

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	342	307	336
First	339	312	294
Second	301	317	304
Third	286	285	321
Fourth	289	278	311
Fifth	295	259	269
Sixth	278	268	267
Ungraded Elementary	0	0	0
Seventh	259	283	269
Eighth	248	224	257
Ninth	273	260	252
Tenth	183	238	242
Eleventh	207	166	193
Twelfth	178	180	167
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3478	3377	3482

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	80	2.3%	78	2.3%	89	2.6%
Black (Not Hispanic)	486	14.0%	435	12.9%	479	13.8%
Hispanic	254	7.3%	263	7.8%	288	8.3%
White (Not Hispanic)	2658	76.4%	2601	77.0%	2626	75.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	18	20
Common Branch	20	19	20
English Grade 8	20	12	13
Mathematics Grade 8	15	12	13
Science Grade 8	15	12	13
Social Studies Grade 8	20	12	14
English Grade 10	14	17	15
Mathematics Grade 10	18	16	16
Science Grade 10	16	22	21
Social Studies Grade 10	18	18	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	148	4.3%	189	5.6%	155	4.5%
Eligible for Free Lunch	886	25.5%	821	24.3%	850	24.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.8%		93.9%
Student Suspensions	195	5.7%	185	5.3%	233	6.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	18.1%	18.5%	25.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	303
Total Other Professional Staff	43
Total Paraprofessionals	153
Teaching Out of Certification*	4

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	152	150	130
	Regents Diplomas	79	94	102
	% Regents Diplomas	52%	63%	78%
	Regents Diplomas with Advanced Designation**			29
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	16	20	12
	Regents Diplomas	3	4	6
	% Regents Diplomas	19%	20%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	8	10
All Students	Total Graduates*	168	170	142
	Regents Diplomas	82	98	108
	% Regents Diplomas	49%	58%	76%
	Regents Diplomas with Advanced Designation**			29
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	4	8	10

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

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

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	38	62	4	4	15	0	0	7
	Percent	29%	48%	3%	3%	12%	0%	0%	5%
Students with Disabilities	Number	0	7	1	1	2	0	0	1
	Percent	0%	58%	8%	8%	17%	0%	0%	8%
All Students	Number	38	69	5	5	17	0	0	8
	Percent	27%	49%	4%	4%	12%	0%	0%	6%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	32		25	3.5%	16	2.2%
	Entered GED Program*	0		0	0.0%	1	0.1%
	Total Noncompleters	32		25	3.5%	17	2.3%
Students with Disabilities	Dropped Out	5		5	3.5%	7	4.9%
	Entered GED Program*	0		0	0.0%	1	0.7%
	Total Noncompleters	5		5	3.5%	8	5.6%
All Students	Dropped Out	37	4.4%	30	3.5%	23	2.6%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.2%
	Total Noncompleters	37	4.4%	30	3.5%	25	2.9%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	468	440
	Number of Students with Disabilities	0	67	86
	Number of All Students	0	535	526
	Percent of Enrollment	0%	69%	66%
9-12	Number of General-Education Students	0	712	708
	Number of Students with Disabilities	0	132	146
	Number of All Students	0	844	854
	Percent of Enrollment	0%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	10		
Completed and Passed Regents Exams	9	90%	80%
Completed and had Course Average of 75% or More	6	60%	82%
Completed and Attained a HS Diploma or Equivalent	10	100%	96%
Completed and Whose Status is Known	10		
Completed and Were Successfully Placed	10	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	5	29%	25%
Underrepresented Gender Members Who Completed	1	20%	19%

