



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **INDIAN RIVER CENTRAL SCHOOL
DISTRICT**

District ID **220301060000**

Superintendent **JAMES KETRICK**

Telephone **(315) 642-3481**

Grades **K-12**

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 **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

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	307	336	370
Grade 1	312	294	316
Grade 2	317	304	292
Grade 3	285	321	297
Grade 4	278	311	290
Grade 5	259	269	304
Grade 6	268	267	276
Ungraded Elementary	0	0	0
Grade 7	283	269	291
Grade 8	224	257	249
Grade 9	260	252	272
Grade 10	238	242	217
Grade 11	166	193	225
Grade 12	180	167	191
Ungraded Secondary	0	0	0
Total K-12	3377	3482	3590

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	19	20	21
Grade 8			
English	12	13	20
Mathematics	12	13	20
Science	12	13	21
Social Studies	12	14	20
Grade 10			
English	17	15	16
Mathematics	16	16	14
Science	22	21	23
Social Studies	18	18	20

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.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	821	24%	850	24%	887	25%
Reduced-Price Lunch	623	18%	900	26%	670	19%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	189	6%	155	4%	114	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	22	1%	24	1%	21	1%
Black or African American	435	13%	479	14%	494	14%
Hispanic or Latino	263	8%	288	8%	291	8%
Asian or Native Hawaiian/Other Pacific Islander	56	2%	65	2%	83	2%
White	2601	77%	2626	75%	2701	75%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		94%
Student Suspensions	185	N/A	233	7%	174	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 INDIAN RIVER CENTRAL SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	798	763	1027
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	2	2	1
Percent with No Valid Teaching Certificate	1%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	5	4	1
Percentage of Total	2%	1%	0%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	12%	13%	15%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	310	303	277
Total Other Professional Staff	31	34	29
Total Paraprofessionals*	176	153	130
Assistant Principals	2	1	3
Principals	8	8	7

* 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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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:

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

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.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

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	✓ ^{SH}	✓		–	–	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 3 of 3	✓ 3 of 3	✓ 1 of 1

AYP Status

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


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

























Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 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 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 (1670:1582)			100%		160	119	
Ethnicity							
American Indian or Alaska Native (9:8)	–	–	–	–	–	–	–
Black or African American (229:211)			100%		159	114	
Hispanic or Latino (122:113)			100%		161	112	
Asian or Native Hawaiian/Other Pacific Islander (44:42)			100%		171	107	
White (1266:1208)			100%		160	119	
Other Groups							
Students with Disabilities ⁴ (314:299)			99%		113	116	98 122
Limited English Proficient (33:32)		–	–		169	105	
Economically Disadvantaged (772:720)			99%		153	118	
Final AYP Determination	 8 of 8						

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

























Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8 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 (1657:1531)			99%		157	83	
Ethnicity							
American Indian or Alaska Native (9:8)	–	–	–	–	–	–	–
Black or African American (226:200)			99%		144	78	
Hispanic or Latino (121:109)			100%		166	76	
Asian or Native Hawaiian/Other Pacific Islander (42:39)			100%		167	70	
White (1259:1175)			99%		158	83	
Other Groups							
Students with Disabilities ⁴ (316:292)			98%		117	80	
Limited English Proficient (32:31)		–	–		129	69	
Economically Disadvantaged (793:715)			99%		147	82	
Final AYP Determination	 8 of 8						

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**














Elementary/Middle-Level Science

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

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 (506:453)		Qualified		97%		189	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (62:54)		Qualified		98%		183	100	
Hispanic or Latino (33:31)		–	–	–		187	100	
Asian or Native Hawaiian/Other Pacific Islander (10:8)	–	–	–	–	–	–	–	–
White (399:358)		Qualified		97%		191	100	
Other Groups								
Students with Disabilities (93:81)		Qualified		95%		179	100	
Limited English Proficient (9:9)	–	–	–	–	–	–	–	–
Economically Disadvantaged (221:191)		Qualified		97%		186	100	
Final AYP Determination		1 of 1						

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.


AYP Status

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**











Secondary-Level English Language Arts

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

Accountability Measures 3 of 3 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 (179:184)			97%		163	146	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (25:19)	–	–	–	–	–	–	–
Hispanic or Latino (8:9)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:4)	–	–	–	–	–	–	–
White (143:152)			97%		161	146	
Other Groups							
Students with Disabilities (17:25)	–	–	–	–	–	–	–
Limited English Proficient (1:0)	–	–	–	–	–	–	–
Economically Disadvantaged (46:46)			96%		150	140	
Final AYP Determination	 3 of 3						

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**











Secondary-Level Mathematics

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

Accountability Measures 3 of 3 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	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
(12th Graders: 2002 Cohort) ¹							
All Students (179:184)			98%		171	138	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (25:19)	–	–	–	–	–	–	–
Hispanic or Latino (8:9)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:4)	–	–	–	–	–	–	–
White (143:152)			97%		170	138	
Other Groups							
Students with Disabilities (17:25)	–	–	–	–	–	–	–
Limited English Proficient (1:0)	–	–	–	–	–	–	–
Economically Disadvantaged (46:46)			98%		170	132	
Final AYP Determination	 3 of 3						

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**






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		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (157)			73%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (9)	–	–	–	–	–	–
Hispanic or Latino (5)	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1)	–	–	–	–	–	–
White (142)			72%	55%		
Other Groups						
Students with Disabilities (27)	–	–	–	–	–	–
Limited English Proficient (1)	–	–	–	–	–	–
Economically Disadvantaged (48)			75%	55%		
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 **INDIAN RIVER 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

Good Standing

6 schools identified 75% of total

ANTWERP PRIMARY SCHOOL
CALCIUM PRIMARY SCHOOL
EVANS MILLS PRIMARY SCHOOL
INDIAN RIVER MIDDLE SCHOOL
PHILADELPHIA PRIMARY SCHOOL
THERESA PRIMARY SCHOOL

Improvement (Year1)

