
IRVINGTON UFSD

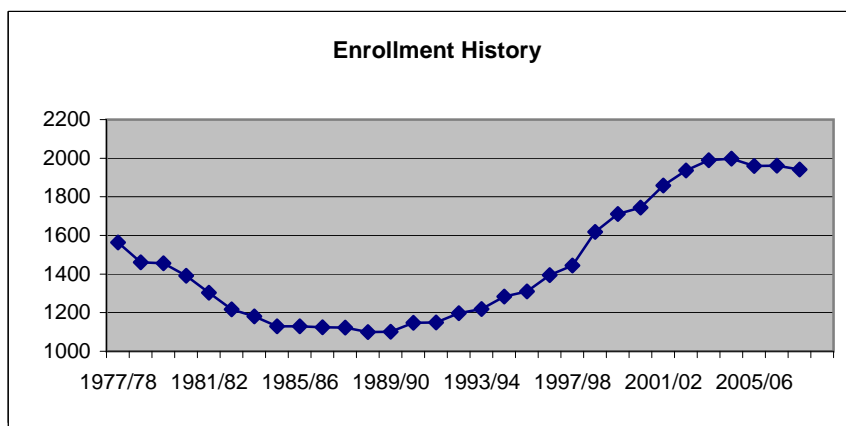
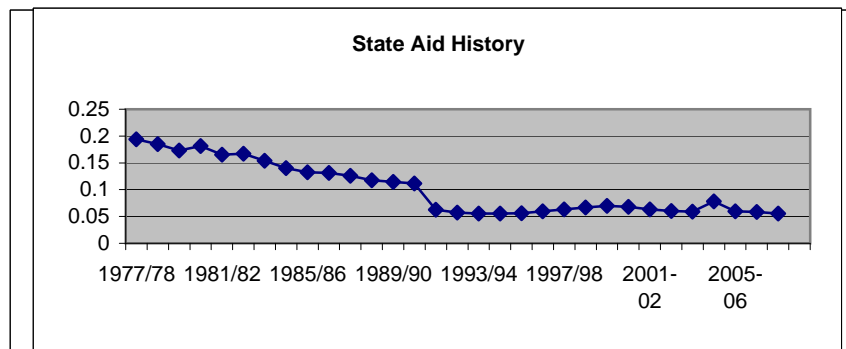
Superintendent's Proposed 2009-10 BUDGET

Adopted by the Board of Education
April 21, 2009

Irvington Union Free School District

State Aid / Enrollment History 1977/78 - 2008/09

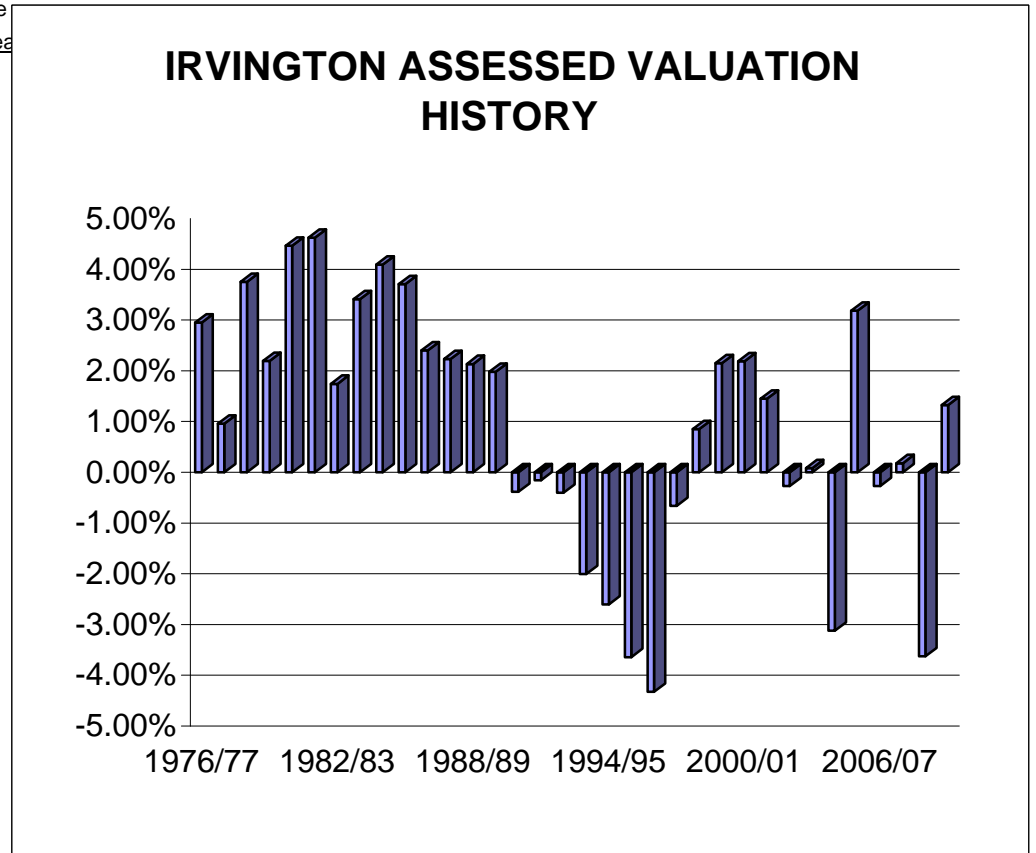
School Year	Budget	State & BOCES	Percent of Total Budget	Enrollment
1977/78	\$ 5,762,594.00	\$ 1,118,676.00	19%	1564
1978/79	\$ 6,102,028.00	\$ 1,127,300.00	18%	1461
1979/80	\$ 6,477,444.00	\$ 1,121,000.00	17%	1455
1980/81	\$ 6,836,420.00	\$ 1,241,500.00	18%	1391
1981/82	\$ 7,538,000.00	\$ 1,247,000.00	17%	1304
1982/83	\$ 8,228,000.00	\$ 1,375,000.00	17%	1217
1983/84	\$ 8,664,000.00	\$ 1,335,000.00	15%	1181
1984/85	\$ 9,833,000.00	\$ 1,378,000.00	14%	1130
1985/86	\$ 10,177,000.00	\$ 1,349,000.00	13%	1129
1986/87	\$ 10,728,000.00	\$ 1,407,000.00	13%	1124
1987/88	\$ 11,355,000.00	\$ 1,432,000.00	13%	1122
1988/89	\$ 12,537,000.00	\$ 1,470,000.00	12%	1100
1989/90	\$ 13,251,000.00	\$ 1,516,000.00	11%	1101
1990/91	\$ 13,894,000.00	\$ 1,550,000.00	11%	1147
1991/92	\$ 14,165,760.00	\$ 885,914	6%	1149
1992/93	\$ 14,798,270.00	\$ 848,276	6%	1197
1993/94	\$ 15,908,507.00	\$ 881,300	6%	1219
1994/95	\$ 16,902,924.00	\$ 935,836	6%	1284
1995/96	\$ 18,227,506.00	\$ 1,023,967.00	5.62%	1310
1996/97	\$ 20,719,269.00	\$ 1,231,459	5.94%	1395
1997/98	\$ 20,873,012.00	\$ 1,321,704	6.33%	1445
1998/99	\$ 22,035,796.00	\$ 1,476,877	6.70%	1618
1999/00	\$ 23,273,675.00	\$ 1,631,988.00	7.01%	1711
2000/01	\$ 25,124,756.00	\$ 1,705,369.00	6.79%	1744
2001/02	\$ 28,666,144.00	\$ 1,817,791.00	6.34%	1858
2002/03	\$ 32,658,242.00	\$ 1,976,037.00	6.05%	1937
2003/04	\$ 35,388,153.00	\$ 2,091,494.00	5.91%	1989
2004/05	\$ 38,545,252.00	\$ 3,015,163.00	7.82%	1998
2005/06	\$ 42,155,779.00	\$ 2,505,346.00	5.94%	1959
2006/07	\$ 45,692,023.00	\$ 2,673,937.00	5.85%	1961
2007/08	\$ 48,432,118.00	\$ 2,677,155.00	5.53%	1942
2008/09	\$ 50,583,424.00	\$ 2,957,733.00	5.85%	1888



Irvington Union Free School District

Assessed Valuation History 1975/76 - 2009/2010

School Year	Assessed Valuation	\$ Increase Year-to-Year	% Increase Year-to-Year
1975/76	\$ 59,889,190.00		
1976/77	\$ 61,656,240.00	\$1,767,050	3%
1977/78	\$ 62,246,590.00	\$590,350	1%
1978/79	\$ 64,581,310.00	\$2,334,720	4%
1979/80	\$ 65,998,710.00	\$1,417,400	2%
1980/81	\$ 68,943,670.00	\$2,944,960	4%
1981/82	\$ 72,129,179.00	\$3,185,509	5%
1982/83	\$ 73,386,700.00	\$1,257,521	2%
1983/84	\$ 75,889,820.00	\$2,503,120	3%
1984/85	\$ 78,995,340.00	\$3,105,520	4%
1985/86	\$ 81,924,434.00	\$2,929,094	4%
1986/87	\$ 83,894,406.00	\$1,969,972	2%
1987/88	\$ 85,766,974.00	\$1,872,568	2%
1988/89	\$ 87,598,189.00	\$1,831,215	2%
1989/90	\$ 89,330,583.00	\$1,732,394	2%
1990/91	\$ 88,985,943.00	(\$344,640)	0%
1991/92	\$ 88,843,449.00	(\$142,494)	0%
1992/93	\$ 88,483,449.00	(\$360,000)	0%
1993/94	\$ 86,711,130.00	(\$1,772,319)	-2%
1994/95	\$ 84,451,470.00	(\$2,259,660)	-3%
1995/96	\$ 81,376,138.00	(\$3,075,332)	-4%
1996/97	\$ 77,855,501.00	(\$3,520,637)	-4%
1997/98	\$ 77,342,054.00	(\$513,447)	-1%
1998/99	\$ 77,872,976.00	\$530,922	1%
1999/00	\$ 79,547,253.00	\$1,674,277	2%
2000/01	\$ 81,292,468.00	\$1,745,215	2%
2001/02	\$ 82,472,223.00	\$1,179,755	1%
2002/03	\$ 82,252,905.00	(\$219,318)	0%
2003/04	\$ 82,319,886.00	\$66,981	0%
2004/05	\$ 79,752,361.00	(\$2,567,525)	-3%
2005/06	\$ 82,290,885.00	\$2,538,524	3%
2006/07	\$ 82,065,933.00	(\$224,952)	0%
2007/08	\$ 82,213,554.00	\$147,621	0%
2008/09	\$ 79,232,022.00	(\$2,981,532)	-4%
2009/10	\$ 80,281,641.00	\$1,049,619	1%



EXPENDITURE SUMMARY

Expenditures	Total Budget 2008-09	Total Budget 2009-10	Dollar Change
I. General Support	\$5,294,337	\$5,895,743	\$601,406
II. Instruction	\$28,235,375	\$28,003,687	(\$231,688)
III. Transportation	\$1,970,175	\$2,094,761	\$124,586
IV. Community Service	\$4,500	\$0	(\$4,500)
V. Employee Benefits	\$9,346,503	\$9,235,485	(\$111,018)
VI. Debt Service	\$5,194,534	\$5,311,389	\$116,855
VII. Transfers to Other Funds	\$538,000	\$468,000	(\$70,000)
TOTAL EXPENDITURES:	\$50,583,424	\$51,009,065	\$425,641

REVENUE SUMMARY

Revenues	Total Budget 2008-09	Total Budget 2009-10	Dollar Change	Explanation
Payment in Lieu of Taxes	\$520,000	\$600,000	\$80,000	PILOT Agreements.
Interest and Earnings	\$340,800	\$120,000	(\$220,800)	All Cash on Hand is Invested in Interest Earning Accounts
Charges for Services	\$353,000	\$275,000	(\$78,000)	Health Billings, Arts in Education, Tuition
Rental of Property	\$310,620	\$320,000	\$9,380	BOCES Space Rental
Miscellaneous	\$285,000	\$421,500	\$136,500	BOCES Special Education Capital Project Contribution
County Sales Tax	\$420,000	\$210,000	(\$210,000)	Allocation of Westchester County Sales Tax.
State Aid	\$2,957,733	\$2,955,264	(\$2,469)	Basic State Aid, BOCES Aid, Textbook Aid, etc.
Appropriated Fund Balance	\$255,000	\$255,000	\$0	Appropriation from Fund Balance
Medicare Assistance	\$40,000	\$40,000	\$0	Federal Money
Federal Stimulus Money	\$0	\$100,000	\$100,000	Federal Stimulus Money
Transfer From Other Funds	\$102,321	\$33,700	(\$68,621)	Interest accrued from Debt Service Fund
Total Revenue (except taxes)	\$5,584,474	\$5,330,464	(\$254,010)	

Irvington Union Free School District

Tax Levy / Tax Rates

Budget Grand Total 09-10	\$51,009,065
Revenue w/o Tax Levy 09-10	\$5,330,464
09-10 Tax Levy	\$45,678,601

Notes	Budget Year	Assessed Value	Tax Levy	Tax Rate	\$ Increase	% Increase
1	2008-09	\$ 79,232,022.00	\$44,998,950	\$567.94		
2	2009-10	\$80,281,641.00	\$45,678,601	\$568.98	\$1.04	0.18%

1 Assessed value in August, 2008
 2 Based on current assessed value, as per letter from Town of Greenburgh

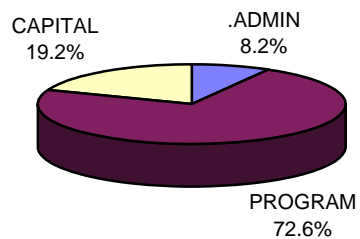
IRVINGTON 2008-09 AND 2009-10 PROPOSED BUDGET BY COMPONENT

(By law a budget must be displayed in 3 categories: Administration, Program, and Capital.)

