The New York State District Report Card

Accountability and Overview Report 2010–11

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.

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 the district's accountability status.

3 View School Accountability Status.
This section lists all schools in your district by 2011–12 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.

For more information:

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

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**　　　　District ID **22-03-01-06-0000**

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

	2008–09	2009–10	2010–11
Pre-K	129	129	130
Kindergarten	380	386	459
Grade 1	354	344	404
Grade 2	308	334	378
Grade 3	338	283	344
Grade 4	302	296	324
Grade 5	280	270	319
Grade 6	280	251	302
Ungraded Elementary	0	0	0
Grade 7	287	252	248
Grade 8	250	268	279
Grade 9	268	226	269
Grade 10	251	265	225
Grade 11	216	226	232
Grade 12	187	227	193
Ungraded Secondary	6	10	0
Total K–12	**3707**	**3638**	**3976**

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

	2008–09	2009–10	2010–11
Common Branch	22	21	23
Grade 8			
English	18	17	17
Mathematics	17	16	15
Science	18	17	18
Social Studies	17	16	18
Grade 10			
English	17	19	23
Mathematics	23	18	
Science	24	28	
Social Studies	19	22	22

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 Profile

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

Demographic Factors

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Eligible for Free Lunch	617	17%	908	25%	1337	34%
Reduced-Price Lunch	492	13%	813	22%	1070	27%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	77	2%	98	3%	112	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	23	1%	30	1%	33	1%
Black or African American	447	12%	388	11%	398	10%
Hispanic or Latino	271	7%	289	8%	273	7%
Asian or Native Hawaiian/Other Pacific Islander	108	3%	111	3%	128	3%
White	2805	76%	2708	74%	2964	75%
Multiracial	53	1%	112	3%	180	5%

* Available only at the school level.

Attendance and Suspensions

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	219	6%	135	4%	138	4%

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**   District ID **22-03-01-06-0000**

Teacher Qualifications

	2008–09	2009–10	2010–11
Total Number of Teachers	264	274	283
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	7%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	19%	19%
Total Number of Core Classes	701	665	636
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	886	918	941
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	21%	23%
Turnover Rate of All Teachers	11%	13%	12%

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	30	34	34
Total Paraprofessionals*	114	114	136
Assistant Principals	2	3	3
Principals	8	8	8

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: **http://www.p12.nysed.gov/irs/accountability/**.

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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort
The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.**

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at **www.p12.nysed.gov/irs**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at **www.p12.nysed.gov/irs.**

Progress Targets

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = [(80 – percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009) × 0.20] + percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: **http://www.p12.nysed.gov/irs/accountability/**.

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

New York State Status
(Applies to New York State districts)

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 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 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 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 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 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 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 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 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.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

Summary

Overall Accountability Status (2011–12)	⌃ **Good Standing**			
	ELA	⌃ Good Standing	Science	⌃ Good Standing
	Math	⌃ Good Standing	Graduation Rate	⌃ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	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	✔	✔		✔	✔	
Multiracial	✔	✔		–	–	
Other Groups						
Students with Disabilities	✘	✘		–	–	
Limited English Proficient	✔	✔		–	–	
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✘ 8 of 9	✘ 8 of 9	✔ 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)

Pending – Requires Special Evaluation

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011–12)	⌃	Good Standing
Accountability Measures	8 of 9	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

	AYP	Participation		Test Performance		Performance Objectives		
Student Group (Total: Continuous Enrollment)	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	2011–12
Accountability Groups								
All Students (1833:1600)	✔	✔	100%	✔	143	119		
Ethnicity								
American Indian or Alaska Native (21:20)	–	–	–	–	–	–		–
Black or African American (203:156)	✔	✔	99%	✔	128	114		
Hispanic or Latino (185:139)	✔	✔	100%	✔	140	113		
Asian or Native Hawaiian/Other Pacific Islander (57:50)	✔	✔	100%	✔	144	109		
White (1300:1184)	✔	✔	100%	✔	145	119		
Multiracial (67:51)	✔	✔	100%	✔	151	109		
Other Groups								
Students with Disabilities (283:278)	✘	✔	98%	✘	94	115	109	105
Limited English Proficient (43:27)	✔	✔	100%	–	–	–		–
Economically Disadvantaged (944:793)	✔	✔	100%	✔	133	118		
Final AYP Determination	✘ 8 of 9							
Non-Accountability Groups								
Female (932:814)			100%		149	118		
Male (901:786)			100%		138	118		
Migrant (0:0)								

Symbols

✔   Made AYP

✔SH   Made AYP Using Safe Harbor Target

✘   Did not make AYP

—   Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

‡   Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**　　　District ID **22-03-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011–12)	⌃	Good Standing
Accountability Measures	8 of 9	Student groups making AYP in mathematics
	✗	Did not make AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation Met Criterion	Percentage Tested	Test Performance Met Criterion	Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2010–11	2011–12
Accountability Groups								
All Students (1834:1594)	✔	✔	99%	✔	150	134		
Ethnicity								
American Indian or Alaska Native (21:20)	–	–	–	–	–	–		–
Black or African American (203:158)	✔	✔	100%	✔	140	129		
Hispanic or Latino (187:138)	✔	✔	99%	✔	146	128		
Asian or Native Hawaiian/Other Pacific Islander (57:51)	✔	✔	100%	✔	169	124		
White (1299:1176)	✔	✔	100%	✔	152	134		
Multiracial (67:51)	✔	✔	100%	✔	149	124		
Other Groups								
Students with Disabilities (282:277)	✗	✔	98%	✗	110	130	115	119
Limited English Proficient (43:38)	✔	✔	100%	✔	132	121		
Economically Disadvantaged (950:794)	✔	✔	99%	✔	142	133		
Final AYP Determination	✗ 8 of 9							
Non-Accountability Groups								
Female (931:811)			100%		151	133		
Male (903:783)			99%		150	133		
Migrant (0:0)								

Symbols

✔　　Made AYP

✔SH　Made AYP Using Safe Harbor Target

✗　　Did not make AYP

—　　Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

‡　　Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)	⌃	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Safe Harbor Qualification	Participation Met Criterion	Percentage Tested	Test Performance Met Criterion	Performance Index	State Standard	Progress Target 2010–11	Progress Target 2011–12
Accountability Groups									
All Students (597:507)	✔	Qualified	✔	96%	✔	189	100		
Ethnicity									
American Indian or Alaska Native (11:10)		–	–	–	–	–	–		–
Black or African American (68:53)		Qualified	✔	97%	✔	185	100		
Hispanic or Latino (54:40)		Qualified	✔	98%	✔	185	100		
Asian or Native Hawaiian/Other Pacific Islander (15:14)		–	–	–	–	–	–		–
White (423:370)		Qualified	✔	96%	✔	189	100		
Multiracial (26:20)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (95:81)		Qualified	✔	87%	✔	175	100		
Limited English Proficient (10:8)		–	–	–	–	–	–		–
Economically Disadvantaged (306:247)		Qualified	✔	95%	✔	185	100		
Final AYP Determination	✔ 1 of 1								
Non-Accountability Groups									
Female (307:265)				98%		186	100		
Male (290:242)				95%		191	100		
Migrant (0:0)									

Symbols

✔ Made AYP
✘ Did not make AYP
— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**　　　　District ID **22-03-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2011–12)	⌃	Good Standing
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 2012-13. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP Status	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (194:175)	✔	✔	100%	✔	187	175		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (21:18)	–	–	–	–	–	–		–
Hispanic or Latino (15:12)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (9:10)	–	–	–	–	–	–		–
White (147:133)	✔	✔	100%	✔	189	174		
Multiracial (2:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (23:27)	–	–	–	–	–	–		–
Limited English Proficient (2:1)	–	–	–	–	–	–		–
Economically Disadvantaged (65:60)	✔	✔	100%	✔	190	171		
Final AYP Determination	✔ 3 of 3							
Non-Accountability Groups								
Female (109:95)			100%		196	173		
Male (85:80)			100%		176	172		
Migrant (0:0)								

