

New York State School Report Card

Comprehensive Information Report

BEDS Code: 21-05-01-06-0005
 Name: Ilion Junior-Senior High School
 Principal: Eugene Beirne

Grade Range : 7-12

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	154	142	132
Eighth	128	150	138
Ninth	142	124	141
Tenth	157	134	119
Eleventh	123	156	132
Twelfth	123	108	149
Ungraded Secondary	10	1	0
Total K-12 Enrollment	837	815	811

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	8	1.0%	4	0.5%	9	1.1%
Black (Not Hispanic)	10	1.2%	10	1.2%	9	1.1%
Hispanic	19	2.3%	17	2.1%	18	2.2%
White (Not Hispanic)	800	95.6%	784	96.2%	775	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	18	20	19
Mathematics Grade 8	16	17	20
Science Grade 8	17	23	20
Social Studies Grade 8	18	20	19
English Grade 10	20	18	19
Mathematics Grade 10	17	20	15
Science Grade 10	17	16	14
Social Studies Grade 10	20	18	16

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban 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	6	0.7%	0	0.0%	0	0.0%
Eligible for Free Lunch	186	22.2%	173	21.2%	177	21.8%

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		95.2%		94.6%		94.9%
Student Suspensions	26	3.0%	49	5.9%	63	7.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.2%	10.1%	10.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	98%	95%

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	5
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	104	61	59%	87	52	60%	122	65	53%
Students with Disabilities	10	0	0%	5	0	0%	3	0	0%
All Students	114	61	54%	92	52	57%	125	65	52%

*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	29	66	1	8	14	7
Percent	23%	53%	1%	6%	11%	6%

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)
3	0	10	13

*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	15		20		6	1.3%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	16		20		6	1.3%
Students with Disabilities	Dropped Out	1		8		2	2.2%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	3		8		2	2.2%
All Students	Dropped Out	16	2.9%	28	5.4%	8	1.5%
	Entered GED Program*	3	0.5%	0	0.0%	0	0.0%
	Total Noncompleters	19	3.4%	28	5.4%	8	1.5%

*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	246	233	215
	Number of Students with Disabilities	32	59	55
	Number of All Students	278	292	270
	Percent of Enrollment	97%	100%	100%
9–12	Number of General-Education Students	278	432	425
	Number of Students with Disabilities	22	90	116
	Number of All Students	300	522	541
	Percent of Enrollment	54%	100%	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; 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	116	88%	88	99%	111	86%

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	6	67%	1	#	2	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	12	92%	29	83%
Science	12	67%	10	80%	32	72%
Reading	7	86%	13	77%	6	0%
Writing	7	57%	10	70%	9	44%
Global Studies	7	29%	5	40%	7	29%
U.S. Hist & Gov't	3	#	2	#	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	114	123	117	8	13	14
Number Scoring 55–100	91	106	101	2	4	5
Number Scoring 65–100	73	91	95	0	1	4
Number Scoring 85–100	31	35	37	0	0	1
Percentage of Tested Scoring 55–100	80%	86%	86%	25%	31%	36%
Percentage of Tested Scoring 65–100	64%	74%	81%	0%	8%	29%
Percentage of Tested Scoring 85–100	27%	28%	32%	0%	0%	7%
Mathematics A						
Number Tested	170	144	174	8	10	20
Number Scoring 55–100	126	99	162	3	4	14
Number Scoring 65–100	88	77	147	1	4	11
Number Scoring 85–100	33	13	30	0	0	0
Percentage of Tested Scoring 55–100	74%	69%	93%	38%	40%	70%
Percentage of Tested Scoring 65–100	52%	53%	84%	12%	40%	55%
Percentage of Tested Scoring 85–100	19%	9%	17%	0%	0%	0%
Mathematics B						
Number Tested	0	0	57	0	0	1
Number Scoring 55–100	0	0	38	0	0	#
Number Scoring 65–100	0	0	28	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	67%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	49%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	#
Global History and Geography						
Number Tested	139	43	132	15	3	17
Number Scoring 55–100	114	33	113	7	#	9
Number Scoring 65–100	93	25	91	2	#	5
Number Scoring 85–100	21	6	41	0	#	0
Percentage of Tested Scoring 55–100	82%	77%	86%	47%	#	53%
Percentage of Tested Scoring 65–100	67%	58%	69%	13%	#	29%
Percentage of Tested Scoring 85–100	15%	14%	31%	0%	#	0%
U.S. History and Government						
Number Tested	113	116	127	6	10	10
Number Scoring 55–100	101	109	109	3	7	5
Number Scoring 65–100	74	99	92	1	4	5
Number Scoring 85–100	18	37	42	0	0	2
Percentage of Tested Scoring 55–100	89%	94%	86%	50%	70%	50%
Percentage of Tested Scoring 65–100	65%	85%	72%	17%	40%	50%
Percentage of Tested Scoring 85–100	16%	32%	33%	0%	0%	20%

