

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-13-01-06-0000  
 Name: Iroquois Central School District  
 Superintendent: Neil Rochelle

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	197	172	179
First	190	202	173
Second	199	186	207
Third	239	205	188
Fourth	211	241	212
Fifth	272	217	240
Sixth	235	268	221
Ungraded Elementary	0	0	0
Seventh	230	240	274
Eighth	261	232	239
Ninth	239	267	256
Tenth	235	222	264
Eleventh	237	241	212
Twelfth	207	237	242
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2952	2930	2907

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	20	0.7%	21	0.7%	21	0.7%
Black (Not Hispanic)	14	0.5%	14	0.5%	16	0.6%
Hispanic	9	0.3%	10	0.3%	14	0.5%
White (Not Hispanic)	2909	98.5%	2885	98.5%	2856	98.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	20
Common Branch	22	22	21
English Grade 8	26	23	24
Mathematics Grade 8	26	23	24
Science Grade 8	26	23	24
Social Studies Grade 8	27	23	24
English Grade 10	22	22	23
Mathematics Grade 10	22	21	19
Science Grade 10	19	24	22
Social Studies Grade 10	21	22	21

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.1%	3	0.1%	2	0.1%
Eligible for Free Lunch	162	5.5%	127	4.3%	110	3.8%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		96.1%		94.3%
Student Suspensions	12	0.4%	11	0.4%	13	0.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.2%	4.0%	3.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	196
Total Other Professional Staff	40
Total Paraprofessionals	42
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	196	160	82%	213	164	77%	232	183	79%
Students with Disabilities	7	0	0%	9	0	0%	14	3	21%
All Students	203	160	79%	222	164	74%	246	186	76%

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

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	140	59	7	11	14	15
Percent	57%	24%	3%	4%	6%	6%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
14	3	0	14