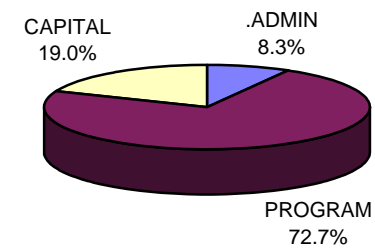
DESCRIPTION	2008-09	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10	2009-10
	<u>BUDGET</u>	<u>ADMIN.</u>	<u>PROGRAM</u>	<u>CAPITAL</u>	<u>BUDGET</u>	<u>ADMIN.</u>	<u>PROGRAM</u>	<u>CAPITAL</u>
BOARD OF EDUCATION	22600	22600			24600	24600		
DISTRICT CLERK	16974	16974			17950	17950		
DISTRICT MEETING	6800	6800			15800	15800		
CENTRAL ADMINISTRATION	398610	398610			405419	405419		
BUSINESS ADMINISTRATION	507093	507093			527206	527206		
AUDITING	66200	66200			66200	66200		
TREASURER	31781	31781			32773	32773		
LEGAL	104000	94000	10000		285000	225000	60000	
PERSONNEL	223101	223101			168702	168702		
PUBLIC INFORMATION	58340	58340			44340	44340		
OPERATION OF PLANT	2821651			2821651	2921595			2921595
MAINTENANCE OF PLANT	623452			623452	430465			430465
CENTRAL PRINTING AND MAILING	2500	2500			2500	2500		
DATA PROCESSING	3000	3000			0	0		
INSURANCE	187200	187200			185435	185435		
ASSESSMENTS ON SCHOOL PROPERTY	53000	53000			53000	53000		
REFUND ON REAL PROPERTY TAXES	0			0	0			0
ADMINISTRATIVE CHARGES	168035	168035			172246	172246		
UNCLASSIFIED	0		0		542512		542512	
GENERAL SUPPORT	5294337	1839234	10000	3445103	5895743	1941171	602512	3352060
CURRICULUM DEVELOPMENT AND SUPERVISION	283963	283963			274494	274494		
SUPERVISION- REGULAR SCHOOL	1332553	1332553			1330810	1330810		
TEACHING: REGULAR SCHOOL	16076252		16076252		15758766		15758766	
PROGRAMS FOR STUDENTS W/ DISABILITIES	6063047		6063047		6278972		6278972	
OCCUPATIONAL EDUCATION	156102		156102		96011		96011	
TEACHING: SUMMER SCHOOL	750		750		0		0	
LIBRARY AND AUDIO VISUAL	541425		541425		517727		517727	
COMPUTER ASSISTED INSTRUCTION	1120805		1120805		1215592		1215592	
GUIDANCE	736743		736743		747325		747325	
HEALTH SERVICES	394584		394584		349262		349262	
PSYCHOLOGICAL SERVICES	438772		438772		454444		454444	
SOCIAL WORK SERVICES	60338		60338		28453		28453	
COCURRICULAR ACTIVITIES	188348		188348		149848		149848	
INTERSCHOLASTIC ATHLETICS	841693		841693		801983		801983	
TOTAL INSTRUCTION	28235375	1616516	26618859		28003687	1605304	26398383	

TRANSPORTATION	169485		169485		175476		175476	
CONTRACT TRANSPORTATION	1800690		1800690		1919285		1919285	
TOTAL TRANSPORTATION	1970175		1970175		2094761		2094761	
COMMUNITY RECREATION	0		0		0		0	
COMMUNITY SERVICES - CENSUS	4500		4500		0		0	
TOTAL COMMUNITY SERVICES	4500		4500		0		0	
EMPLOYEES' RETIREMENT	474278	37942	403136	33200	450000	36000	382500	31501
TEACHERS RETIREMENT	1655820	99349	1556471		1415820	84949	1330871	
SOCIAL SECURITY	1970622	157650	1675029	137943	2049000	163920	1741650	143429
WORKERS COMPENSATION	145663	11653	123814	10195	145663	11653	123814	10195
LIFE INSURANCE	44187	3535	37559	3093	44187	3535	37559	3093
UNEMPLOYMENT INSURANCE	20000	1600	17000	1400	56000	4480	47600	3920
DISABILITY INSURANCE	56600	4528	48110	3962	58000	4640	49300	4060
HOSPITAL AND MEDICAL INSURANCE	4662968	373037	3963523	326408	4700450	376036	3995383	329032
UNION WELFARE BENEFITS	316365	25309	268910	22146	316365	25309	268910	22146
TOTAL EMPLOYEE BENEFITS	9346503	714604	8093551	538348	9235485	710522	7977586	547377
TOTAL DEBT SERVICE	5194534			5194534	5311389			5311389
TOTAL INTER-FUND TRANSFERS	538000			538000	468000			468000
	<u>TOTAL</u>	<u>ADMIN.</u>	<u>PROGRAM</u>	<u>CAPITAL</u>	<u>TOTAL</u>	<u>ADMIN.</u>	<u>PROGRAM</u>	<u>CAPITAL</u>
TOTAL BUDGET	50583424	4170354	36697085	9715985	51009065	4256997	37073242	9678826

2008-2009 BUDGET COMPONENTS



2009-2010 BUDGET COMPONENTS



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IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u>	<u>PROJECTED</u>	<u>BUDGET</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
	<u>2008-09</u>	<u>EXPENSES</u>	<u>2009-10</u>		

BOARD OF EDUCATION

Board of Education

Contractual Expenditures	\$20,800	\$24,906	\$22,800	\$2,000	Association dues, postage, publications
Materials and Supplies	\$1,800	\$924	\$1,800	\$0	
Total: Board of Education	\$22,600	\$25,830	\$24,600	\$2,000	

District Clerk

Non-Instructional Salaries	\$7,874	\$10,000	\$10,350	\$2,476	Clerk keeps minutes of board meetings; performs duties required by law
Contractual Expenditures	\$3,300	\$1,690	\$3,300	\$0	
Materials and Supplies	\$1,800	\$1,782	\$1,800	\$0	
BOCES Services	\$4,000	\$2,095	\$2,500	(\$1,500)	Board policy service
Total: District Clerk	\$16,974	\$15,567	\$17,950	\$976	

District Meeting (Annual Vote)

Contractual Expenditures	\$6,000	\$12,410	\$15,000	\$9,000	Budget vote, voting machines, election expenses
Materials and Supplies	\$800	\$300	\$800	\$0	
Total: District Meeting	\$6,800	\$12,710	\$15,800	\$9,000	

Total Board of Education	\$46,374	\$54,107	\$58,350	\$11,976	
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IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u>	<u>PROJECTED</u>	<u>BUDGET</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
	2008-09	EXPENSES	2009-10		

CENTRAL ADMINISTRATION

Chief School Administrator

Salaries	\$378,210	\$381,802	\$388,019	\$9,809	Salary line includes superintendent and secretaries
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$18,400	\$12,000	\$15,400	(\$3,000)	
Materials and Supplies	\$2,000	\$2,059	\$2,000	\$0	
Total: Chief School Admin.	\$398,610	\$395,861	\$405,419	\$6,809	

Total Central Administration	\$398,610	\$395,861	\$405,419	\$6,809	
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FINANCE

Business Administration

Salaries	\$403,968	\$402,421	\$425,061	\$21,093	Salaries include Asst. Supt. for Business, 1.0 secretary, 1.0 accounts payable, 1.0 payroll and .5 bookkeeper
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$36,800	\$50,403	\$46,025	\$9,225	Service contracts, copier lease, etc.
Materials and Supplies	\$7,000	\$5,769	\$7,000	\$0	
BOCES Services	\$59,325	\$56,730	\$49,120	(\$10,205)	Includes Finance Manager Services
Total: Business Admin.	\$507,093	\$515,323	\$527,206	\$20,113	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u>	<u>PROJECTED</u>	<u>BUDGET</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
	2008-09	EXPENSES	2009-10		

FINANCE - CON'T.

Auditing

Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$66,200	\$63,975	\$66,200	\$0	Claims Auditor, Independent audit of district as mandated by law and internal audit function required by the Comptroller's Office
Materials and Supplies	\$0	\$0	\$0	\$0	
Total: Auditing	\$66,200	\$63,975	\$66,200	\$0	

Treasurer

Non-Instructional Salaries	\$31,381	\$31,381	\$32,373	\$992	Treasurer is mandated by law (.5 position)
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$0	\$527	\$0	\$0	
Materials and Supplies	\$400	\$123	\$400	\$0	
Total: Treasurer	\$31,781	\$32,031	\$32,773	\$992	

Total Finance	\$605,074	\$611,329	\$626,179	\$21,105	
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IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u>	<u>PROJECTED</u>	<u>BUDGET</u>		
	<u>2008-09</u>	<u>EXPENSES</u>	<u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>

STAFF

Legal

Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$104,000	\$280,000	\$285,000	\$181,000	Provides legal advice to district. Certiorari, personnel, contracts, student related issues, and staff negotiations.
Materials and Supplies	\$0	\$0	\$0	\$0	
Total: Legal	\$104,000	\$280,000	\$285,000	\$181,000	

Personnel

Instructional Salaries	\$99,831	\$45,000	\$0	(\$99,831)	
Non-Instructional Salaries	\$45,770	\$74,459	\$71,402	\$25,632	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$6,300	\$4,314	\$6,300	\$0	Newspaper Ads, recruitment expenses
Materials and Supplies	\$1,000	\$854	\$1,000	\$0	
BOCES Services	\$70,200	\$84,000	\$90,000	\$19,800	BOCES Recruitment Service
Total: Personnel	\$223,101	\$208,627	\$168,702	(\$54,399)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	BUDGET 2008-09	PROJECTED EXPENSES	BUDGET 2009-10	\$ CHANGE	EXPLANATION
<u>STAFF - CON'T.</u>					
Public Information and Services					
Instructional Salaries	\$0	\$0	\$0	\$0	
Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$20,000	\$20,000	\$12,100	(\$7,900)	Postage and printing costs
Materials and Supplies	\$0	\$0	\$0	\$0	
BOCES Services	\$38,340	\$37,020	\$32,240	(\$6,100)	Contract for Newsletters and Calendar.
Total: Public Info. & Services	\$58,340	\$57,020	\$44,340	(\$14,000)	
Total Staff	\$385,441	\$545,647	\$498,042	\$112,601	

CENTRAL SERVICES

Operation of Plant					
Non-Instructional Salaries	\$1,631,401	\$1,609,753	\$1,630,095	(\$1,306)	Includes salaries for Director of Operations & Maintenance and custodians, overtime, summer help and substitutes
Equipment	\$5,000	\$9,129	\$0	(\$5,000)	
Contractual Expenditures Other than Energy:	\$276,500	\$260,635	\$279,500	\$3,000	Includes payment for a 5-year, \$100,000 lease/purchase of telecommunication equipment at Dows Lane and Main Street School
Energy Sources:					
Oil	\$245,000	\$190,000	\$245,000	\$0	
Electricity	\$402,000	\$444,000	\$502,500	\$100,500	
Gas	\$170,000	\$154,140	\$170,000	\$0	
Materials and Supplies	\$90,750	\$92,967	\$93,500	\$2,750	Janitorial supplies: floor wax, paper, cleaners, mops, etc.
BOCES Services	\$1,000	\$5,000	\$1,000	\$0	
Total: Operation of Plant	\$2,821,651	\$2,765,624	\$2,921,595	\$99,944	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> 2008-09	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> 2009-10	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
<u>CENTRAL SERVICES - CON'T.</u>					
Maintenance of Plant					
Non-Instructional Salaries	\$127,402	\$66,405	\$66,965	(\$60,437)	Salary and overtime for groundskeeper
Equipment	\$37,400	\$33,624	\$0	(\$37,400)	
Contractual Expenditures	\$417,650	\$410,000	\$321,500	(\$96,150)	Maintenance contracts for alarm systems, clocks, boilers, tree service, etc. Also maintenance projects
Materials and Supplies	\$41,000	\$38,827	\$42,000	\$1,000	
Total: Maintenance of Plant	\$623,452	\$548,856	\$430,465	(\$192,987)	
Printing and Mailing					
Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$2,500	\$2,882	\$2,500	\$0	Postage permit for bulk mailing.
Materials and Supplies	\$0	\$0	\$0	\$0	
Total: Printing and Mailing	\$2,500	\$2,882	\$2,500	\$0	
Data Processing					
Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$2,000	\$0	\$0	(\$2,000)	
Materials and Supplies	\$1,000	\$0	\$0	(\$1,000)	
BOCES Services	\$0	\$0	\$0	\$0	
Total: Data Processing	\$3,000	\$0	\$0	(\$3,000)	
Total Central Services	\$3,450,603	\$3,317,362	\$3,354,560	(\$96,043)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
<u>SPECIAL ITEMS</u>					
Insurance	\$187,200	\$178,450	\$185,435	(\$1,765)	Premium payment for property, liability, fire, and student accident insurance
Assessments on School Property	\$53,000	\$49,800	\$53,000	\$0	Yonkers sewer tax
Refund on Real Property Taxes	\$0	\$0	\$0	\$0	
Administrative Charges (BOCES)	\$168,035	\$168,035	\$172,246	\$4,211	School districts are required by law to pay this charge based on student enrollment
Unclassified	\$0	\$0	\$542,512	\$542,512	Negotiations; MTA tax
Total Special Items	\$408,235	\$396,285	\$953,193	\$544,958	
TOTAL GENERAL SUPPORT	\$5,294,337	\$5,320,591	\$5,895,743	\$601,406	

IRVINGTON UNION FREE SCHOOL DISTRICT

	BUDGET	PROJECTED	BUDGET		
	<u>2008-09</u>	<u>EXPENSES</u>	<u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>

INSTRUCTION

**Curriculum Development
and Supervision**

Instructional Salaries	\$174,669	\$175,101	\$174,669	\$0	
Non-Instructional Salaries	\$57,594	\$59,563	\$59,610	\$2,016	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$28,000	\$13,547	\$28,000	\$0	Staff development workshops; Tri-state Dues
Materials and Supplies	\$8,000	\$7,734	\$6,000	(\$2,000)	
BOCES Services	\$15,700	\$5,975	\$6,215	(\$9,485)	
Total: Curriculum Develop. and Supervision	\$283,963	\$261,920	\$274,494	(\$9,469)	

Supervision-Regular School

Instructional Salaries	\$1,051,096	\$1,016,353	\$1,049,955	(\$1,141)	Salaries of 4 building principals & 3 assistant principals.
Non-Instructional Salaries	\$182,232	\$182,232	\$187,580	\$5,348	Clerical staff for each principal
Equipment	\$7,300	\$2,500	\$0	(\$7,300)	
Contractual Expenditures	\$51,050	\$29,117	\$52,400	\$1,350	Postage, equipment repair, travel expenses, dues
Materials and Supplies	\$33,875	\$17,419	\$33,875	\$0	
BOCES Services	\$7,000	\$33,700	\$7,000	\$0	
Total: Supervision - Regular School	\$1,332,553	\$1,281,321	\$1,330,810	(\$1,743)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
Teaching-Regular School					
Teacher Salaries-K-6	\$7,077,367	\$7,224,499	\$7,238,339	\$160,972	Contractual Increases/change in staffing
Teacher Salaries-7-12	\$7,040,024	\$6,632,797	\$6,700,059	(\$39,965)	Contractual Increases/change in staffing
Substitute Teacher Salaries	\$290,000	\$290,000	\$290,000	\$0	
Non-Instructional Salaries	\$672,955	\$657,442	\$687,599	\$14,644	Salaries for Teacher aides and monitors
Equipment	\$19,800	\$2,638	\$0	(\$19,800)	
Contractual Expenditures	\$416,513	\$339,505	\$345,808	(\$70,705)	Equip. repair, high school graduation, workshops, copier lease & postage, yearbook expenses, peer leadership, literary magazine, school newspaper, etc.
Tuition-Other Schools	\$0	\$0	\$0	\$0	
Materials and Supplies	\$222,625	\$182,261	\$179,545	(\$43,080)	Supplies for curriculum areas
Textbooks	\$174,030	\$170,541	\$168,532	(\$5,498)	
BOCES Services	\$162,938	\$149,956	\$148,884	(\$14,054)	Inst. computer support, Data warehousing initiative
Total: Teaching-Reg. School	\$16,076,252	\$15,649,639	\$15,758,766	(\$317,486)	and art-in-ed program
Programs For Students w/Disabilities					
Instructional Salaries	\$2,254,100	\$2,248,086	\$2,266,392	\$12,292	Director of Special Services, Special Ed. Teachers
Non-Instructional Salaries	\$1,726,230	\$1,502,795	\$1,593,160	(\$133,070)	Clerical staff and teacher aides
Equipment	\$12,000	\$2,875	\$8,000	(\$4,000)	
Contractual Expenditures	\$163,550	\$197,711	\$258,650	\$95,100	Student services required by law: physical, occupational, psychological therapy, homebound instruction
Materials and Supplies	\$10,500	\$5,768	\$12,100	\$1,600	
Tuition-Districts in NYS	\$580,000	\$587,576	\$976,873	\$396,873	Tuition for needy special ed. students
Textbooks	\$10,300	\$2,810	\$4,150	(\$6,150)	
BOCES Services	\$1,306,367	\$1,189,582	\$1,159,647	(\$146,720)	BOCES services for needy special ed. students
Total: Programs for Students w/Disabilities	\$6,063,047	\$5,737,203	\$6,278,972	\$215,925	