(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	129	126	106	9	12	15
Number Scoring 55–100	128	123	101	9	9	13
Number Scoring 65–100	123	115	93	9	8	10
Number Scoring 85–100	29	31	33	0	2	0
Percentage of Tested Scoring 55–100	99%	98%	95%	100%	75%	87%
Percentage of Tested Scoring 65–100	95%	91%	88%	100%	67%	67%
Percentage of Tested Scoring 85–100	22%	25%	31%	0%	17%	0%
Physical Setting/Earth Science						
Number Tested	106	69	110	11	0	7
Number Scoring 55–100	100	65	105	9	0	6
Number Scoring 65–100	89	61	93	4	0	6
Number Scoring 85–100	32	33	29	1	0	2
Percentage of Tested Scoring 55–100	94%	94%	95%	82%	0%	86%
Percentage of Tested Scoring 65–100	84%	88%	85%	36%	0%	86%
Percentage of Tested Scoring 85–100	30%	48%	26%	9%	0%	29%
Physical Setting/Chemistry						
Number Tested	41	62	70	0	1	2
Number Scoring 55–100	35	57	64	0	#	#
Number Scoring 65–100	20	34	41	0	#	#
Number Scoring 85–100	2	4	8	0	#	#
Percentage of Tested Scoring 55–100	85%	92%	91%	0%	#	#
Percentage of Tested Scoring 65–100	49%	55%	59%	0%	#	#
Percentage of Tested Scoring 85–100	5%	6%	11%	0%	#	#
Physical Setting/Physics						
Number Tested			24			0
Number Scoring 55–100			24			0
Number Scoring 65–100			20			0
Number Scoring 85–100			3			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			83%			0%
Percentage of Tested Scoring 85–100			12%			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	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 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	59	67	64	0	0	1
Number Scoring 55–100	59	67	63	0	0	#
Number Scoring 65–100	58	67	60	0	0	#
Number Scoring 85–100	36	50	32	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	61%	75%	50%	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	43	33	0	0	0	0
Number Scoring 55–100	31	24	0	0	0	0
Number Scoring 65–100	30	18	0	0	0	0
Number Scoring 85–100	13	2	0	0	0	0
Percentage of Tested Scoring 55–100	72%	73%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	55%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	6%	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	60	98%	53	91%	71	96%
Students with Disabilities	15	87%	13	85%	15	40%

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	109	6%	58%	35%	2%
	Students with Disabilities	30	27%	67%	7%	0%
	All Students	139	10%	60%	29%	1%

(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	1	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	119	119	119	14	14	14	133	133	133
Number Scoring 55–64	17	11	5	1	1	1	18	12	6
Number Scoring 65–84	63	60	66	1	2	5	64	62	71
Number Scoring 85–100	20	38	43	0	0	0	20	38	43
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
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 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)