1 school identified 13% of total

INDIAN RIVER INTERMEDIATE SCHOOL

Requiring Academic Progress (Year 1)















1 school identified 13% of total



INDIAN RIVER HIGH SCHOOL


District **INDIAN RIVER 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	66%			295
Grade 4	67%			261
Grade 5	72%			279
Grade 6	62%			274
Grade 7	59%			266
Grade 8	58%			236
Mathematics				
Grade 3	83%			295
Grade 4	77%			264
Grade 5	64%			283
Grade 6	49%			278
Grade 7	50%			262
Grade 8	57%			237
Science				
Grade 4	92%			260
Grade 8	86%			207

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	64%			239
Mathematics	68%			239

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	64%			239

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:

High Need/Resource Rural Districts

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 667	Range: 616-780			650-780 730-780		
Number of Students:	275	194	18			

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	93%	66%	6%				
Female	143	95%	70%	6%				
Male	152	91%	62%	7%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	43	93%	63%	2%				
Hispanic or Latino	26	92%	77%	4%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	215	93%	65%	7%	This test was not given in 2004-05.			
Small Group Totals	11	91%	73%	0%				
General-Education Students	236	98%	77%	7%				
Students with Disabilities	59	75%	20%	2%				
English Proficient	293	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	147	90%	59%	3%				
Not Disadvantaged	148	97%	72%	9%				
Migrant								
Not Migrant	295	93%	66%	6%				

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.

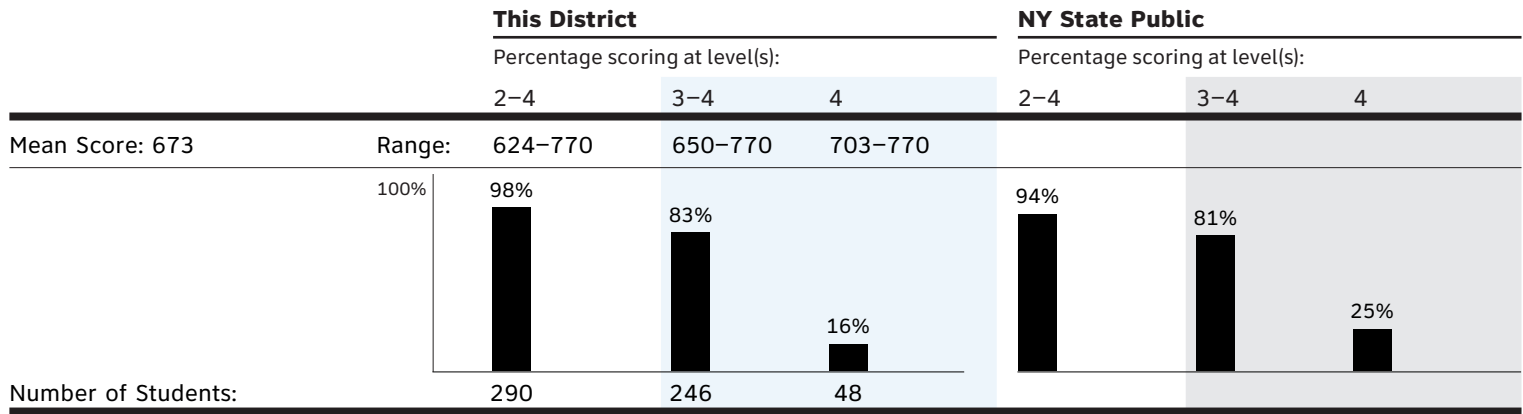
Other Assessments

	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 3 Equivalent	10	9	9	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	7	7	6	N/A	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 **INDIAN RIVER 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	295	98%	83%	16%				
Female	147	98%	82%	14%				
Male	148	99%	85%	18%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	43	98%	74%	16%				
Hispanic or Latino	29	93%	79%	17%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	213	99%	85%	16%	This test was not given in 2004-05.			
Small Group Totals	10	100%	90%	20%				
General-Education Students	238	99%	88%	20%				
Students with Disabilities	57	95%	65%	2%				
English Proficient	287	99%	84%	17%				
Limited English Proficient	8	88%	50%	0%				
Economically Disadvantaged	154	97%	78%	13%				
Not Disadvantaged	141	99%	89%	20%				
Migrant								
Not Migrant	295	98%	83%	16%				

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	10	9	8	7	This test was not given in 2004-05.			

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 665	612-775	650-775	716-775			
Number of Students:	249	174	15			

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	261	95%	67%	6%				
Female	131	98%	73%	8%				
Male	130	93%	61%	4%				
American Indian or Alaska Native								
Black or African American	30	90%	67%	7%				
Hispanic or Latino	20	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	208	96%	66%	5%				
Small Group Totals	23	100%	74%	13%				
General-Education Students	215	97%	75%	7%				
Students with Disabilities	46	87%	26%	2%				
English Proficient	261	95%	67%	6%				
Limited English Proficient								
Economically Disadvantaged	109	92%	60%	4%				
Not Disadvantaged	152	98%	72%	7%				
Migrant								
Not Migrant	261	95%	67%	6%				

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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	5	5	5	N/A	14	11	7	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 **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 670	Range: 622-800			650-800			702-800		
Number of Students:	247	204	40						

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	264	94%	77%	15%				
Female	130	95%	79%	15%				
Male	134	92%	75%	15%				
American Indian or Alaska Native								
Black or African American	30	97%	63%	3%				
Hispanic or Latino	18	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	212	93%	79%	16%				
Small Group Totals	22	91%	82%	27%				
General-Education Students	218	96%	84%	17%				
Students with Disabilities	46	83%	46%	4%				
English Proficient	259	94%	78%	15%				
Limited English Proficient	5	80%	60%	0%				
Economically Disadvantaged	117	88%	71%	9%				
Not Disadvantaged	147	98%	82%	20%				
Migrant								
Not Migrant	264	94%	77%	15%				

