

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-06-02-04-0000

Name: Riverhead Central School District

Superintendent: George L. Duffy Iii

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	357	350	386
First	465	426	414
Second	360	366	378
Third	382	363	397
Fourth	380	356	375
Fifth	367	401	382
Sixth	315	378	367
Ungraded Elementary	74	25	21
Seventh	321	350	367
Eighth	308	340	347
Ninth	427	472	467
Tenth	333	373	368
Eleventh	283	321	314
Twelfth	260	279	314
Ungraded Secondary	52	28	0
Total K-12 Enrollment	4684	4828	4897

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	75	1.6%	91	1.9%	88	1.8%
Black (Not Hispanic)	1298	27.7%	1234	25.6%	1267	25.9%
Hispanic	347	7.4%	407	8.4%	475	9.7%
White (Not Hispanic)	2964	63.3%	3096	64.1%	3067	62.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	19	20	21
Common Branch	23	23	22
English Grade 8	25	25	24
Mathematics Grade 8	25	29	25
Science Grade 8	22	24	22
Social Studies Grade 8	26	28	26
English Grade 10	26	21	21
Mathematics Grade 10	25	26	23
Science Grade 10	19	24	25
Social Studies Grade 10	26	25	24

(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	190	4.1%	223	4.6%	247	5.0%
Eligible for Free Lunch	1274	29.4%	1081	22.4%	1059	21.6%

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		93.2%		93.3%		94.1%
Student Suspensions	381	8.4%	362	7.7%	372	7.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.3%	7.7%	7.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	352
Total Other Professional Staff	50
Total Paraprofessionals	141
Teaching Out of Certification*	6
Teachers with Temporary Licenses	2

*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	216	132	61%	214	135	63%	256	167	65%
Students with Disabilities	21	3	14%	24	3	12%	37	13	35%
All Students	237	135	57%	238	138	58%	293	180	61%

*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	115	107	7	6	7	51
Percent	39%	37%	2%	2%	2%	17%

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)
37	13	5	42

*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			95		53	
	Entered GED Program*			18		8	
	Total Noncompleters			113		61	
Students with Disabilities	Dropped Out			30		19	
	Entered GED Program*			3		1	
	Total Noncompleters			33		20	
All Students	Dropped Out	37	2.8%	125	8.7%	72	4.9%
	Entered GED Program*	12	0.9%	21	1.5%	9	0.6%
	Total Noncompleters	49	3.7%	146	10.1%	81	5.5%

*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		0%	0%
2-3		0%	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		897	308
	Number of Students with Disabilities		0	44
	Number of All Students		897	352
	Percent of Enrollment		83%	32%
9-12	Number of General-Education Students		0	794
	Number of Students with Disabilities		0	82
	Number of All Students		0	876
	Percent of Enrollment		0%	60%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	68	100%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	49	84%	1	#	7	100%
Spanish	183	91%	2	#	52	85%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	7	43%