Symbols

✔　Made AYP

✔SH　Made AYP Using Safe Harbor Target

✘　Did not make AYP

—　Fewer Than 40 12th Graders/Fewer Than 30 Cohort

‡　Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2011–12)	⌃	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP Status	Participation Met Criterion	Percentage Tested	Test Performance Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	2011–12
Accountability Groups								
All Students (194:175)	✔	✔	100%	✔	189	172		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (21:18)	–	–	–	–	–	–		–
Hispanic or Latino (15:12)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (9:10)	–	–	–	–	–	–		–
White (147:133)	✔	✔	100%	✔	189	171		
Multiracial (2:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (23:27)	–	–	–	–	–	–		–
Limited English Proficient (2:1)	–	–	–	–	–	–		–
Economically Disadvantaged (65:60)	✔	✔	100%	✔	192	168		
Final AYP Determination	✔ 3 of 3							
Non-Accountability Groups								
Female (109:95)			100%		195	170		
Male (85:80)			100%		181	169		
Migrant (0:0)								

Symbols
✔ Made AYP
✔SH Made AYP Using Safe Harbor Target
✗ Did not make AYP
— Fewer Than 40 12th Graders/Fewer Than 30 Cohort
‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2011–12)		Good Standing
Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (225)	✔	✔	89%	80%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (18)		–	–	–	
Hispanic or Latino (9)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–	
White (186)		✔	88%	80%	
Multiracial (3)		–	–	–	
Other Groups					
Students with Disabilities (40)		✔	73%	80%	65%
Limited English Proficient (3)		–	–	–	
Economically Disadvantaged (68)		✔	88%	80%	
Final AYP Determination	✔ 1 of 1				
Non-Accountability Groups					
Female (109)			94%	80%	
Male (116)			84%	80%	
Migrant (0)					

Symbols

✔   Made AYP

✘   Did not make AYP

—   Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **91%** and, therefore, this district *did not* meet this goal. The aspirational goal does not impact accountability.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT** District ID **22-03-01-06-0000**

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

7 schools identified 88% of total

ANTWERP PRIMARY SCHOOL
CALCIUM PRIMARY SCHOOL
EVANS MILLS PRIMARY SCHOOL
INDIAN RIVER HIGH SCHOOL
INDIAN RIVER INTERMEDIATE SCHOOL
PHILADELPHIA PRIMARY SCHOOL
THERESA PRIMARY SCHOOL

Improvement (year 1) Basic

1 school identified 13% of total

INDIAN RIVER MIDDLE SCHOOL

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**

Summary of 2010–11 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
English Language Arts	0% 50% 100%	
Grade 3	60%	341
Grade 4	44%	320
Grade 5	47%	322
Grade 6	58%	297
Grade 7	41%	242
Grade 8	45%	271
Mathematics		
Grade 3	56%	346
Grade 4	54%	320
Grade 5	55%	321
Grade 6	64%	298
Grade 7	46%	244
Grade 8	49%	273
Science		
Grade 4	92%	303
Grade 8	79%	236

	Percentage of students that scored at or above Level 3	2007 Total Cohort
Secondary Level	0% 50% 100%	
English	88%	210
Mathematics	89%	210

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs**.

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** District ID **22-03-01-06-0000**

This District's Results in Grade 3 English Language Arts

		This District Percentage scoring at level(s):			NY State Public Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2011 Mean Score: 666	*Range:	644–780	663–780	694–780			
2010 Mean Score: 670	100%						

■ 2010–11
■ 2009–10

		2–4		3–4		4			2–4		3–4		4	
		94%	92%	60%	62%	4%	15%		87%	86%	56%	55%	5%	17%
Number of Tested Students:		320	278	205	188	13	45							

Results by Student Group

	2010–11 School Year				2009–10 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	**341**	**94%**	**60%**	**4%**	**303**	**92%**	**62%**	**15%**
Female	180	94%	65%	5%	155	92%	64%	15%
Male	161	94%	55%	2%	148	92%	60%	15%
American Indian or Alaska Native	3	–	–	–	5	100%	100%	40%
Black or African American	31	90%	52%	3%	30	93%	53%	10%
Hispanic or Latino	41	95%	41%	2%	29	90%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	67%	0%	8	88%	50%	0%
White	239	95%	64%	5%	216	92%	64%	15%
Multiracial	12	–	–	–	15	93%	80%	40%
Small Group Totals	15	80%	53%	0%				
General-Education Students	297	97%	65%	4%	268	95%	68%	16%
Students with Disabilities	44	70%	25%	0%	35	69%	17%	6%
English Proficient	334	94%	60%	4%	298	92%	63%	15%
Limited English Proficient	7	100%	43%	0%	5	100%	0%	0%
Economically Disadvantaged	188	93%	54%	2%	178	88%	55%	11%
Not Disadvantaged	153	95%	67%	6%	125	98%	72%	21%
Migrant								
Not Migrant	341	94%	60%	4%	303	92%	62%	15%

NOTES
The – symbol indicates that data for a group of students have 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.
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

	2010–11 School Year				2009–10 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	1	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	8	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

This District's Results in Grade 3 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
2011 Mean Score: 685 *Range:	662–770	684–770	707–770			
2010 Mean Score: 697 100%						

2010–11 ■ 2009–10 ■

This District: 94% 96% / 56% 65% / 7% 26%
NY State Public: 91% 91% / 60% 59% / 13% 24%

Number of Tested Students: 324 290 | 195 197 | 25 79

Results by Student Group

Student Group	2010–11 School Year				2009–10 School Year			
	Total Tested	2–4	3–4	4	Total Tested	2–4	3–4	4
All Students	**346**	**94%**	**56%**	**7%**	**303**	**96%**	**65%**	**26%**
Female	185	95%	57%	7%	154	94%	64%	26%
Male	161	93%	56%	7%	149	97%	66%	26%
American Indian or Alaska Native	3	–	–	–	4	–	–	–
Black or African American	31	90%	48%	0%	30	90%	43%	10%
Hispanic or Latino	43	91%	53%	7%	30	90%	50%	27%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	78%	11%	8	–	–	–
White	239	95%	58%	8%	216	97%	70%	25%
Multiracial	12	–	–	–	15	100%	73%	47%
Small Group Totals	15	87%	27%	7%	12	92%	58%	50%
General-Education Students	302	96%	62%	8%	268	96%	68%	29%
Students with Disabilities	44	77%	20%	0%	35	91%	43%	6%
English Proficient	331	94%	57%	8%	298	96%	66%	27%
Limited English Proficient	15	80%	40%	0%	5	80%	0%	0%
Economically Disadvantaged	191	92%	49%	6%	179	93%	58%	16%
Not Disadvantaged	155	96%	66%	8%	124	99%	75%	41%
Migrant								
Not Migrant	346	94%	56%	7%	303	96%	65%	26%

NOTES
The – symbol indicates that data for a group of students have 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.
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	2–4	3–4	4	Total Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	4	–	–	–

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT** District ID **22-03-01-06-0000**

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
2011 Mean Score: 666	*Range:	637–775	671–775	722–775			
2010 Mean Score: 669	100%						

2010–11 ■ 2009–10 ■

This District: 91% 92% (2–4), 44% 49% (3–4), 0% 5% (4)
NY State Public: 92% 92% (2–4), 57% 57% (3–4), 2% 6% (4)

Number of Tested Students: 292 276 (2–4), 140 148 (3–4), 1 16 (4)

Results by Student Group

Student Group	2010–11 School Year				2009–10 School Year			
	Total Tested	2–4	3–4	4	Total Tested	2–4	3–4	4
All Students	**320**	**91%**	**44%**	**0%**	**300**	**92%**	**49%**	**5%**
Female	169	94%	47%	1%	143	94%	52%	6%
Male	151	88%	40%	0%	157	90%	46%	4%
American Indian or Alaska Native	7	86%	43%	14%	2	–	–	–
Black or African American	38	89%	18%	0%	28	93%	43%	0%
Hispanic or Latino	32	94%	44%	0%	25	92%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	75%	25%	0%	10	–	–	–
White	218	91%	45%	0%	222	92%	50%	6%
Multiracial	17	100%	88%	0%	13	85%	38%	0%
Small Group Totals					12	100%	42%	8%
General-Education Students	280	96%	48%	0%	260	97%	56%	6%
Students with Disabilities	40	55%	13%	0%	40	63%	8%	3%
English Proficient	314	91%	45%	0%	293	92%	50%	5%
Limited English Proficient	6	83%	0%	0%	7	86%	29%	0%
Economically Disadvantaged	177	88%	40%	0%	151	90%	44%	3%
Not Disadvantaged	143	95%	49%	1%	149	94%	55%	8%
Migrant								
Not Migrant	320	91%	44%	0%	300	92%	49%	5%

