

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-02-02-0001

Grade Range : 9-12

Name: Irvington High School

Principal: Scott W. Mosenthal

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	0	0	0
Eighth	0	0	0
Ninth	123	128	111
Tenth	97	127	144
Eleventh	103	98	135
Twelfth	96	98	103
Ungraded Secondary	0	0	1
Total K-12 Enrollment	419	451	494

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	64	15.3%	70	15.5%	60	12.1%
Black (Not Hispanic)	9	2.1%	9	2.0%	14	2.8%
Hispanic	15	3.6%	14	3.1%	17	3.4%
White (Not Hispanic)	331	79.0%	358	79.4%	403	81.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	20	16	16
Mathematics Grade 10	0	19	23
Science Grade 10	24	21	20
Social Studies Grade 10	20	22	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.7%	2	0.4%	0	0.0%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		94.0%		99.0%		97.0%
Student Suspensions	16	4.3%	44	10.5%	43	9.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

*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	82	0	0%	88	60	68%	85	73	86%
Students with Disabilities	10	0	0%	4	0	0%	11	0	0%
All Students	92	0	0%	92	60	65%	96	73	76%

*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	79	8	0	2	0	7
Percent	82%	8%	0%	2%	0%	7%

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)
11	0	0	11

*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			0		1	
	Entered GED Program*			1		0	
	Total Noncompleters			1		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	1	0.2%	0	0.0%	1	0.2%
	Entered GED Program*	2	0.5%	1	0.2%	0	0.0%
	Total Noncompleters	3	0.7%	1	0.2%	1	0.2%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		401	0
	Number of Students with Disabilities		50	0
	Number of All Students		451	0
	Percent of Enrollment		100%	0%

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%	7	100%
German	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	5	100%

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	0	0%	0	0%	0	0%

(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	4	#	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	1	#
Science	2	#	2	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	1	#	0	0%
U.S. Hist & Gov't	4	#	5	100%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	100	94	147	7	10	11
Number Scoring 55–100	100	94	147	7	10	11
Number Scoring 65–100	95	88	146	5	5	11
Number Scoring 85–100	65	60	115	1	0	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	95%	94%	99%	71%	50%	100%
Percentage of Tested Scoring 85–100	65%	64%	78%	14%	0%	18%
Mathematics A						
Number Tested	0	26	104	0	1	10
Number Scoring 55–100	0	25	100	0	#	10
Number Scoring 65–100	0	25	97	0	#	8
Number Scoring 85–100	0	25	49	0	#	2
Percentage of Tested Scoring 55–100	0%	96%	96%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	96%	93%	0%	#	80%
Percentage of Tested Scoring 85–100	0%	96%	47%	0%	#	20%
Mathematics B (first administered June 2001)						
Number Tested	0	0	25	0	0	0
Number Scoring 55–100	0	0	25	0	0	0
Number Scoring 65–100	0	0	25	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	52%	0%	0%	0%
Global History and Geography						
Number Tested	89	122	139	10	10	15
Number Scoring 55–100	87	119	127	8	9	9
Number Scoring 65–100	84	117	122	5	9	6
Number Scoring 85–100	54	67	82	0	1	1
Percentage of Tested Scoring 55–100	98%	98%	91%	80%	90%	60%
Percentage of Tested Scoring 65–100	94%	96%	88%	50%	90%	40%
Percentage of Tested Scoring 85–100	61%	55%	59%	0%	10%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	90	91	127	6	10	10
Number Scoring 55–100	85	88	126	3	7	10
Number Scoring 65–100	82	80	125	3	3	10
Number Scoring 85–100	42	39	86	0	0	3
Percentage of Tested Scoring 55–100	94%	97%	99%	50%	70%	100%
Percentage of Tested Scoring 65–100	91%	88%	98%	50%	30%	100%
Percentage of Tested Scoring 85–100	47%	43%	68%	0%	0%	30%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	103	114	123	9	7	14
Number Scoring 55–100	102	113	122	9	7	13
Number Scoring 65–100	98	113	120	5	7	12
Number Scoring 85–100	54	76	67	0	2	1
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	93%
Percentage of Tested Scoring 65–100	95%	99%	98%	56%	100%	86%
Percentage of Tested Scoring 85–100	52%	67%	54%	0%	29%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	92	92	11	11	7
Number Scoring 55–100	83	88	87	9	10	6
Number Scoring 65–100	76	77	86	6	3	6
Number Scoring 85–100	36	28	41	3	1	1
Percentage of Tested Scoring 55–100	94%	96%	95%	82%	91%	86%
Percentage of Tested Scoring 65–100	86%	84%	93%	55%	27%	86%
Percentage of Tested Scoring 85–100	41%	30%	45%	27%	9%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		92	116		1	7
Number Scoring 55–100		91	114		#	6
Number Scoring 65–100		79	111		#	6
Number Scoring 85–100		28	40		#	0
Percentage of Tested Scoring 55–100		99%	98%		#	86%
Percentage of Tested Scoring 65–100		86%	96%		#	86%
Percentage of Tested Scoring 85–100		30%	34%		#	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	20	11	27	0	0	0
Number Scoring 55–100	20	11	27	0	0	0
Number Scoring 65–100	20	11	27	0	0	0
Number Scoring 85–100	18	8	17	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	90%	73%	63%	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	1	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	53	53	129	0	0	5
Number Scoring 55–100	53	53	129	0	0	5
Number Scoring 65–100	53	53	129	0	0	5
Number Scoring 85–100	42	47	100	0	0	1
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	100%
Percentage of Tested Scoring 85–100	79%	89%	78%	0%	0%	20%
Comprehensive Latin						
Number Tested	12	19	21	0	0	0
Number Scoring 55–100	12	19	21	0	0	0
Number Scoring 65–100	12	19	21	0	0	0
Number Scoring 85–100	12	19	17	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	100%	100%	81%	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	93	0	5	7	0
Number Scoring 55–100	82	91	0	5	6	0
Number Scoring 65–100	77	88	0	3	5	0
Number Scoring 85–100	53	66	0	1	2	0
Percentage of Tested Scoring 55–100	94%	98%	0%	100%	86%	0%
Percentage of Tested Scoring 65–100	89%	95%	0%	60%	71%	0%
Percentage of Tested Scoring 85–100	61%	71%	0%	20%	29%	0%
Sequential Mathematics, Course III						
Number Tested	82	73	59	6	0	3
Number Scoring 55–100	80	71	57	6	0	#
Number Scoring 65–100	79	70	54	5	0	#
Number Scoring 85–100	56	53	27	4	0	#
Percentage of Tested Scoring 55–100	98%	97%	97%	100%	0%	#
Percentage of Tested Scoring 65–100	96%	96%	92%	83%	0%	#
Percentage of Tested Scoring 85–100	68%	73%	46%	67%	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	48	100%	32	100%	39	100%
Students with Disabilities	2	#	4	#	4	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	1	0	#	#	#	#
Social Studies	0	1	#	#	#	#
Mathematics	0	1	#	#	#	#
Science	0	1	#	#	#	#

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	78	78	78	9	9	9	87	87	87
Number Scoring 55–64	0	3	0	2	4	5	2	7	5
Number Scoring 65–84	24	36	34	5	2	4	29	38	38
Number Scoring 85–100	53	39	44	0	0	0	53	39	44
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)