IRVINGTON UNION FREE SCHOOL DISTRICT

	BUDGET 2008-09	PROJECTED EXPENSES	BUDGET 2009-10	\$ CHANGE	EXPLANATION
Occupational Education					
Instructional Salaries	\$87,461	\$87,461	\$87,461	\$0	Salary for Tech/Ind. Arts Teacher
Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$500	\$0	\$450	(\$50)	
Materials and Supplies	\$9,000	\$4,046	\$8,100	(\$900)	
Textbooks	\$0	\$0	\$0	\$0	
BOCES Services	\$59,141	\$87,696	\$0	(\$59,141)	BOCES Occ. Ed. program at Valhalla campus
Total: Occupational Education	\$156,102	\$179,203	\$96,011	(\$60,091)	
Summer Schoo					
Instructional Salaries	\$0	\$0	\$0	\$0	
Materials and Supplies	\$750	\$0	\$0	(\$750)	
Total: Summer School	\$750	\$0	\$0	(\$750)	
School Library and Audiovisual					
Instructional Salaries	\$275,363	\$272,426	\$281,689	\$6,326	Salaries for 3 librarians
Non-Instructional Salaries	\$152,320	\$152,320	\$128,915	(\$23,405)	3 full-time library clerks
Equipment	\$3,900	\$2,286	\$0	(\$3,900)	
Contractual Expenditures	\$5,500	\$3,809	\$5,500	\$0	
Materials and Supplies	\$13,600	\$5,026	\$13,100	(\$500)	
School Library Books & Periodicals	\$58,500	\$48,813	\$54,100	(\$4,400)	
BOCES Services	\$32,242	\$43,388	\$34,423	\$2,181	
Total: School Library and Audiovisual	\$541,425	\$528,068	\$517,727	(\$23,698)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
Computer Assisted Instruction					
Instructional Salaries	\$296,232	\$379,883	\$389,754	\$93,522	Salaries for Computer Teachers and Support
Non-Instructional Salaries	\$129,328	\$69,386	\$71,658	(\$57,670)	Salaries for Computer Aides
Equipment	\$12,800	\$1,866	\$0	(\$12,800)	
Contractual Expenditures	\$475,045	\$453,124	\$596,970	\$121,925	Contracted Technology Support. Includes payments
Materials and Supplies	\$29,390	\$26,639	\$30,120	\$730	for our 5-year lease-purchase agreements for
BOCES Services	\$144,760	\$137,159	\$94,440	(\$50,320)	computer equipment at MSS, MS, HS and DL.
Computer Software	\$33,250	\$46,318	\$32,650	(\$600)	Anticipates a new IPA in July 2009
Total: Computer Assisted Instruction	\$1,120,805	\$1,114,375	\$1,215,592	\$94,787	
Guidance					
Instructional Salaries	\$603,826	\$590,284	\$616,767	\$12,941	Salaries for 6 counselors
Non-Instructional Salaries	\$121,747	\$120,134	\$121,128	(\$619)	Clerical staff salaries
Equipment	\$400	\$0	\$0	(\$400)	
Contractual Expenditures	\$7,220	\$3,949	\$6,280	(\$940)	Equipment repair, conferences, copier lease
Materials and Supplies	\$3,550	\$2,360	\$3,150	(\$400)	
BOCES Services	\$0	\$0	\$0	\$0	
Total: Guidance - Regular School	\$736,743	\$716,727	\$747,325	\$10,582	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
Health Services					
Non-Instructional Salaries	\$294,167	\$270,764	\$241,639	(\$52,528)	Salaries for 4 nurse positions
Equipment	\$970	\$0	\$0	(\$970)	
Contractual Expenditures	\$93,947	\$109,604	\$102,423	\$8,476	School physician, out-of-district health payments
Materials and Supplies	\$5,500	\$3,604	\$5,200	(\$300)	
BOCES Services	\$0	\$0	\$0	\$0	
Total: Health Services	\$394,584	\$383,972	\$349,262	(\$45,322)	
Psychological Services					
Instructional Salaries	\$433,562	\$433,562	\$449,309	\$15,747	Salaries for 5 psychologists
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$485	\$0	\$485	\$0	
Materials and Supplies	\$4,725	\$1,841	\$4,650	(\$75)	
BOCES Services	\$0	\$0	\$0	\$0	
Total: Psychological Services	\$438,772	\$435,403	\$454,444	\$15,672	
Social Work Services					
Instructional Salaries	\$0	\$0	\$0	\$0	
Non-Instructional Salaries	\$60,338	\$60,338	\$28,453	(\$31,885)	Salary for Community Aide
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$0	\$0	\$0	\$0	
Materials and Supplies	\$0	\$0	\$0	\$0	
Total: Social Work Services	\$60,338	\$60,338	\$28,453	(\$31,885)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	BUDGET 2008-09	PROJECTED EXPENSES	BUDGET 2009-10	\$ CHANGE	EXPLANATION
Co-Curricular Activities-					
Instructional Salaries	\$167,550	\$165,000	\$131,028	(\$36,522)	Stipends paid teachers for supervising clubs and class activities per contract
Non-Instructional Salaries	\$20,798	\$18,000	\$18,820	(\$1,978)	
Equipment	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$0	\$0	\$0	\$0	
Materials and Supplies	\$0	\$0	\$0	\$0	
Total: Co-Curricular Activities	\$188,348	\$183,000	\$149,848	(\$38,500)	
Interscholastic Athletics					
Instructional Salaries	\$457,323	\$425,000	\$415,214	(\$42,109)	Salary for Athletic Director; stipends paid coaches for both interscholastic and intramural programs
Non-Instructional Salaries	\$189,970	\$187,777	\$196,769	\$6,799	Stipends paid coaches for interscholastic programs; includes clerical support
Equipment	\$10,000	\$9,609	\$0	(\$10,000)	
Contractual Expenditures	\$63,000	\$65,138	\$70,500	\$7,500	Fees, uniform re-conditioning, etc.
Materials and Supplies	\$50,000	\$44,323	\$40,000	(\$10,000)	
BOCES Services	\$71,400	\$74,901	\$79,500	\$8,100	Game official fees and scheduling
Total: Interscholastic Athletics-Regular School	\$841,693	\$806,748	\$801,983	(\$39,710)	
TOTAL INSTRUCTION	\$28,235,375	\$27,337,917	\$28,003,687	(\$231,688)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
<u>PUPIL TRANSPORTATION</u>					
District Transportation Services					
Salaries	\$66,415	\$66,415	\$71,073	\$4,658	
Contractual Expenditures	\$0	\$0	\$0	\$0	
Materials and Supplies	\$0	\$0	\$0	\$0	
BOCES Services	\$103,070	\$98,918	\$104,403	\$1,333	
Total: District Trans. Services	\$169,485	\$165,333	\$175,476	\$5,991	
Contract Transportation					
Contract Transportation	\$1,800,690	\$1,884,869	\$1,919,285	\$118,595	In-district: 3rd year of a 3 year contract. Out-of-district contract extended 1 year at CPI
Total: Contract Transportation	\$1,800,690	\$1,884,869	\$1,919,285	\$118,595	
TOTAL PUPIL TRANSPORTATION	\$1,970,175	\$2,050,202	\$2,094,761	\$124,586	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
<u>COMMUNITY SERVICES</u>					
After-School Program					
Contractual Expenditures	\$0	\$0	\$0	\$0	
Materials and Supplies	\$0	\$0	\$0	\$0	
BOCES Services	\$0	\$0	\$0	\$0	
Total: Recreation	\$0	\$0	\$0	\$0	
Census					
Non-Instructional Salaries	\$0	\$0	\$0	\$0	
Contractual Expenditures	\$1,000	\$0	\$0	(\$1,000)	
BOCES Services	\$3,500	\$0	\$0	(\$3,500)	
Total: Census	\$4,500	\$0	\$0	(\$4,500)	
TOTAL COMMUNITY SERVICES	\$4,500	\$0	\$0	(\$4,500)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
<u>EMPLOYEE BENEFITS</u>					
State Retirement	\$474,278	\$474,278	\$450,000	(\$24,278)	Non-teaching staff, clerical, custodial. Required by law.
Teacher Retirement	\$1,655,820	\$1,555,820	\$1,415,820	(\$240,000)	Teaching and supervisory staff. Required by law.
Social Security	\$1,970,622	\$1,970,622	\$2,049,000	\$78,378	
Worker Compensation	\$145,663	\$128,793	\$145,663	\$0	
Life Insurance	\$44,187	\$44,187	\$44,187	\$0	As per contracts
Unemployment Insurance	\$20,000	\$16,220	\$56,000	\$36,000	
Disability Insurance	\$56,600	\$55,200	\$58,000	\$1,400	
Hospital, Medical and Dental Ins.	\$4,662,968	\$4,551,368	\$4,700,450	\$37,482	
Union Welfare Benefits	\$316,365	\$316,365	\$316,365	\$0	As per contracts
Retirement Incentive	\$0	\$0	\$0	\$0	
Total: Employee Benefits	\$9,346,503	\$9,112,853	\$9,235,485	(\$111,018)	
<hr/>					
TOTAL EMPLOYEE BENEFITS	\$9,346,503	\$9,112,853	\$9,235,485	(\$111,018)	

IRVINGTON UNION FREE SCHOOL DISTRICT

	<u>BUDGET</u> <u>2008-09</u>	<u>PROJECTED</u> <u>EXPENSES</u>	<u>BUDGET</u> <u>2009-10</u>	<u>\$ CHANGE</u>	<u>EXPLANATION</u>
<u>DEBT SERVICE</u>					
Bond Anticipation Notes					
Principal	\$71,250	\$71,250	\$72,500	\$1,250	
Interest	\$7,848	\$7,848	\$3,960	(\$3,888)	
Serial Bonds					
Principal	\$2,430,000	\$2,430,000	\$2,730,000	\$300,000	
Interest	\$2,415,436	\$2,415,436	\$2,384,929	(\$30,507)	
TAN/RAN					
Interest	\$270,000	\$223,076	\$120,000	(\$150,000)	
Total: Debt Service	\$5,194,534	\$5,147,610	\$5,311,389	\$116,855	
TOTAL DEBT SERVICE	\$5,194,534	\$5,147,610	\$5,311,389	\$116,855	
<u>INTER-FUND TRANSFERS</u>					
Transfer to Special Aid Fund	\$38,000	\$38,000	\$43,000	\$5,000	Summer transportation & tuition
Transfer to Capital Funds:					
Capital Needs	\$500,000	\$500,000	\$425,000	(\$75,000)	Master Plan funding - See Appendix A
Total: Inter-fund Transfers	\$538,000	\$538,000	\$468,000	(\$70,000)	
TOTAL INTER-FUND TRANSFERS	\$15,079,037	\$14,798,463	\$15,014,874	(\$64,163)	
GRAND TOTAL	\$50,583,424	\$49,507,173	\$51,009,065	\$425,641	

NOTES:

APPENDIX A

Master Plan Projects

**Estimated
Cost**

Main Street School

Window Replacement in Gym	\$75,000
Paving	\$75,000
Replace Heating Return Lines	\$125,000

Dows Lane

Replace Vacuum Pumps and Tank on Boiler	\$120,000
Paving	\$30,000

Total Cost \$425,000

Property Tax Report Card
660402 - IRVINGTON UFSD

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Official - as of 04/22/2009 01:09 PM

Form Due - April 25, 2009

School District Contact Person: JAMES REESE
School District Telephone Number: (914) 591-9780

	Budgeted 2008-09 (A)	Budgeted 2009-10 (B)	Percent Change (C)
Total Spending	50,583,424	51,009,065	0.84 %
Total School Tax Levy	44,998,950	45,678,601	1.51 %
Public School Enrollment	1,888	1,848	-2.12 %
Consumer Price Index			3.80 %

	Actual 2008-09 (D)	Estimated 2009-10 (E)
Reserved Fund Balance	821,877	500,000
Appropriated Fund Balance	255,000	255,000
Unreserved, Unappropriated Fund Balance	1,949,375	2,040,362
Unreserved, Unappropriated Fund Balance as a Percent of the Total Budget	3.85 %	4.00 %

Salary: Administrative Compensation Information
660402 - IRVINGTON UFSD

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Submittal Form for Estimated Salaries in the Budget for the 2009-2010 School Year
(Form Due - May 11, 2009)

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	256,965	28,956	
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. ASSISTANT SUPERINTENDENT FOR BUSINES	231,921	45,732	
3. ASSISTANT SUPERINTENDENT FOR CURRICL	171,210	41,076	
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Salary: Administrative Compensation Information
660402 - IRVINGTON UFSD

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Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
660402 - IRVINGTON UFSD

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Other Supervisory and Administrative Employees Scheduled to Receive \$118,000 or More in Salary

71.	ELEMENTARY PRINCIPAL	176,550
72.	ELEMENTARY PRINCIPAL	159,255
73.	MIDDLE SCHOOL PRINCIPAL	140,000
74.	HIGH SCHOOL PRINCIPAL	194,825
75.	ELEMENTARY ASSISTANT PRINCIPAL	119,653
76.	DIRECTOR OF PUPIL PERSONNEL SERVICES	160,037
77.	ATHLETIC DIRECTOR	150,630
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**Salary: Administrative Compensation Information
660402 - IRVINGTON UFSD**

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**Salary: Administrative Compensation Information
660402 - IRVINGTON UFSD**