NOTES
The – symbol indicates that data for a group of students have 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.
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

Assessment	2010–11 School Year				2009–10 School Year			
	Total Tested	2–4	3–4	4	Total Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	7	7	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**　　　　District ID **22-03-01-06-0000**

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
2011 Mean Score: 679　*Range:	636–800	676–800	707–800			
2010 Mean Score: 681						

2010–11 (blue)
2009–10 (light blue)

This District: 2–4 94% 96%; 3–4 54% 56%; 4 12% 15%
NY State Public: 2–4 94% 95%; 3–4 67% 64%; 4 27% 26%

Number of Tested Students: 300 289 | 173 168 | 39 45

Results by Student Group

Student Group	2010–11 School Year				2009–10 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	**320**	**94%**	**54%**	**12%**	**302**	**96%**	**56%**	**15%**
Female	169	93%	53%	12%	143	97%	52%	15%
Male	151	95%	56%	12%	159	95%	59%	15%
American Indian or Alaska Native	7	86%	71%	43%	3	–	–	–
Black or African American	38	92%	37%	5%	29	97%	41%	14%
Hispanic or Latino	33	88%	45%	12%	26	96%	65%	19%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	25%	0%	10	–	–	–
White	217	95%	57%	11%	221	96%	58%	15%
Multiracial	17	94%	82%	35%	13	92%	46%	8%
Small Group Totals					13	92%	31%	15%
General-Education Students	280	97%	58%	13%	261	99%	63%	16%
Students with Disabilities	40	73%	25%	8%	41	76%	10%	5%
English Proficient	313	94%	55%	12%	293	96%	57%	15%
Limited English Proficient	7	71%	29%	0%	9	89%	22%	0%
Economically Disadvantaged	178	92%	48%	8%	152	94%	51%	12%
Not Disadvantaged	142	96%	62%	17%	150	97%	61%	18%
Migrant								
Not Migrant	320	94%	54%	12%	302	96%	56%	15%

NOTES
The – symbol indicates that data for a group of students have 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.
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

	2010–11 School Year				2009–10 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	5	5	5	3	7	7	6	4

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

This District's Results in Grade 4 Science

		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
2011 Mean Score: 81	Range:	45–100	65–100	85–100			

2010 Mean Score: 83

Legend:
- ■ 2010–11
- ■ 2009–10

This District bars: 2–4: 100% / 100%; 3–4: 92% / 93%; 4: 40% / 49%
NY State Public bars: 2–4: 98% / 97%; 3–4: 88% / 88%; 4: 52% / 55%

Number of Tested Students: 303 282   279 262   121 138

Results by Student Group

Student Group	2010–11 School Year				2009–10 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	**303**	**100%**	**92%**	**40%**	**282**	**100%**	**93%**	**49%**
Female	164	100%	91%	37%	131	100%	92%	47%
Male	139	100%	94%	43%	151	100%	94%	50%
American Indian or Alaska Native	6	100%	100%	83%	3	–	–	–
Black or African American	37	100%	86%	22%	29	100%	93%	38%
Hispanic or Latino	32	100%	97%	31%	23	100%	91%	65%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	25%	10	–	–	–
White	203	100%	92%	42%	204	100%	94%	50%
Multiracial	17	100%	94%	65%	13	100%	85%	38%
Small Group Totals					13	100%	92%	38%
General-Education Students	272	100%	93%	43%	245	100%	94%	53%
Students with Disabilities	31	100%	81%	10%	37	100%	84%	22%
English Proficient	296	100%	93%	41%	274	100%	94%	50%
Limited English Proficient	7	100%	71%	0%	8	100%	63%	25%
Economically Disadvantaged	169	100%	90%	36%	138	100%	91%	43%
Not Disadvantaged	134	100%	95%	45%	144	100%	94%	55%
Migrant								
Not Migrant	303	100%	92%	40%	282	100%	93%	49%

NOTES
The – symbol indicates that data for a group of students have 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

	2010–11 School Year				2009–10 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	5	5	5	5	7	7	7	6

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**　　　　District ID **22-03-01-06-0000**

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
2011 Mean Score: 666	*Range:	648–795	668–795	700–795			
2010 Mean Score: 666	100%						

2010–11: 88%　2009–10: 91%　|　47%　47%　|　3%　6%　||　89%　88%　|　54%　52%　|　4%　13%

Number of Tested Students: 283　259　|　150　133　|　9　17

Legend: ■ 2010–11　■ 2009–10

Results by Student Group

	2010–11 School Year				2009–10 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	**322**	**88%**	**47%**	**3%**	**285**	**91%**	**47%**	**6%**
Female	154	90%	47%	2%	155	89%	50%	8%
Male	168	86%	46%	4%	130	93%	42%	4%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	33	94%	39%	3%	34	82%	32%	3%
Hispanic or Latino	32	94%	56%	0%	25	96%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	6	–	–	–
White	235	86%	47%	3%	207	91%	50%	7%
Multiracial	12	83%	50%	17%	12	92%	50%	8%
Small Group Totals	10	90%	30%	0%	7	100%	43%	0%
General-Education Students	274	96%	54%	3%	255	94%	51%	7%
Students with Disabilities	48	42%	6%	0%	30	67%	13%	0%
English Proficient	318	–	–	–	281	–	–	–
Limited English Proficient	4	–	–	–	4	–	–	–
Economically Disadvantaged	162	83%	41%	2%	156	87%	42%	6%
Not Disadvantaged	160	93%	52%	4%	129	95%	53%	6%
Migrant								
Not Migrant	322	88%	47%	3%	285	91%	47%	6%

NOTES
The – symbol indicates that data for a group of students have 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.
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Other Assessments

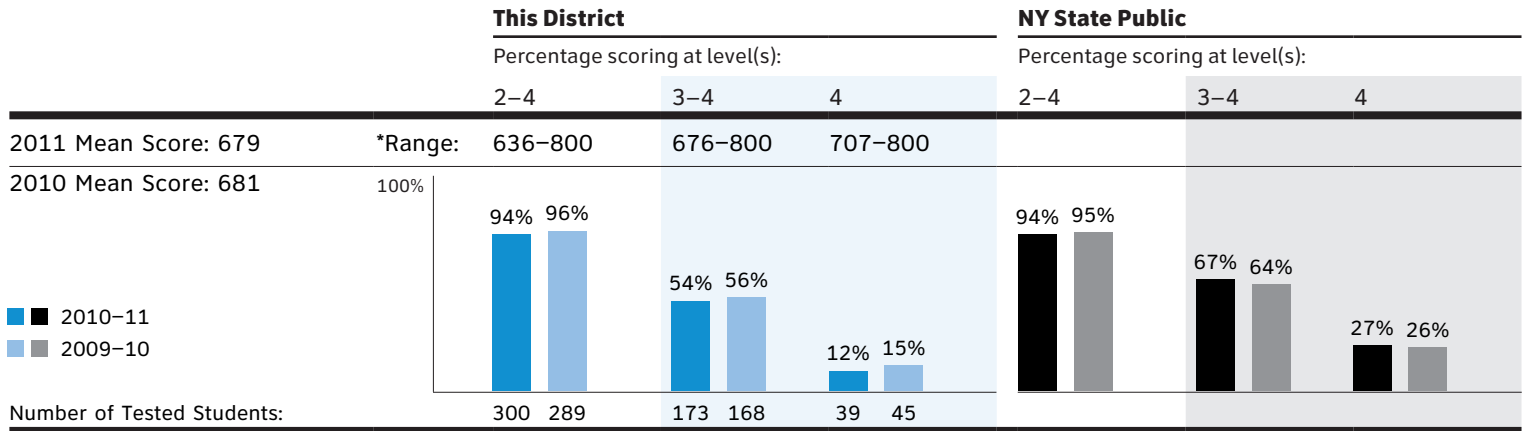|	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	3	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

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
2011 Mean Score: 677	*Range:	640–780	676–780	707–780			
2010 Mean Score: 676	100%						

