STUDENT PERFORMANCE REPORT

Irvington Union Free School District

Report to the Board of Education
January 2023

2022-23 Goal Overview

Focus #1: Strategic Leadership: Implementing *Our Vision for Tomorrow*

Objective A: Renewing the Strategic Plan

Objective B: Identify opportunities to increase stakeholder engagement

Focus #2: Instructional Leadership: Curriculum and Instruction

Objective A: Implement instructional practices that elevate student thinking and understanding

Objective B: Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

Objective C: Increase the use of data to inform instruction and planning

District initiatives of DEI, SEL, and data use will be woven throughout each of the three objectives

Focus #3: Financial and Operational Leadership

Objective A: The Business and Operations initiatives shall support the Strategic Plan and the District's finances and operations

Guiding Questions

How are we doing?

- How do we know?
- How does the data support our progress?
- What are we doing to continue to improve?

Why Do We Assess?

"Assessment is today's means of understanding how to modify tomorrow's instruction."

Carol Ann Tomlinson

"Assessment has more to do with helping students grow than cataloging their mistakes."

Carol Ann Tomlinson

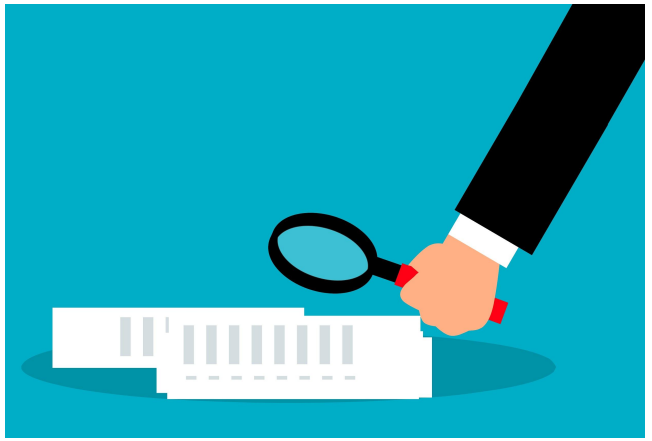
The Role of Data

- Tells a story
- Informs goals and decision making
- Monitors student growth

Good data tells a story...

How is Data Used?

Reflective Practice for Growth



- Data Teams (K-8)
  - Meet throughout the year to review Aimsweb data.
- Multi-Tiered System of Supports (MTSS) Process
- Teacher and administrator observation process
- Team Meetings, PLRD, work with Instructional Coaches
- Attendance & Discipline Review
- Department-based data projects
- Review of NYS Assessment data with specific content area teachers
- Data is collected and used to monitor systems and structures within the school setting
- Assess effectiveness of curriculum and instruction

Tools:

- Data Wise Model
- 5 Lab - Aimsweb, Discipline, Attendance
  - Dashboards can disaggregate by subgroups

Building Data Goals

- **Dows Lane** - Performance data is collected at the K-3 level at many moments in time for purposes of creating a mosaic of the child. The data is then used to inform instruction and practice.

- **MSS** - Teachers use data to understand their students as learners and to provide targeted explicit instruction related to data.

- **IMS** - Department-level work is a multi-year endeavor to both identify desired metrics and sources of data, and to use that information to inform assessment development, instructional/curriculum planning, and professional learning objectives. Discussions are centered on student growth and continuous improvement.

- **IHS** - Department-level work will focus on identifying desired metrics and sources of data, which will help inform lesson planning, curriculum development, and assessment design. Discussions will be centered on student growth and continuous improvement and will lead to a cycle of continuous inquiry which will be supported by faculty-level conversations during professional learning time.

What Types of Data are Utilized?

Summative : Assessment of Learning

- Standardized test data is one important measure of student achievement and does not necessarily demonstrate growth
- State tests have some limits to their value:
  - Represents performance on a given day(s)
  - Cohort sizes impact comparisons
  - Consistent changes in test models, scale and cut scores & curriculum standards

Formative: Assessment for Learning

- The District utilizes multiple means of assessment to measure progress including:
  - Teacher observation
  - Regular, formative assessment
  - Common unit assessments
  - Teacher-made assessments
  - Benchmark assessments, universal screener
  - Student self-reflection
  - Student choice/participation in electives

Value of dispositional learning: 21st Century Skills & Habits of Mind

Rich extracurricular opportunities such as arts, music, athletics, and clubs

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about individual students.

Key Principles:

- Educators can prevent small learning problems from becoming insurmountable ones.
- Frequent assessment of student progress helps identify small learning problems early on, when action can be more easily taken.
- Learning problems are best addressed through intervention – teaching explicitly designed to address the absence of a small, specific skill that is building a barrier to student learning. (This is the "problem-solving" part.)
- Interventions are designed and taught in increasingly intensive way – from a simple plan worked out between a teacher and student to some small program changes and on to the possibility of special settings--fewer students per teacher and perhaps with skills specialists. (This is the "multi-tiered" part.)
- Data are collected and used to determine if, with the intervention, the student has overcome the learning problem. (If the student hasn't, the problem-solving continues.)

