

New York State School Report Card Comprehensive Information Report

BEDS Code: 20-04-01-04-0001
 Name: Indian Lake Central School
 Principal: Joyce Thyrring

Grade Range : K-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	22	8	14
First	8	20	9
Second	22	7	19
Third	16	21	8
Fourth	20	17	21
Fifth	17	22	17
Sixth	14	18	22
Ungraded Elementary	0	0	0
Seventh	20	15	20
Eighth	12	17	14
Ninth	19	11	16
Tenth	21	16	11
Eleventh	15	20	16
Twelfth	18	14	14
Ungraded Secondary	0	0	0
Total K-12 Enrollment	224	206	201

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	2	0.9%	2	1.0%	3	1.5%
Black (Not Hispanic)	5	2.2%	5	2.4%	5	2.5%
Hispanic	0	0.0%	1	0.5%	1	0.5%
White (Not Hispanic)	217	96.9%	198	96.1%	192	95.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	22	8	14
Common Branch	20	15	19
English Grade 8	12	17	13
Mathematics Grade 8	6	13	8
Science Grade 8	12	17	0
Social Studies Grade 8	12	15	14
English Grade 10	21	17	11
Mathematics Grade 10	8	12	5
Science Grade 10	0	12	10
Social Studies Grade 10	21	15	11

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	30	13.4%	30	14.6%	21	10.5%

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		96.1%		95.2%		94.8%
Student Suspensions	0	0.0%	1	0.4%	0	0.0%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	4.4%	4.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	14	8	57%	10	8	80%	12	7	58%
Students with Disabilities	2	0	0%	2	0	0%	0	0	0%
All Students	16	8	50%	12	8	67%	12	7	58%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures 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	6	4	0	0	2	0
Percent	50%	33%	0%	0%	17%	0%

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)
0	0	1	1

*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			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	1	1.4%	5	8.2%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	1.4%	5	8.2%	0	0.0%

*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		100%	0%
2-3		100%	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		46	0
	Number of Students with Disabilities		4	0
	Number of All Students		50	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		51	0
	Number of Students with Disabilities		10	0
	Number of All Students		61	0
	Percent of Enrollment		100%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	88%	16	100%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	15	16	16	1	1	1
Number Scoring 55–100	15	13	16	#	#	#
Number Scoring 65–100	13	13	15	#	#	#
Number Scoring 85–100	6	10	4	#	#	#
Percentage of Tested Scoring 55–100	100%	81%	100%	#	#	#
Percentage of Tested Scoring 65–100	87%	81%	94%	#	#	#
Percentage of Tested Scoring 85–100	40%	62%	25%	#	#	#
Mathematics A						
Number Tested	2	17	12	1	1	2
Number Scoring 55–100	#	16	10	#	#	#
Number Scoring 65–100	#	13	10	#	#	#
Number Scoring 85–100	#	1	1	#	#	#
Percentage of Tested Scoring 55–100	#	94%	83%	#	#	#
Percentage of Tested Scoring 65–100	#	76%	83%	#	#	#
Percentage of Tested Scoring 85–100	#	6%	8%	#	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	26	16	11	5	1	2
Number Scoring 55–100	26	16	11	5	#	#
Number Scoring 65–100	20	15	11	1	#	#
Number Scoring 85–100	6	5	4	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	77%	94%	100%	20%	#	#
Percentage of Tested Scoring 85–100	23%	31%	36%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	16	14	17	2	0	1
Number Scoring 55–100	16	14	17	#	0	#
Number Scoring 65–100	13	12	16	#	0	#
Number Scoring 85–100	5	4	8	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	81%	86%	94%	#	0%	#
Percentage of Tested Scoring 85–100	31%	29%	47%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	18	14	20	3	2	3
Number Scoring 55–100	17	13	18	#	#	#
Number Scoring 65–100	16	13	16	#	#	#
Number Scoring 85–100	3	4	1	#	#	#
Percentage of Tested Scoring 55–100	94%	93%	90%	#	#	#
Percentage of Tested Scoring 65–100	89%	93%	80%	#	#	#
Percentage of Tested Scoring 85–100	17%	29%	5%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	17	12	9	0	2	1
Number Scoring 55–100	17	12	9	0	#	#
Number Scoring 65–100	17	12	9	0	#	#
Number Scoring 85–100	9	5	2	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	53%	42%	22%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		13	2		0	0
Number Scoring 55–100		11	#		0	0
Number Scoring 65–100		7	#		0	0
Number Scoring 85–100		1	#		0	0
Percentage of Tested Scoring 55–100		85%	#		0%	0%
Percentage of Tested Scoring 65–100		54%	#		0%	0%
Percentage of Tested Scoring 85–100		8%	#		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	4	13	3	0	0	0
Number Scoring 55–100	#	13	#	0	0	0
Number Scoring 65–100	#	13	#	0	0	0
Number Scoring 85–100	#	2	#	0	0	0
Percentage of Tested Scoring 55–100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	15%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	25	2	0	0	0	0
Number Scoring 55–100	21	#	0	0	0	0
Number Scoring 65–100	15	#	0	0	0	0
Number Scoring 85–100	6	#	0	0	0	0
Percentage of Tested Scoring 55–100	84%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	21	15	18	0	1	1
Number Scoring 55–100	16	13	12	0	#	#
Number Scoring 65–100	13	10	10	0	#	#
Number Scoring 85–100	5	2	2	0	#	#
Percentage of Tested Scoring 55–100	76%	87%	67%	0%	#	#
Percentage of Tested Scoring 65–100	62%	67%	56%	0%	#	#
Percentage of Tested Scoring 85–100	24%	13%	11%	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	15	100%	12	100%	1	#
Students with Disabilities	1	#	3	#	0	0%

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
Nov 2002	General-Education Students	16	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	17	6%	0%	82%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	13	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	16	0%	38%	63%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	16	16	16	1	1	1	17	17	17
Number Scoring 55–64	#	#	#	#	#	#	0	2	0
Number Scoring 65–84	#	#	#	#	#	#	11	7	10
Number Scoring 85–100	#	#	#	#	#	#	5	5	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)