(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	15	80%	0	0%	3	#
Science	21	33%	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	6	50%	0	0%	0	0%
U.S. Hist & Gov't	17	76%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	67%	0	0%	42	83%
Science	24	54%	38	47%	35	57%
Reading	17	59%	0	0%	8	88%
Writing	17	94%	1	#	12	83%
Global Studies	22	50%	12	67%	18	83%
U.S. Hist & Gov't	7	71%	5	100%	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	309	286	324	53	31	40
Number Scoring 55–100	276	272	301	40	27	34
Number Scoring 65–100	207	250	276	22	21	31
Number Scoring 85–100	33	112	112	1	2	2
Percentage of Tested Scoring 55–100	89%	95%	93%	75%	87%	85%
Percentage of Tested Scoring 65–100	67%	87%	85%	42%	68%	78%
Percentage of Tested Scoring 85–100	11%	39%	35%	2%	6%	5%
Mathematics A						
Number Tested	101	126	352	12	23	32
Number Scoring 55–100	24	66	317	3	8	23
Number Scoring 65–100	4	36	285	1	5	18
Number Scoring 85–100	2	1	57	1	1	4
Percentage of Tested Scoring 55–100	24%	52%	90%	25%	35%	72%
Percentage of Tested Scoring 65–100	4%	29%	81%	8%	22%	56%
Percentage of Tested Scoring 85–100	2%	1%	16%	8%	4%	12%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	1
Number Scoring 55–100	0	0	#	0	0	#
Number Scoring 65–100	0	0	#	0	0	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
Global History and Geography						
Number Tested	338	341	367	42	38	54
Number Scoring 55–100	322	322	321	34	36	39
Number Scoring 65–100	283	289	295	22	25	34
Number Scoring 85–100	92	57	125	3	2	4
Percentage of Tested Scoring 55–100	95%	94%	87%	81%	95%	72%
Percentage of Tested Scoring 65–100	84%	85%	80%	52%	66%	63%
Percentage of Tested Scoring 85–100	27%	17%	34%	7%	5%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	248	301	322	31	36	35
Number Scoring 55–100	233	284	311	27	33	32
Number Scoring 65–100	203	246	281	19	26	28
Number Scoring 85–100	78	75	109	1	4	2
Percentage of Tested Scoring 55–100	94%	94%	97%	87%	92%	91%
Percentage of Tested Scoring 65–100	82%	82%	87%	61%	72%	80%
Percentage of Tested Scoring 85–100	31%	25%	34%	3%	11%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	363	423	257	26	56	43
Number Scoring 55–100	355	394	232	23	47	33
Number Scoring 65–100	331	368	201	19	42	27
Number Scoring 85–100	51	95	24	0	1	0
Percentage of Tested Scoring 55–100	98%	93%	90%	88%	84%	77%
Percentage of Tested Scoring 65–100	91%	87%	78%	73%	75%	63%
Percentage of Tested Scoring 85–100	14%	22%	9%	0%	2%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	206	53	152	14	6	27
Number Scoring 55–100	167	40	115	8	4	14
Number Scoring 65–100	145	31	103	7	4	12
Number Scoring 85–100	76	4	34	3	1	2
Percentage of Tested Scoring 55–100	81%	75%	76%	57%	67%	52%
Percentage of Tested Scoring 65–100	70%	58%	68%	50%	67%	44%
Percentage of Tested Scoring 85–100	37%	8%	22%	21%	17%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		235	339		8	18
Number Scoring 55–100		225	308		8	12
Number Scoring 65–100		162	250		2	6
Number Scoring 85–100		20	60		1	1
Percentage of Tested Scoring 55–100		96%	91%		100%	67%
Percentage of Tested Scoring 65–100		69%	74%		25%	33%
Percentage of Tested Scoring 85–100		9%	18%		12%	6%
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	45	50	56	0	0	0
Number Scoring 55–100	45	50	56	0	0	0
Number Scoring 65–100	44	50	56	0	0	0
Number Scoring 85–100	26	27	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	54%	54%	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	10	11	0	0	0	0
Number Scoring 55–100	10	11	0	0	0	0
Number Scoring 65–100	10	11	0	0	0	0
Number Scoring 85–100	8	3	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	27%	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	115	141	125	8	5	3
Number Scoring 55–100	115	138	123	8	3	#
Number Scoring 65–100	115	137	123	8	3	#
Number Scoring 85–100	101	103	90	6	0	#
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	60%	#
Percentage of Tested Scoring 65–100	100%	97%	98%	100%	60%	#
Percentage of Tested Scoring 85–100	88%	73%	72%	75%	0%	#
Comprehensive Latin						
Number Tested	29	26	43	0	0	1
Number Scoring 55–100	29	24	43	0	0	#
Number Scoring 65–100	29	23	42	0	0	#
Number Scoring 85–100	17	12	23	0	0	#
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	88%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	59%	46%	53%	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	272	308	9	18	16	1
Number Scoring 55–100	208	270	3	11	7	#
Number Scoring 65–100	172	244	0	10	6	#
Number Scoring 85–100	61	88	0	2	2	#
Percentage of Tested Scoring 55–100	76%	88%	33%	61%	44%	#
Percentage of Tested Scoring 65–100	63%	79%	0%	56%	38%	#
Percentage of Tested Scoring 85–100	22%	29%	0%	11%	12%	#
Sequential Mathematics, Course III						
Number Tested	130	150	184	1	6	6
Number Scoring 55–100	118	133	161	#	4	5
Number Scoring 65–100	105	123	134	#	3	4
Number Scoring 85–100	51	68	68	#	1	1
Percentage of Tested Scoring 55–100	91%	89%	88%	#	67%	83%
Percentage of Tested Scoring 65–100	81%	82%	73%	#	50%	67%
Percentage of Tested Scoring 85–100	39%	45%	37%	#	17%	17%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	96%	19	100%	27	96%
Students with Disabilities	7	71%	7	86%	8	88%

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	328	5%	12%	69%	15%
	Students with Disabilities	46	22%	28%	48%	2%
	All Students	374	7%	14%	66%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	284	1%	33%	56%	10%
	Students with Disabilities	56	13%	68%	18%	2%
	All Students	340	3%	39%	50%	9%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	0	1	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	268	268	268	42	42	42	310	310	310
Number Scoring 55–64	17	26	9	8	8	2	25	34	11
Number Scoring 65–84	137	142	146	22	19	19	159	161	165
Number Scoring 85–100	95	71	95	2	4	1	97	75	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)