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County: WESTCHESTER
 SWIS Code: 5526

Exemption Impact Report

School Value Report (552602)

Municipality: GREENBURGH
 Total Assessed Val: 94,059,554
 Uniform Percentage: 2.96

Equalized Total Assessed Value = 3,177,687,635

Exempt Code	Description	Statutory Authority	No. of Exempts	Total Equalized Value of Exempts	% of Value Exempted
12100	ST OWNED	RPTL 404(1)	15	3,878,378	0.12
13100	CNTY OWNED	RPTL 406(1)	5	54,038,006	1.70
13500	TOWN OWNED	RPTL 406(1)	19	21,331,486	0.67
13650	VILL OWNED	RPTL 406(1)	47	32,177,094	1.01
13800	SCHL OWNED	RPTL 408	4	119,565,878	3.76
14110	POST OFFIC	State L 54	1	2,195,945	0.07
18100	MUN. HOUSG	PHFL 36-a(2)	1	5,270,270	0.17
21600	CLERGY-RES	RPTL 462	4	26,690,202	0.84
25110	RELIGIOUS	RPTL 420-a	6	47,595,270	1.50
25120	EDUCATIONL	RPTL 420-a	5	80,103,040	2.52
25130	CHARITABLE	RPTL 420-a	2	34,547,297	1.09
25300	OTH NONPRF	RPTL 420-b	12	25,692,567	0.81
26400	INC VOL FD	RPTL 464(2)	1	2,984,797	0.09
41300	PARAPLEGIC	RPTL 458	1	407,094	0.01
41400	CLERGY	RPTL 460	2	101,351	0.00
41800	AGED-ALL	RPTL 467	46	8,224,966	0.26
41930	459-C ALL	RPTL 459-c	2	543,918	0.02
Total Exemptions (No System EX's)			173	465,347,559	14.64
Total Exemptions (with System EX's)			173	465,347,559	14.64

Values have been equalized using the Uniform Percentage of Value.
 The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

The New York State School Report Card

Fiscal Accountability Supplement

for

Irvington Union Free School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2006-2007 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$23,664,764	\$8,214,406
	Pupils	1,945	204
	Expenditures Per Pupil	\$12,167	\$40,267
Similar District Group	Instructional Expenditures	\$4,371,759,572	\$1,468,231,297
	Pupils	400,946	50,903
	Expenditures Per Pupil	\$10,904	\$28,844
All Public Schools in NY State	Instructional Expenditures	\$26,085,780,736	\$9,685,884,288
	Pupils	2,750,202	405,309
	Expenditures Per Pupil	\$9,485	\$23,898
Similar District Group Description: Low Need/Resource Capacity			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of pupils with disabilities in a general education setting.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including both those classified as having disabilities and those not so classified. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures.

The pupil count for Special Education is a count of K-12 students with disabilities as of December 1, 2006 plus students for whom the district receives tuition from another district.

Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for pupils with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

District expenditures such as transportation, debt service, and district-wide administration are not included in these values. The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, and the School District Annual Financial Report (ST-3).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

**The New York State School Report Card
Information about Students with Disabilities
for
Irvington Union Free School District**

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. These regulations require that the percentage of students with disabilities receiving services outside of general classroom settings and the classification rate of students with disabilities for the district be reported and compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of December 3, 2007	This District		Total of All Public School Districts
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
20% or less	111	58.4%	56.7%
21% to 60%	52	27.4%	18.1%
More than 60%	14	7.4%	18.9%
Separate Settings	13	6.8%	4.4%
Other Settings	0	0.0%	1.8%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5.. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on December 3, 2007. The percentages represent the amount of time students with disabilities are outside general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2007-08	This District *	Total of All Public School Districts *
Special Education Classification Rate	9.76%	12.6%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school age students who reside in the district (in the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district).. Source data are drawn from the Student Information Reporting System (SIRS) and from the Basic Education Data System (BEDS).



The New York State District Report Card

Accountability
and Overview Report
2007 – 08

District **IRVINGTON UNION FREE SCHOOL
DISTRICT**

District ID **66-04-02-02-0000**

Superintendent **KATHLEEN MATUSIAK**

Telephone **(914) 591-8501**

Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2008–09 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	127	123	131
Grade 1	141	127	126
Grade 2	155	143	130
Grade 3	151	153	142
Grade 4	156	151	153
Grade 5	161	164	150
Grade 6	152	162	168
Ungraded Elementary	0	0	0
Grade 7	177	159	171
Grade 8	149	171	161
Grade 9	161	141	163
Grade 10	151	156	140
Grade 11	154	156	155
Grade 12	124	155	163
Ungraded Secondary	0	0	0
Total K-12	1959	1961	1953

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	19	19
Grade 8			
English	12	18	15
Mathematics	21	20	20
Science	20	20	20
Social Studies	18	21	18
Grade 10			
English	22	22	23
Mathematics	13	20	15
Science	17	22	20
Social Studies	18	23	22

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District Profile

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

District ID **66-04-02-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	13	1%	12	1%	13	1%
Reduced-Price Lunch	0	0%	0	0%	0	0%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	35	2%	44	2%	51	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	84	4%	80	4%	76	4%
Hispanic or Latino	74	4%	71	4%	76	4%
Asian or Native Hawaiian/Other Pacific Islander	208	11%	214	11%	215	11%
White	1592	81%	1595	81%	1577	81%
Multiracial**	N/A	N/A	0	0%	7	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* groupings are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	69	3%	87	4%	104	5%

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	171	161	174
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	6%	7%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	44%	46%	48%
Total Number of Core Classes	650	451	503
Percent Not Taught by Highly Qualified Teachers	0%	3%	0%
Total Number of Classes	626	636	644
Percent Taught by Teachers Without Appropriate Certification	0%	2%	1%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	21%	16%
Turnover Rate of All Teachers	16%	15%	14%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	22	23	26
Total Paraprofessionals*	50	61	60
Assistant Principals	3	3	3
Principals	4	4	4

* Not available at the school level.

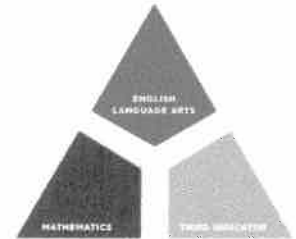
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008-09)

^ Good Standing

ELA	^ Good Standing	Science	^ Good Standing
Math	^ Good Standing	Graduation Rate	^ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006-07	2007-08	2008-09
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Hispanic or Latino	✓	✓	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-	-	-	-
White	✓	✓	-	✓	✓	-
Multiracial	-	-	-	-	-	-
Other Groups						
Students with Disabilities	✓	✓	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-
Student groups making AYP in each subject	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 1 of 1

Accountability Status Levels

Federal

Good Standing ^

Improvement (Year 1) ^

Improvement (Year 2) ^

Improvement (Year 3) ^

Improvement (Year 4) ^

Improvement (Year 5 & Above) ^

Pending - Requires Special Evaluation

State

■ Good Standing

■ Requiring Academic Progress (Year 1)

■ Requiring Academic Progress (Year 2)

■ Requiring Academic Progress (Year 3)

■ Requiring Academic Progress (Year 4)


■ Requiring Academic Progress (Year 5 & Above)

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status
















Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 5 of 5 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (923:913)			100%		193	129	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (27:27)	—	—	—	—	—	—	—
Hispanic or Latino (36:35)		—	—		183	117	
Asian or Native Hawaiian/Other Pacific Islander (113:111)			98%		191	123	
White (743:738)			100%		195	129	
Multiracial (3:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (97:95)			99%		166	123	
Limited English Proficient ⁵ (14:13)	—	—	—	—	—	—	—
Economically Disadvantaged (14:13)	—	—	—	—	—	—	—
Final AYP Determination	 5 of 5						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (924:913)	✓	✓	100%	✓	194	98	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (27:27)	–	–	–	–	–	–	–
Hispanic or Latino (36:35)	✓	–	–	✓	191	86	
Asian or Native Hawaiian/Other Pacific Islander (112:112)	✓	✓	100%	✓	196	92	
White (744:737)	✓	✓	100%	✓	195	98	
Multiracial (4:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (98:95)	✓	✓	98%	✓	165	92	
Limited English Proficient ⁵ (14:14)	–	–	–	–	–	–	–
Economically Disadvantaged (14:13)	–	–	–	–	–	–	–
Final AYP Determination	✓ 5 of 5						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status









Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (303:297)		Qualified		99%		197	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (7:7)								
Hispanic or Latino (11:10)								
Asian or Native Hawaiian/Other Pacific Islander (38:38)		Qualified				200	100	
White (247:242)		Qualified		99%		198	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (36:34)		Qualified				185	100	
Limited English Proficient ⁴ (4:4)								
Economically Disadvantaged (4:4)								
Final AYP Determination	 1 of 1							

NOTES





¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.


³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
-  Insufficient Number of Students to Determine AYP Status








Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 2 of 2 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target
(12th Graders: 2004 Cohort) ¹							
All Students (155:151)			97%		194	157	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (6:6)	—	—	—	—	—	—	—
Hispanic or Latino (5:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (12:10)	—	—	—	—	—	—	—
White (132:131)			98%		195	156	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (19:19)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (3:1)	—	—	—	—	—	—	—
Economically Disadvantaged (4:4)	—	—	—	—	—	—	—
Final AYP Determination	 2 of 2						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).




² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 2 of 2 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]




How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (155:151)			100%		195	151	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (6:6)	—	—	—	—	—	—	—
Hispanic or Latino (5:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (12:10)	—	—	—	—	—	—	—
White (132:131)			100%		196	150	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (19:19)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (3:1)	—	—	—	—	—	—	—
Economically Disadvantaged (4:4)	—	—	—	—	—	—	—
Final AYP Determination	 2 of 2						

NOTES


- ¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (154)	✓	✓	92%	55%		
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–		
Black or African American (4)	–	–	–	–		
Hispanic or Latino (7)	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (17)	–	–	–	–		
White (125)		✓	94%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (16)	–	–	–	–		
Limited English Proficient ³ (2)	–	–	–	–		
Economically Disadvantaged (0)						
Final AYP Determination  1 of 1						

NOTES

- ¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.
- ² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.
- ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

▲ Good Standing

1 school identified 25% of total

DOWS LANE (K-3) SCHOOL

New York State Status

■ Good Standing

3 schools identified 75% of total

IRVINGTON HIGH SCHOOL

IRVINGTON MIDDLE SCHOOL

MAIN STREET SCHOOL SCHOOL (4-5)

District IRVINGTON UNION FREE SCHOOL DISTRICT

District ID 66-04-02-02-0000

Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	94%			142
Grade 4	96%			149
Grade 5	93%			151
Grade 6	93%			165
Grade 7	96%			160
Grade 8	88%			145
Mathematics				
Grade 3	97%			143
Grade 4	96%			149
Grade 5	93%			151
Grade 6	95%			166
Grade 7	92%			160
Grade 8	94%			145
Science				
Grade 4	99%			150
Grade 8	94%			100

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	94%			158
Mathematics	94%			158

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

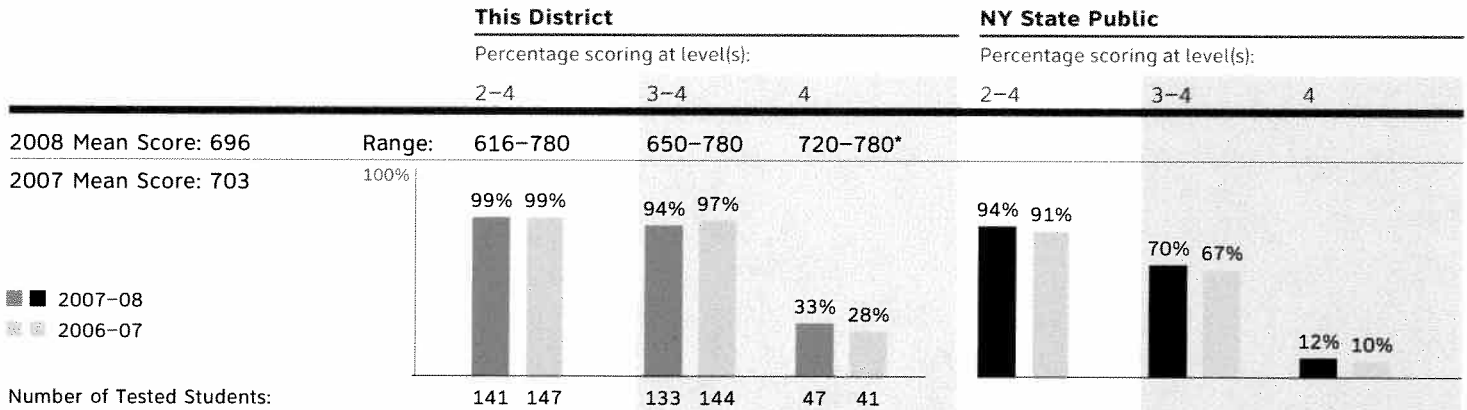
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

This is a school district with low student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	142	99%	94%	33%	149	99%	97%	28%
Female	68	100%	96%	34%	73	100%	97%	27%
Male	74	99%	92%	32%	76	97%	96%	28%
American Indian or Alaska Native								
Black or African American	8	88%	75%	0%	2	-	-	-
Hispanic or Latino	6	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	100%	85%	30%	21	100%	95%	33%
White	107	100%	96%	37%	122	99%	98%	28%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	14%	6	83%	83%	0%
General-Education Students	127	100%	95%	35%	133	100%	98%	31%
Students with Disabilities	15	93%	80%	13%	16	88%	88%	0%
English Proficient	136	99%	96%	35%	145	-	-	-
Limited English Proficient	6	100%	33%	0%	4	-	-	-
Economically Disadvantaged	1	-	-	-	1	-	-	-
Not Disadvantaged	141	-	-	-	148	-	-	-
Migrant								
Not Migrant	142	99%	94%	33%	149	99%	97%	28%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