Multi-Tiered System of Supports (MTSS) continued...

Multi-Tiered System of Supports (MTSS) is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about individual students.

Core Elements:

- Appropriate, scientifically-based instruction based on curriculum derived from State, National and/or International standards
- Periodic screenings applied to all students
- Instruction matched to student needs
- Repeated assessments of student achievement and analysis of student information
- Application of student information to make educational decisions
- Notification to parents
- Ongoing professional development and attention to the plan

MTSS- Tiered Instruction

Tiered Instruction - an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

- **Tier 1**: Effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as “core instruction,” it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

- **Tier 2**: Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide a minimum of 20–30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skilled school personnel.

- **Tier 3**: Supplemental, individualized and customized intervention provided to students in a smaller group format (ideally 1:1) and delivered with greater frequency and duration (3-5 times per week for 30-60 minutes). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student‘s needs and provided by a highly trained, knowledgeable, and skilled educator.

AIMSWeb

- Benchmark and progress monitoring assessment in the areas of reading and math
- Used K-8
- Provides national and local performance and growth norms
- Used as part of the MTSS process
- Different reports are utilized -
    - Tier Transition Report
    - Benchmark Comparison
    - Benchmark Individual

AIMSWeb - Dows Lane

aimsweb PLUS

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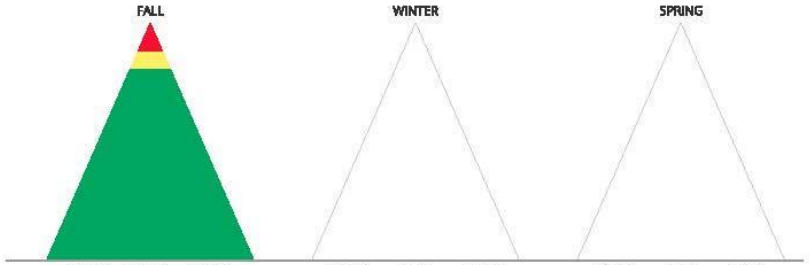
Report	School Year	Roster
Group Tier Transition	2022-2023	Irvington Unified SD

Battery: Math | Grade: 3 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk Moderate Risk 2 High Risk

Tier Transition Summary



	Fall			Winter			Spring		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	18 (12)	11 (7)	121 (81)	No scores	No scores	No scores	No scores	No scores	No scores

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0				0				0			

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP

Math

Current 3rd grade - Fall 2022 compared to Fall 2021

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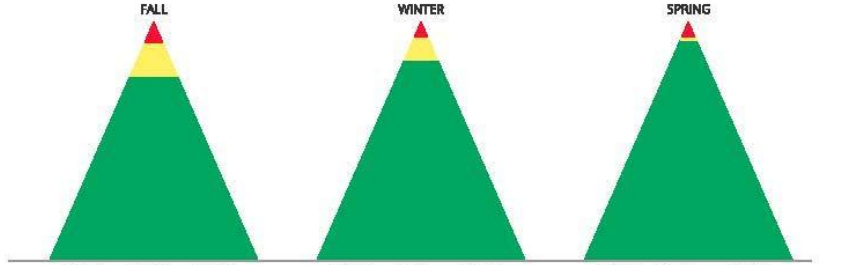
Print Date: 12/06/2022 Pg. 1 of 1

Report	School Year	Roster
Group Tier Transition	2021-2022	Irvington Unified SD

Battery: Math | Grade: 2 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk Moderate Risk 3 High Risk

Tier Transition Summary



	Fall			Winter			Spring		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	12 (9)	20 (14)	106 (77)	9 (6)	14 (10)	117 (84)	9 (6)	2 (2)	131 (92)

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
12 (9)	5	5	2	9 (6)	5	2	2	12 (9)	5	2	5
20 (14)	3	6	11	14 (10)	4		10	20 (14)	4		16
106 (77)		3	102	117 (84)			117	106 (77)			106
138	8	14	115	140	9	2	129	138	9	2	127

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.42	52	1.09	39	0.98	45
	1.47	54	1.06	50	1.17	52
	1.85	65	0.87	55	1.31	63
	1.58	57	1.01	48	1.15	53

AIMSWeb - Dows Lane

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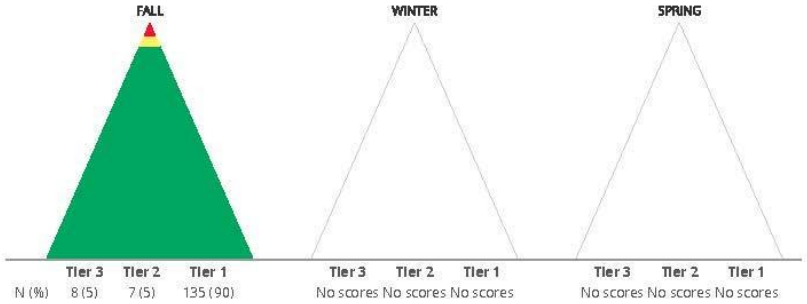
Print Date: 12/06/2022 Pg. 1 of 1

