

# New York State District Report Card Comprehensive Information Report

BEDS Code: 22-03-01-06-0000  
 Name: Indian River Central School District  
 Superintendent: Roger W. Adams

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	356	342	307
First	321	339	312
Second	281	301	317
Third	290	286	285
Fourth	303	289	278
Fifth	280	295	259
Sixth	263	278	268
Ungraded Elementary	10	0	0
Seventh	276	259	283
Eighth	249	248	224
Ninth	212	273	260
Tenth	225	183	238
Eleventh	206	207	166
Twelfth	171	178	180
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3443	3478	3377

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	83	2.4%	80	2.3%	78	2.3%
Black (Not Hispanic)	490	14.2%	486	14.0%	435	12.9%
Hispanic	244	7.1%	254	7.3%	263	7.8%
White (Not Hispanic)	2626	76.3%	2658	76.4%	2601	77.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	17	18
Common Branch	18	20	19
English Grade 8	18	20	12
Mathematics Grade 8	19	15	12
Science Grade 8	21	15	12
Social Studies Grade 8	18	20	12
English Grade 10	16	14	17
Mathematics Grade 10	16	18	16
Science Grade 10	18	16	22
Social Studies Grade 10	17	18	18

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	141	4.1%	148	4.3%	189	5.6%
<b>Eligible for Free Lunch</b>	1206	35.0%	886	25.5%	821	24.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.2%		94.8%		94.8%
<b>Student Suspensions</b>	186	5.4%	195	5.7%	185	5.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	17.5%	18.1%	18.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	310
Total Other Professional Staff	41
Total Paraprofessionals	176
Teaching Out of Certification*	5

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	146	66	45%	152	79	52%	150	94	63%
Students with Disabilities	9	2	22%	16	3	19%	20	4	20%
All Students	155	68	44%	168	82	49%	170	98	58%

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

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	54	69	1	10	30	6
Percent	32%	41%	1%	6%	18%	4%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
20	4	8	28

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	32		32		25	3.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	32		32		25	3.5%
Students with Disabilities	Dropped Out	1		5		5	3.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		5		5	3.5%
All Students	Dropped Out	33	4.1%	37	4.4%	30	3.5%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	33	4.1%	37	4.4%	30	3.5%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	468
	Number of Students with Disabilities	0	0	67
	Number of All Students	0	0	535
	Percent of Enrollment	0%	0%	69%
9-12	Number of General-Education Students	778	0	712
	Number of Students with Disabilities	18	0	132
	Number of All Students	796	0	844
	Percent of Enrollment	98%	0%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	22	100%	77%
Completed and had Course Average of 75% or More	17	77%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	22		
Completed and Were Successfully Placed	21	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	7	41%	19%

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

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

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	18	78%	39	56%
German	0	0%	72	99%	39	97%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	17	76%	5	80%
Spanish	0	0%	89	90%	90	63%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	100%
German	0	0%	0	0%	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	1	#
Science	6	100%	4	#	0	0%
Reading	2	#	2	#	1	#
Writing	2	#	2	#	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	59%	25	64%	37	59%
Science	16	75%	30	47%	34	65%
Reading	13	0%	7	71%	18	22%
Writing	14	79%	7	71%	17	94%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	1	#	3	#	6	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	189	199	149	18	23	16
Number Scoring 55-100	178	168	134	14	14	11
Number Scoring 65-100	146	144	108	7	10	8
Number Scoring 85-100	44	42	27	0	0	0
Percentage of Tested Scoring 55-100	94%	84%	90%	78%	61%	69%
Percentage of Tested Scoring 65-100	77%	72%	72%	39%	43%	50%
Percentage of Tested Scoring 85-100	23%	21%	18%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	238	252	231	26	22	21
Number Scoring 55-100	191	207	222	15	13	18
Number Scoring 65-100	151	172	202	9	6	15
Number Scoring 85-100	39	31	49	0	0	1
Percentage of Tested Scoring 55-100	80%	82%	96%	58%	59%	86%
Percentage of Tested Scoring 65-100	63%	68%	87%	35%	27%	71%
Percentage of Tested Scoring 85-100	16%	12%	21%	0%	0%	5%
<b>Mathematics B</b>						
Number Tested	0	69	85	0	1	5
Number Scoring 55-100	0	52	78	0	#	5
Number Scoring 65-100	0	41	66	0	#	3
Number Scoring 85-100	0	4	11	0	#	0
Percentage of Tested Scoring 55-100	0%	75%	92%	0%	#	100%
Percentage of Tested Scoring 65-100	0%	59%	78%	0%	#	60%
Percentage of Tested Scoring 85-100	0%	6%	13%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	208	189	203	28	22	15
Number Scoring 55-100	194	156	182	24	14	14
Number Scoring 65-100	165	143	140	15	12	5
Number Scoring 85-100	41	49	51	0	2	1
Percentage of Tested Scoring 55-100	93%	83%	90%	86%	64%	93%
Percentage of Tested Scoring 65-100	79%	76%	69%	54%	55%	33%
Percentage of Tested Scoring 85-100	20%	26%	25%	0%	9%	7%
<b>U.S. History and Government</b>						
Number Tested	187	199	146	14	23	17
Number Scoring 55-100	174	184	125	14	20	12
Number Scoring 65-100	130	158	110	7	14	7
Number Scoring 85-100	25	53	39	0	0	3
Percentage of Tested Scoring 55-100	93%	92%	86%	100%	87%	71%
Percentage of Tested Scoring 65-100	70%	79%	75%	50%	61%	41%
Percentage of Tested Scoring 85-100	13%	27%	27%	0%	0%	18%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	205	202	221	29	20	21
Number Scoring 55-100	204	181	205	29	14	11
Number Scoring 65-100	185	155	187	20	10	9
Number Scoring 85-100	45	25	34	0	0	0
Percentage of Tested Scoring 55-100	100%	90%	93%	100%	70%	52%
Percentage of Tested Scoring 65-100	90%	77%	85%	69%	50%	43%
Percentage of Tested Scoring 85-100	22%	12%	15%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	129	141	126	6	5	14
Number Scoring 55-100	128	133	110	5	5	10
Number Scoring 65-100	125	122	98	5	4	8
Number Scoring 85-100	57	58	30	1	0	0
Percentage of Tested Scoring 55-100	99%	94%	87%	83%	100%	71%
Percentage of Tested Scoring 65-100	97%	87%	78%	83%	80%	57%
Percentage of Tested Scoring 85-100	44%	41%	24%	17%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	98	80	82	4	2	2
Number Scoring 55-100	90	78	77	#	#	#
Number Scoring 65-100	55	59	60	#	#	#
Number Scoring 85-100	7	6	9	#	#	#
Percentage of Tested Scoring 55-100	92%	97%	94%	#	#	#
Percentage of Tested Scoring 65-100	56%	74%	73%	#	#	#
Percentage of Tested Scoring 85-100	7%	7%	11%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			11			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			8%			0%