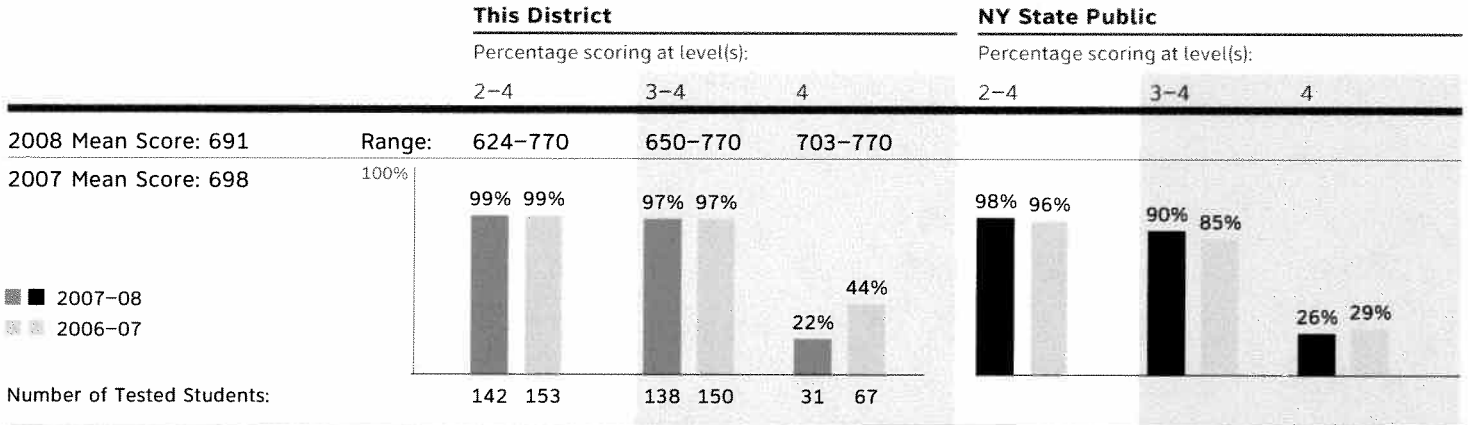
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	143	99%	97%	22%	154	99%	97%	44%
Female	69	100%	97%	17%	76	100%	99%	36%
Male	74	99%	96%	26%	78	99%	96%	51%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	8	88%	75%	13%	2	-	-	-
Hispanic or Latino	6	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	35%	24	100%	100%	42%
White	107	100%	98%	21%	123	100%	98%	45%
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	8	100%	88%	0%	7	86%	71%	29%
General-Education Students	128	99%	97%	23%	138	100%	99%	46%
Students with Disabilities	15	100%	93%	13%	16	94%	81%	25%
English Proficient	137	99%	96%	22%	147	99%	97%	46%
Limited English Proficient	6	100%	100%	17%	7	100%	100%	0%
Economically Disadvantaged	1	-	-	-	1	-	-	-
Not Disadvantaged	142	-	-	-	153	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	143	99%	97%	22%	154	99%	97%	44%

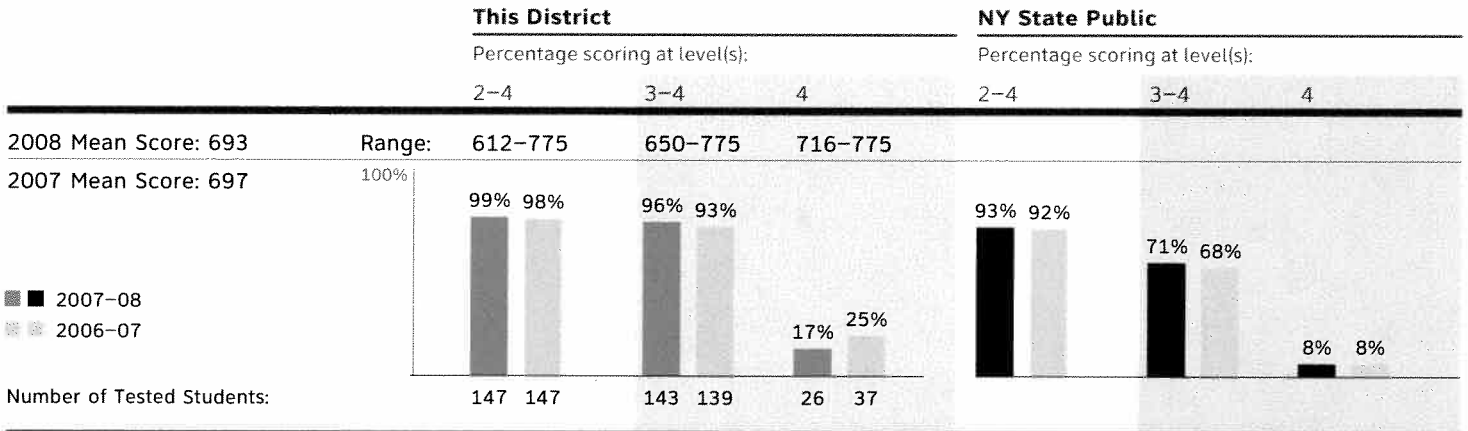
NOTES

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Other Assessments

	2007-08 School Year			2006-07 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0	-	-	-	4	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	149	99%	96%	17%	150	98%	93%	25%
Female	73	99%	97%	19%	80	99%	91%	28%
Male	76	99%	95%	16%	70	97%	94%	21%
American Indian or Alaska Native								
Black or African American	1	-	-	-	4	-	-	-
Hispanic or Latino	5	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	23%	20	95%	95%	25%
White	121	98%	97%	17%	119	99%	96%	26%
Multiracial								
Small Group Totals	6	100%	83%	0%	11	91%	55%	9%
General-Education Students	131	100%	99%	20%	138	99%	96%	27%
Students with Disabilities	18	89%	72%	0%	12	83%	50%	0%
English Proficient	146	-	-	-	150	98%	93%	25%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	2	-	-	-	1	-	-	-
Not Disadvantaged	147	-	-	-	149	-	-	-
Migrant								
Not Migrant	149	99%	96%	17%	150	98%	93%	25%

NOTES

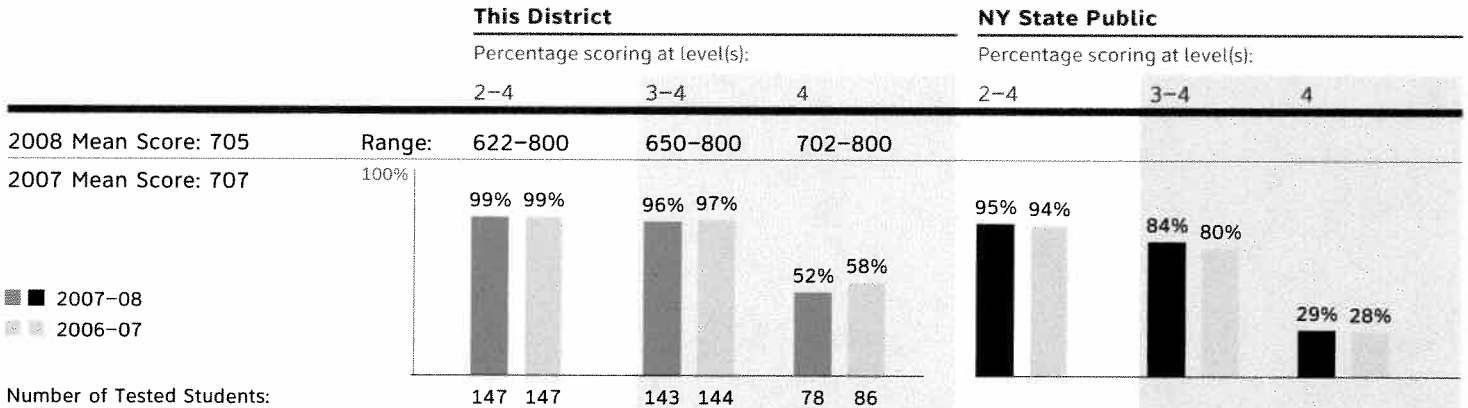
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	149	99%	96%	52%	148	99%	97%	58%
Female	73	100%	96%	47%	78	99%	96%	50%
Male	76	97%	96%	58%	70	100%	99%	67%
American Indian or Alaska Native								
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	5	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	68%	19	100%	95%	58%
White	121	99%	97%	51%	119	100%	98%	61%
Multiracial								
Small Group Totals	6	83%	83%	17%	10	90%	90%	30%
General-Education Students	131	100%	99%	56%	136	99%	99%	61%
Students with Disabilities	18	89%	72%	22%	12	100%	75%	25%
English Proficient	146	-	-	-	148	99%	97%	58%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	2	-	-	-	1	-	-	-
Not Disadvantaged	147	-	-	-	147	-	-	-
Migrant								
Not Migrant	149	99%	96%	52%	148	99%	97%	58%

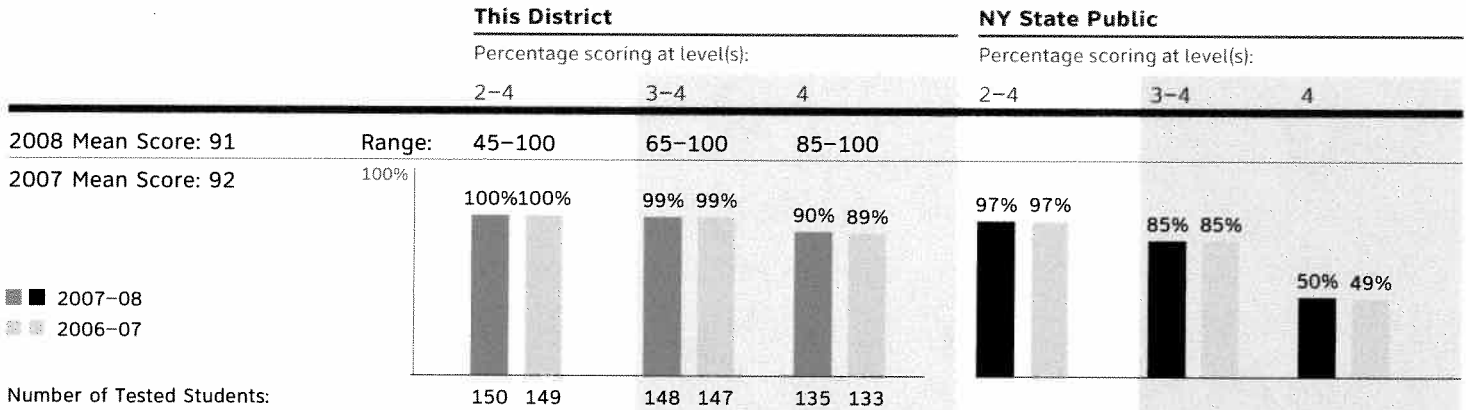
NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	150	100%	99%	90%	149	100%	99%	89%
Female	74	100%	100%	92%	79	100%	99%	90%
Male	76	100%	97%	88%	70	100%	99%	89%
American Indian or Alaska Native								
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	6	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	86%	20	100%	100%	90%
White	121	100%	99%	92%	119	100%	100%	91%
Multiracial								
Small Group Totals	7	100%	86%	71%	10	100%	80%	70%
General-Education Students	132	100%	100%	92%	137	100%	99%	91%
Students with Disabilities	18	100%	89%	72%	12	100%	100%	67%
English Proficient	147	-	-	-	149	100%	99%	89%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	2	-	-	-	1	-	-	-
Not Disadvantaged	148	-	-	-	148	-	-	-
Migrant								
Not Migrant	150	100%	99%	90%	149	100%	99%	89%

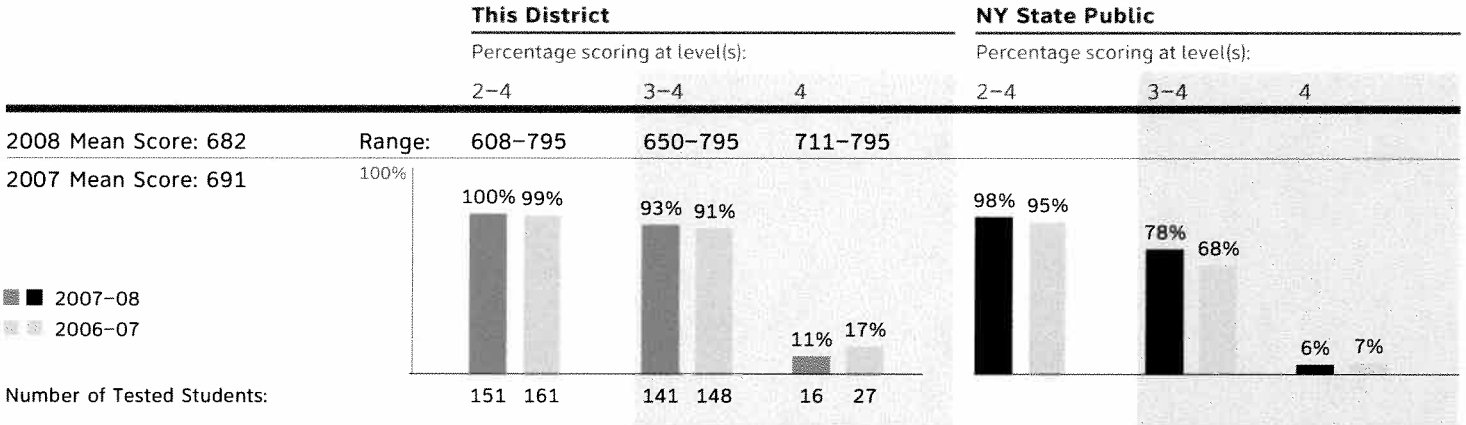
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	151	100%	93%	11%	162	99%	91%	17%
Female	78	100%	91%	9%	86	100%	95%	16%
Male	73	100%	96%	12%	76	99%	87%	17%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	8	100%	63%	0%	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	11%	23	96%	78%	13%
White	119	100%	97%	12%	133	100%	95%	18%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	6	100%	83%	0%	6	100%	50%	0%
General-Education Students	137	100%	97%	12%	154	99%	93%	18%
Students with Disabilities	14	100%	57%	0%	8	100%	63%	0%
English Proficient	151	100%	93%	11%	157	100%	92%	17%
Limited English Proficient					5	80%	60%	0%
Economically Disadvantaged	1	-	-	-	1	-	-	-
Not Disadvantaged	150	-	-	-	161	-	-	-
Migrant								
Not Migrant	151	100%	93%	11%	162	99%	91%	17%

NOTES

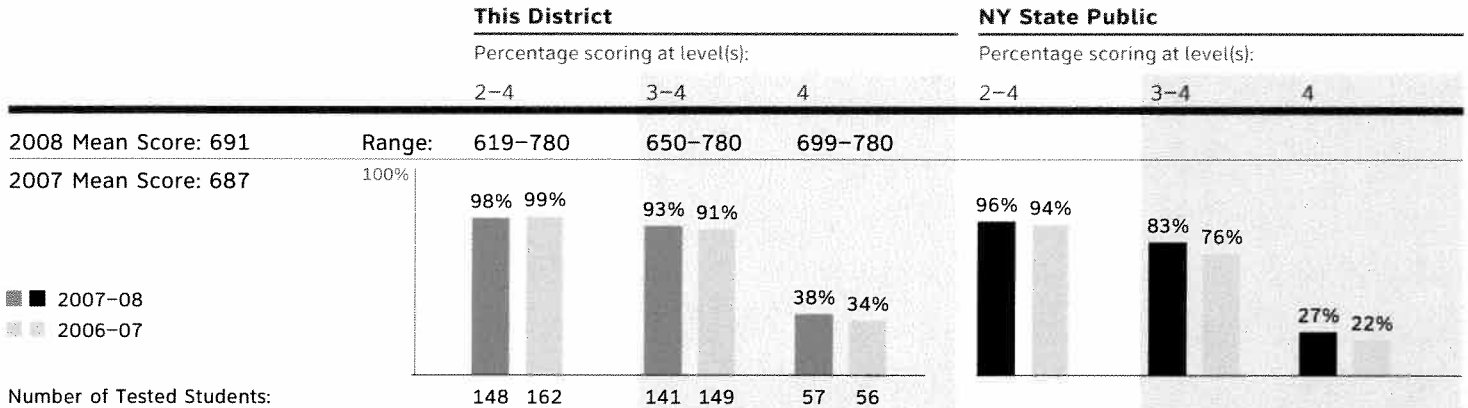
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	151	98%	93%	38%	164	99%	91%	34%
Female	78	96%	88%	38%	88	98%	86%	31%
Male	73	100%	99%	37%	76	100%	96%	38%
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	8	100%	88%	13%	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	18	94%	94%	50%	25	100%	96%	40%
White	119	99%	94%	39%	133	98%	91%	34%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	83%	0%	6	100%	67%	17%
General-Education Students	137	100%	97%	40%	156	99%	92%	36%
Students with Disabilities	14	79%	57%	14%	8	100%	63%	0%
English Proficient	151	98%	93%	38%	157	99%	92%	34%
Limited English Proficient					7	100%	71%	29%
Economically Disadvantaged	1	-	-	-	1	-	-	-
Not Disadvantaged	150	-	-	-	163	-	-	-
Migrant								
Not Migrant	151	98%	93%	38%	164	99%	91%	34%