Report	School Year	Roster
Group Tier Transition	2022-2023	Irvington Unified SD

Battery: Reading | Grade: 3 | Target: Account(30%ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Fall Tier 3	Fall Tier 2	Fall Tier 1	Winter Tier 3	Winter Tier 2	Winter Tier 1	Spring Tier 3	Spring Tier 2	Spring Tier 1
N (%)	8 (5)	7 (5)	135 (90)	No scores	No scores	No scores	No scores	No scores	No scores

Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall Tier N (%)	Winter Tier for Fall Students			Winter Tier N (%)	Spring Tier for Winter Students			Fall Tier N (%)	Spring Tier for Fall Students		
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0				0				0			

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP

Reading
Current Grade 3 - Fall 2022 Compared to Fall 2021

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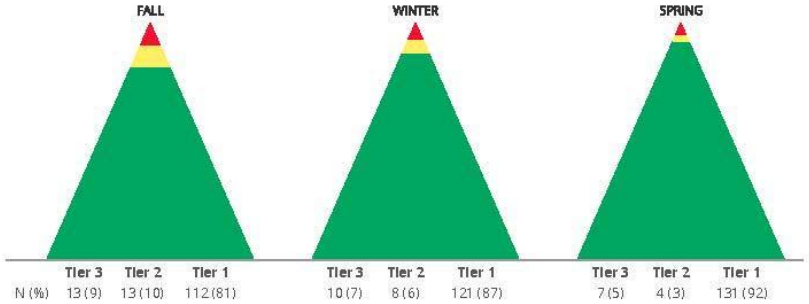
Print Date: 12/06/2022 Pg. 1 of 1

Report	School Year	Roster
Group Tier Transition	2021-2022	Irvington Unified SD

Battery: Reading | Grade: 2 | Target: Account(30%ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Fall Tier 3	Fall Tier 2	Fall Tier 1	Winter Tier 3	Winter Tier 2	Winter Tier 1	Spring Tier 3	Spring Tier 2	Spring Tier 1
N (%)	13 (9)	13 (10)	112 (81)	10 (7)	8 (6)	121 (87)	7 (5)	4 (3)	131 (92)

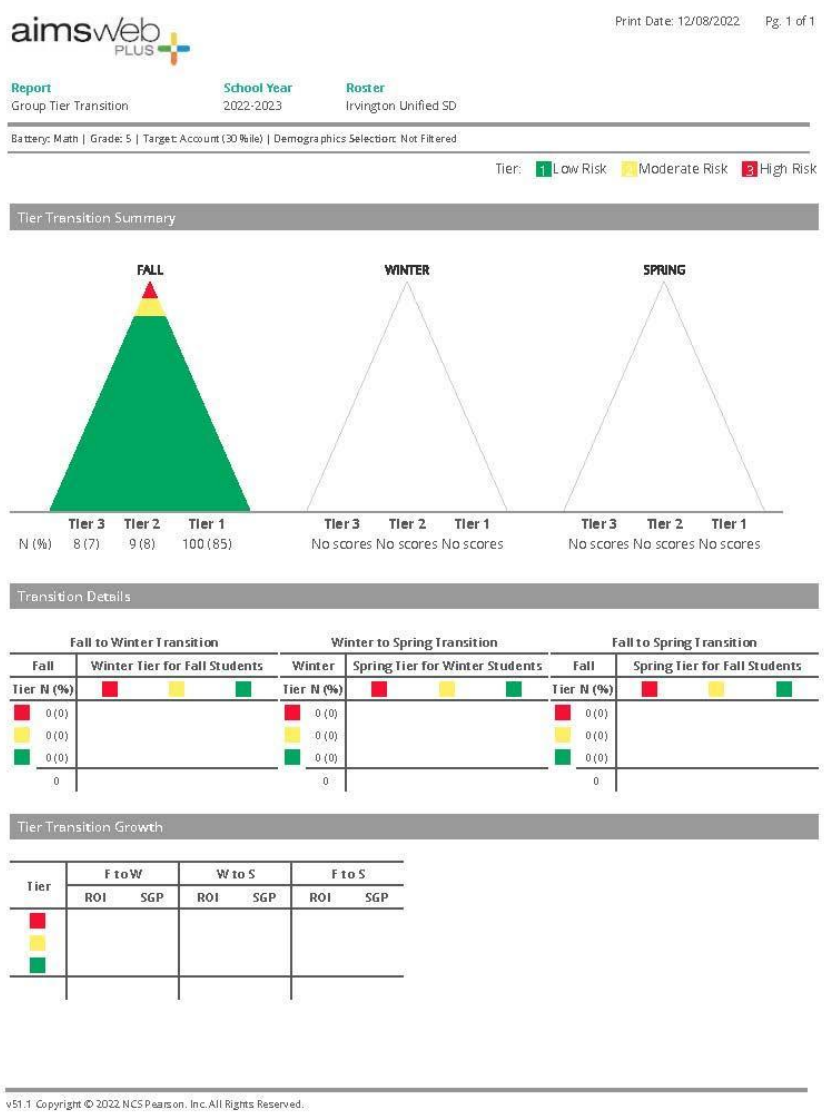
Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall Tier N (%)	Winter Tier for Fall Students			Winter Tier N (%)	Spring Tier for Winter Students			Fall Tier N (%)	Spring Tier for Fall Students		
13 (10)	9	3	1	10 (7)	7	2	1	13 (10)	6	3	4
13 (9)	1	4	8	8 (6)		1	7	13 (9)	1	1	11
112 (81)		1	109	121 (87)		1	120	112 (81)			112
138	10	8	118	139	7	4	128	138	7	4	127

