

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-02-02-0001
 Name: Irvington High School
 Principal: Scott W. Mosenthal

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	128	111	153
Tenth	127	144	120
Eleventh	98	135	139
Twelfth	98	103	125
Ungraded Secondary	0	1	0
Total K-12 Enrollment	451	494	537

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	70	15.5%	60	12.1%	50	9.3%
Black (Not Hispanic)	9	2.0%	14	2.8%	17	3.2%
Hispanic	14	3.1%	17	3.4%	24	4.5%
White (Not Hispanic)	358	79.4%	403	81.6%	446	83.1%

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	16	16	19
Mathematics Grade 10	19	23	19
Science Grade 10	21	20	17
Social Studies Grade 10	22	20	19

(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
52	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 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	2	0.4%	0	0.0%	1	0.2%
Eligible for Free Lunch	0	0.0%	0	0.0%	3	0.6%

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		99.0%		97.0%		97.1%
Student Suspensions	44	10.5%	43	9.5%	37	7.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	92%

Staff Counts

Staff	2003-04
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	88	60	68%	85	73	86%	107	107	100%
Students with Disabilities	4	0	0%	11	0	0%	13	8	62%
All Students	92	60	65%	96	73	76%	120	115	96%

*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	108	5	0	0	2	5
Percent	90%	4%	0%	0%	2%	4%

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)
13	8	1	14

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

*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	401	0	257
	Number of Students with Disabilities	50	0	16
	Number of All Students	451	0	273
	Percent of Enrollment	100%	0%	51%

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%	7	100%	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%	5	100%	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	0	0%	0	0%	0	0%
Science	1	#	0	0%	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	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
Mathematics	4	#	1	#	1	#
Science	2	#	1	#	4	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	7	86%
U.S. Hist & Gov't	5	100%	1	#	5	60%

(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	94	147	126	10	11	15
Number Scoring 55-100	94	147	123	10	11	13
Number Scoring 65-100	88	146	122	5	11	12
Number Scoring 85-100	60	115	83	0	2	2
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	87%
Percentage of Tested Scoring 65-100	94%	99%	97%	50%	100%	80%
Percentage of Tested Scoring 85-100	64%	78%	66%	0%	18%	13%
Mathematics A						
Number Tested	26	104	126	1	10	10
Number Scoring 55-100	25	100	125	#	10	9
Number Scoring 65-100	25	97	121	#	8	7
Number Scoring 85-100	25	49	95	#	2	1
Percentage of Tested Scoring 55-100	96%	96%	99%	#	100%	90%
Percentage of Tested Scoring 65-100	96%	93%	96%	#	80%	70%
Percentage of Tested Scoring 85-100	96%	47%	75%	#	20%	10%
Mathematics B						
Number Tested	0	25	76	0	0	1
Number Scoring 55-100	0	25	75	0	0	#
Number Scoring 65-100	0	25	74	0	0	#
Number Scoring 85-100	0	13	42	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	52%	55%	0%	0%	#
Global History and Geography						
Number Tested	122	139	129	10	15	15
Number Scoring 55-100	119	127	119	9	9	9
Number Scoring 65-100	117	122	115	9	6	7
Number Scoring 85-100	67	82	77	1	1	1
Percentage of Tested Scoring 55-100	98%	91%	92%	90%	60%	60%
Percentage of Tested Scoring 65-100	96%	88%	89%	90%	40%	47%
Percentage of Tested Scoring 85-100	55%	59%	60%	10%	7%	7%
U.S. History and Government						
Number Tested	91	127	137	10	10	16
Number Scoring 55-100	88	126	128	7	10	9
Number Scoring 65-100	80	125	124	3	10	8
Number Scoring 85-100	39	86	74	0	3	1
Percentage of Tested Scoring 55-100	97%	99%	93%	70%	100%	56%
Percentage of Tested Scoring 65-100	88%	98%	91%	30%	100%	50%
Percentage of Tested Scoring 85-100	43%	68%	54%	0%	30%	6%

(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	114	123	164	7	14	12
Number Scoring 55-100	113	122	164	7	13	12
Number Scoring 65-100	113	120	161	7	12	9
Number Scoring 85-100	76	67	93	2	1	1
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	93%	100%
Percentage of Tested Scoring 65-100	99%	98%	98%	100%	86%	75%
Percentage of Tested Scoring 85-100	67%	54%	57%	29%	7%	8%
Physical Setting/Earth Science						
Number Tested	92	92	77	11	7	10
Number Scoring 55-100	88	87	67	10	6	5
Number Scoring 65-100	77	86	61	3	6	2
Number Scoring 85-100	28	41	10	1	1	0
Percentage of Tested Scoring 55-100	96%	95%	87%	91%	86%	50%
Percentage of Tested Scoring 65-100	84%	93%	79%	27%	86%	20%
Percentage of Tested Scoring 85-100	30%	45%	13%	9%	14%	0%
Physical Setting/Chemistry						
Number Tested	92	116	94	1	7	4
Number Scoring 55-100	91	114	94	#	6	#
Number Scoring 65-100	79	111	87	#	6	#
Number Scoring 85-100	28	40	35	#	0	#
Percentage of Tested Scoring 55-100	99%	98%	100%	#	86%	#
Percentage of Tested Scoring 65-100	86%	96%	93%	#	86%	#
Percentage of Tested Scoring 85-100	30%	34%	37%	#	0%	#
Physical Setting/Physics						
Number Tested			1			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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	11	27	43	0	0	0
Number Scoring 55-100	11	27	43	0	0	0
Number Scoring 65-100	11	27	43	0	0	0
Number Scoring 85-100	8	17	33	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	73%	63%	77%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Comprehensive German						
Number Tested	1	1	0	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	129	69	0	5	2
Number Scoring 55-100	53	129	69	0	5	#
Number Scoring 65-100	53	129	68	0	5	#
Number Scoring 85-100	47	100	59	0	1	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	100%	#
Percentage of Tested Scoring 65-100	100%	100%	99%	0%	100%	#
Percentage of Tested Scoring 85-100	89%	78%	86%	0%	20%	#
Comprehensive Latin						
Number Tested	19	21	30	0	0	0
Number Scoring 55-100	19	21	30	0	0	0
Number Scoring 65-100	19	21	30	0	0	0
Number Scoring 85-100	19	17	30	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%	81%	100%	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	73	59	3	0	3	0
Number Scoring 55-100	71	57	#	0	#	0
Number Scoring 65-100	70	54	#	0	#	0
Number Scoring 85-100	53	27	#	0	#	0
Percentage of Tested Scoring 55-100	97%	97%	#	0%	#	0%
Percentage of Tested Scoring 65-100	96%	92%	#	0%	#	0%
Percentage of Tested Scoring 85-100	73%	46%	#	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	100%	39	100%	33	100%
Students with Disabilities	4	#	4	#	2	#

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	108	108	108	14	14	14	122	122	122
Number Scoring 55–64	1	1	0	2	0	1	3	1	1
Number Scoring 65–84	41	26	31	9	8	9	50	34	40
Number Scoring 85–100	64	80	76	1	3	3	65	83	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)