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

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

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	78%	39	56%	47	77%
German	72	99%	39	97%	38	97%
Italian	0	0%	0	0%	0	0%
Latin	17	76%	5	80%	15	80%
Spanish	89	90%	90	63%	108	85%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	1	#	0	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	4	#
Science	4	#	0	0%	4	#
Reading	2	#	1	#	1	#
Writing	2	#	2	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	3	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	37	59%	40	50%
Science	30	47%	34	65%	36	56%
Reading	7	71%	18	22%	7	71%
Writing	7	71%	17	94%	7	57%
Global Studies	0	0%	4	#	5	60%
U.S. Hist & Gov't	3	#	6	50%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	199	149	190	23	16	17
Number Scoring 55-100	168	134	180	14	11	15
Number Scoring 65-100	144	108	152	10	8	8
Number Scoring 85-100	42	27	40	0	0	0
Percentage of Tested Scoring 55-100	84%	90%	95%	61%	69%	88%
Percentage of Tested Scoring 65-100	72%	72%	80%	43%	50%	47%
Percentage of Tested Scoring 85-100	21%	18%	21%	0%	0%	0%
Mathematics A						
Number Tested	252	231	267	22	21	34
Number Scoring 55-100	207	222	259	13	18	29
Number Scoring 65-100	172	202	229	6	15	24
Number Scoring 85-100	31	49	35	0	1	0
Percentage of Tested Scoring 55-100	82%	96%	97%	59%	86%	85%
Percentage of Tested Scoring 65-100	68%	87%	86%	27%	71%	71%
Percentage of Tested Scoring 85-100	12%	21%	13%	0%	5%	0%
Mathematics B						
Number Tested	69	85	91	1	5	1
Number Scoring 55-100	52	78	74	#	5	#
Number Scoring 65-100	41	66	67	#	3	#
Number Scoring 85-100	4	11	11	#	0	#
Percentage of Tested Scoring 55-100	75%	92%	81%	#	100%	#
Percentage of Tested Scoring 65-100	59%	78%	74%	#	60%	#
Percentage of Tested Scoring 85-100	6%	13%	12%	#	0%	#
Global History and Geography						
Number Tested	189	203	254	22	15	31
Number Scoring 55-100	156	182	225	14	14	22
Number Scoring 65-100	143	140	188	12	5	15
Number Scoring 85-100	49	51	48	2	1	0
Percentage of Tested Scoring 55-100	83%	90%	89%	64%	93%	71%
Percentage of Tested Scoring 65-100	76%	69%	74%	55%	33%	48%
Percentage of Tested Scoring 85-100	26%	25%	19%	9%	7%	0%
U.S. History and Government						
Number Tested	199	146	196	23	17	17
Number Scoring 55-100	184	125	177	20	12	14
Number Scoring 65-100	158	110	145	14	7	9
Number Scoring 85-100	53	39	68	0	3	2
Percentage of Tested Scoring 55-100	92%	86%	90%	87%	71%	82%
Percentage of Tested Scoring 65-100	79%	75%	74%	61%	41%	53%
Percentage of Tested Scoring 85-100	27%	27%	35%	0%	18%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	202	221	159	20	21	9
Number Scoring 55-100	181	205	148	14	11	8
Number Scoring 65-100	155	187	136	10	9	7
Number Scoring 85-100	25	34	40	0	0	1
Percentage of Tested Scoring 55-100	90%	93%	93%	70%	52%	89%
Percentage of Tested Scoring 65-100	77%	85%	86%	50%	43%	78%
Percentage of Tested Scoring 85-100	12%	15%	25%	0%	0%	11%
Physical Setting/Earth Science						
Number Tested	141	126	214	5	14	20
Number Scoring 55-100	133	110	198	5	10	13
Number Scoring 65-100	122	98	178	4	8	11
Number Scoring 85-100	58	30	64	0	0	1
Percentage of Tested Scoring 55-100	94%	87%	93%	100%	71%	65%
Percentage of Tested Scoring 65-100	87%	78%	83%	80%	57%	55%
Percentage of Tested Scoring 85-100	41%	24%	30%	0%	0%	5%
Physical Setting/Chemistry						
Number Tested	80	82	95	2	2	4
Number Scoring 55-100	78	77	89	#	#	#
Number Scoring 65-100	59	60	60	#	#	#
Number Scoring 85-100	6	9	9	#	#	#
Percentage of Tested Scoring 55-100	97%	94%	94%	#	#	#
Percentage of Tested Scoring 65-100	74%	73%	63%	#	#	#