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

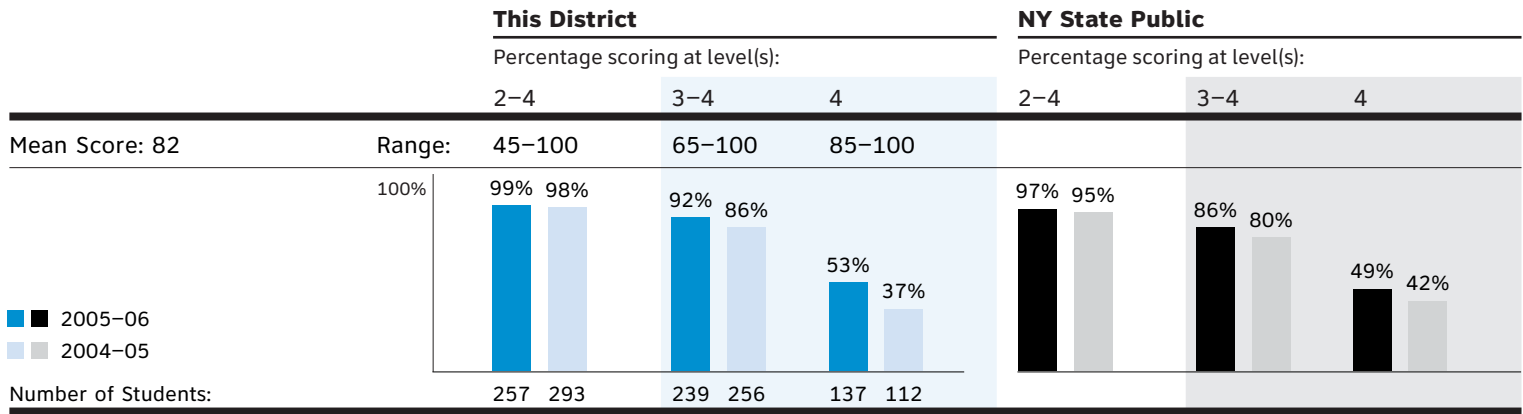
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Other Assessments

	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	4	-	-	-	1	-	-	-

District **INDIAN RIVER 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	260	99%	92%	53%	299	98%	86%	37%
Female	130	100%	94%	51%	136	98%	87%	36%
Male	130	98%	90%	55%	163	98%	85%	39%
American Indian or Alaska Native					2	-	-	-
Black or African American	30	100%	83%	37%	44	98%	80%	30%
Hispanic or Latino	17	-	-	-	25	92%	72%	32%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	-	-	-
White	209	99%	93%	54%	220	99%	89%	41%
Small Group Totals	21	95%	90%	67%	10	90%	80%	10%
General-Education Students	214	99%	93%	57%	251	98%	88%	40%
Students with Disabilities	46	98%	89%	33%	48	96%	75%	23%
English Proficient	255	99%	93%	53%	285	99%	87%	39%
Limited English Proficient	5	100%	60%	20%	14	86%	57%	7%
Economically Disadvantaged	114	98%	89%	43%	151	97%	79%	30%
Not Disadvantaged	146	99%	95%	60%	148	99%	92%	45%
Migrant					2	-	-	-
Not Migrant	260	99%	92%	53%	297	-	-	-

NOTES

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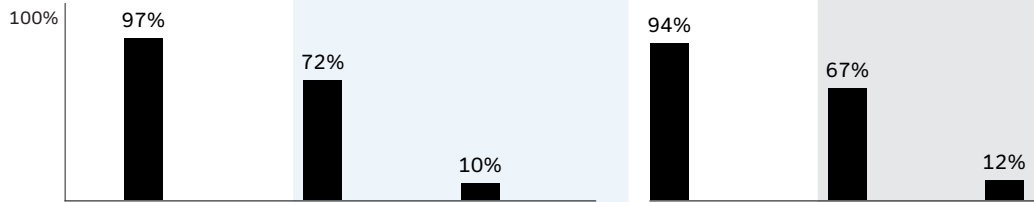
Other Assessments

	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	4	-	-	-	1	-	-	-

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 666	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	271	202	27			



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	279	97%	72%	10%				
Female	129	96%	78%	10%				
Male	150	98%	67%	9%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	33	97%	70%	0%				
Hispanic or Latino	19	100%	79%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	220	97%	72%	12%	This test was not given in 2004-05.			
Small Group Totals	7	100%	71%	0%				
General-Education Students	235	98%	79%	11%				
Students with Disabilities	44	93%	36%	5%				
English Proficient	277	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	127	96%	67%	7%				
Not Disadvantaged	152	98%	77%	12%				
Migrant								
Not Migrant	279	97%	72%	10%				

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 5 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	6	6	6	N/A	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 **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 662	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	262	180	34			

Performance Level	This District (%)	NY State Public (%)
2-4	93%	90%
3-4	64%	68%
4	12%	19%

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	283	93%	64%	12%				
Female	132	93%	64%	10%				
Male	151	92%	64%	14%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	34	88%	44%	6%				
Hispanic or Latino	20	100%	85%	25%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	218	93%	65%	12%	This test was not given in 2004-05.			
Small Group Totals	11	91%	55%	9%				
General-Education Students	239	95%	72%	14%				
Students with Disabilities	44	77%	20%	2%				
English Proficient	275	93%	64%	12%				
Limited English Proficient	8	88%	38%	13%				
Economically Disadvantaged	134	89%	53%	10%				
Not Disadvantaged	149	96%	73%	13%				
Migrant								
Not Migrant	283	93%	64%	12%				

NOTES

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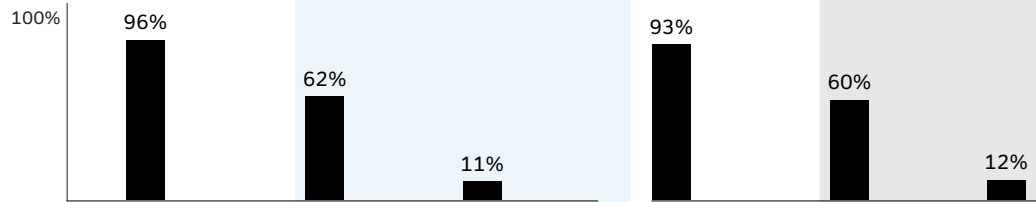
Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	264	170	31			



