

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-03-01-06-0007
 Name: Indian River High School
 Principal: James Kettrick

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	265	212	273
Tenth	200	225	183
Eleventh	197	206	207
Twelfth	153	171	178
Ungraded Secondary	0	0	0
Total K-12 Enrollment	815	814	841

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	17	2.1%	17	2.1%	12	1.4%
Black (Not Hispanic)	69	8.5%	73	9.0%	92	10.9%
Hispanic	43	5.3%	44	5.4%	33	3.9%
White (Not Hispanic)	686	84.2%	680	83.5%	704	83.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	16	14
Mathematics Grade 10	18	16	18
Science Grade 10	19	18	16
Social Studies Grade 10	15	17	18

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	11	1.4%	13	1.6%	12	1.4%
Eligible for Free Lunch	143	17.5%	332	40.8%	161	19.1%

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		93.6%		95.6%		92.8%
Student Suspensions	88	10.3%	95	11.7%	86	10.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	17.5%	0.0%	13.3%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	94%	0%	98%

Staff Counts

Staff	2002–2003
Total Teachers	76
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*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	125	53	42%	146	66	45%	152	79	52%
Students with Disabilities	18	1	6%	9	2	22%	16	3	19%
All Students	143	54	38%	155	68	44%	168	82	49%

*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	38	71	1	15	37	6
Percent	23%	42%	1%	9%	22%	4%

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)
16	3	4	20

*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			32		32	
	Entered GED Program*			0		0	
	Total Noncompleters			32		32	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			0		0	
	Total Noncompleters			1		5	
All Students	Dropped Out	16	2.0%	33	4.1%	37	4.4%
	Entered GED Program*	22	2.7%	0	0.0%	0	0.0%
	Total Noncompleters	38	4.7%	33	4.1%	37	4.4%