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

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	15	11	20	0	0	0
Number Scoring 55-100	14	10	20	0	0	0
Number Scoring 65-100	12	10	20	0	0	0
Number Scoring 85-100	2	3	9	0	0	0
Percentage of Tested Scoring 55-100	93%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	13%	27%	45%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	9	12	27	0	0	0
Number Scoring 55-100	9	12	27	0	0	0
Number Scoring 65-100	9	12	25	0	0	0
Number Scoring 85-100	6	8	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	67%	48%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	89	45	36	1	0	0
Number Scoring 55-100	88	42	36	#	0	0
Number Scoring 65-100	82	41	35	#	0	0
Number Scoring 85-100	26	22	24	#	0	0
Percentage of Tested Scoring 55-100	99%	93%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	92%	91%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	29%	49%	67%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	12	4	5	0	0	0
Number Scoring 55-100	12	#	4	0	0	0
Number Scoring 65-100	12	#	4	0	0	0
Number Scoring 85-100	2	#	3	0	0	0
Percentage of Tested Scoring 55-100	100%	#	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	17%	#	60%	0%	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	86	0	0	1	0	0
Number Scoring 55-100	81	0	0	#	0	0
Number Scoring 65-100	72	0	0	#	0	0
Number Scoring 85-100	30	0	0	#	0	0
Percentage of Tested Scoring 55-100	94%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	35%	0%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	76	96%	49	92%	40	98%
Students with Disabilities	14	86%	17	65%	12	67%

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

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	215	6%	7%	58%	30%
	Students with Disabilities	45	29%	27%	42%	2%
	All Students	260	10%	10%	55%	25%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	180	2%	38%	51%	9%
	Students with Disabilities	39	18%	54%	26%	3%
	All Students	219	5%	41%	47%	8%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	154	154	154	22	22	22	176	176	176
Number Scoring 55–64	9	14	5	2	6	4	11	20	9
Number Scoring 65–84	94	73	82	15	9	13	109	82	95
Number Scoring 85–100	38	49	59	1	0	1	39	49	60
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			40			5
Beginning (0-18)			0			0
Intermediate (19-31)			9			4
Advanced (32-36)			20			1
Proficient (37-39)			11			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			40			5
Beginning (0-14)			6			2
Intermediate (15-24)			5			2
Advanced (25-32)			22			1
Proficient (33-35)			7			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			44			13
Beginning (0-18)			2			1
Intermediate (19-31)			6			4
Advanced (32-36)			19			5
Proficient (37-39)			17			3
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			44			13
Beginning (0-14)			12			9
Intermediate (15-24)			11			2
Advanced (25-32)			16			1
Proficient (33-35)			5			1
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			23			8
Beginning (0-18)			1			1
Intermediate (19-31)			1			1
Advanced (32-36)			5			2
Proficient (37-39)			16			4
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			23			8
Beginning (0-14)			2			2
Intermediate (15-24)			8			5
Advanced (25-32)			12			1
Proficient (33-35)			1			0

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

(Form - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			4			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			4			2
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

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

(Form - L)