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	274	96%	62%	11%				
Female	143	98%	66%	15%				
Male	131	95%	58%	7%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	42	95%	71%	7%				
Hispanic or Latino	19	89%	63%	21%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	205	97%	60%	12%	This test was not given in 2004-05.			
Small Group Totals	8	100%	75%	0%				
General-Education Students	224	99%	73%	14%				
Students with Disabilities	50	86%	14%	0%				
English Proficient	274	96%	62%	11%				
Limited English Proficient								
Economically Disadvantaged	141	95%	53%	8%				
Not Disadvantaged	133	98%	71%	15%				
Migrant								
Not Migrant	274	96%	62%	11%				

NOTES

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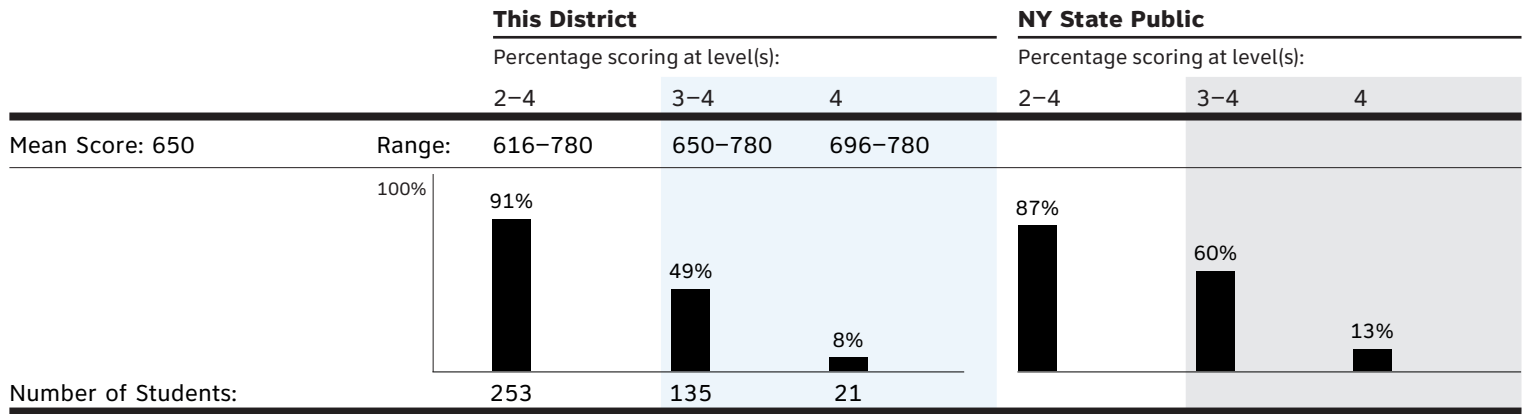
Other Assessments

	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	6	6	6	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	4	-	-	N/A	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 **INDIAN RIVER 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	91%	49%	8%				
Female	141	91%	52%	9%				
Male	137	91%	45%	7%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	42	98%	50%	2%				
Hispanic or Latino	21	90%	67%	5%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	207	90%	46%	9%	This test was not given in 2004-05.			
Small Group Totals	8	88%	63%	13%				
General-Education Students	225	96%	56%	9%				
Students with Disabilities	53	72%	19%	0%				
English Proficient	274	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	146	89%	45%	5%				
Not Disadvantaged	132	93%	52%	11%				
Migrant								
Not Migrant	278	91%	49%	8%				

NOTES

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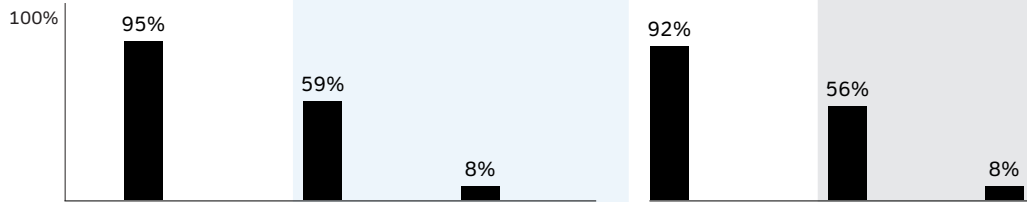
Other Assessments

	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	6	5	5	4	This test was not given in 2004-05.			

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	253	156	21	253	156	21



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	266	95%	59%	8%				
Female	146	97%	60%	9%				
Male	120	93%	58%	7%				
American Indian or Alaska Native								
Black or African American	37	97%	49%	3%				
Hispanic or Latino	15	100%	47%	0%				
Asian or Native Hawaiian/Other Pacific Islander	12	92%	58%	0%				
White	202	95%	61%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	225	97%	65%	9%				
Students with Disabilities	41	83%	24%	2%				
English Proficient	265	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	109	94%	51%	3%				
Not Disadvantaged	157	96%	64%	11%				
Migrant								
Not Migrant	266	95%	59%	8%				