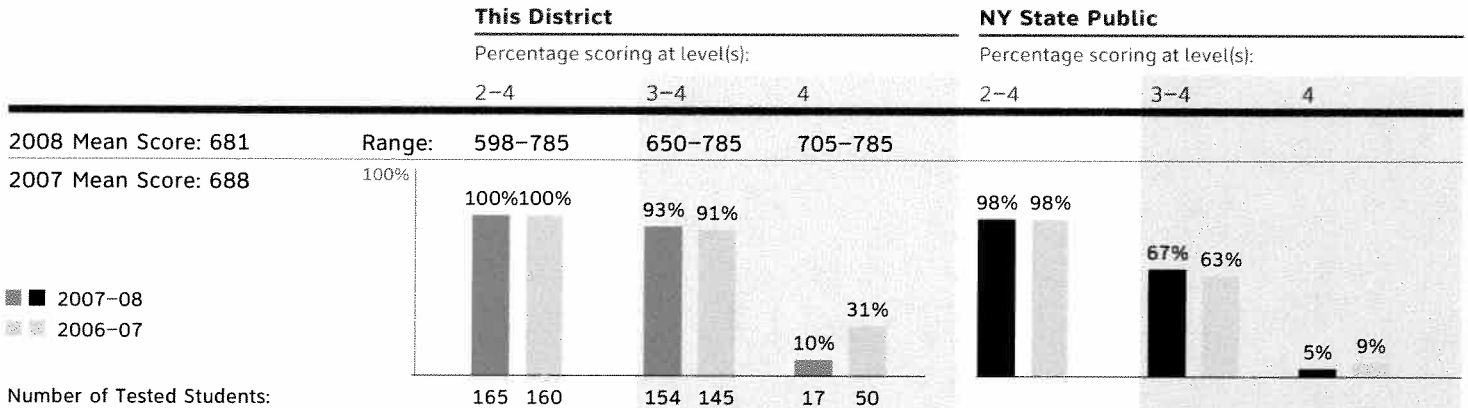
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	1	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	165	100%	93%	10%	160	100%	91%	31%
Female	85	100%	94%	13%	82	100%	90%	40%
Male	80	100%	93%	8%	78	100%	91%	22%
American Indian or Alaska Native								
Black or African American	3	-	-	-	8	100%	50%	13%
Hispanic or Latino	4	-	-	-	7	100%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	91%	9%	13	100%	92%	46%
White	134	100%	95%	10%	132	100%	94%	32%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	13%				
General-Education Students	153	100%	96%	11%	140	100%	97%	35%
Students with Disabilities	12	100%	58%	0%	20	100%	45%	5%
English Proficient	162	-	-	-	160	100%	91%	31%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	2	-	-	-	4	-	-	-
Not Disadvantaged	163	-	-	-	156	-	-	-
Migrant								
Not Migrant	165	100%	93%	10%	160	100%	91%	31%

NOTES

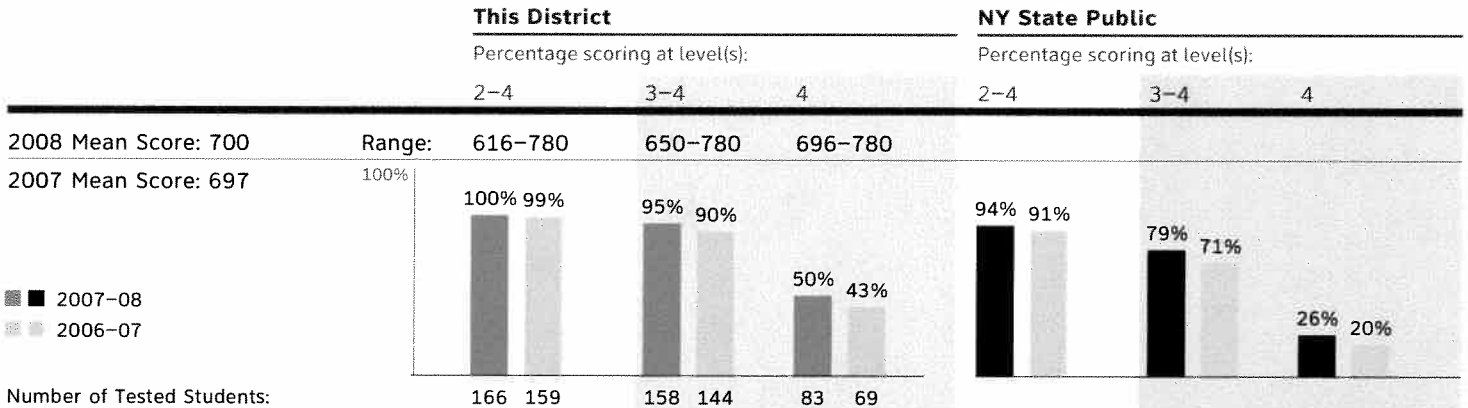
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	166	100%	95%	50%	160	99%	90%	43%
Female	86	100%	94%	52%	82	99%	91%	44%
Male	80	100%	96%	48%	78	100%	88%	42%
American Indian or Alaska Native								
Black or African American	3	-	-	-	8	88%	50%	13%
Hispanic or Latino	4	-	-	-	7	100%	100%	29%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	71%	13	100%	100%	77%
White	134	100%	95%	49%	132	100%	91%	42%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	100%	13%				
General-Education Students	154	100%	97%	53%	140	100%	96%	49%
Students with Disabilities	12	100%	67%	8%	20	95%	45%	5%
English Proficient	162	-	-	-	160	99%	90%	43%
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	2	-	-	-	4	-	-	-
Not Disadvantaged	164	-	-	-	156	-	-	-
Migrant								
Not Migrant	166	100%	95%	50%	160	99%	90%	43%

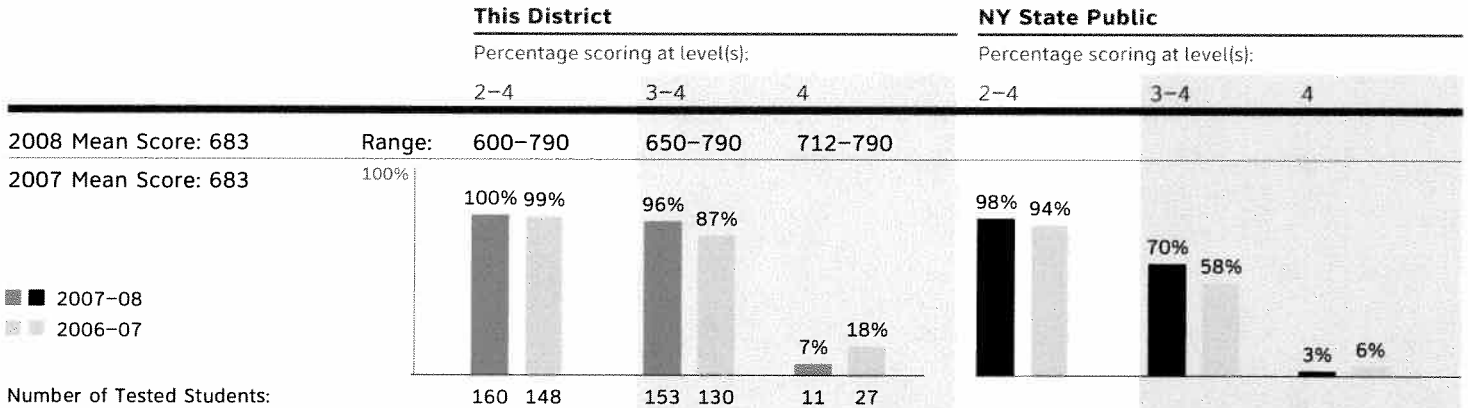
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	0			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	160	100%	96%	7%	149	99%	87%	18%
Female	81	100%	98%	11%	72	99%	85%	25%
Male	79	100%	94%	3%	77	100%	90%	12%
American Indian or Alaska Native								
Black or African American	5	100%	80%	0%	6	100%	17%	0%
Hispanic or Latino	8	100%	75%	0%	6	100%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	8%	18	100%	83%	28%
White	135	100%	97%	7%	119	99%	92%	18%
Multiracial								
Small Group Totals								
General-Education Students	142	100%	99%	8%	138	100%	91%	20%
Students with Disabilities	18	100%	72%	0%	11	91%	45%	0%
English Proficient	160	100%	96%	7%	147	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	6	100%	50%	0%	1	-	-	-
Not Disadvantaged	154	100%	97%	7%	148	-	-	-
Migrant								
Not Migrant	160	100%	96%	7%	149	99%	87%	18%

NOTES

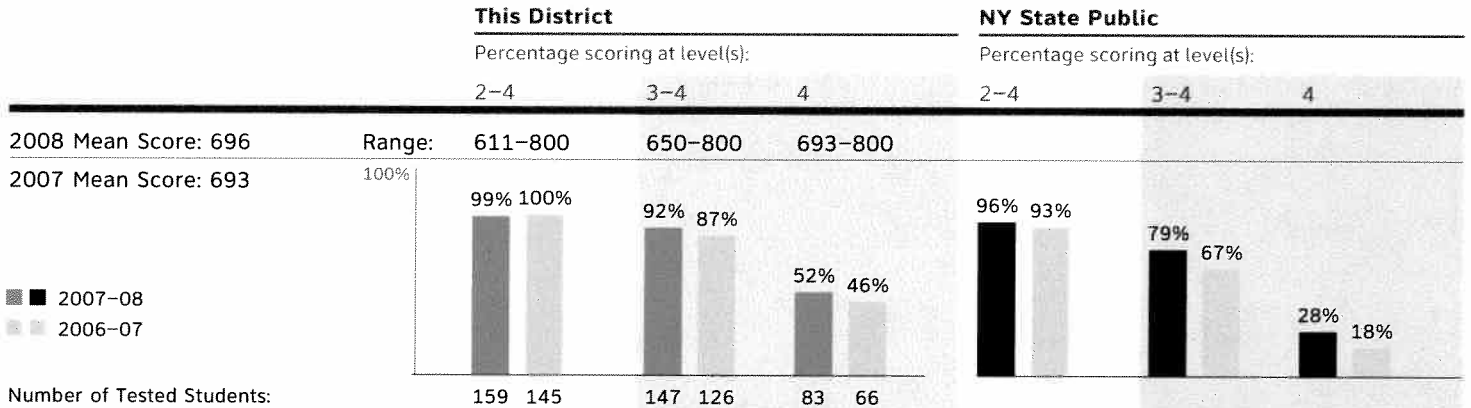
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	160	99%	92%	52%	145	100%	87%	46%
Female	81	99%	93%	54%	70	100%	90%	46%
Male	79	100%	91%	49%	75	100%	84%	45%
American Indian or Alaska Native								
Black or African American	5	80%	60%	20%	5	100%	20%	0%
Hispanic or Latino	8	100%	75%	13%	6	100%	50%	33%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	100%	17	100%	100%	65%
White	135	100%	93%	51%	117	100%	90%	45%
Multiracial								
Small Group Totals								
General-Education Students	142	100%	95%	58%	135	100%	90%	47%
Students with Disabilities	18	94%	67%	6%	10	100%	50%	20%
English Proficient	160	99%	92%	52%	144	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	6	83%	50%	0%	1	-	-	-
Not Disadvantaged	154	100%	94%	54%	144	-	-	-
Migrant								
Not Migrant	160	99%	92%	52%	145	100%	87%	46%

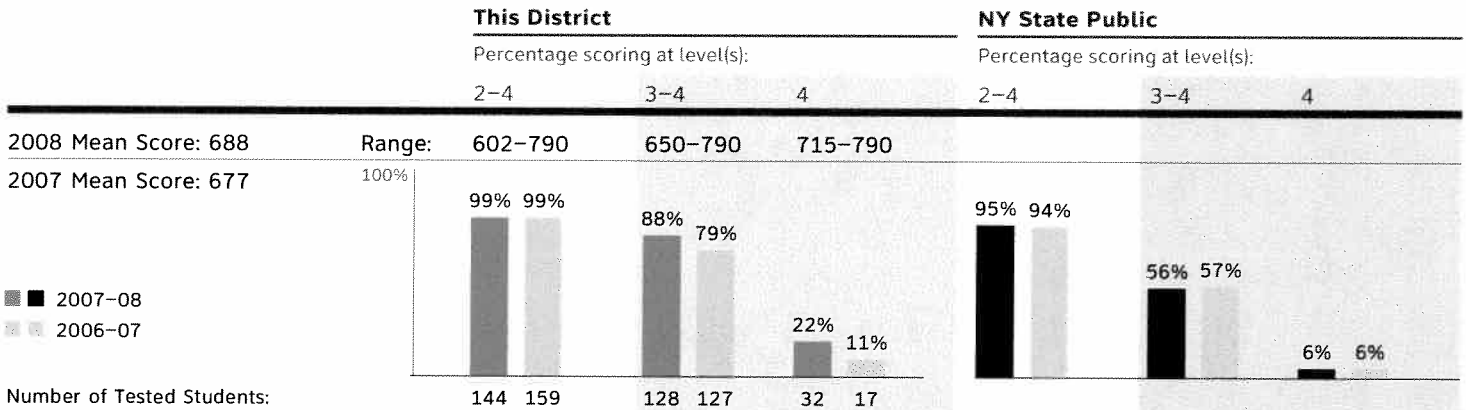
NOTES

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Other Assessments

	2007-08 School Year			2006-07 School Year				
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				2	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	145	99%	88%	22%	160	99%	79%	11%
Female	67	99%	91%	28%	89	100%	81%	12%
Male	78	100%	86%	17%	71	99%	77%	8%
American Indian or Alaska Native								
Black or African American	5	100%	20%	0%	11	-	-	-
Hispanic or Latino	5	100%	80%	0%	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	19%	12	100%	75%	17%
White	119	100%	91%	24%	134	99%	83%	10%
Multiracial								
Small Group Totals					14	100%	50%	7%
General-Education Students	134	99%	91%	23%	147	100%	85%	12%
Students with Disabilities	11	100%	55%	9%	13	92%	15%	0%
English Proficient	144	-	-	-	160	99%	79%	11%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	2	-	-	-	1	-	-	-
Not Disadvantaged	143	-	-	-	159	-	-	-
Migrant								
Not Migrant	145	99%	88%	22%	160	99%	79%	11%

