

New York State School Report Card

Comprehensive Information Report

BEDS Code: 21-05-01-06-0005
 Name: Ilion Junior-Senior High School
 Principal: Renee J. Rudd

Grade Range : 7-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	142	132	146
Eighth	150	138	134
Ninth	124	141	141
Tenth	134	119	140
Eleventh	156	132	118
Twelfth	108	149	122
Ungraded Secondary	1	0	0
Total K-12 Enrollment	815	811	801

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.5%	9	1.1%	6	0.7%
Black (Not Hispanic)	10	1.2%	9	1.1%	16	2.0%
Hispanic	17	2.1%	18	2.2%	17	2.1%
White (Not Hispanic)	784	96.2%	775	95.6%	762	95.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	19	21
Mathematics Grade 8	17	20	17
Science Grade 8	23	20	18
Social Studies Grade 8	20	19	19
English Grade 10	18	19	22
Mathematics Grade 10	20	15	17
Science Grade 10	16	14	16
Social Studies Grade 10	18	16	18

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	173	21.2%	177	21.8%	190	23.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.9%		96.4%
Student Suspensions	49	5.9%	63	7.7%	37	4.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	10.1%	10.9%	8.7%
Public Assistance	31-40%	31-40%	11-20%
Student Stability	98%	95%	100%

Staff Counts

Staff	2004-05
Total Teachers	69
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	87	122	97
	Regents Diplomas	52	65	80
	% Regents Diplomas	60%	53%	82%
	Regents Diplomas with Advanced Designation**			41
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	3	7
	Regents Diplomas	0	0	4
	% Regents Diplomas	0%	0%	57%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	10	8
All Students	Total Graduates*	92	125	104
	Regents Diplomas	52	65	84
	% Regents Diplomas	57%	52%	81%
	Regents Diplomas with Advanced Designation**			41
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	1	10	8

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	34	53	1	4	3	0	0	2
	Percent	35%	55%	1%	4%	3%	0%	0%	2%
Students with Disabilities	Number	2	3	0	0	0	0	0	2
	Percent	29%	43%	0%	0%	0%	0%	0%	29%
All Students	Number	36	56	1	4	3	0	0	4
	Percent	35%	54%	1%	4%	3%	0%	0%	4%