2010–11 ■ / 2009–10 ■

This District:
- 2–4: 94% / 94%
- 3–4: 55% / 50%
- 4: 12% / 11%

NY State Public:
- 2–4: 94% / 94%
- 3–4: 66% / 65%
- 4: 23% / 24%

Number of Tested Students: 301 266 | 175 142 | 37 31

Results by Student Group

Student Group	2010–11 School Year				2009–10 School Year			
	Total Tested	2–4	3–4	4	Total Tested	2–4	3–4	4
All Students	**321**	**94%**	**55%**	**12%**	**283**	**94%**	**50%**	**11%**
Female	153	93%	50%	9%	154	93%	48%	12%
Male	168	94%	59%	14%	129	95%	53%	9%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	34	91%	44%	6%	34	79%	29%	3%
Hispanic or Latino	32	97%	69%	13%	24	92%	46%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	6	–	–	–
White	233	94%	54%	12%	207	97%	54%	13%
Multiracial	12	92%	58%	8%	11	91%	55%	18%
Small Group Totals	10	100%	50%	10%	7	100%	43%	14%
General-Education Students	274	97%	62%	14%	253	96%	54%	12%
Students with Disabilities	47	72%	13%	0%	30	73%	20%	3%
English Proficient	317	–	–	–	278	95%	51%	11%
Limited English Proficient	4	–	–	–	5	40%	0%	0%
Economically Disadvantaged	163	90%	47%	6%	154	90%	44%	5%
Not Disadvantaged	158	97%	62%	18%	129	98%	57%	19%
Migrant								
Not Migrant	321	94%	55%	12%	283	94%	50%	11%

NOTES
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Other Assessments

	2010–11 School Year				2009–10 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	5	5	5	4	5	5	5	1

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
2011 Mean Score: 663	*Range:	644–785	662–785	694–785			
2010 Mean Score: 667	100%						

2010–11 ■
2009–10 ■

	2–4	3–4	4	2–4	3–4	4
2010–11	95%	58%	2%	88%	56%	4%
2009–10	91%	56%	8%	89%	54%	7%

Number of Tested Students: 281 225 173 139 5 20

Results by Student Group

	Total Tested	2010–11 School Year Percentage scoring at level(s):			Total Tested	2009–10 School Year Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	**297**	**95%**	**58%**	**2%**	**247**	**91%**	**56%**	**8%**
Female	153	95%	58%	3%	118	92%	57%	12%
Male	144	94%	58%	1%	129	90%	56%	5%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	37	95%	38%	0%	25	88%	64%	0%
Hispanic or Latino	29	97%	62%	0%	17	88%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	8	–	–	–
White	213	95%	62%	2%	185	91%	56%	9%
Multiracial	9	78%	44%	0%	11	100%	64%	0%
Small Group Totals	9	100%	56%	11%	9	89%	56%	22%
General-Education Students	258	97%	66%	2%	211	96%	63%	9%
Students with Disabilities	39	77%	8%	0%	36	61%	17%	0%
English Proficient	293	–	–	–	243	–	–	–
Limited English Proficient	4	–	–	–	4	–	–	–
Economically Disadvantaged	157	92%	52%	0%	113	88%	46%	2%
Not Disadvantaged	140	98%	66%	4%	134	94%	65%	13%
Migrant								
Not Migrant	297	95%	58%	2%	247	91%	56%	8%

NOTES
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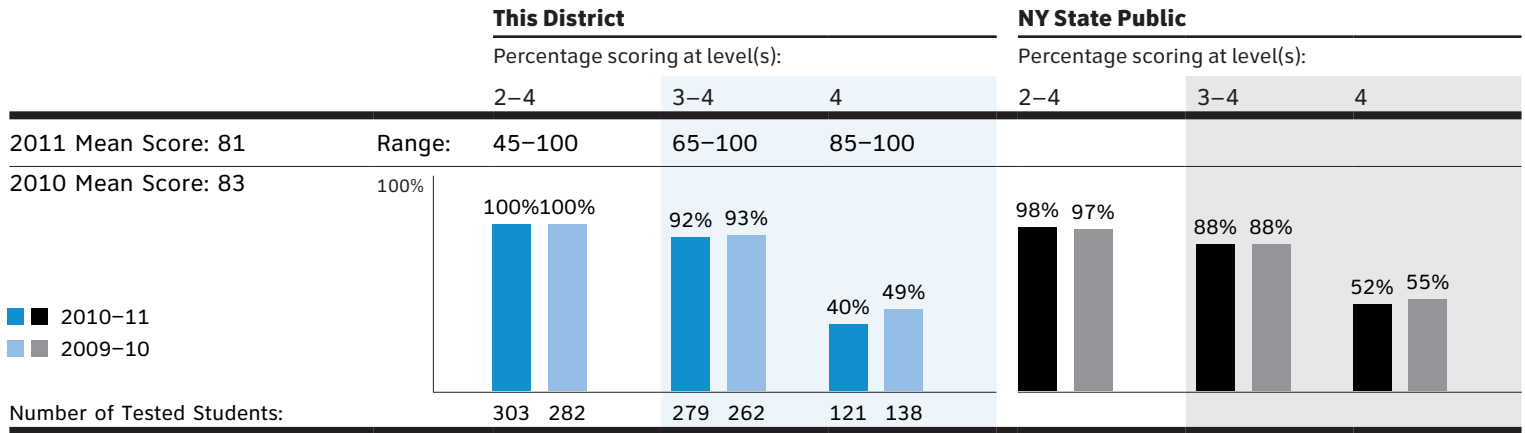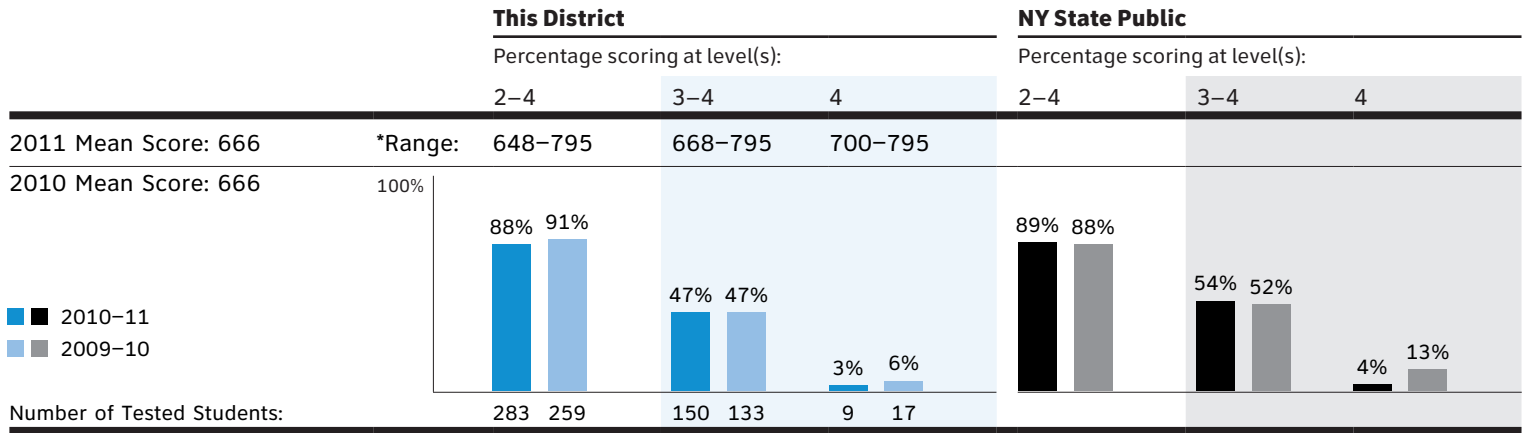
Other Assessments

