

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	2001-02	2002-03	2003-04
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	212	273	260
Tenth	225	183	238
Eleventh	206	207	166
Twelfth	171	178	180
Ungraded Secondary	0	0	0
Total K-12 Enrollment	814	841	844

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	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%	12	1.4%	12	1.4%
Black (Not Hispanic)	73	9.0%	92	10.9%	90	10.7%
Hispanic	44	5.4%	33	3.9%	34	4.0%
White (Not Hispanic)	680	83.5%	704	83.7%	708	83.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	14	17
Mathematics Grade 10	16	18	16
Science Grade 10	18	16	22
Social Studies Grade 10	17	18	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
46	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 lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	13	1.6%	12	1.4%	22	2.6%
Eligible for Free Lunch	332	40.8%	161	19.1%	144	17.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		92.8%		93.8%
Student Suspensions	95	11.7%	86	10.6%	69	8.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	13.3%	12.4%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	0%	98%	97%

Staff Counts

Staff	2003-04
Total Teachers	69
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	146	66	45%	152	79	52%	150	94	63%
Students with Disabilities	9	2	22%	16	3	19%	20	4	20%
All Students	155	68	44%	168	82	49%	170	98	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	54	69	1	10	30	6
Percent	32%	41%	1%	6%	18%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
20	4	6	26

