentage of Tested Scoring 65–100		56%	74%		#	#
Percentage of Tested Scoring 85–100		7%	7%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	15	15	11	0	0	0
Number Scoring 55–100	15	14	10	0	0	0
Number Scoring 65–100	15	12	10	0	0	0
Number Scoring 85–100	3	2	3	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	80%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	13%	27%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	9	9	12	0	0	0
Number Scoring 55–100	9	9	12	0	0	0
Number Scoring 65–100	9	9	12	0	0	0
Number Scoring 85–100	3	6	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	67%	67%	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	59	89	45	0	1	0
Number Scoring 55–100	59	88	42	0	#	0
Number Scoring 65–100	54	82	41	0	#	0
Number Scoring 85–100	18	26	22	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	92%	91%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	29%	49%	0%	#	0%
Comprehensive Latin						
Number Tested	12	12	4	0	0	0
Number Scoring 55–100	12	12	#	0	0	0
Number Scoring 65–100	11	12	#	0	0	0
Number Scoring 85–100	6	2	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	17%	#	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	176	1	0	13	1	0
Number Scoring 55–100	157	#	0	8	#	0
Number Scoring 65–100	140	#	0	5	#	0
Number Scoring 85–100	63	#	0	1	#	0
Percentage of Tested Scoring 55–100	89%	#	0%	62%	#	0%
Percentage of Tested Scoring 65–100	80%	#	0%	38%	#	0%
Percentage of Tested Scoring 85–100	36%	#	0%	8%	#	0%
Sequential Mathematics, Course III						
Number Tested	97	86	0	3	1	0
Number Scoring 55–100	81	81	0	#	#	0
Number Scoring 65–100	67	72	0	#	#	0
Number Scoring 85–100	28	30	0	#	#	0
Percentage of Tested Scoring 55–100	84%	94%	0%	#	#	0%
Percentage of Tested Scoring 65–100	69%	84%	0%	#	#	0%
Percentage of Tested Scoring 85–100	29%	35%	0%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	100%	76	96%	49	92%
Students with Disabilities	17	94%	14	86%	17	65%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	241	3%	12%	68%	17%
	Students with Disabilities	35	6%	43%	49%	3%
	All Students	276	3%	16%	65%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	194	1%	30%	62%	7%
	Students with Disabilities	40	20%	68%	13%	0%
	All Students	234	4%	37%	53%	6%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 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	162	162	162	23	23	23	185	185	185
Number Scoring 55–64	10	24	10	2	6	1	12	30	11
Number Scoring 65–84	80	86	85	15	7	14	95	93	99
Number Scoring 85–100	52	23	44	1	0	0	53	23	44
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)