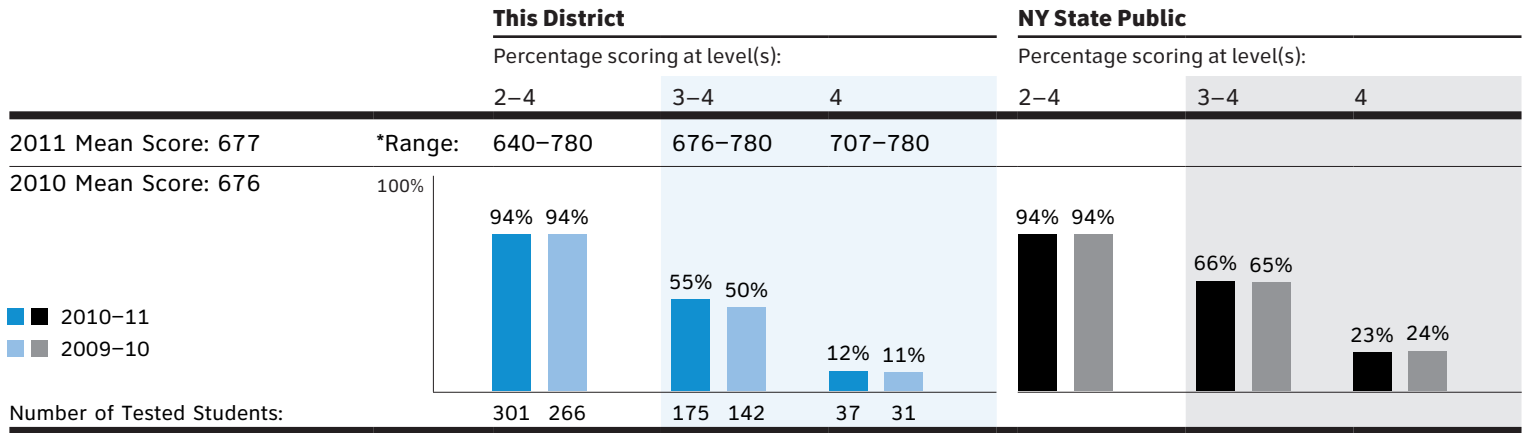|	Total Tested	2010–11 School Year Number scoring at level(s):			Total Tested	2009–10 School Year Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	–	–	–	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

This District's Results in Grade 6 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
2011 Mean Score: 682	*Range:	640–780	674–780	700–780			
2010 Mean Score: 676							

2010–11
2009–10

	2–4	3–4	4	2–4	3–4	4
(This District)	96% 95%	64% 56%	18% 16%			
(NY State Public)				92% 92%	63% 61%	26% 27%
Number of Tested Students:	286 236	192 139	54 39			

Results by Student Group

	2010–11 School Year				2009–10 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	**298**	**96%**	**64%**	**18%**	**248**	**95%**	**56%**	**16%**
Female	153	95%	65%	15%	120	93%	56%	18%
Male	145	97%	63%	21%	128	98%	56%	13%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	37	95%	65%	11%	25	96%	48%	16%
Hispanic or Latino	30	93%	67%	20%	19	95%	37%	16%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	8	–	–	–
White	213	97%	65%	18%	184	95%	59%	17%
Multiracial	9	89%	44%	22%	11	100%	55%	0%
Small Group Totals	9	100%	67%	33%	9	100%	67%	11%
General-Education Students	258	98%	71%	21%	212	98%	60%	18%
Students with Disabilities	40	80%	20%	0%	36	78%	31%	0%
English Proficient	293	97%	65%	18%	242	95%	57%	16%
Limited English Proficient	5	60%	20%	20%	6	100%	33%	0%
Economically Disadvantaged	158	96%	62%	13%	112	93%	43%	5%
Not Disadvantaged	140	96%	67%	24%	136	97%	67%	24%
Migrant								
Not Migrant	298	96%	64%	18%	248	95%	56%	16%

NOTES

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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Other Assessments

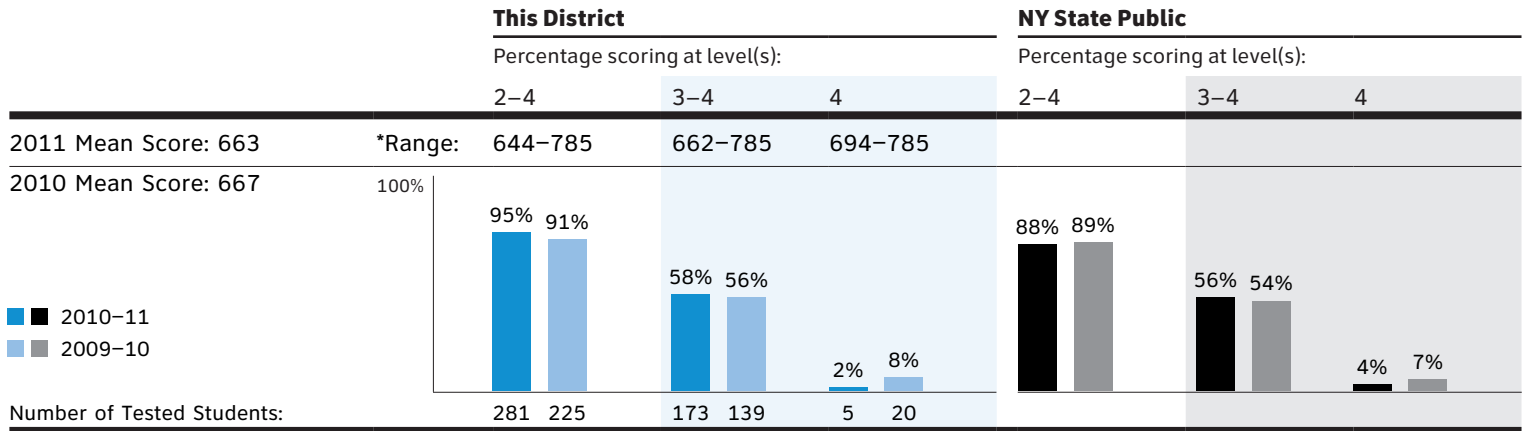|	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	–	–	–	5	5	5	5

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

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
2011 Mean Score: 662	*Range:	642–790	665–790	698–790			
2010 Mean Score: 666	100%						

2010–11: 95% 93% / 41% 43% / 1% 9%
NY State Public: 91% 90% / 48% 50% / 4% 11%

■ 2010–11
■ 2009–10

Number of Tested Students: 230 251   100 115   2 23

Results by Student Group

	2010–11 School Year				2009–10 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	**242**	**95%**	**41%**	**1%**	**270**	**93%**	**43%**	**9%**
Female	119	97%	46%	1%	125	94%	50%	10%
Male	123	93%	37%	1%	145	92%	36%	8%
American Indian or Alaska Native	1	–	–	–	3	–	–	–
Black or African American	30	93%	30%	0%	35	91%	23%	6%
Hispanic or Latino	21	95%	43%	0%	24	83%	25%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	5	–	–	–
White	174	95%	41%	1%	191	94%	48%	10%
Multiracial	8	100%	75%	0%	12	100%	33%	0%
Small Group Totals	9	100%	44%	11%	8	100%	63%	13%
General-Education Students	206	97%	47%	1%	222	97%	50%	10%
Students with Disabilities	36	83%	8%	0%	48	75%	8%	0%
English Proficient	237	95%	42%	1%	267	–	–	–
Limited English Proficient	5	80%	0%	0%	3	–	–	–
Economically Disadvantaged	117	91%	32%	1%	126	89%	29%	3%
Not Disadvantaged	125	99%	50%	1%	144	97%	54%	13%
Migrant								
Not Migrant	242	95%	41%	1%	270	93%	43%	9%