NOTES

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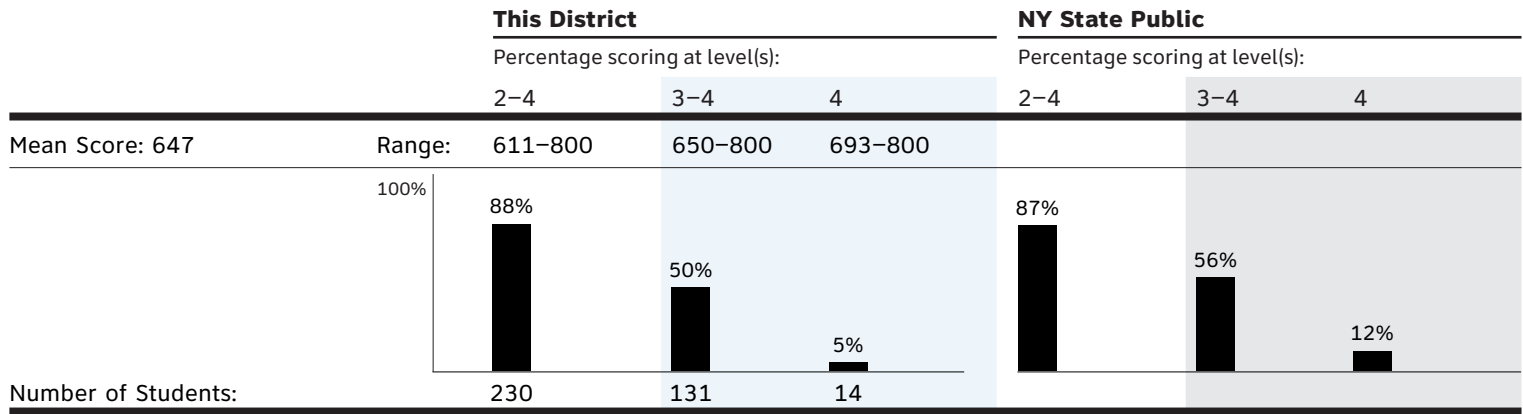
Other Assessments

	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.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	1	-	-	N/A	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 **INDIAN RIVER 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	262	88%	50%	5%				
Female	139	88%	50%	1%				
Male	123	88%	50%	10%				
American Indian or Alaska Native								
Black or African American	36	86%	33%	0%				
Hispanic or Latino	17	94%	29%	0%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	64%	18%				
White	198	87%	54%	6%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	221	91%	57%	6%				
Students with Disabilities	41	71%	12%	0%				
English Proficient	260	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	113	80%	35%	6%				
Not Disadvantaged	149	94%	62%	5%				
Migrant								
Not Migrant	262	88%	50%	5%				

NOTES

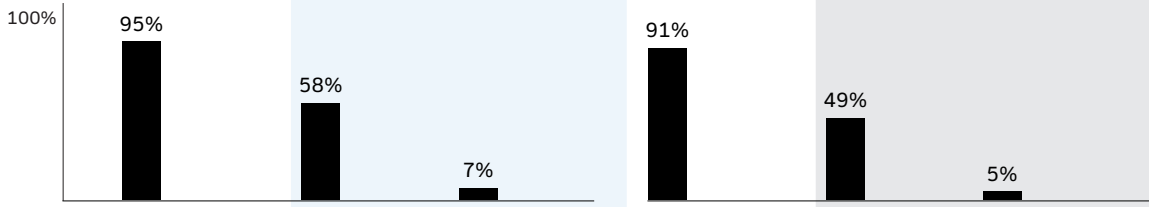
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Other Assessments

	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 7 Equivalent	2	-	-	-	This test was not given in 2004-05.			

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 660	Range: 602-790			650-790 715-790		
						
Number of Students:	224	136	16			

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	236	95%	58%	7%				
Female	120	98%	63%	9%				
Male	116	91%	52%	4%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	34	94%	59%	0%				
Hispanic or Latino	16	94%	44%	13%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	179	95%	59%	8%				
Small Group Totals	7	100%	57%	0%				
General-Education Students	193	99%	63%	8%				
Students with Disabilities	43	77%	33%	2%				
English Proficient	233	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	101	94%	50%	4%				
Not Disadvantaged	135	96%	63%	9%				
Migrant								
Not Migrant	236	95%	58%	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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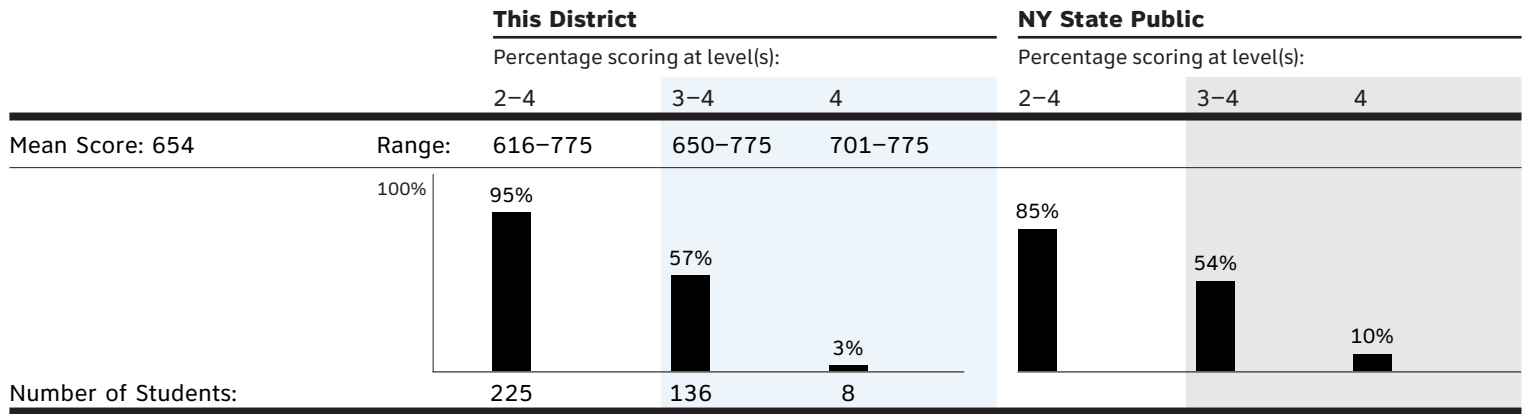
Other Assessments

	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	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	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 **INDIAN RIVER 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	237	95%	57%	3%				
Female	122	98%	60%	3%				
Male	115	91%	55%	3%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	31	90%	29%	0%				
Hispanic or Latino	16	100%	63%	13%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	183	95%	61%	3%				
Small Group Totals	7	100%	71%	0%				
General-Education Students	195	99%	64%	4%				
Students with Disabilities	42	76%	29%	0%				
English Proficient	232	95%	58%	3%				
Limited English Proficient	5	100%	40%	0%				
Economically Disadvantaged	101	95%	51%	1%				
Not Disadvantaged	136	95%	62%	5%				
Migrant								
Not Migrant	237	95%	57%	3%				