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.81	36	1.85	41	2.23	43
	3.54	60	2.34	59	2.54	60
	1.66	57	1.37	55	1.49	54
	2.67	51	1.85	52	2.09	52

AIMSWeb - Main Street School



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Print Date: 12/08/2022 Pg. 1 of 1

Report	School Year	Roster
Group Tier Transition	2022-2023	Irvington Unified SD

Battery: Math | Grade: 5 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk Moderate Risk 3 High Risk

Tier Transition Summary

	Fall			Winter			Spring		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	8 (7)	9 (8)	100 (85)	No scores	No scores	No scores	No scores	No scores	No scores

Transition Details

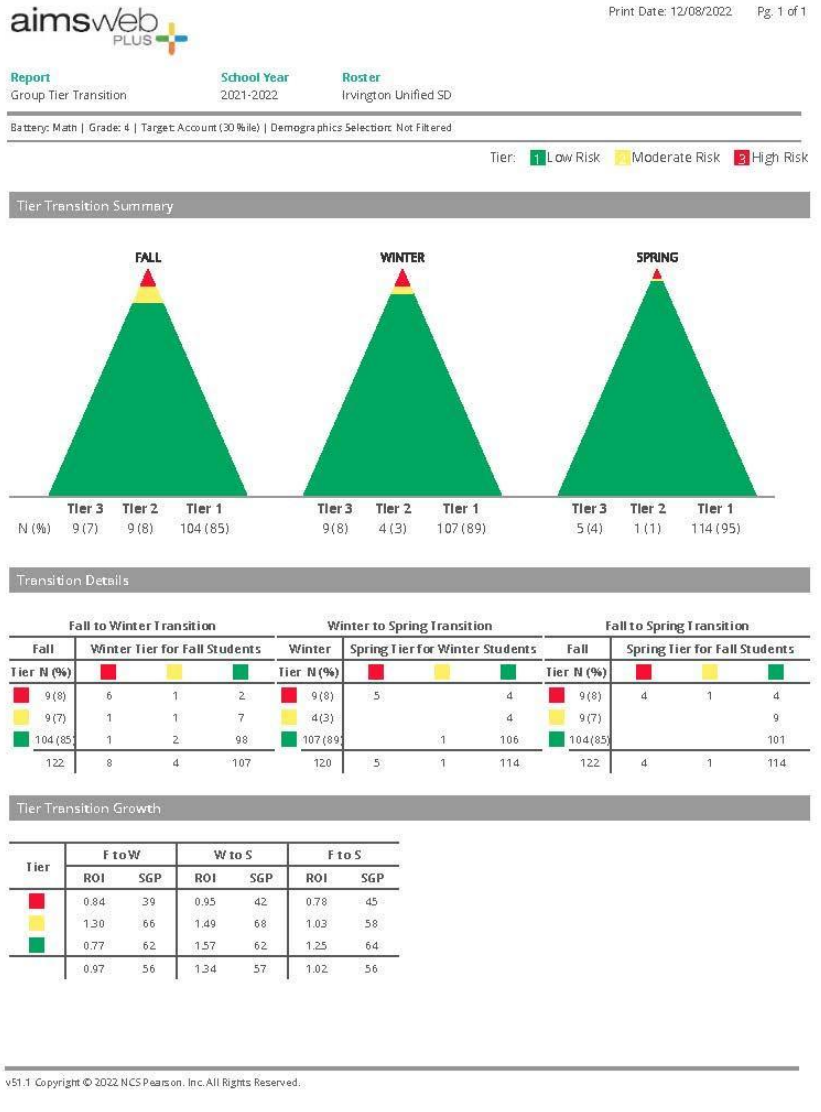
Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0				0				0			

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP

Math

Current Grade 5 - Fall 2022 compared to Fall 2021



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Print Date: 12/08/2022 Pg. 1 of 1

Report	School Year	Roster
Group Tier Transition	2021-2022	Irvington Unified SD

Battery: Math | Grade: 4 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk Moderate Risk 3 High Risk

Tier Transition Summary

	Fall			Winter			Spring		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	9 (7)	9 (8)	104 (85)	9 (8)	4 (3)	107 (89)	5 (4)	1 (1)	114 (95)