NOTES
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Other Assessments

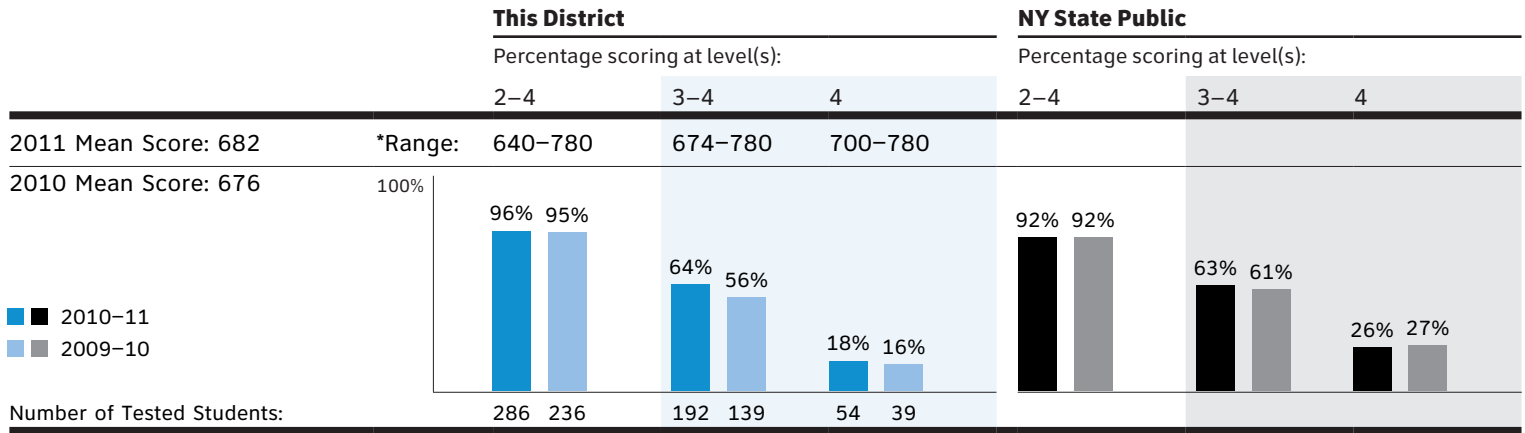|	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	6	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	1	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	2	N/A	N/A	N/A	1	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

This District's Results in Grade 7 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
2011 Mean Score: 669	*Range:	639–800	670–800	694–800			
2010 Mean Score: 665	100%						

2010–11 ■ (blue)
2009–10 ■ (light blue)

This District: 92% 91%, 46% 44%, 12% 11%
NY State Public: 92% 92%, 65% 62%, 30% 29%

Number of Tested Students: 225 245 | 113 120 | 29 30

Results by Student Group

Student Group	2010–11 School Year				2009–10 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	**244**	**92%**	**46%**	**12%**	**270**	**91%**	**44%**	**11%**
Female	120	91%	49%	11%	126	88%	45%	10%
Male	124	94%	44%	13%	144	93%	44%	13%
American Indian or Alaska Native	1	–	–	–	3	–	–	–
Black or African American	31	97%	39%	6%	35	80%	29%	6%
Hispanic or Latino	23	83%	26%	0%	24	83%	17%	8%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	38%	5	–	–	–
White	173	92%	48%	13%	191	93%	51%	12%
Multiracial	8	–	–	–	12	92%	25%	8%
Small Group Totals	9	100%	67%	11%	8	100%	63%	25%
General-Education Students	207	95%	53%	14%	223	95%	51%	13%
Students with Disabilities	37	76%	11%	3%	47	72%	13%	2%
English Proficient	237	92%	47%	12%	266	–	–	–
Limited English Proficient	7	86%	29%	14%	4	–	–	–
Economically Disadvantaged	120	93%	39%	6%	125	86%	33%	7%
Not Disadvantaged	124	92%	53%	18%	145	94%	54%	14%
Migrant								
Not Migrant	244	92%	46%	12%	270	91%	44%	11%

NOTES
The – symbol indicates that data for a group of students have 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.
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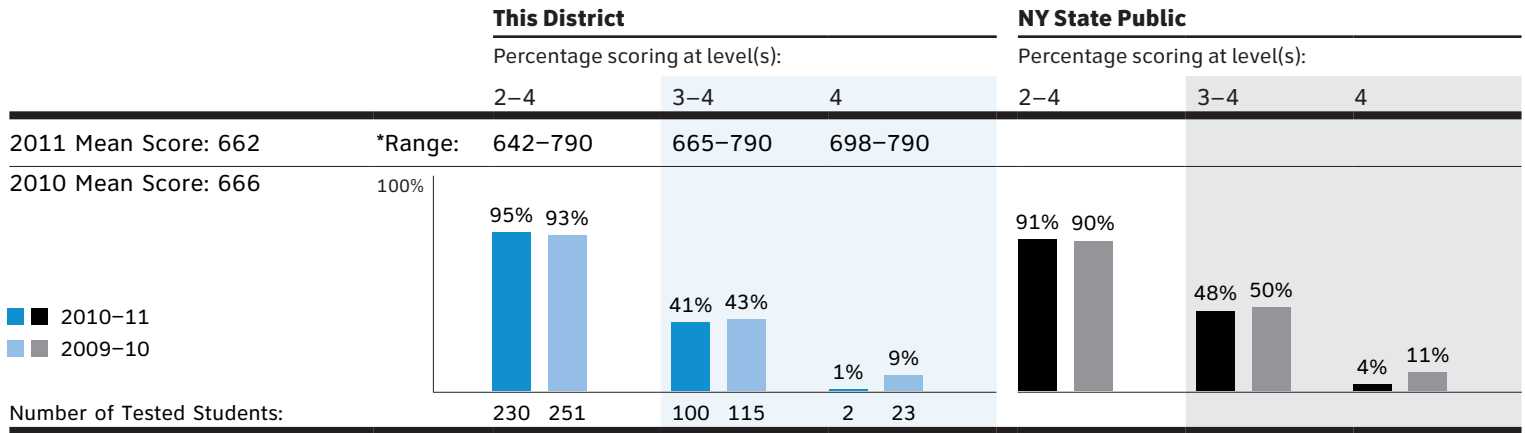
Other Assessments

	2010–11 School Year				2009–10 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	6	6	6	2	3	–	–	–

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

This District's Results in Grade 8 English Language Arts

		This District Percentage scoring at level(s):			NY State Public Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2011 Mean Score: 656	*Range:	628–790	658–790	699–790			
2010 Mean Score: 663	100%						

2010–11 ■ (blue)
2009–10 ■ (light blue)

This District: 96% 96% | 45% 55% | 1% 9%
NY State Public: 92% 91% | 47% 51% | 2% 8%

Number of Tested Students: 260 262 | 122 151 | 4 26

Results by Student Group

Student Group	2010–11 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**271**	**96%**	**45%**	**1%**	**274**	**96%**	**55%**	**9%**
Female	133	97%	52%	2%	127	98%	61%	16%
Male	138	95%	38%	1%	147	93%	50%	4%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	31	94%	29%	3%	28	100%	39%	7%
Hispanic or Latino	21	95%	33%	0%	21	90%	52%	10%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	9	–	–	–
White	199	96%	48%	1%	203	96%	57%	9%
Multiracial	9	89%	33%	0%	10	80%	50%	0%
Small Group Totals	11	100%	73%	9%	12	100%	67%	33%
General-Education Students	224	99%	52%	2%	215	100%	67%	12%
Students with Disabilities	47	83%	11%	0%	59	81%	12%	0%
English Proficient	268	–	–	–	268	96%	56%	10%
Limited English Proficient	3	–	–	–	6	83%	33%	0%
Economically Disadvantaged	119	93%	38%	0%	127	94%	44%	3%
Not Disadvantaged	152	98%	51%	3%	147	97%	65%	15%
Migrant								
Not Migrant	271	96%	45%	1%	274	96%	55%	9%

NOTES

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* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

