

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-07-01-04-0003

Grade Range : 9-12

Name: Thousand Islands High School

Principal: Charlotte Bach

## 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	97	106	95
Tenth	97	88	98
Eleventh	82	91	80
Twelfth	90	82	88
Ungraded Secondary	11	10	10
Total K-12 Enrollment	377	377	371

## 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	7	1.9%	5	1.3%	3	0.8%
Black (Not Hispanic)	8	2.1%	7	1.9%	8	2.2%
Hispanic	8	2.1%	7	1.9%	9	2.4%
White (Not Hispanic)	354	93.9%	358	95.0%	351	94.6%

## 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	17	15
Mathematics Grade 10	15	14	13
Science Grade 10	12	8	13
Social Studies Grade 10	19	0	25

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	59	15.7%	47	12.5%	47	12.7%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.0%		93.4%		93.4%
<b>Student Suspensions</b>	11	2.7%	17	4.5%	21	5.6%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	8.5%	6.9%	4.0%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	91%	94%	91%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	32
Total Other Professional Staff	3
Total Paraprofessionals	NA
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	74	40	54%	67	36	54%	76	51	67%
Students with Disabilities	9	2	22%	12	0	0%	8	2	25%
All Students	83	42	51%	79	36	46%	84	53	63%

\*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	28	35	2	5	11	3
Percent	33%	42%	2%	6%	13%	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)
8	2	3	11

\*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			5		9	
	Entered GED Program*			11		4	
	Total Noncompleters			16		13	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
All Students	Dropped Out	1	0.3%	6	1.6%	11	3.0%
	Entered GED Program*	0	0.0%	11	2.9%	4	1.1%
	Total Noncompleters	1	0.3%	17	4.5%	15	4.0%

\*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		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		82	85
	Number of Students with Disabilities		6	0
	Number of All Students		88	85
	Percent of Enrollment		23%	23%

## 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	1	#	3	#	1	#
Science	1	#	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	14	93%	20	70%
Science	6	50%	9	44%	12	50%
Reading	6	67%	6	83%	3	#
Writing	6	67%	5	100%	2	#
Global Studies	9	33%	2	#	5	60%
U.S. Hist & Gov't	7	71%	4	#	6	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	78	90	102	15	10	10
Number Scoring 55–100	76	84	96	13	8	5
Number Scoring 65–100	75	75	93	12	4	4
Number Scoring 85–100	30	42	59	1	0	0
Percentage of Tested Scoring 55–100	97%	93%	94%	87%	80%	50%
Percentage of Tested Scoring 65–100	96%	83%	91%	80%	40%	40%
Percentage of Tested Scoring 85–100	38%	47%	58%	7%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	6	102	0	3	18
Number Scoring 55–100	0	2	76	0	#	4
Number Scoring 65–100	0	1	66	0	#	2
Number Scoring 85–100	0	0	13	0	#	0
Percentage of Tested Scoring 55–100	0%	33%	75%	0%	#	22%
Percentage of Tested Scoring 65–100	0%	17%	65%	0%	#	11%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	98	86	93	15	9	18
Number Scoring 55–100	93	86	86	11	9	14
Number Scoring 65–100	88	81	77	9	6	9
Number Scoring 85–100	51	35	39	1	1	3
Percentage of Tested Scoring 55–100	95%	100%	92%	73%	100%	78%
Percentage of Tested Scoring 65–100	90%	94%	83%	60%	67%	50%
Percentage of Tested Scoring 85–100	52%	41%	42%	7%	11%	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	88	94	93	21	7	13
Number Scoring 55–100	80	92	89	14	6	9
Number Scoring 65–100	67	75	84	9	3	8
Number Scoring 85–100	33	19	40	2	0	1
Percentage of Tested Scoring 55–100	91%	98%	96%	67%	86%	69%
Percentage of Tested Scoring 65–100	76%	80%	90%	43%	43%	62%
Percentage of Tested Scoring 85–100	38%	20%	43%	10%	0%	8%

(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	78	77	88	6	9	13
Number Scoring 55–100	78	77	87	6	9	12
Number Scoring 65–100	78	77	85	6	9	10
Number Scoring 85–100	33	29	52	1	1	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	100%	100%	97%	100%	100%	77%
Percentage of Tested Scoring 85–100	42%	38%	59%	17%	11%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	63	98	78	5	7	11
Number Scoring 55–100	60	91	78	5	6	11
Number Scoring 65–100	56	85	73	5	6	9
Number Scoring 85–100	15	33	22	0	0	1
Percentage of Tested Scoring 55–100	95%	93%	100%	100%	86%	100%
Percentage of Tested Scoring 65–100	89%	87%	94%	100%	86%	82%
Percentage of Tested Scoring 85–100	24%	34%	28%	0%	0%	9%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		48	40		1	0
Number Scoring 55–100		46	40		#	0
Number Scoring 65–100		40	36		#	0
Number Scoring 85–100		4	8		#	0
Percentage of Tested Scoring 55–100		96%	100%		#	0%
Percentage of Tested Scoring 65–100		83%	90%		#	0%
Percentage of Tested Scoring 85–100		8%	20%		#	0%
<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	38	22	27	0	0	0
Number Scoring 55–100	38	22	27	0	0	0
Number Scoring 65–100	38	22	27	0	0	0
Number Scoring 85–100	29	11	16	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	76%	50%	59%	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	26	28	26	0	0	0
Number Scoring 55–100	26	28	26	0	0	0
Number Scoring 65–100	26	28	26	0	0	0
Number Scoring 85–100	24	24	20	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	92%	86%	77%	0%	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	89	70	13	3	3	1
Number Scoring 55–100	66	47	8	#	#	#
Number Scoring 65–100	62	39	4	#	#	#
Number Scoring 85–100	27	18	0	#	#	#
Percentage of Tested Scoring 55–100	74%	67%	62%	#	#	#
Percentage of Tested Scoring 65–100	70%	56%	31%	#	#	#
Percentage of Tested Scoring 85–100	30%	26%	0%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	49	47	45	1	1	0
Number Scoring 55–100	47	46	38	#	#	0
Number Scoring 65–100	46	41	35	#	#	0
Number Scoring 85–100	27	21	17	#	#	0
Percentage of Tested Scoring 55–100	96%	98%	84%	#	#	0%
Percentage of Tested Scoring 65–100	94%	87%	78%	#	#	0%
Percentage of Tested Scoring 85–100	55%	45%	38%	#	#	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	13	100%	82	100%	77	97%
Students with Disabilities	6	83%	15	87%	11	64%

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	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	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	76	76	76	9	9	9	85	85	85
Number Scoring 55–64	2	10	0	3	1	0	5	11	0
Number Scoring 65–84	30	44	37	4	4	6	34	48	43
Number Scoring 85–100	42	19	37	0	0	0	42	19	37
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)