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

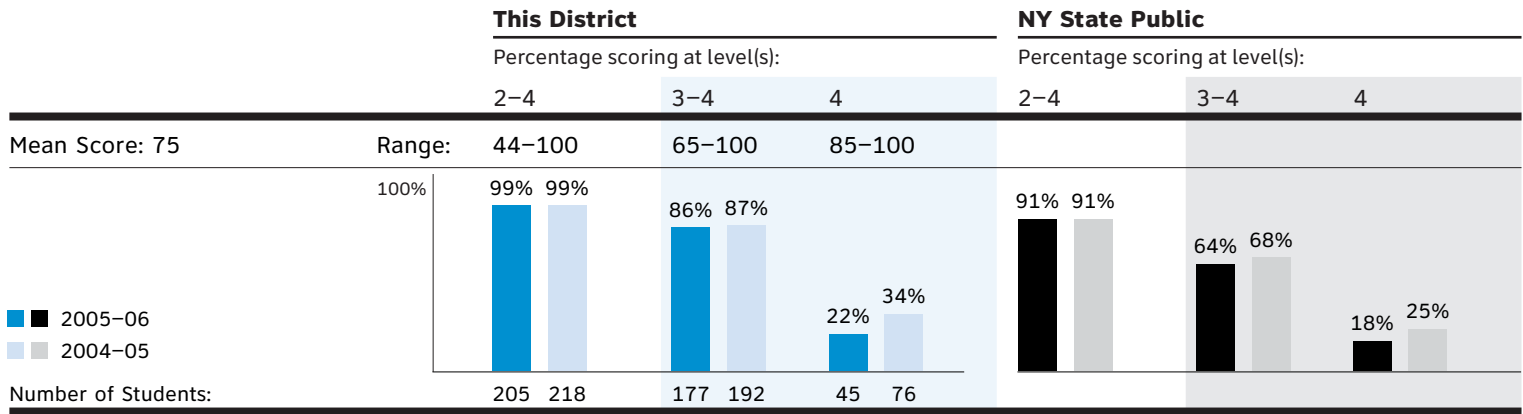
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Other Assessments

	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	1	-	-	-	0			

District **INDIAN RIVER 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	207	99%	86%	22%	221	99%	87%	34%
Female	104	99%	84%	16%	113	99%	85%	33%
Male	103	99%	87%	27%	108	98%	89%	36%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	30	97%	80%	0%	24	100%	71%	13%
Hispanic or Latino	14	100%	86%	21%	22	100%	95%	14%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	5	-	-	-
White	155	99%	86%	26%	169	98%	88%	41%
Small Group Totals	8	100%	88%	13%	6	100%	83%	17%
General-Education Students	170	99%	89%	25%	184	99%	91%	40%
Students with Disabilities	37	97%	68%	5%	37	97%	65%	8%
English Proficient	203	-	-	-	219	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	91	99%	82%	16%	85	100%	85%	21%
Not Disadvantaged	116	99%	88%	26%	136	98%	88%	43%
Migrant					2	-	-	-
Not Migrant	207	99%	86%	22%	219	-	-	-

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	1	-	-	-	0			
Regents Science	21	21	21	12	19	19	19	15

District **INDIAN RIVER 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):

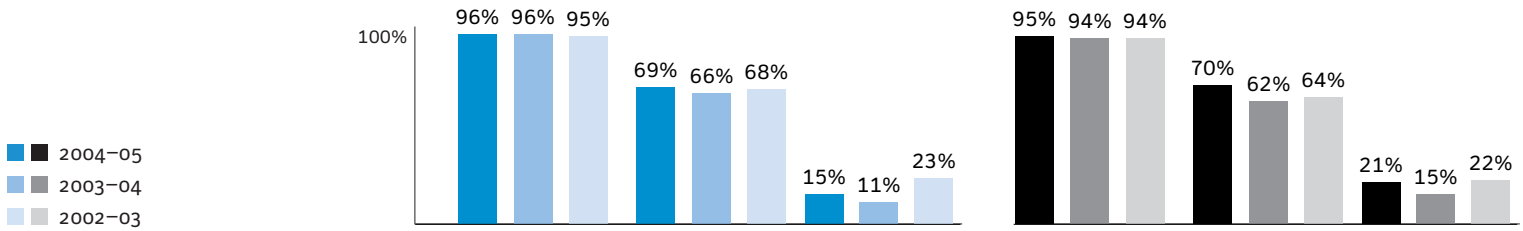
2-4 3-4 4

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	13	78	156	43	290	660
Feb 2004	11	75	140	27	253	656
Feb 2003	12	74	118	61	265	662

Grade 8

This School

Percentage scoring at level(s):

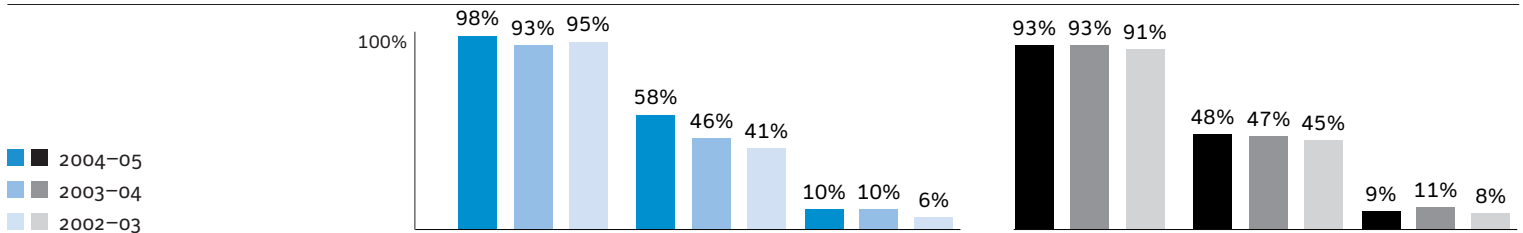
2-4 3-4 4

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	5	100	123	24	252	703
Jan 2004	16	106	82	23	227	699
Jan 2003	13	126	84	14	237	694