NOTES

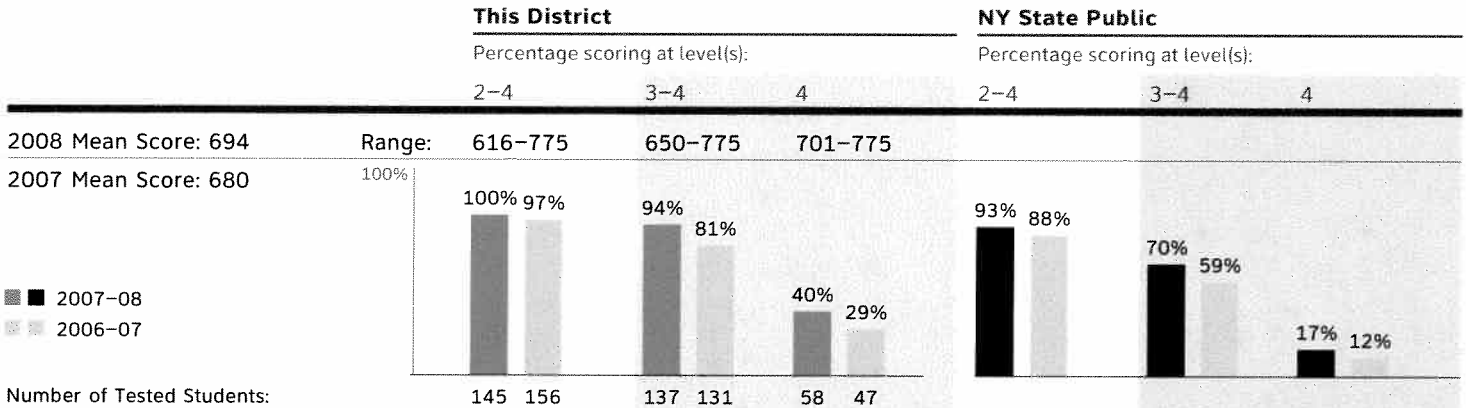
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT) ¹ : Grade 8	0	N/A	N/A	N/A	1	N/A	N/A	N/A

¹ These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	145	100%	94%	40%	161	97%	81%	29%
Female	66	100%	97%	48%	89	98%	82%	27%
Male	79	100%	92%	33%	72	96%	81%	32%
American Indian or Alaska Native								
Black or African American	5	100%	40%	0%	11	-	-	-
Hispanic or Latino	5	100%	100%	40%	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	56%	12	100%	100%	58%
White	119	100%	96%	39%	134	98%	83%	29%
Multiracial								
Small Group Totals					15	87%	53%	7%
General-Education Students	134	100%	97%	42%	148	98%	86%	32%
Students with Disabilities	11	100%	64%	18%	13	85%	23%	0%
English Proficient	144	-	-	-	160	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	2	-	-	-	1	-	-	-
Not Disadvantaged	143	-	-	-	160	-	-	-
Migrant								
Not Migrant	145	100%	94%	40%	161	97%	81%	29%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

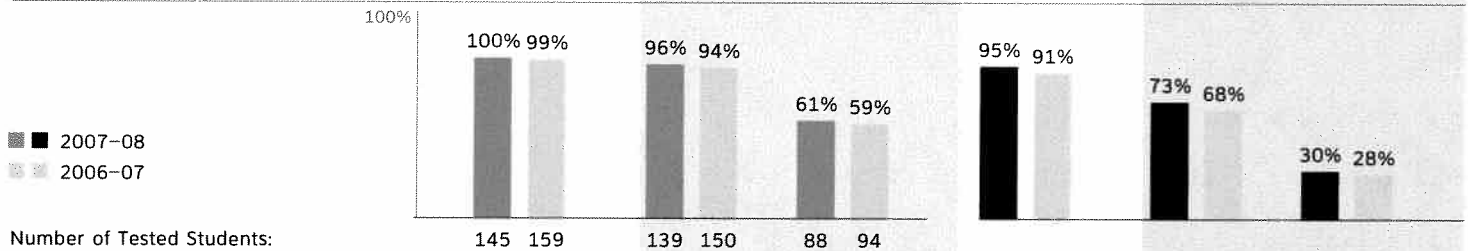
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	100	100%	94%	46%	116	99%	91%	49%
Female	44	100%	93%	48%	64	98%	89%	42%
Male	56	100%	95%	45%	52	100%	94%	58%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	-	-	-	11	91%	73%	27%
Hispanic or Latino	3	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	85%	7	-	-	-
White	79	100%	96%	42%	95	100%	93%	53%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	100%	63%	25%	10	100%	100%	40%
General-Education Students	90	100%	97%	48%	104	99%	95%	53%
Students with Disabilities	10	100%	70%	30%	12	100%	58%	17%
English Proficient	99	-	-	-	115	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	2	-	-	-	1	-	-	-
Not Disadvantaged	98	-	-	-	115	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	100	100%	94%	46%	116	99%	91%	49%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-
Regents Science	45	45	45	42	44	44	44	37

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

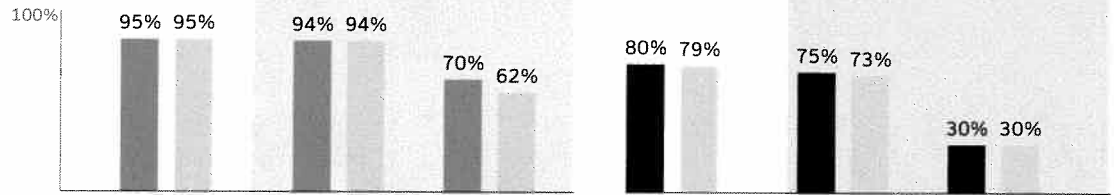
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2004 Cohort
■ 2003 Cohort

Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	158	95%	94%	70%	154	95%	94%	62%
Female	76	96%	96%	82%	72	99%	96%	60%
Male	82	94%	93%	59%	82	93%	93%	63%
American Indian or Alaska Native					1	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	4	-	-	-	7	86%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	11	82%	82%	64%	17	100%	100%	65%
White	136	96%	96%	74%	125	95%	94%	62%
Multiracial								
Small Group Totals	11	91%	91%	18%	5	100%	100%	80%
General-Education Students	138	96%	96%	75%	138	98%	98%	67%
Students with Disabilities	20	90%	85%	30%	16	75%	63%	19%
English Proficient	157	-	-	-	152	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	5	80%	80%	20%				
Not Disadvantaged	153	95%	95%	71%	154	95%	94%	62%
Migrant								
Not Migrant	158	95%	94%	70%				

NOTES

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Other Assessments

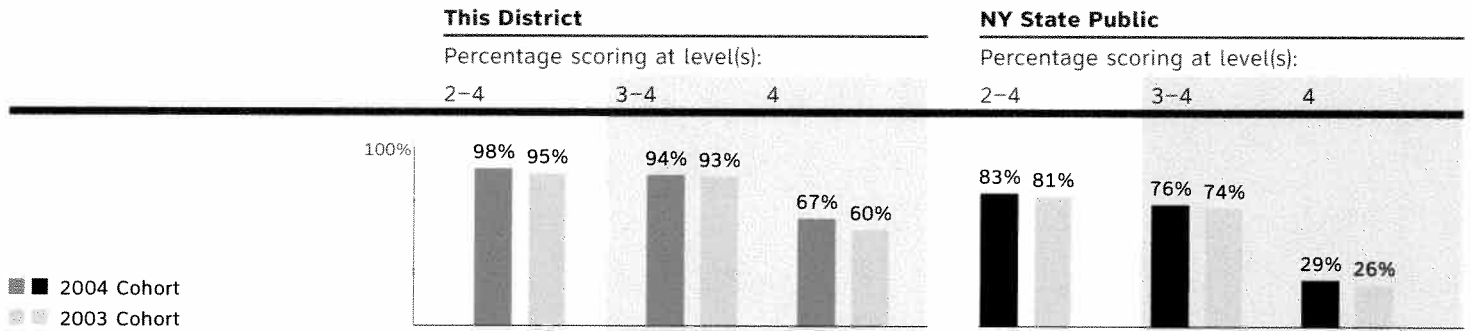
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

Student Group	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	158	98%	94%	67%	154	95%	93%	60%
Female	76	99%	93%	67%	72	94%	92%	51%
Male	82	98%	95%	67%	82	95%	94%	68%
American Indian or Alaska Native					1	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	4	-	-	-	7	100%	86%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	82%	17	100%	100%	82%
White	136	99%	96%	68%	125	94%	93%	60%
Multiracial								
Small Group Totals	11	91%	73%	36%	5	100%	80%	80%
General-Education Students	138	100%	97%	75%	138	99%	96%	64%
Students with Disabilities	20	85%	75%	10%	16	63%	63%	31%
English Proficient	157	-	-	-	152	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	5	80%	60%	20%				
Not Disadvantaged	153	99%	95%	69%	154	95%	93%	60%
Migrant								
Not Migrant	158	98%	94%	67%				

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

Assessment	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.



The New York State School Report Card

Comprehensive Information Report
2007-08

School **IRVINGTON HIGH SCHOOL**
District **IRVINGTON UNION FREE SCHOOL DISTRICT**
School ID **66-04-02-02-0001**
Principal **SCOTT MOSENTHAL**
Telephone **(914) 591-8648**
Grades **9-12**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2007-08	168	99%	98%	64%	155	100%	99%	69%	13	85%	85%	0%
	2006-07	160	100%	98%	73%	141	100%	99%	77%	19	100%	89%	37%
	2005-06	166	99%	98%	70%	156	99%	98%	73%	10	100%	90%	20%
Mathematics A	2007-08	108	97%	93%	65%	92	99%	99%	75%	16	88%	56%	6%
	2006-07	164	100%	98%	74%	152	100%	98%	79%	12	100%	92%	17%
	2005-06	166	99%	96%	68%	148	99%	97%	75%	18	100%	89%	11%
Mathematics B	2007-08	158	94%	90%	54%	157	—	—	—	1	—	—	—
	2006-07	127	100%	95%	43%	125	—	—	—	2	—	—	—
	2005-06	102	96%	94%	51%	98	—	—	—	4	—	—	—
Integrated Algebra	2007-08	0				0				0			
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2007-08	148	95%	92%	52%	130	98%	97%	58%	18	67%	56%	11%
	2006-07	168	94%	87%	49%	151	95%	89%	54%	17	88%	65%	6%
	2005-06	160	93%	89%	57%	140	96%	91%	63%	20	70%	70%	15%
U.S. History and Government	2007-08	156	98%	98%	76%	143	99%	99%	83%	13	85%	85%	8%
	2006-07	158	99%	94%	73%	139	99%	96%	77%	19	95%	79%	47%
	2005-06	149	97%	90%	64%	137	99%	93%	68%	12	83%	58%	17%
Living Environment	2007-08	167	98%	95%	43%	153	99%	97%	46%	14	86%	79%	14%
	2006-07	101	97%	90%	25%	82	98%	90%	30%	19	95%	89%	0%
	2005-06	183	99%	93%	34%	155	100%	97%	39%	28	93%	71%	7%
Physical Setting/Earth Science	2007-08	68	96%	82%	26%	54	98%	96%	33%	14	86%	29%	0%
	2006-07	128	99%	93%	42%	118	99%	94%	46%	10	100%	80%	0%
	2005-06	66	97%	94%	61%	61	98%	97%	66%	5	80%	60%	0%
Physical Setting/Chemistry	2007-08	122	99%	91%	25%	119	—	—	—	3	—	—	—
	2006-07	121	98%	95%	28%	116	98%	96%	28%	5	100%	80%	20%
	2005-06	115	99%	93%	48%	111	—	—	—	4	—	—	—
Physical Setting/Physics	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	1				1				0			

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Regents Exams in Languages Other Than English

School **IRVINGTON HIGH SCHOOL**
School ID **66-04-02-02-0001**

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2007-08	21	100%	100%	95%	20	-	-	-	1	-	-	-
	2006-07	35	100%	100%	86%	33	-	-	-	2	-	-	-
	2005-06	35	100%	100%	77%	34	-	-	-	1	-	-	-
Comprehensive German	2007-08	0	-	-	-	0	-	-	-	0	-	-	-
	2006-07	1	-	-	-	1	-	-	-	0	-	-	-
	2005-06	0	-	-	-	0	-	-	-	0	-	-	-
Comprehensive Hebrew	2007-08	0	-	-	-	0	-	-	-	0	-	-	-
	2006-07	0	-	-	-	0	-	-	-	0	-	-	-
	2005-06	0	-	-	-	0	-	-	-	0	-	-	-
Comprehensive Italian	2007-08	4	-	-	-	3	-	-	-	1	-	-	-
	2006-07	2	-	-	-	2	-	-	-	0	-	-	-
	2005-06	1	-	-	-	1	-	-	-	0	-	-	-
Comprehensive Latin	2007-08	39	100%	100%	100%	39	100%	100%	100%	0	-	-	-
	2006-07	25	100%	100%	96%	25	100%	100%	96%	0	-	-	-
	2005-06	24	100%	100%	100%	23	-	-	-	1	-	-	-
Comprehensive Spanish	2007-08	98	100%	100%	85%	94	-	-	-	4	-	-	-
	2006-07	97	100%	99%	82%	93	-	-	-	4	-	-	-
	2005-06	108	100%	97%	72%	99	100%	97%	76%	9	100%	100%	33%

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Regents Competency Tests

School **IRVINGTON HIGH SCHOOL**
 School ID **66-04-02-02-0001**

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2007-08	2	—	0	—	2	—
	2006-07	0	—	0	—	0	—
	2005-06	0	—	0	—	0	—
Science	2007-08	3	—	0	—	3	—
	2006-07	5	80%	0	—	5	80%
	2005-06	7	86%	1	—	6	—
Reading	2007-08	0	—	0	—	0	—
	2006-07	0	—	0	—	0	—
	2005-06	2	—	1	—	1	—
Writing	2007-08	0	—	0	—	0	—
	2006-07	0	—	0	—	0	—
	2005-06	2	—	1	—	1	—
Global Studies	2007-08	5	20%	0	—	5	20%
	2006-07	3	—	0	—	3	—
	2005-06	6	50%	1	—	5	—
U.S. History and Government	2007-08	2	—	0	—	2	—
	2006-07	1	—	0	—	1	—
	2005-06	3	—	0	—	3	—