Transition Details

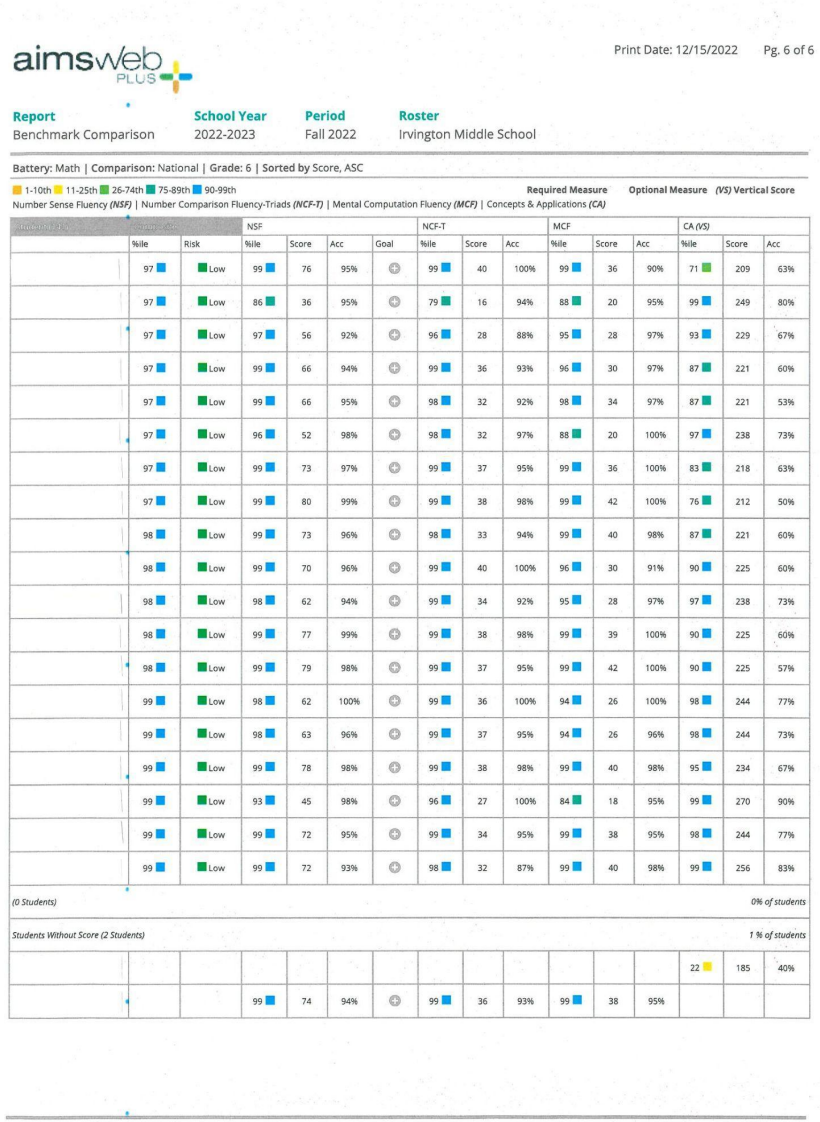
Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)				Tier N (%)				Tier N (%)			
9 (8)	6	1	2	9 (8)	5		4	9 (8)	4	1	4
9 (7)	1	1	7	4 (3)			4	9 (7)			9
104 (85)	1	2	98	107 (89)		1	106	104 (85)			101
122	8	4	107	120	5	1	114	122	4	1	114

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.84	39	0.95	42	0.78	45
	1.30	66	1.49	68	1.03	58
	0.77	62	1.57	62	1.25	64
	0.97	56	1.34	57	1.02	56

AIMSWeb - Middle School

Benchmark comparison report - shows at risk to least risk- Grade 6 Math



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Report	School Year	Period	Roster
Benchmark Comparison	2022-2023	Fall 2022	Irvington Middle School

Battery: Math | Comparison: National | Grade: 6 | Sorted by Score, ASC

1-10th 11-25th 26-74th 75-89th 90-99th Required Measure Optional Measure (VS) Vertical Score

Number Sense Fluency (NSF) | Number Comparison Fluency-Triads (NCF-T) | Mental Computation Fluency (MCF) | Concepts & Applications (CA)

			NSF				NCF-T			MCF			CA (VS)		
	%ile	Risk	%ile	Score	Acc	Goal	%ile	Score	Acc	%ile	Score	Acc	%ile	Score	Acc
	97	Low	99	76	95%		99	40	100%	99	36	90%	71	209	63%
	97	Low	86	36	95%		79	16	94%	88	20	95%	99	249	80%
	97	Low	97	56	92%		96	28	88%	95	28	97%	93	229	67%
	97	Low	99	66	94%		99	36	93%	96	30	97%	87	221	60%
	97	Low	99	66	95%		98	32	92%	98	34	97%	87	221	53%
	97	Low	96	52	98%		98	32	97%	88	20	100%	97	238	73%
	97	Low	99	73	97%		99	37	95%	99	36	100%	83	218	63%
	97	Low	99	80	99%		99	38	98%	99	42	100%	76	212	50%
	98	Low	99	73	96%		98	33	94%	99	40	98%	87	221	60%
	98	Low	99	70	96%		99	40	100%	96	30	91%	90	225	60%
	98	Low	98	62	94%		99	34	92%	95	28	97%	97	238	73%
	98	Low	99	77	99%		99	38	98%	99	39	100%	90	225	60%
	98	Low	99	79	98%		99	37	95%	99	42	100%	90	225	57%
	99	Low	98	62	100%		99	36	100%	94	26	100%	98	244	77%
	99	Low	98	63	96%		99	37	95%	94	26	96%	98	244	73%
	99	Low	99	78	98%		99	38	98%	99	40	98%	95	234	67%
	99	Low	93	45	98%		96	27	100%	84	18	95%	99	270	90%
	99	Low	99	72	95%		99	34	95%	99	38	95%	98	244	77%
	99	Low	99	72	93%		98	32	87%	99	40	98%	99	256	83%
(0 Students)															0% of students
Students Without Score (2 Students)															1 % of students
													22	185	40%
			99	74	94%		99	36	93%	99	38	95%			