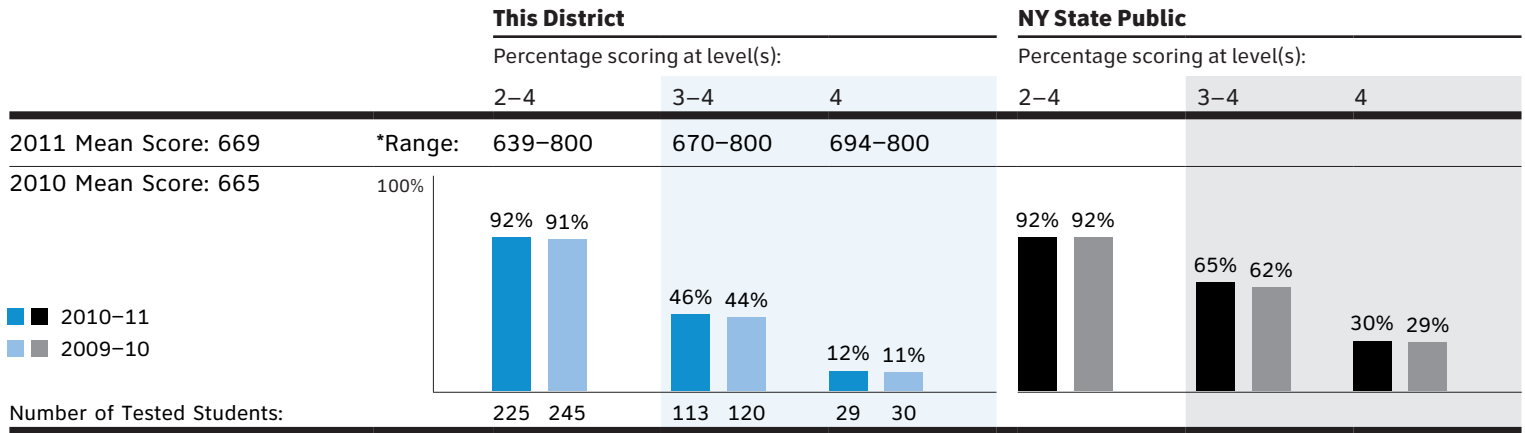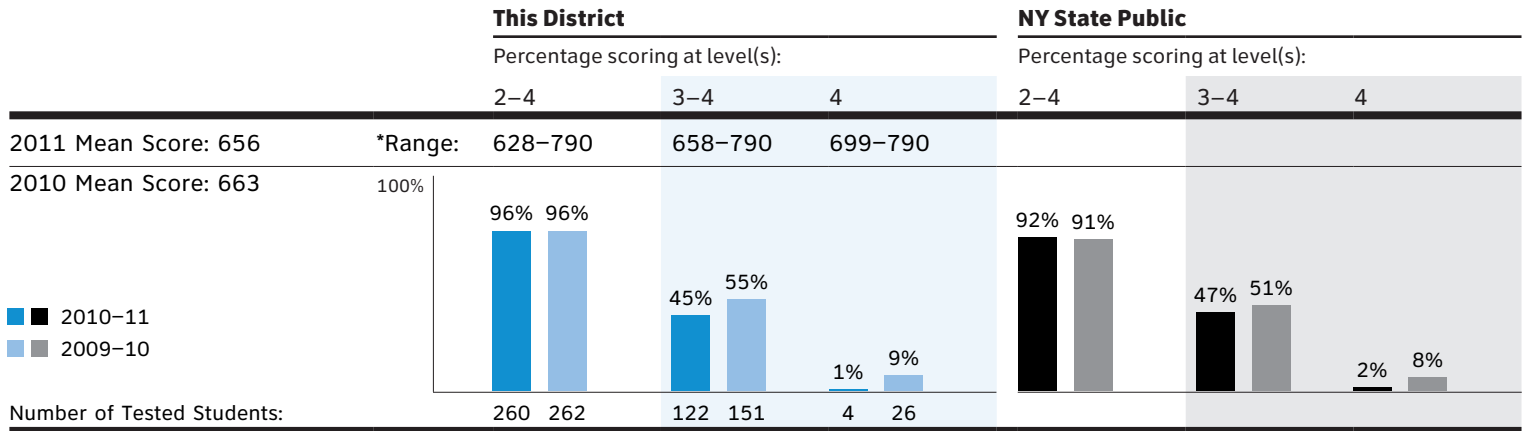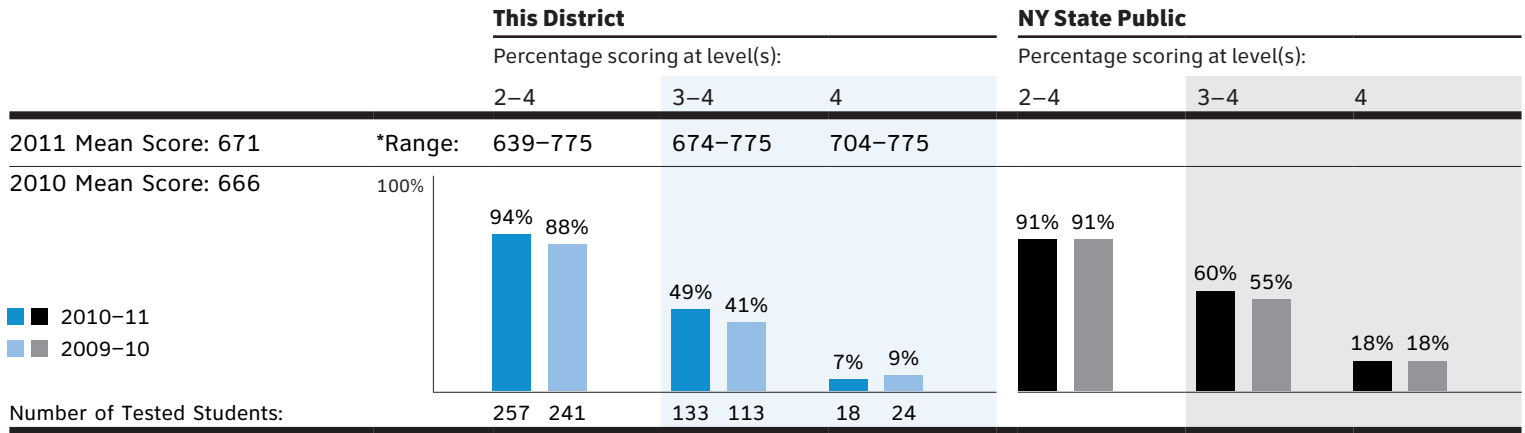|	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	8	8	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**　　　　District ID **22-03-01-06-0000**

This District's Results in Grade 8 Mathematics

	This District Percentage scoring at level(s):			NY State Public Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
2011 Mean Score: 671　*Range:	639–775	674–775	704–775			

2010 Mean Score: 666

100%

■ 2010–11
■ 2009–10

| | 94% 88% | 49% 41% | 7% 9% | 91% 91% | 60% 55% | 18% 18% |
| Number of Tested Students: | 257　241 | 133　113 | 18　24 | | | |

Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	2–4	3–4	4	Total Tested	2–4	3–4	4
All Students	**273**	**94%**	**49%**	**7%**	**275**	**88%**	**41%**	**9%**
Female	134	96%	53%	6%	128	91%	41%	7%
Male	139	93%	45%	7%	147	84%	41%	10%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	31	94%	39%	3%	28	89%	29%	7%
Hispanic or Latino	21	90%	29%	0%	22	82%	36%	9%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	8	–	–	–
White	201	95%	53%	7%	204	88%	43%	8%
Multiracial	9	100%	22%	0%	10	90%	20%	0%
Small Group Totals	11	91%	64%	18%	11	82%	64%	27%
General-Education Students	226	97%	55%	8%	215	96%	50%	11%
Students with Disabilities	47	79%	17%	0%	60	58%	8%	0%
English Proficient	270	–	–	–	268	88%	42%	9%
Limited English Proficient	3	–	–	–	7	57%	0%	0%
Economically Disadvantaged	121	93%	36%	4%	127	83%	31%	6%
Not Disadvantaged	152	95%	59%	9%	148	92%	50%	11%
Migrant								
Not Migrant	273	94%	49%	7%	275	88%	41%	9%

NOTES
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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

	2010–11 School Year				2009–10 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	2	–	–	–	8	8	8	6

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

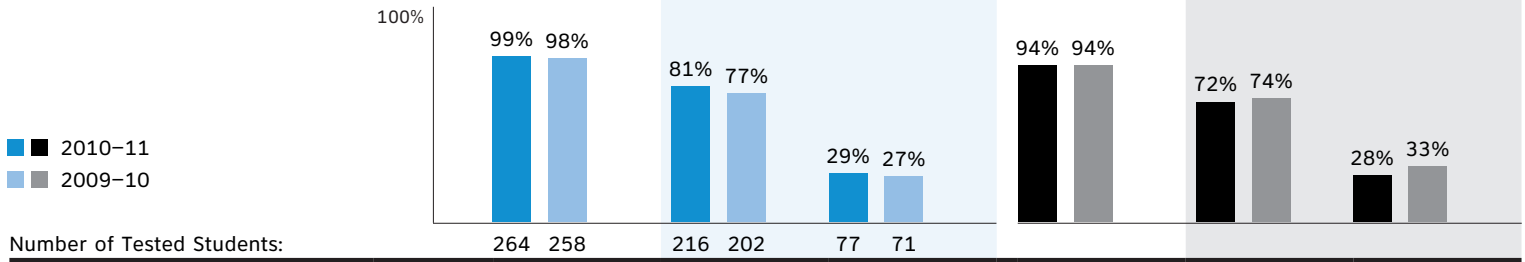# This District's Results in Grade 8 Science