High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	20		6	1.3%	10	2.4%
	Entered GED Program*	0		0	0.0%	3	0.7%
	Total Noncompleters	20		6	1.3%	13	3.1%
Students with Disabilities	Dropped Out	8		2	2.2%	3	2.9%
	Entered GED Program*	0		0	0.0%	2	2.0%
	Total Noncompleters	8		2	2.2%	5	4.9%
All Students	Dropped Out	28	5.4%	8	1.5%	13	2.5%
	Entered GED Program*	0	0.0%	0	0.0%	5	1.0%
	Total Noncompleters	28	5.4%	8	1.5%	18	3.4%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	233	215	110
	Number of Students with Disabilities	59	55	24
	Number of All Students	292	270	134
	Percent of Enrollment	100%	100%	48%
9-12	Number of General-Education Students	432	425	0
	Number of Students with Disabilities	90	116	0
	Number of All Students	522	541	0
	Percent of Enrollment	100%	100%	0%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	88	99%	111	86%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	1	#	2	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	3	#
Science	0	0%	0	0%	4	#
Reading	1	#	0	0%	1	#
Writing	1	#	3	#	1	#
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	1	#	2	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	92%	29	83%	38	47%
Science	10	80%	32	72%	41	39%
Reading	13	77%	6	0%	15	53%
Writing	10	70%	9	44%	22	55%
Global Studies	5	40%	7	29%	13	0%
U.S. Hist & Gov't	2	#	6	50%	13	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	123	117	99	13	14	8
Number Scoring 55-100	106	101	88	4	5	3
Number Scoring 65-100	91	95	73	1	4	3
Number Scoring 85-100	35	37	24	0	1	0
Percentage of Tested Scoring 55-100	86%	86%	89%	31%	36%	38%
Percentage of Tested Scoring 65-100	74%	81%	74%	8%	29%	38%
Percentage of Tested Scoring 85-100	28%	32%	24%	0%	7%	0%
Mathematics A						
Number Tested	144	174	133	10	20	22
Number Scoring 55-100	99	162	121	4	14	16
Number Scoring 65-100	77	147	93	4	11	10
Number Scoring 85-100	13	30	25	0	0	1
Percentage of Tested Scoring 55-100	69%	93%	91%	40%	70%	73%
Percentage of Tested Scoring 65-100	53%	84%	70%	40%	55%	45%
Percentage of Tested Scoring 85-100	9%	17%	19%	0%	0%	5%
Mathematics B						
Number Tested	0	57	83	0	1	2
Number Scoring 55-100	0	38	49	0	#	#
Number Scoring 65-100	0	28	39	0	#	#
Number Scoring 85-100	0	10	9	0	#	#
Percentage of Tested Scoring 55-100	0%	67%	59%	0%	#	#
Percentage of Tested Scoring 65-100	0%	49%	47%	0%	#	#
Percentage of Tested Scoring 85-100	0%	18%	11%	0%	#	#
Global History and Geography						
Number Tested	43	132	134	3	17	20
Number Scoring 55-100	33	113	112	#	9	10
Number Scoring 65-100	25	91	93	#	5	4
Number Scoring 85-100	6	41	35	#	0	1
Percentage of Tested Scoring 55-100	77%	86%	84%	#	53%	50%
Percentage of Tested Scoring 65-100	58%	69%	69%	#	29%	20%
Percentage of Tested Scoring 85-100	14%	31%	26%	#	0%	5%
U.S. History and Government						
Number Tested	116	127	92	10	10	7
Number Scoring 55-100	109	109	80	7	5	5
Number Scoring 65-100	99	92	71	4	5	5
Number Scoring 85-100	37	42	33	0	2	0
Percentage of Tested Scoring 55-100	94%	86%	87%	70%	50%	71%
Percentage of Tested Scoring 65-100	85%	72%	77%	40%	50%	71%
Percentage of Tested Scoring 85-100	32%	33%	36%	0%	20%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	126	106	183	12	15	39
Number Scoring 55-100	123	101	159	9	13	25
Number Scoring 65-100	115	93	131	8	10	13
Number Scoring 85-100	31	33	27	2	0	0
Percentage of Tested Scoring 55-100	98%	95%	87%	75%	87%	64%
Percentage of Tested Scoring 65-100	91%	88%	72%	67%	67%	33%
Percentage of Tested Scoring 85-100	25%	31%	15%	17%	0%	0%
Physical Setting/Earth Science						
Number Tested	69	110	108	0	7	9
Number Scoring 55-100	65	105	102	0	6	8
Number Scoring 65-100	61	93	88	0	6	6
Number Scoring 85-100	33	29	27	0	2	2
Percentage of Tested Scoring 55-100	94%	95%	94%	0%	86%	89%
Percentage of Tested Scoring 65-100	88%	85%	81%	0%	86%	67%
Percentage of Tested Scoring 85-100	48%	26%	25%	0%	29%	22%
Physical Setting/Chemistry						
Number Tested	62	70	57	1	2	0
Number Scoring 55-100	57	64	51	#	#	0
Number Scoring 65-100	34	41	38	#	#	0
Number Scoring 85-100	4	8	5	#	#	0
Percentage of Tested Scoring 55-100	92%	91%	89%	#	#	0%
Percentage of Tested Scoring 65-100	55%	59%	67%	#	#	0%
Percentage of Tested Scoring 85-100	6%	11%	9%	#	#	0%
Physical Setting/Physics						
Number Tested		24	32		0	0
Number Scoring 55-100		24	29		0	0
Number Scoring 65-100		20	25		0	0
Number Scoring 85-100		3	5		0	0
Percentage of Tested Scoring 55-100		100%	91%		0%	0%
Percentage of Tested Scoring 65-100		83%	78%		0%	0%
Percentage of Tested Scoring 85-100		12%	16%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
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	67	64	49	0	1	0
Number Scoring 55-100	67	63	49	0	#	0
Number Scoring 65-100	67	60	49	0	#	0
Number Scoring 85-100	50	32	28	0	#	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	75%	50%	57%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	108	4%	55%	41%	1%
	Students with Disabilities	15	20%	67%	13%	0%
	All Students	123	6%	56%	37%	1%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	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

2001 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	105	105	105	14	14	14	119	119	119
Number Scoring 55–64	13	13	3	1	0	0	14	13	3
Number Scoring 65–84	51	40	63	3	2	6	54	42	69
Number Scoring 85–100	34	36	37	1	2	2	35	38	39
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)