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Individual Benchmark report - shows performance across three assessments

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Print Date: 12/15/2022 Pg. 1 of 1
Student ID: 81736

Report	School Year	Roster	Student
Individual Benchmark	2021-2022	Irvington Middle School	Keaton Cole

Test: Concepts & Applications | Grade: 6

Comparison: National Norms — Target — Score — National Avg

Below Average Average Above Average

278
252
222
192
162
132
Score

Fall 21 Winter 22 Spring 22
Grade 6

Performance

	Fall 2021	Winter 2022	Spring 2022
Student Score	225	231	256
National Percentile	90	93	99
Performance Level	Well Above Average	Well Above Average	Well Above Average
Risk Status			

Rate of Improvement

	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	0.40	1.46	0.96
National ROI	-0.05	0.35	0.29
Student Growth %ile	65	85	85

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How Does Aimsweb Support the MTSS Process?

- AIMSWeb is a single data point in our review of student progress to determine interventions through MTSS.
- The Data Teams look at the progress of each student after each administration (Fall, Winter, Spring).
- If a student has a composite score (in reading, in math) that is below 40% we do a deep data dive. (This means we look at a set of metrics to assess need).
- Other metrics we look at include:
  - Math/ELA tests/score average
  - NYS test score
  - Previous Aimsweb scores
  - Attendance
  - Discipline
  - Math Module Data (elementary)
  - Fountas & Pinnell Benchmarking level (elementary)
  - Classroom data
  - Teacher nomination (SEL/Behavior Only- elementary)
  - SSIS -SEL screener(pilot this year in elementary)

Opportunities

- The District continues to use test data as one tool to inform our work
- Data is used to lead meaningful discussions to target cohort needs and inform curriculum design
    - Data use continues to increase across the District
- The District has focused on deepening instruction and aligning curricula – this work will continue to enhance student achievement
- The District's focus on Professional Learning has had positive impacts on student growth
- Data usage continues to increase at all levels to help inform instruction

Executive Summary

Irvington Schools continue to perform at very high levels

- 99% of 2022 class received Regents Diplomas
- SAT scores
  - Reading and Writing 19% higher than US average
  - Math 22% higher than US average
  - Total 20% higher than US average
- ACT score 42% higher than national average
- 25 AP Class offerings: 81% students passed with 3+, 45% of all exam taken received a 4 or 5

