

New York State School Report Card

Comprehensive Information Report

BEDS Code: 22-07-01-04-0003
 Name: Thousand Islands High School
 Principal: Joseph Gilfus

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	106	95	97
Tenth	88	98	94
Eleventh	91	80	83
Twelfth	82	88	81
Ungraded Secondary	10	10	9
Total K-12 Enrollment	377	371	364

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	5	1.3%	3	0.8%	2	0.5%
Black (Not Hispanic)	7	1.9%	8	2.2%	8	2.2%
Hispanic	7	1.9%	9	2.4%	6	1.6%
White (Not Hispanic)	358	95.0%	351	94.6%	348	95.6%

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	17	15	17
Mathematics Grade 10	14	13	19
Science Grade 10	8	13	17
Social Studies Grade 10	0	25	18

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	47	12.5%	47	12.7%	49	13.5%

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		93.4%		93.4%		93.8%
Student Suspensions	17	4.5%	21	5.6%	28	7.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.9%	4.0%	9.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	94%	91%	96%

Staff Counts

Staff	2003-04
Total Teachers	28
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	67	36	54%	76	51	67%	72	45	62%
Students with Disabilities	12	0	0%	8	2	25%	7	0	0%
All Students	79	36	46%	84	53	63%	79	45	57%

*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	36	27	2	0	14	0
Percent	46%	34%	3%	0%	18%	0%

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)
7	0	3	10

*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	5		9		6	2.0%
	Entered GED Program*	11		4		1	0.3%
	Total Noncompleters	16		13		7	2.3%
Students with Disabilities	Dropped Out	1		2		4	6.5%
	Entered GED Program*	0		0		1	1.6%
	Total Noncompleters	1		2		5	8.1%
All Students	Dropped Out	6	1.6%	11	3.0%	10	2.7%
	Entered GED Program*	11	2.9%	4	1.1%	2	0.5%
	Total Noncompleters	17	4.5%	15	4.0%	12	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	82	85	0
	Number of Students with Disabilities	6	0	0
	Number of All Students	88	85	0
	Percent of Enrollment	23%	23%	0%

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; completion 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	3	#	1	#	5	80%
Science	1	#	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	93%	20	70%	22	64%
Science	9	44%	12	50%	8	25%
Reading	6	83%	3	#	5	40%
Writing	5	100%	2	#	2	#
Global Studies	2	#	5	60%	0	0%
U.S. Hist & Gov't	4	#	6	33%	3	#

(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	90	102	91	10	10	13
Number Scoring 55–100	84	96	88	8	5	10
Number Scoring 65–100	75	93	85	4	4	10
Number Scoring 85–100	42	59	49	0	0	1
Percentage of Tested Scoring 55–100	93%	94%	97%	80%	50%	77%
Percentage of Tested Scoring 65–100	83%	91%	93%	40%	40%	77%
Percentage of Tested Scoring 85–100	47%	58%	54%	0%	0%	8%
Mathematics A						
Number Tested	6	102	100	3	18	17
Number Scoring 55–100	2	76	94	#	4	12
Number Scoring 65–100	1	66	88	#	2	9
Number Scoring 85–100	0	13	16	#	0	0
Percentage of Tested Scoring 55–100	33%	75%	94%	#	22%	71%
Percentage of Tested Scoring 65–100	17%	65%	88%	#	11%	53%
Percentage of Tested Scoring 85–100	0%	13%	16%	#	0%	0%
Mathematics B						
Number Tested	0	0	33	0	0	1
Number Scoring 55–100	0	0	33	0	0	#
Number Scoring 65–100	0	0	30	0	0	#
Number Scoring 85–100	0	0	8	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	#
Global History and Geography						
Number Tested	86	93	85	9	18	14
Number Scoring 55–100	86	86	84	9	14	13
Number Scoring 65–100	81	77	79	6	9	11
Number Scoring 85–100	35	39	36	1	3	3
Percentage of Tested Scoring 55–100	100%	92%	99%	100%	78%	93%
Percentage of Tested Scoring 65–100	94%	83%	93%	67%	50%	79%
Percentage of Tested Scoring 85–100	41%	42%	42%	11%	17%	21%
U.S. History and Government						
Number Tested	94	93	81	7	13	17
Number Scoring 55–100	92	89	76	6	9	12
Number Scoring 65–100	75	84	65	3	8	9
Number Scoring 85–100	19	40	39	0	1	3
Percentage of Tested Scoring 55–100	98%	96%	94%	86%	69%	71%
Percentage of Tested Scoring 65–100	80%	90%	80%	43%	62%	53%
Percentage of Tested Scoring 85–100	20%	43%	48%	0%	8%	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	77	88	97	9	13	15
Number Scoring 55–100	77	87	96	9	12	15
Number Scoring 65–100	77	85	93	9	10	14
Number Scoring 85–100	29	52	30	1	2	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	92%	100%
Percentage of Tested Scoring 65–100	100%	97%	96%	100%	77%	93%
Percentage of Tested Scoring 85–100	38%	59%	31%	11%	15%	7%
Physical Setting/Earth Science						
Number Tested	98	78	80	7	11	15
Number Scoring 55–100	91	78	72	6	11	10
Number Scoring 65–100	85	73	65	6	9	6
Number Scoring 85–100	33	22	16	0	1	1
Percentage of Tested Scoring 55–100	93%	100%	90%	86%	100%	67%
Percentage of Tested Scoring 65–100	87%	94%	81%	86%	82%	40%
Percentage of Tested Scoring 85–100	34%	28%	20%	0%	9%	7%
Physical Setting/Chemistry						
Number Tested	48	40	45	1	0	1
Number Scoring 55–100	46	40	41	#	0	#
Number Scoring 65–100	40	36	40	#	0	#
Number Scoring 85–100	4	8	10	#	0	#
Percentage of Tested Scoring 55–100	96%	100%	91%	#	0%	#
Percentage of Tested Scoring 65–100	83%	90%	89%	#	0%	#
Percentage of Tested Scoring 85–100	8%	20%	22%	#	0%	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55–100			11			0
Number Scoring 65–100			11			0
Number Scoring 85–100			3			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			27%			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	22	27	19	0	0	0
Number Scoring 55–100	22	27	19	0	0	0
Number Scoring 65–100	22	27	19	0	0	0
Number Scoring 85–100	11	16	11	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	50%	59%	58%	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	28	26	19	0	0	0
Number Scoring 55–100	28	26	19	0	0	0
Number Scoring 65–100	28	26	19	0	0	0
Number Scoring 85–100	24	20	13	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	86%	77%	68%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	47	45	0	1	0	0
Number Scoring 55–100	46	38	0	#	0	0
Number Scoring 65–100	41	35	0	#	0	0
Number Scoring 85–100	21	17	0	#	0	0
Percentage of Tested Scoring 55–100	98%	84%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	78%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	45%	38%	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	82	100%	77	97%	59	100%
Students with Disabilities	15	87%	11	64%	17	94%

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	72	72	72	10	10	10	82	82	82
Number Scoring 55–64	0	3	0	2	2	0	2	5	0
Number Scoring 65–84	36	35	34	3	5	7	39	40	41
Number Scoring 85–100	33	31	38	2	1	1	35	32	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)