	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

100%

2010–11
2009–10

This District						NY State Public					
99%	98%	81%	77%	29%	27%	94%	94%	72%	74%	28%	33%

Number of Tested Students: 264   258   216   202   77   71

Results by Student Group

	2010–11 School Year				2009–10 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**	**99%**	**79%**	**22%**	**239**	**98%**	**74%**	**22%**
Female	115	98%	77%	16%	110	99%	70%	16%
Male	121	100%	81%	27%	129	97%	78%	27%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	27	100%	74%	7%	27	96%	56%	15%
Hispanic or Latino	21	100%	62%	14%	20	95%	60%	20%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	6	–	–	–
White	170	99%	81%	25%	174	98%	79%	22%
Multiracial	9	100%	78%	11%	9	100%	56%	11%
Small Group Totals	9	100%	100%	33%	9	100%	89%	56%
General-Education Students	191	100%	82%	24%	184	100%	84%	28%
Students with Disabilities	45	96%	64%	13%	55	91%	44%	2%
English Proficient	233	–	–	–	232	98%	76%	23%
Limited English Proficient	3	–	–	–	7	100%	14%	0%
Economically Disadvantaged	110	99%	72%	12%	118	97%	68%	19%
Not Disadvantaged	126	99%	85%	30%	121	98%	81%	25%
Migrant								
Not Migrant	236	99%	79%	22%	239	98%	74%	22%

NOTES
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Other Assessments

	2010–11 School Year				2009–10 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	2	–	–	–	8	7	7	7
Regents Science	30	30	30	26	24	24	24	18

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT** District ID **22-03-01-06-0000**

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 |

100%

This District: 92% 90% | 88% 84% | 26% 20%

NY State Public: 83% 82% | 80% 79% | 35% 32%

■ 2007 Cohort
□ 2006 Cohort

Results by Student Group

Student Group	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	**210**	**92%**	**88%**	**26%**	**225**	**90%**	**84%**	**20%**
Female	117	96%	92%	27%	109	94%	90%	36%
Male	93	87%	83%	24%	116	85%	78%	6%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	22	95%	91%	14%	18	94%	94%	22%
Hispanic or Latino	14	93%	86%	21%	9	100%	89%	22%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	8	–	–	–
White	161	91%	88%	27%	186	88%	83%	21%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	13	92%	92%	38%	12	100%	83%	8%
General-Education Students	178	97%	95%	30%	189	96%	91%	24%
Students with Disabilities	32	66%	50%	3%	36	58%	47%	0%
English Proficient	208	–	–	–	222	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	70	94%	89%	21%	68	97%	85%	16%
Not Disadvantaged	140	91%	88%	28%	157	87%	83%	22%
Migrant								
Not Migrant	210	92%	88%	26%	225	90%	84%	20%

NOTES

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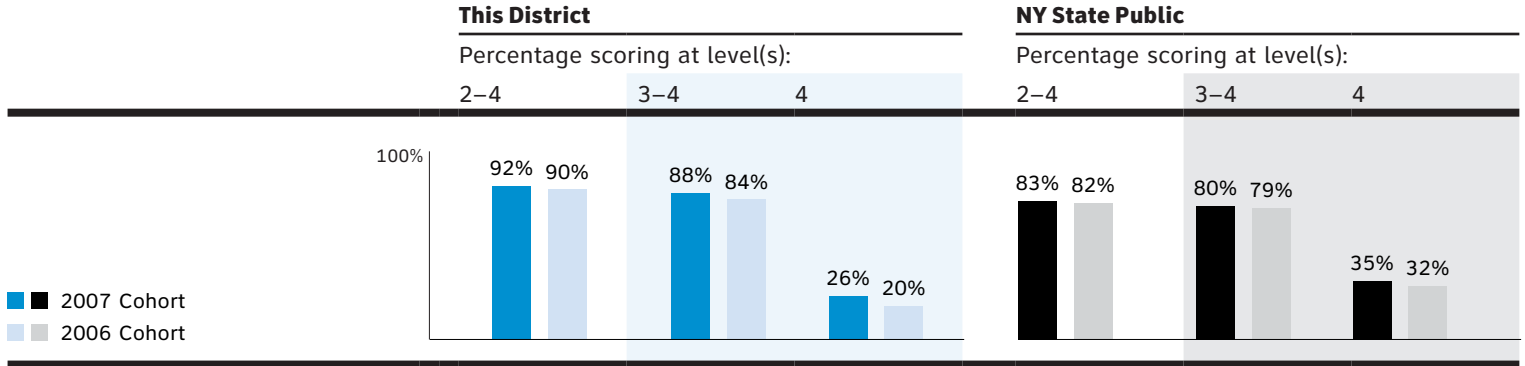* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

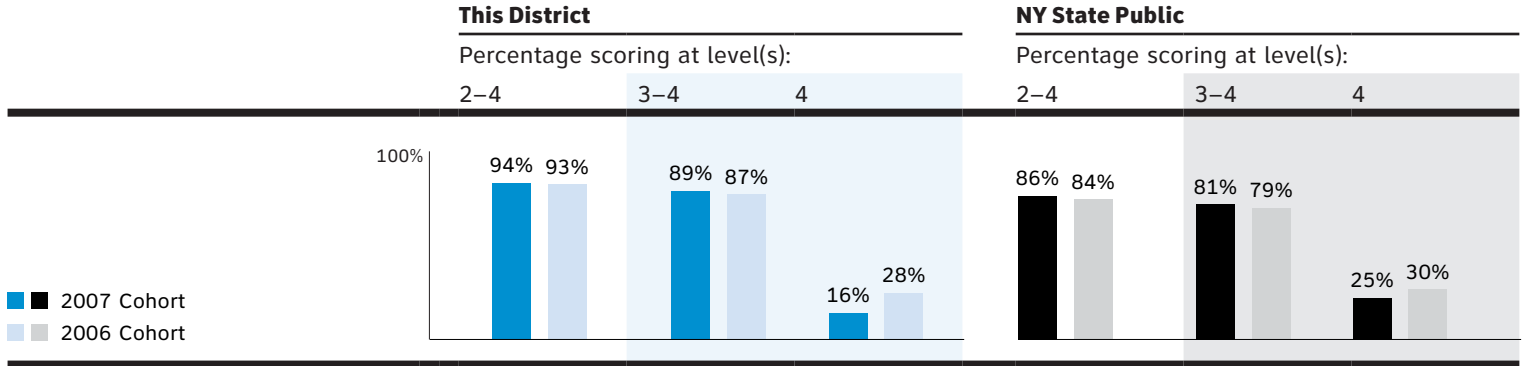** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

Overview of District Performance

District **INDIAN RIVER CENTRAL SCHOOL DISTRICT**   District ID **22-03-01-06-0000**

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

This District
Percentage scoring at level(s):

NY State Public
Percentage scoring at level(s):

- ■ 2007 Cohort
- ■ 2006 Cohort

Results by Student Group

Student Group	2007 Cohort Number of Students	Percentage scoring at level(s): 2–4	3–4	4	2006 Cohort** Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**210**	**94%**	**89%**	**16%**	**225**	**93%**	**87%**	**28%**
Female	117	97%	93%	16%	109	96%	92%	28%
Male	93	90%	83%	16%	116	91%	82%	28%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	22	100%	95%	5%	18	100%	89%	17%
Hispanic or Latino	14	93%	93%	21%	9	100%	89%	11%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	8	–	–	–
White	161	94%	87%	17%	186	92%	86%	30%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	13	92%	92%	23%	12	92%	92%	42%
General-Education Students	178	99%	97%	19%	189	96%	92%	34%
Students with Disabilities	32	69%	44%	0%	36	81%	61%	0%
English Proficient	208	–	–	–	222	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	70	99%	91%	17%	68	94%	84%	18%
Not Disadvantaged	140	92%	87%	16%	157	93%	88%	33%
Migrant								
Not Migrant	210	94%	89%	16%	225	93%	87%	28%

NOTES

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