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	32		32		25	3.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	32		32		25	3.5%
Students with Disabilities	Dropped Out	1		5		3	2.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		5		3	2.3%
All Students	Dropped Out	33	4.1%	37	4.4%	28	3.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	33	4.1%	37	4.4%	28	3.3%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	778	0	712
	Number of Students with Disabilities	18	0	132
	Number of All Students	796	0	844
	Percent of Enrollment	98%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	1	#
Science	6	100%	4	#	0	0%
Reading	2	#	2	#	1	#
Writing	2	#	2	#	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	59%	25	64%	36	61%
Science	16	75%	30	47%	33	64%
Reading	13	0%	7	71%	18	22%
Writing	14	79%	7	71%	17	94%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	1	#	3	#	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	189	199	149	18	23	16
Number Scoring 55-100	178	168	134	14	14	11
Number Scoring 65-100	146	144	108	7	10	8
Number Scoring 85-100	44	42	27	0	0	0
Percentage of Tested Scoring 55-100	94%	84%	90%	78%	61%	69%
Percentage of Tested Scoring 65-100	77%	72%	72%	39%	43%	50%
Percentage of Tested Scoring 85-100	23%	21%	18%	0%	0%	0%
Mathematics A						
Number Tested	238	252	231	26	22	21
Number Scoring 55-100	191	207	222	15	13	18
Number Scoring 65-100	151	172	202	9	6	15
Number Scoring 85-100	39	31	49	0	0	1
Percentage of Tested Scoring 55-100	80%	82%	96%	58%	59%	86%
Percentage of Tested Scoring 65-100	63%	68%	87%	35%	27%	71%
Percentage of Tested Scoring 85-100	16%	12%	21%	0%	0%	5%
Mathematics B						
Number Tested	0	69	85	0	1	5
Number Scoring 55-100	0	52	78	0	#	5
Number Scoring 65-100	0	41	66	0	#	3
Number Scoring 85-100	0	4	11	0	#	0
Percentage of Tested Scoring 55-100	0%	75%	92%	0%	#	100%
Percentage of Tested Scoring 65-100	0%	59%	78%	0%	#	60%
Percentage of Tested Scoring 85-100	0%	6%	13%	0%	#	0%
Global History and Geography						
Number Tested	208	189	203	28	22	15
Number Scoring 55-100	194	156	182	24	14	14
Number Scoring 65-100	165	143	140	15	12	5
Number Scoring 85-100	41	49	51	0	2	1
Percentage of Tested Scoring 55-100	93%	83%	90%	86%	64%	93%
Percentage of Tested Scoring 65-100	79%	76%	69%	54%	55%	33%
Percentage of Tested Scoring 85-100	20%	26%	25%	0%	9%	7%
U.S. History and Government						
Number Tested	187	199	146	14	23	17
Number Scoring 55-100	174	184	125	14	20	12
Number Scoring 65-100	130	158	110	7	14	7
Number Scoring 85-100	25	53	39	0	0	3
Percentage of Tested Scoring 55-100	93%	92%	86%	100%	87%	71%
Percentage of Tested Scoring 65-100	70%	79%	75%	50%	61%	41%
Percentage of Tested Scoring 85-100	13%	27%	27%	0%	0%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	205	202	221	29	20	21
Number Scoring 55-100	204	181	205	29	14	11
Number Scoring 65-100	185	155	187	20	10	9
Number Scoring 85-100	45	25	34	0	0	0
Percentage of Tested Scoring 55-100	100%	90%	93%	100%	70%	52%
Percentage of Tested Scoring 65-100	90%	77%	85%	69%	50%	43%
Percentage of Tested Scoring 85-100	22%	12%	15%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	113	130	116	6	5	14
Number Scoring 55-100	112	122	100	5	5	10
Number Scoring 65-100	109	111	88	5	4	8
Number Scoring 85-100	47	48	26	1	0	0
Percentage of Tested Scoring 55-100	99%	94%	86%	83%	100%	71%
Percentage of Tested Scoring 65-100	96%	85%	76%	83%	80%	57%
Percentage of Tested Scoring 85-100	42%	37%	22%	17%	0%	0%
Physical Setting/Chemistry						
Number Tested	98	80	82	4	2	2
Number Scoring 55-100	90	78	77	#	#	#
Number Scoring 65-100	55	59	60	#	#	#
Number Scoring 85-100	7	6	9	#	#	#
Percentage of Tested Scoring 55-100	92%	97%	94%	#	#	#
Percentage of Tested Scoring 65-100	56%	74%	73%	#	#	#
Percentage of Tested Scoring 85-100	7%	7%	11%	#	#	#
Physical Setting/Physics						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			11			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			8%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	11	20	0	0	0
Number Scoring 55-100	14	10	20	0	0	0
Number Scoring 65-100	12	10	20	0	0	0
Number Scoring 85-100	2	3	9	0	0	0
Percentage of Tested Scoring 55-100	93%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	13%	27%	45%	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	10	27	0	0	0
Number Scoring 55-100	9	10	27	0	0	0
Number Scoring 65-100	9	10	25	0	0	0
Number Scoring 85-100	6	6	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	60%	48%	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	89	43	36	1	0	0
Number Scoring 55-100	88	40	36	#	0	0
Number Scoring 65-100	82	39	35	#	0	0
Number Scoring 85-100	26	20	24	#	0	0
Percentage of Tested Scoring 55-100	99%	93%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	92%	91%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	29%	47%	67%	#	0%	0%
Comprehensive Latin						
Number Tested	12	4	5	0	0	0
Number Scoring 55-100	12	#	4	0	0	0
Number Scoring 65-100	12	#	4	0	0	0
Number Scoring 85-100	2	#	3	0	0	0
Percentage of Tested Scoring 55-100	100%	#	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	17%	#	60%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	86	0	0	1	0	0
Number Scoring 55-100	81	0	0	#	0	0
Number Scoring 65-100	72	0	0	#	0	0
Number Scoring 85-100	30	0	0	#	0	0
Percentage of Tested Scoring 55-100	94%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	35%	0%	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	76	96%	49	92%	40	98%
Students with Disabilities	14	86%	17	65%	12	67%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	152	152	152	21	21	21	173	173	173
Number Scoring 55–64	8	14	5	2	6	4	10	20	9
Number Scoring 65–84	93	72	80	15	9	13	108	81	93
Number Scoring 85–100	38	49	59	1	0	1	39	49	60
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)