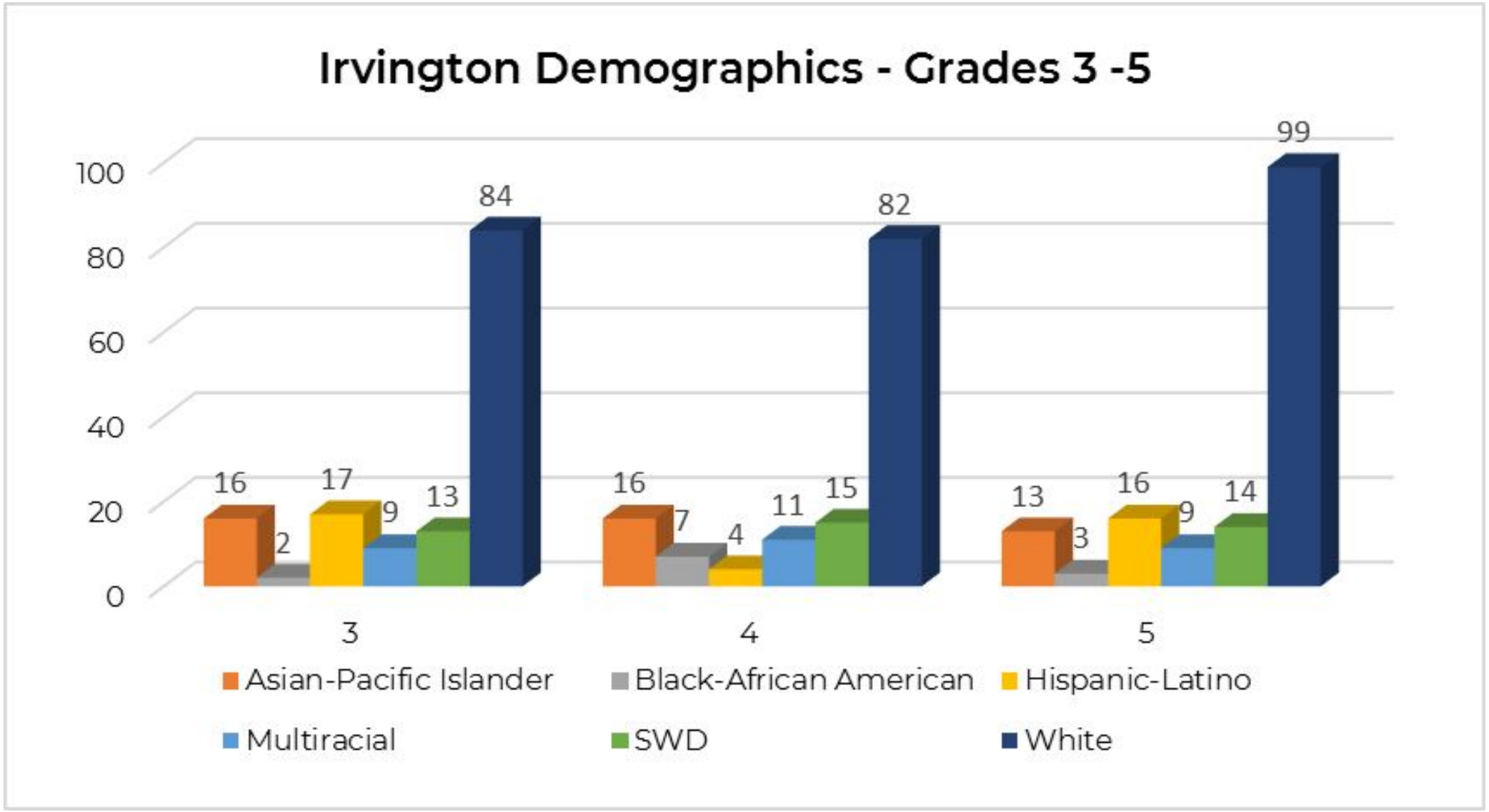
Executive Summary – Standardized Tests

- Overall, ELA scores for grades 5-8 were in the top five of our measured cohort of schools.
- Irvington Math scores ranked among the top 2 in our measured cohort of schools for grades 7-8.
- Regents Scores (% passing):

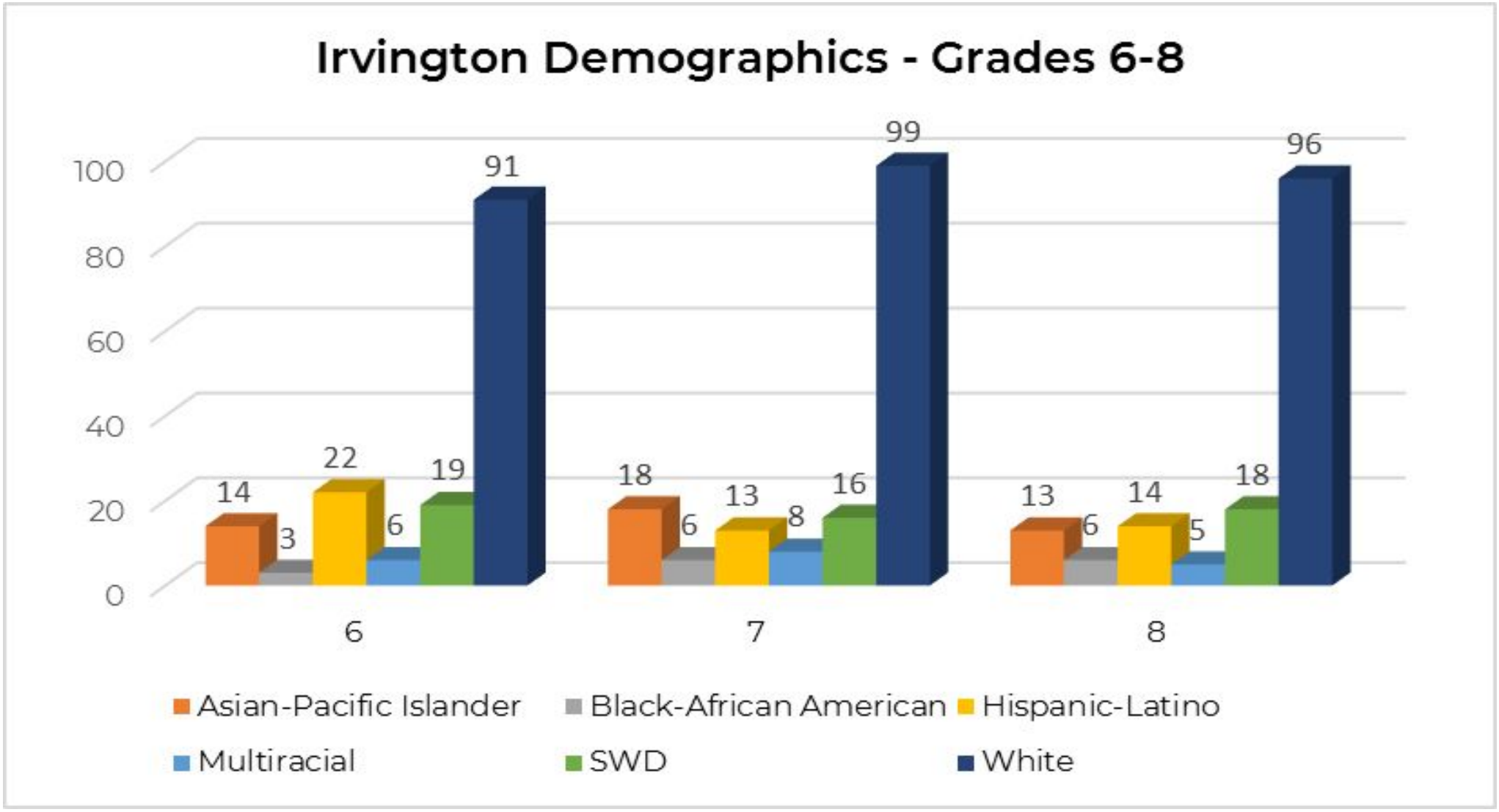
Algebra I 98%	**Algebra II 99%**	**Chemistry 97%**	**Earth Science 69%**
English 96%	**Geometry 92%**	**Global History 96%**	**Living Environment 96%**