District **INDIAN RIVER 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

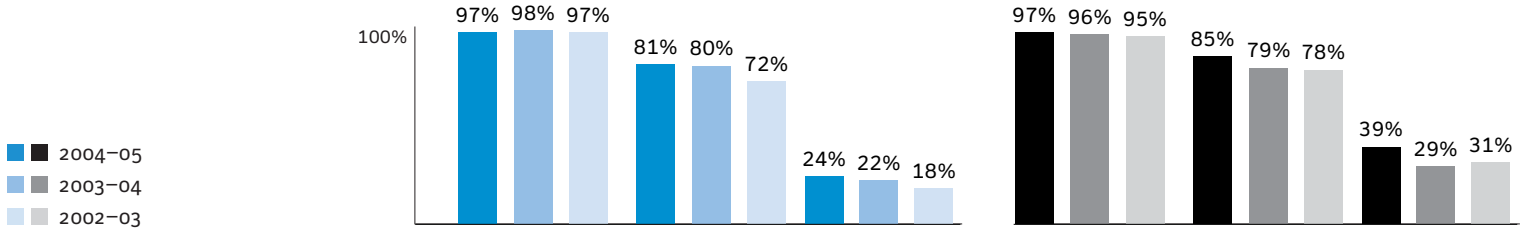
Percentage scoring at level(s):

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	8	51	171	74	304	660
May 2004	5	48	155	58	266	657
May 2003	8	68	147	50	273	654

Grade 8

This School

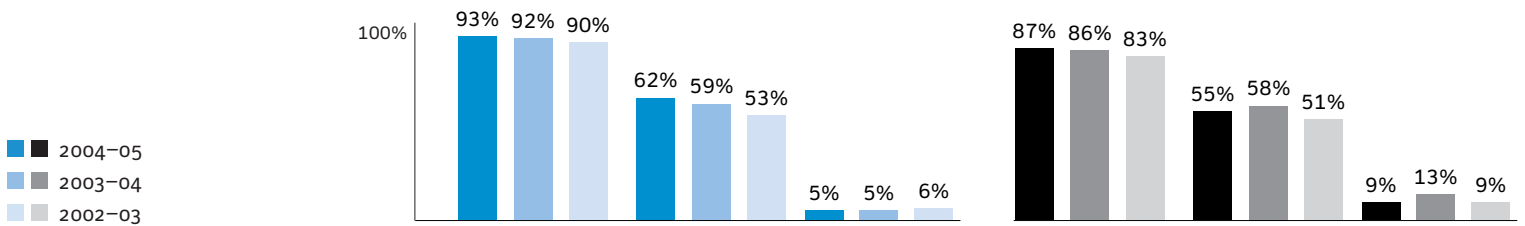
Percentage scoring at level(s):

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
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	17	80	146	13	256	721
May 2004	17	74	119	11	221	719
May 2003	24	89	111	14	238	713

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

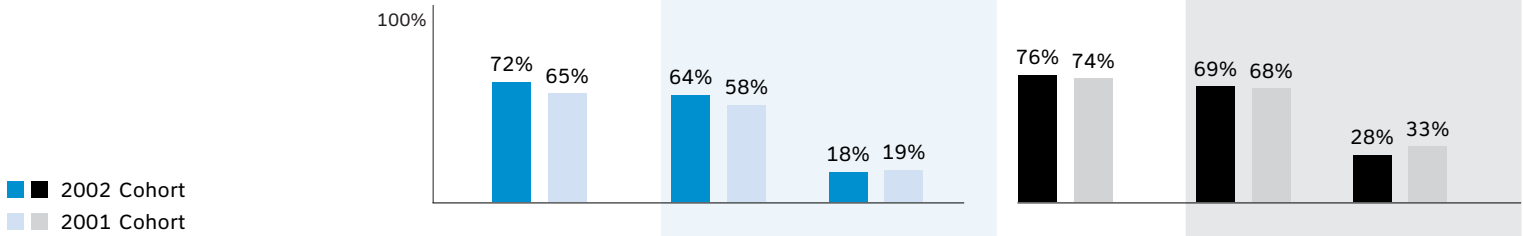
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	239	72%	64%	18%	204	65%	58%	19%
Female	108	80%	73%	20%	84	69%	63%	24%
Male	131	65%	56%	15%	120	63%	55%	15%
American Indian or Alaska Native								
Black or African American	28	82%	71%	14%	15	47%	33%	13%
Hispanic or Latino	13	54%	46%	15%	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	0%	2	-	-	-
White	193	71%	64%	19%	175	68%	62%	21%
Small Group Totals					14	50%	43%	0%
General-Education Students	205	77%	70%	20%	170	73%	66%	22%
Students with Disabilities	34	38%	26%	0%	34	26%	21%	0%
English Proficient	237	-	-	-	201	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	59	68%	53%	5%				
Not Disadvantaged	180	73%	67%	22%				
Migrant								
Not Migrant	239	72%	64%	18%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	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 **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