*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		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		778	0
	Number of Students with Disabilities		18	0
	Number of All Students		796	0
	Percent of Enrollment		98%	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	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	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	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	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	7	71%	7	100%	3	#
Science	21	86%	6	100%	4	#
Reading	0	0%	2	#	2	#
Writing	0	0%	2	#	2	#
Global Studies	6	83%	0	0%	0	0%
U.S. Hist & Gov't	28	68%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	64%	17	59%	25	64%
Science	33	52%	16	75%	30	47%
Reading	10	60%	13	0%	7	71%
Writing	10	60%	14	79%	7	71%
Global Studies	7	29%	0	0%	0	0%
U.S. Hist & Gov't	16	62%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	191	189	199	13	18	23
Number Scoring 55–100	188	178	168	11	14	14
Number Scoring 65–100	170	146	144	7	7	10
Number Scoring 85–100	28	44	42	0	0	0
Percentage of Tested Scoring 55–100	98%	94%	84%	85%	78%	61%
Percentage of Tested Scoring 65–100	89%	77%	72%	54%	39%	43%
Percentage of Tested Scoring 85–100	15%	23%	21%	0%	0%	0%
Mathematics A						
Number Tested	78	238	252	20	26	22
Number Scoring 55–100	34	191	207	4	15	13
Number Scoring 65–100	16	151	172	2	9	6
Number Scoring 85–100	3	39	31	0	0	0
Percentage of Tested Scoring 55–100	44%	80%	82%	20%	58%	59%
Percentage of Tested Scoring 65–100	21%	63%	68%	10%	35%	27%
Percentage of Tested Scoring 85–100	4%	16%	12%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	69	0	0	1
Number Scoring 55–100	0	0	52	0	0	#
Number Scoring 65–100	0	0	41	0	0	#
Number Scoring 85–100	0	0	4	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	227	208	189	34	28	22
Number Scoring 55–100	225	194	156	32	24	14
Number Scoring 65–100	207	165	143	24	15	12
Number Scoring 85–100	67	41	49	2	0	2
Percentage of Tested Scoring 55–100	99%	93%	83%	94%	86%	64%
Percentage of Tested Scoring 65–100	91%	79%	76%	71%	54%	55%
Percentage of Tested Scoring 85–100	30%	20%	26%	6%	0%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	165	187	199	9	14	23
Number Scoring 55–100	147	174	184	9	14	20
Number Scoring 65–100	115	130	158	7	7	14
Number Scoring 85–100	31	25	53	1	0	0
Percentage of Tested Scoring 55–100	89%	93%	92%	100%	100%	87%
Percentage of Tested Scoring 65–100	70%	70%	79%	78%	50%	61%
Percentage of Tested Scoring 85–100	19%	13%	27%	11%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	150	205	202	9	29	20
Number Scoring 55–100	148	204	181	9	29	14
Number Scoring 65–100	144	185	155	8	20	10
Number Scoring 85–100	34	45	25	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	90%	100%	100%	70%
Percentage of Tested Scoring 65–100	96%	90%	77%	89%	69%	50%
Percentage of Tested Scoring 85–100	23%	22%	12%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	154	113	130	14	6	5
Number Scoring 55–100	149	112	122	14	5	5
Number Scoring 65–100	139	109	111	11	5	4
Number Scoring 85–100	58	47	48	2	1	0
Percentage of Tested Scoring 55–100	97%	99%	94%	100%	83%	100%
Percentage of Tested Scoring 65–100	90%	96%	85%	79%	83%	80%
Percentage of Tested Scoring 85–100	38%	42%	37%	14%	17%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		98	80		4	2
Number Scoring 55–100		90	78		#	#
Number Scoring 65–100		55	59		#	#
Number Scoring 85–100		7	6		#	#
Percentage of Tested Scoring 55–100		92%	97%		#	#
Percentage of Tested Scoring 65–100		56%	74%		#	#
Percentage of Tested Scoring 85–100		7%	7%		#	#
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	15	15	11	0	0	0
Number Scoring 55–100	15	14	10	0	0	0
Number Scoring 65–100	15	12	10	0	0	0
Number Scoring 85–100	3	2	3	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	80%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	13%	27%	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	9	9	10	0	0	0
Number Scoring 55–100	9	9	10	0	0	0
Number Scoring 65–100	9	9	10	0	0	0
Number Scoring 85–100	3	6	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	67%	60%	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	59	89	43	0	1	0
Number Scoring 55–100	59	88	40	0	#	0
Number Scoring 65–100	54	82	39	0	#	0
Number Scoring 85–100	18	26	20	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	92%	91%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	29%	47%	0%	#	0%
Comprehensive Latin						
Number Tested	12	12	4	0	0	0
Number Scoring 55–100	12	12	#	0	0	0
Number Scoring 65–100	11	12	#	0	0	0
Number Scoring 85–100	6	2	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	17%	#	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	176	1	0	13	1	0
Number Scoring 55–100	157	#	0	8	#	0
Number Scoring 65–100	140	#	0	5	#	0
Number Scoring 85–100	63	#	0	1	#	0
Percentage of Tested Scoring 55–100	89%	#	0%	62%	#	0%
Percentage of Tested Scoring 65–100	80%	#	0%	38%	#	0%
Percentage of Tested Scoring 85–100	36%	#	0%	8%	#	0%
Sequential Mathematics, Course III						
Number Tested	97	86	0	3	1	0
Number Scoring 55–100	81	81	0	#	#	0
Number Scoring 65–100	67	72	0	#	#	0
Number Scoring 85–100	28	30	0	#	#	0
Percentage of Tested Scoring 55–100	84%	94%	0%	#	#	0%
Percentage of Tested Scoring 65–100	69%	84%	0%	#	#	0%
Percentage of Tested Scoring 85–100	29%	35%	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	53	100%	76	96%	49	92%
Students with Disabilities	17	94%	14	86%	17	65%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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	158	158	158	22	22	22	180	180	180
Number Scoring 55–64	9	21	9	2	5	1	11	26	10
Number Scoring 65–84	78	85	83	14	7	13	92	92	96
Number Scoring 85–100	52	23	44	1	0	0	53	23	44
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)