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English as a Second Language Achievement Test

School **IRVINGTON HIGH SCHOOL**
School ID **66-04-02-02-0001**

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total	Percent of students scoring			Total	Percent of students scoring			Total	Percent of students scoring					
		Tested	in each performance level:			Tested	in each performance level:			Tested	in each performance level:					
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.	
Listening and Speaking (Grades K-1)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades K-1)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening and Speaking (Grades 2-4)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades 2-4)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening and Speaking (Grades 5-6)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades 5-6)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening and Speaking (Grades 7-8)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades 7-8)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening and Speaking (Grades 9-12)	2007-08	4	—	—	—	—	4	—	—	—	—	0				
	2006-07	3	—	—	—	—	3	—	—	—	—	0				
	2005-06	4	—	—	—	—	4	—	—	—	—	0				
Reading and Writing (Grades 9-12)	2007-08	4	—	—	—	—	4	—	—	—	—	0				
	2006-07	3	—	—	—	—	3	—	—	—	—	0				
	2005-06	4	—	—	—	—	4	—	—	—	—	0				

NOTE

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Other Assessments

School **IRVINGTON HIGH SCHOOL**
School ID **66-04-02-02-0001**

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Social Studies 2007–08

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	0					0					0				
Middle Level	0					0					0				

2004 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55–64	65–84	85–100		55–64	65–84	85–100		55–64	65–84	85–100
Global History and Geography	157	3%	33%	59%	138	3%	30%	64%	19	5%	53%	16%
U.S. History and Government	157	1%	20%	71%	138	1%	18%	75%	19	5%	37%	42%
Science	157	1%	39%	57%	138	1%	36%	64%	19	5%	68%	5%

New York State Alternate Assessments (NYSAA) 2007–08

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Elementary Level					
Social Studies					0
Middle Level					
Social Studies					0
Secondary Level					
English Language Arts					0
Mathematics					0
Social Studies					0
Science					0

NOTE

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The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSSA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

High School Information

School **IRVINGTON HIGH SCHOOL**
School ID **66-04-02-02-0001**

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2007-08	148		132		16	
	2006-07	144		132		12	
	2005-06	119		111		8	
Receiving a Regents Diploma	2007-08	147	99%	131	99%	16	100%
	2006-07	135	94%	126	95%	9	75%
	2005-06	114	96%	110	99%	4	50%
Receiving a Regents Diploma with Advanced Designation	2007-08	106	72%	106	80%	0	
	2006-07	91	63%	89	67%	2	17%
	2005-06	89	75%	88	79%	1	13%
Receiving an Individualized Education Program (IEP) Diploma	2007-08	2	N/A	0		2	N/A
	2006-07	0		0		0	
	2005-06	3	N/A	1	N/A	2	N/A

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2007-08	2	0%	1	0%	1	1%
	2006-07	1	0%	1	0%	0	
	2005-06	0		0		0	
Entered Approved High School Equivalency Preparation Program	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Total Noncompleters	2007-08	2	0%	1	0%	1	1%
	2006-07	1	0%	1	0%	0	
	2005-06	0		0		0	

Post-secondary Plans of 2007-08 Graduates

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	125	83%	112	85%	13	72%
To 2-year College	10	7%	8	6%	2	11%
To Other Post-secondary	0		0		0	
To the Military	0		0		0	
To Employment	0		0		0	
To Adult Services	0		0		0	
To Other Known Plans	1	1%	1	1%	0	
Plan Unknown	14	9%	11	8%	3	17%

More Information about the School

School **IRVINGTON HIGH SCHOOL**
School ID **66-04-02-02-0001**

District **IRVINGTON UNION FREE SCHOOL DISTRICT**

Financial Information

2006-07 School District-wide Total Expenditures per Pupil	\$23,885
2006-07 NYS Public School Total Expenditures per Pupil	\$17,330
2007-08 Estimated Percentage of Students from Families Receiving Public Assistance	1-10%

NOTE

Expenditure data are available only at the district level.
Public Assistance information is available only at the school level.

More Information about the District

District **IRVINGTON UNION FREE SCHOOL DISTRICT**
 District ID **66-04-02-02-0000**

Financial Information

2006-07 District-wide Total Expenditures per Pupil	\$23,885
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2006-07 NYS Public School Total Expenditures per Pupil	\$17,330
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2007-08 Estimated Percentage of Students from Families Receiving Public Assistance

NOTE

Expenditure data are available only at the district level.
 Public Assistance information is available only at the school level.

Career and Technical Education Programs (CTE Programs)

	This District		Statewide Average
	Number of Students	Percentage of Students	
All CTE Programs			
Completed the CTE Program	0		
Completed and Passed Regents Exams	0		
Completed and had Course Average of 75% or more	0		
Completed and Attained a HS Diploma or Equivalent	0		
Completed and Whose Status is Known	0		
Completed and Were Successfully Placed	0		
Nontraditional Programs			
Enrolled Members, Regardless of Gender, in 2007-08	0		
Enrolled Members of Historically Underrepresented Gender in 2007-08	0		
Completers, Regardless of Gender, as of June 2007	0		
Completers of Historically Underrepresented Gender as of June 2007	0		

Enrollment data are for the 2007-08 school year; completer data are as of June 2007.



NEW YORK STATE EDUCATION DEPARTMENT

New York State Testing Program (NYSTP)

2007-08

English Language Arts Results

District Report

For the Superintendent of:
IRVINGTON UFSD

BEDS Code 66-04-02-0000

Dear Superintendent,

This report shows aggregated results for students in your district who took the grades 3-8 ELA assessments in 2007-08. The purpose of this report is to support an informed discussion about student performance and to encourage and recognize improvement.

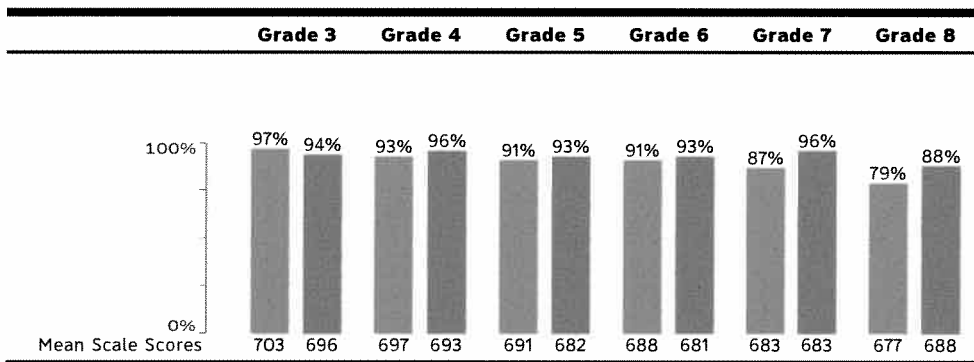
On behalf of the Board of Regents and the State Education Department, I would like to thank you for your pivotal role in leading change and improving student achievement.

Richard P. Mills
Commissioner of Education

Visit the Department's website at www.nySTART.gov for more information

District Performance 2007-08 Grades 3-8 ELA Tests

Percentage of all tested students who scored at Level 3 and above



About the NYS Testing Program

The New York State Testing Program is designed to measure student performance on the State's Learning Standards. These tests allow you to identify strengths and weaknesses at the student, school, and district levels.

Please visit www.emsc.nysed.gov/3-8/ for more information.

More about your District's performance

IRVINGTON UFSD

2007-08 English Language Arts

Results By Performance Level

The number of tested students and the percentage of all tested students performing in each level.

■ Level 3 and above

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
Level 4	47	33%	26	17%	16	11%	17	10%	11	7%	32	22%
Level 3	86	61%	117	79%	125	83%	137	83%	142	89%	96	66%
Level 2	8	6%	4	3%	10	7%	11	7%	7	4%	16	11%
Level 1	1	1%	2	1%							1	1%
Total Tested	142		149		151		165		160		145	

Percentages may not total 100 due to rounding.

What These Performance Levels Mean

Level 1, Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the ELA knowledge and skills expected at this grade level.

Level 2, Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the ELA knowledge and skills expected at this grade level.

Level 3, Meeting Learning Standards

Student performance demonstrates an understanding of the ELA knowledge and skills expected at this grade level.

Level 4, Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the ELA knowledge and skills expected at this grade level.

Results By Student Group

The number of tested students and the percentage of all tested students who scored at level 3 and above.

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	94%	149	96%	151	93%	165	93%	160	96%	145	88%
General Education	128	95%	131	99%	138	96%	154	95%	143	99%	134	91%
Students with Disabilities	14	79%	18	72%	13	62%	11	64%	17	71%	11	55%
American Indian or Alaska Native					1	S						
Black or African American	8	75%	1	S	4	S	3	S	5	80%	5	20%
Hispanic or Latino	6	S	5	S	8	63%	4	S	8	75%	5	80%
Asian or Pacific Islander	20	85%	22	95%	18	89%	23	91%	12	100%	16	94%
White	107	96%	121	97%	119	97%	134	95%	135	97%	119	91%
Multiracial	1	S			1	S	1	S				
Small Group Totals (S)	7	100%	6	83%	6	83%	8	75%				
Female	68	96%	73	97%	78	91%	85	94%	81	98%	67	91%
Male	74	92%	76	95%	73	96%	80	93%	79	94%	78	86%
English Proficient	136	96%	146	-	151	93%	161	-	160	96%	144	-
Limited English Proficient	6	33%	3	-			4	-			1	-
Economically Disadvantaged	1	-	2	-	1	-	2	-	6	50%	2	-
Not Economically Disadvantaged	141	-	147	-	150	-	163	-	154	97%	143	-
Migrant												
Not Migrant												

Percentages may not total 100 due to rounding.

These calculations are based on all tested students. Accountability decisions are based on continuously enrolled students.

Student Confidentiality/Suppressed Data: To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group are tested, percentages of tested students scoring at various levels are suppressed for that group and for the next smallest group, as indicated by an (S) (for racial/ethnic groups) or a (-) (for all other groups). However, the performance of tested students in racial ethnic groups for which the data are suppressed is aggregated and shown in the Small Group Total row.



NEW YORK STATE EDUCATION DEPARTMENT

New York State Testing Program (NYSTP)

2007-08
Mathematics Results

District Report

For the Superintendent of:
IRVINGTON UFSD

BEDS Code 66-04-02-02-0000

Dear Superintendent,

This report shows aggregated results for students in your district who took the grades 3-8 Mathematics assessments in 2007-08. The purpose of this report is to support an informed discussion about student performance and to encourage and recognize improvement.

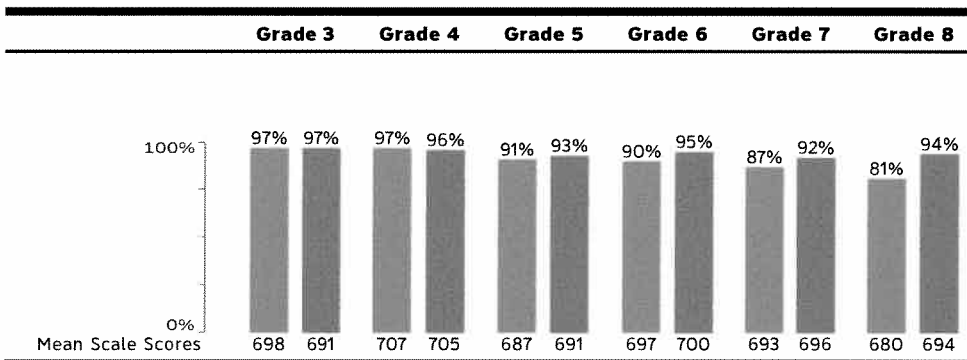
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Richard P. Mills
Commissioner of Education

District Performance 2007-08 Grades 3-8 Mathematics Tests

Percentage of all tested students who scored at Level 3 and above



About the NYS Testing Program

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More about your District's performance

IRVINGTON UFSD

2007-08 Mathematics

Results By Performance Level

The number of tested students and the percentage of all tested students performing in each level.

■ Level 3 and above

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
Level 4	31	22%	78	52%	57	38%	83	50%	83	52%	58	40%
Level 3	107	75%	65	44%	84	56%	75	45%	64	40%	79	54%
Level 2	4	3%	4	3%	7	5%	8	5%	12	8%	8	6%
Level 1	1	1%	2	1%	3	2%			1	1%		
Total Tested	143		149		151		166		160		145	

Percentages may not total 100 due to rounding.

What These Performance Levels Mean

Level 1, Not Meeting The Learning Standard

Student performance does not demonstrate an understanding of the Mathematics content expected at this grade level.

Level 2, Partially Meeting The Learning Standard

Student performance demonstrates a partial understanding of the Mathematics content expected at this grade level.

Level 3, Meeting The Learning Standard

Student performance demonstrates an understanding of the Mathematics content expected at this grade level.

Level 4, Meeting The Learning Standard with Distinction

Student performance demonstrates a thorough understanding of the Mathematics content expected at this grade level.

Results By Student Group

The number of tested students and the percentage of all tested students who scored at level 3 and above.

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	97%	149	96%	151	93%	166	95%	160	92%	145	94%
General Education	129	97%	131	99%	138	96%	155	97%	143	95%	134	97%
Students with Disabilities	14	93%	18	72%	13	62%	11	73%	17	65%	11	64%
American Indian or Alaska Native					1	S						
Black or African American	8	75%	1	S	4	S	3	S	5	60%	5	40%
Hispanic or Latino	6	S	5	S	8	88%	4	S	8	75%	5	100%
Asian or Pacific Islander	20	100%	22	95%	18	94%	24	96%	12	100%	16	100%
White	107	98%	121	97%	119	94%	134	95%	135	93%	119	96%
Multiracial	2	S			1	S	1	S				
Small Group Totals (S)	8	88%	6	83%	6	83%	8	100%				
Female	69	97%	73	96%	78	88%	86	94%	81	93%	66	97%
Male	74	96%	76	96%	73	99%	80	96%	79	91%	79	92%
English Proficient	137	96%	146	-	151	93%	161	96%	160	92%	144	-
Limited English Proficient	6	100%	3	-			5	80%			1	-
Economically Disadvantaged	1	-	2	-	1	-	2	-	6	50%	2	-
Not Economically Disadvantaged	142	-	147	-	150	-	164	-	154	94%	143	-
Migrant												
Not Migrant												

Percentages may not total 100 due to rounding.

These calculations are based on all tested students. Accountability decisions are based on continuously enrolled students.

Student Confidentiality/Suppressed Data: To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group are tested, percentages of tested students scoring at various levels are suppressed for that group and for the next smallest group, as indicated by an (S) (for racial/ethnic groups) or a (-) (for all other groups). However, the performance of tested students in racial ethnic groups for which the data are suppressed is aggregated and shown in the Small Group Total row.