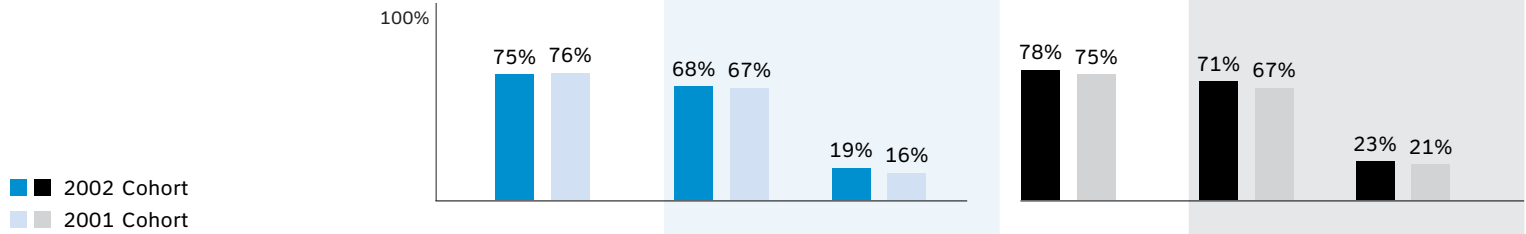
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	239	75%	68%	19%	204	76%	67%	16%
Female	108	86%	80%	17%	84	79%	69%	18%
Male	131	66%	58%	21%	120	74%	66%	14%
American Indian or Alaska Native								
Black or African American	28	75%	68%	7%	15	60%	53%	13%
Hispanic or Latino	13	62%	46%	15%	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	20%	2	-	-	-
White	193	76%	69%	21%	175	79%	71%	17%
Small Group Totals					14	57%	36%	0%
General-Education Students	205	80%	73%	21%	170	84%	76%	18%
Students with Disabilities	34	47%	38%	6%	34	35%	24%	3%
English Proficient	237	-	-	-	201	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	59	68%	61%	14%				
Not Disadvantaged	180	78%	70%	21%				
Migrant								
Not Migrant	239	75%	68%	19%				

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*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	0

* 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.

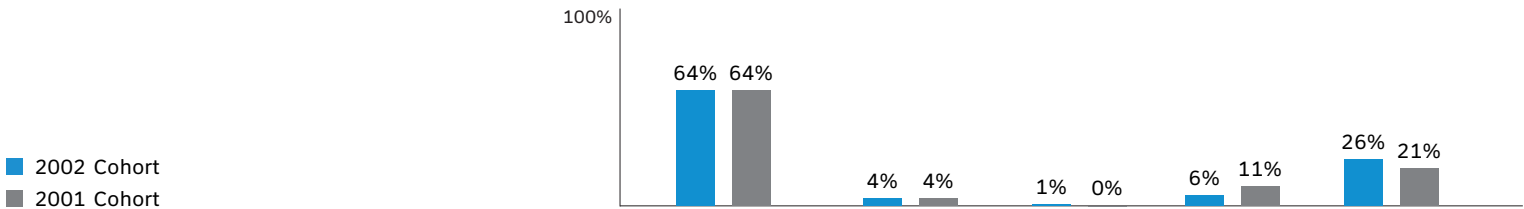
District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

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	239	64%	4%	1%	6%	26%
	2001	204	64%	4%	0%	11%	21%
Female	2002	108	73%	3%	0%	6%	19%
	2001	84	71%	2%	0%	11%	15%
Male	2002	131	56%	5%	2%	6%	31%
	2001	120	59%	5%	1%	11%	24%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	28	64%	0%	0%	11%	25%
	2001	15	53%	7%	0%	7%	33%
Hispanic or Latino	2002	13	54%	0%	0%	8%	38%
	2001	12	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	5	40%	0%	0%	0%	60%
	2001	2	–	–	–	–	–
White	2002	193	65%	5%	1%	5%	24%
	2001	175	65%	4%	1%	12%	19%
Small Group Totals	2001	14	71%	0%	0%	0%	29%
General-Education Students	2002	205	69%	0%	0%	6%	25%
	2001	170	71%	0%	1%	10%	19%
Students with Disabilities	2002	34	32%	29%	3%	6%	29%
	2001	34	32%	24%	0%	15%	29%
English Proficient	2002	237	–	–	–	–	–
	2001	201	–	–	–	–	–
Limited English Proficient	2002	2	–	–	–	–	–
	2001	3	–	–	–	–	–
Economically Disadvantaged	2002	59	59%	12%	0%	14%	15%
	2001	59	59%	12%	0%	14%	15%
Not Disadvantaged	2002	180	65%	2%	1%	3%	29%
	2001	180	65%	2%	1%	3%	29%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	239	64%	4%	1%	6%	26%
	2001	204	64%	4%	0%	11%	21%

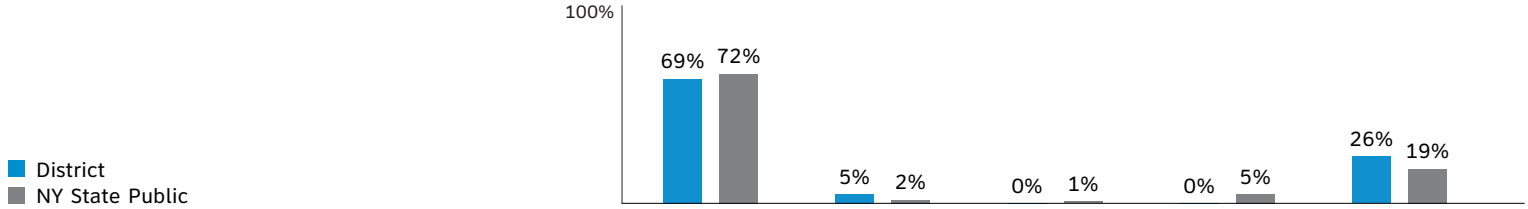
NOTES

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.

District **INDIAN RIVER 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	210	69%	5%	0%	0%	26%
Female	86	76%	2%	0%	0%	22%
Male	124	65%	6%	0%	1%	28%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	17	71%	6%	0%	0%	24%
Hispanic or Latino	12	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-
White	179	70%	5%	0%	1%	25%
Small Group Totals	14	57%	0%	0%	0%	43%
General-Education Students	175	75%	0%	0%	0%	25%
Students with Disabilities	35	40%	29%	0%	3%	29%
English Proficient	207	-	-	-	-	-
Limited English Proficient	3	-	-	-	-	-
Economically Disadvantaged	68	69%	6%	0%	0%	25%
Not Disadvantaged	142	69%	4%	0%	1%	26%
Migrant	1	-	-	-	-	-
Not Migrant	209	-	-	-	-	-

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.