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			46		17	
	Entered GED Program*			0		0	
	Total Noncompleters			46		17	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	7	0.8%	46	4.8%	20	2.1%
	Entered GED Program*	2	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	9	1.0%	46	4.8%	20	2.1%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		31%	0%
2-3		31%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		203	265
	Number of Students with Disabilities		22	29
	Number of All Students		225	294
	Percent of Enrollment		23%	30%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	98	100%	113	92%	99	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	129	97%	138	93%	147	98%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	0	0%	12	92%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	5	80%
Science	0	0%	4	#	2	#
Reading	1	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	0	0%	2	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	26	65%	27	93%
Science	24	71%	27	74%	19	74%
Reading	0	0%	0	0%	6	100%
Writing	2	#	1	#	6	100%
Global Studies	3	#	4	#	15	73%
U.S. Hist & Gov't	10	80%	6	100%	7	29%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	243	247	210	16	15	18
Number Scoring 55–100	240	247	207	15	15	17
Number Scoring 65–100	214	242	199	8	14	12
Number Scoring 85–100	60	157	150	0	2	3
Percentage of Tested Scoring 55–100	99%	100%	99%	94%	100%	94%
Percentage of Tested Scoring 65–100	88%	98%	95%	50%	93%	67%
Percentage of Tested Scoring 85–100	25%	64%	71%	0%	13%	17%
<b>Mathematics A</b>						
Number Tested	0	228	283	0	19	21
Number Scoring 55–100	0	203	261	0	12	11
Number Scoring 65–100	0	179	233	0	6	5
Number Scoring 85–100	0	82	59	0	2	2
Percentage of Tested Scoring 55–100	0%	89%	92%	0%	63%	52%
Percentage of Tested Scoring 65–100	0%	79%	82%	0%	32%	24%
Percentage of Tested Scoring 85–100	0%	36%	21%	0%	11%	10%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	127	0	0	1
Number Scoring 55–100	0	0	107	0	0	#
Number Scoring 65–100	0	0	93	0	0	#
Number Scoring 85–100	0	0	22	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	250	230	271	10	24	31
Number Scoring 55–100	248	219	250	9	20	19
Number Scoring 65–100	239	203	231	7	14	15
Number Scoring 85–100	109	65	90	1	0	1
Percentage of Tested Scoring 55–100	99%	95%	92%	90%	83%	61%
Percentage of Tested Scoring 65–100	96%	88%	85%	70%	58%	48%
Percentage of Tested Scoring 85–100	44%	28%	33%	10%	0%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	239	269	241	11	17	20
Number Scoring 55–100	219	245	226	8	10	16
Number Scoring 65–100	197	230	205	5	9	12
Number Scoring 85–100	98	68	102	1	1	5
Percentage of Tested Scoring 55–100	92%	91%	94%	73%	59%	80%
Percentage of Tested Scoring 65–100	82%	86%	85%	45%	53%	60%
Percentage of Tested Scoring 85–100	41%	25%	42%	9%	6%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	235	233	253	11	21	28
Number Scoring 55–100	233	227	239	11	19	21
Number Scoring 65–100	232	223	229	10	17	17
Number Scoring 85–100	83	96	82	1	3	1
Percentage of Tested Scoring 55–100	99%	97%	94%	100%	90%	75%
Percentage of Tested Scoring 65–100	99%	96%	91%	91%	81%	61%
Percentage of Tested Scoring 85–100	35%	41%	32%	9%	14%	4%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	233	303	286	18	30	20
Number Scoring 55–100	219	287	267	13	26	13
Number Scoring 65–100	200	268	250	11	21	11
Number Scoring 85–100	96	142	135	1	6	2
Percentage of Tested Scoring 55–100	94%	95%	93%	72%	87%	65%
Percentage of Tested Scoring 65–100	86%	88%	87%	61%	70%	55%
Percentage of Tested Scoring 85–100	41%	47%	47%	6%	20%	10%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		165	183		2	1
Number Scoring 55–100		161	177		#	#
Number Scoring 65–100		126	149		#	#
Number Scoring 85–100		17	50		#	#
Percentage of Tested Scoring 55–100		98%	97%		#	#
Percentage of Tested Scoring 65–100		76%	81%		#	#
Percentage of Tested Scoring 85–100		10%	27%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	88	72	62	0	0	0
Number Scoring 55–100	86	72	62	0	0	0
Number Scoring 65–100	83	70	60	0	0	0
Number Scoring 85–100	26	20	30	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	28%	48%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	119	96	98	0	0	3
Number Scoring 55–100	118	94	94	0	0	#
Number Scoring 65–100	110	91	94	0	0	#
Number Scoring 85–100	52	50	57	0	0	#
Percentage of Tested Scoring 55–100	99%	98%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	95%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	52%	58%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	304	45	11	4	0	0
Number Scoring 55–100	250	34	7	#	0	0
Number Scoring 65–100	210	26	5	#	0	0
Number Scoring 85–100	88	6	0	#	0	0
Percentage of Tested Scoring 55–100	82%	76%	64%	#	0%	0%
Percentage of Tested Scoring 65–100	69%	58%	45%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	13%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	175	174	20	0	2	0
Number Scoring 55–100	148	157	16	0	#	0
Number Scoring 65–100	134	153	12	0	#	0
Number Scoring 85–100	59	84	3	0	#	0
Percentage of Tested Scoring 55–100	85%	90%	80%	0%	#	0%
Percentage of Tested Scoring 65–100	77%	88%	60%	0%	#	0%
Percentage of Tested Scoring 85–100	34%	48%	15%	0%	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	330	100%	110	97%	228	94%
Students with Disabilities	28	100%	6	100%	17	82%

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

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	219	0%	1%	65%	34%
	Students with Disabilities	22	5%	5%	68%	23%
	All Students	241	0%	2%	65%	33%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	226	0%	22%	65%	13%
	Students with Disabilities	18	22%	78%	0%	0%
	All Students	244	2%	26%	60%	12%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	226	226	226	15	15	15	241	241	241
Number Scoring 55–64	3	8	1	2	1	0	5	9	1
Number Scoring 65–84	114	147	119	9	7	13	123	154	132
Number Scoring 85–100	104	65	103	3	1	2	107	66	105
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)