

New York State School Report Card Comprehensive Information Report

BEDS Code: 21-05-01-06-0005
 Name: Ilion Junior-Senior High School
 Principal: Joseph D. Collea Jr.

Grade Range : 7-12

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	134	154	142
Eighth	154	128	150
Ninth	168	142	124
Tenth	132	157	134
Eleventh	127	123	156
Twelfth	137	123	108
Ungraded Secondary	11	10	1
Total K-12 Enrollment	863	837	815

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	5	0.6%	8	1.0%	4	0.5%
Black (Not Hispanic)	10	1.2%	10	1.2%	10	1.2%
Hispanic	21	2.4%	19	2.3%	17	2.1%
White (Not Hispanic)	827	95.8%	800	95.6%	784	96.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	18	20
Mathematics Grade 8	18	16	17
Science Grade 8	18	17	23
Social Studies Grade 8	19	18	20
English Grade 10	19	20	18
Mathematics Grade 10	14	17	20
Science Grade 10	16	17	16
Social Studies Grade 10	19	20	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
44	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	6	0.7%	0	0.0%
Eligible for Free Lunch	205	23.7%	186	22.2%	173	21.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.2%		94.6%
Student Suspensions	25	2.8%	26	3.0%	49	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.0%	12.2%	10.1%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	97%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	115	58	50%	104	61	59%	87	52	60%
Students with Disabilities	10	0	0%	10	0	0%	5	0	0%
All Students	125	58	46%	114	61	54%	92	52	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 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	29	52	2	4	2	3
Percent	32%	57%	2%	4%	2%	3%

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)
5	0	1	6

*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			15		20	
	Entered GED Program*			1		0	
	Total Noncompleters			16		20	
Students with Disabilities	Dropped Out			1		8	
	Entered GED Program*			2		0	
	Total Noncompleters			3		8	
All Students	Dropped Out	18	3.2%	16	2.9%	28	5.4%
	Entered GED Program*	10	1.8%	3	0.5%	0	0.0%
	Total Noncompleters	28	4.9%	19	3.4%	28	5.4%

*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		246	233
	Number of Students with Disabilities		32	59
	Number of All Students		278	292
	Percent of Enrollment		97%	100%
9-12	Number of General-Education Students		278	432
	Number of Students with Disabilities		22	90
	Number of All Students		300	522
	Percent of Enrollment		54%	100%

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	126	98%	116	88%	88	99%

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	1	#	6	67%	1	#

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	81%	13	92%	12	92%
Science	6	50%	12	67%	10	80%
Reading	2	#	7	86%	13	77%
Writing	0	0%	7	57%	10	70%
Global Studies	4	#	7	29%	5	40%
U.S. Hist & Gov't	0	0%	3	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	118	114	123	3	8	13
Number Scoring 55–100	115	91	106	#	2	4
Number Scoring 65–100	102	73	91	#	0	1
Number Scoring 85–100	27	31	35	#	0	0
Percentage of Tested Scoring 55–100	97%	80%	86%	#	25%	31%
Percentage of Tested Scoring 65–100	86%	64%	74%	#	0%	8%
Percentage of Tested Scoring 85–100	23%	27%	28%	#	0%	0%
Mathematics A						
Number Tested	78	170	144	0	8	10
Number Scoring 55–100	30	126	99	0	3	4
Number Scoring 65–100	18	88	77	0	1	4
Number Scoring 85–100	0	33	13	0	0	0
Percentage of Tested Scoring 55–100	38%	74%	69%	0%	38%	40%
Percentage of Tested Scoring 65–100	23%	52%	53%	0%	12%	40%
Percentage of Tested Scoring 85–100	0%	19%	9%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	133	139	43	12	15	3
Number Scoring 55–100	124	114	33	8	7	#
Number Scoring 65–100	99	93	25	4	2	#
Number Scoring 85–100	25	21	6	0	0	#
Percentage of Tested Scoring 55–100	93%	82%	77%	67%	47%	#
Percentage of Tested Scoring 65–100	74%	67%	58%	33%	13%	#
Percentage of Tested Scoring 85–100	19%	15%	14%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	107	113	116	5	6	10
Number Scoring 55–100	97	101	109	5	3	7
Number Scoring 65–100	78	74	99	2	1	4
Number Scoring 85–100	24	18	37	0	0	0
Percentage of Tested Scoring 55–100	91%	89%	94%	100%	50%	70%
Percentage of Tested Scoring 65–100	73%	65%	85%	40%	17%	40%
Percentage of Tested Scoring 85–100	22%	16%	32%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	114	129	126	0	9	12
Number Scoring 55–100	113	128	123	0	9	9
Number Scoring 65–100	106	123	115	0	9	8
Number Scoring 85–100	18	29	31	0	0	2
Percentage of Tested Scoring 55–100	99%	99%	98%	0%	100%	75%
Percentage of Tested Scoring 65–100	93%	95%	91%	0%	100%	67%
Percentage of Tested Scoring 85–100	16%	22%	25%	0%	0%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	165	106	69	11	11	0
Number Scoring 55–100	135	100	65	1	9	0
Number Scoring 65–100	108	89	61	0	4	0
Number Scoring 85–100	35	32	33	0	1	0
Percentage of Tested Scoring 55–100	82%	94%	94%	9%	82%	0%
Percentage of Tested Scoring 65–100	65%	84%	88%	0%	36%	0%
Percentage of Tested Scoring 85–100	21%	30%	48%	0%	9%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		41	62		0	1
Number Scoring 55–100		35	57		0	#
Number Scoring 65–100		20	34		0	#
Number Scoring 85–100		2	4		0	#
Percentage of Tested Scoring 55–100		85%	92%		0%	#
Percentage of Tested Scoring 65–100		49%	55%		0%	#
Percentage of Tested Scoring 85–100		5%	6%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
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	71	59	67	0	0	0
Number Scoring 55–100	71	59	67	0	0	0
Number Scoring 65–100	71	58	67	0	0	0
Number Scoring 85–100	39	36	50	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	61%	75%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	87	2	0	1	0	0
Number Scoring 55–100	70	#	0	#	0	0
Number Scoring 65–100	58	#	0	#	0	0
Number Scoring 85–100	25	#	0	#	0	0
Percentage of Tested Scoring 55–100	80%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	67%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	64	43	33	0	0	0
Number Scoring 55–100	44	31	24	0	0	0
Number Scoring 65–100	37	30	18	0	0	0
Number Scoring 85–100	12	13	2	0	0	0
Percentage of Tested Scoring 55–100	69%	72%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	70%	55%	0%	0%	0%
Percentage of Tested Scoring 85–100	19%	30%	6%	0%	0%	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	42	88%	60	98%	53	91%
Students with Disabilities	15	67%	15	87%	13	85%

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
Nov 2002	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 2003	General-Education Students	118	3%	53%	42%	2%
	Students with Disabilities	19	5%	95%	0%	0%
	All Students	137	4%	58%	36%	1%

(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
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

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	104	104	104	8	8	8	112	112	112
Number Scoring 55–64	12	20	7	3	1	2	15	21	9
Number Scoring 65–84	60	55	68	2	1	4	62	56	72
Number Scoring 85–100	25	18	27	0	0	0	25	18	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)