Percentage of Tested Scoring 85-100	7%	11%	9%	#	#	#
Physical Setting/Physics						
Number Tested		12	21		0	0
Number Scoring 55-100		12	20		0	0
Number Scoring 65-100		11	19		0	0
Number Scoring 85-100		1	8		0	0
Percentage of Tested Scoring 55-100		100%	95%		0%	0%
Percentage of Tested Scoring 65-100		92%	90%		0%	0%
Percentage of Tested Scoring 85-100		8%	38%		0%	0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	11	20	11	0	0	0
Number Scoring 55-100	10	20	11	0	0	0
Number Scoring 65-100	10	20	11	0	0	0
Number Scoring 85-100	3	9	2	0	0	0
Percentage of Tested Scoring 55-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	45%	18%	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	12	27	39	0	0	0
Number Scoring 55-100	12	27	39	0	0	0
Number Scoring 65-100	12	25	38	0	0	0
Number Scoring 85-100	8	13	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	48%	56%	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	45	36	47	0	0	0
Number Scoring 55-100	42	36	47	0	0	0
Number Scoring 65-100	41	35	47	0	0	0
Number Scoring 85-100	22	24	38	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	67%	81%	0%	0%	0%
Comprehensive Latin						
Number Tested	4	5	11	0	0	0
Number Scoring 55-100	#	4	11	0	0	0
Number Scoring 65-100	#	4	9	0	0	0
Number Scoring 85-100	#	3	1	0	0	0
Percentage of Tested Scoring 55-100	#	80%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	80%	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	60%	9%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	225	3%	5%	61%	31%
	Students with Disabilities	40	20%	8%	65%	8%
	All Students	265	6%	5%	62%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	210	2%	20%	56%	22%
	Students with Disabilities	42	10%	55%	36%	0%
	All Students	252	3%	26%	53%	18%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	128	128	128	27	27	27	155	155	155
Number Scoring 55–64	11	10	7	5	4	1	16	14	8
Number Scoring 65–84	57	65	69	7	4	7	64	69	76
Number Scoring 85–100	38	37	43	1	2	1	39	39	44
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		40	36		5	7
Beginning		0	2		0	1
Intermediate		9	4		4	2
Advanced		20	17		1	3
Proficient		11	13		0	1
Reading and Writing (Grade K-1)						
Number Tested		40	36		5	7
Beginning		6	10		2	3
Intermediate		5	16		2	3
Advanced		22	4		1	0
Proficient		7	6		0	1
Listening and Speaking (Grade 2-4)						
Number Tested		44	42		13	10
Beginning		2	0		1	0
Intermediate		6	1		4	1
Advanced		19	27		5	8
Proficient		17	14		3	1
Reading and Writing (Grade 2-4)						
Number Tested		44	42		13	10
Beginning		12	1		9	1
Intermediate		11	12		2	8
Advanced		16	18		1	1
Proficient		5	11		1	0
Listening and Speaking (Grade 5-6)						
Number Tested		23	22		8	5
Beginning		1	1		1	0
Intermediate		1	1		1	1
Advanced		5	8		2	2
Proficient		16	12		4	2
Reading and Writing (Grade 5-6)						
Number Tested		23	22		8	5
Beginning		2	2		2	1
Intermediate		8	2		5	2
Advanced		12	10		1	2
Proficient		1	8		0	0

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

(Form - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		4	12		2	5
Beginning		#	0		#	0
Intermediate		#	1		#	0
Advanced		#	5		#	2
Proficient		#	6		#	3
Reading and Writing (Grade 7-8)						
Number Tested		4	12		2	5
Beginning		#	1		#	0
Intermediate		#	2		#	1
Advanced		#	6		#	3
Proficient		#	3		#	1
Listening and Speaking (Grade 9-12)						
Number Tested		4	7		0	1
Beginning		#	0		0	#
Intermediate		#	3		0	#
Advanced		#	2		0	#
Proficient		#	2		0	#
Reading and Writing (Grade 9-12)						
Number Tested		4	7		0	1
Beginning		#	0		0	#
Intermediate		#	1		0	#
Advanced		#	4		0	#
Proficient		#	2		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)