New York State Tests English Language Arts & Mathematics

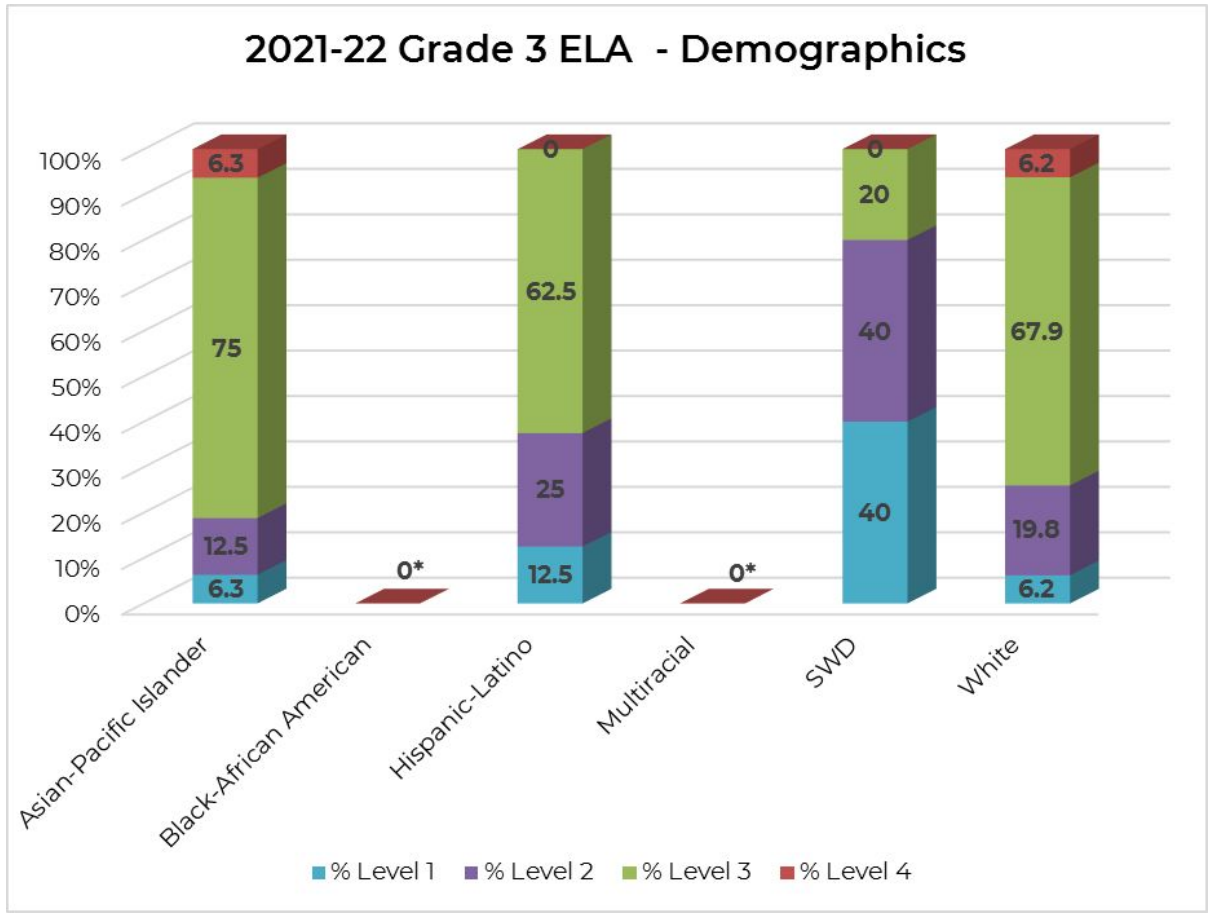
2021-22 Grades 3-5 Demographics

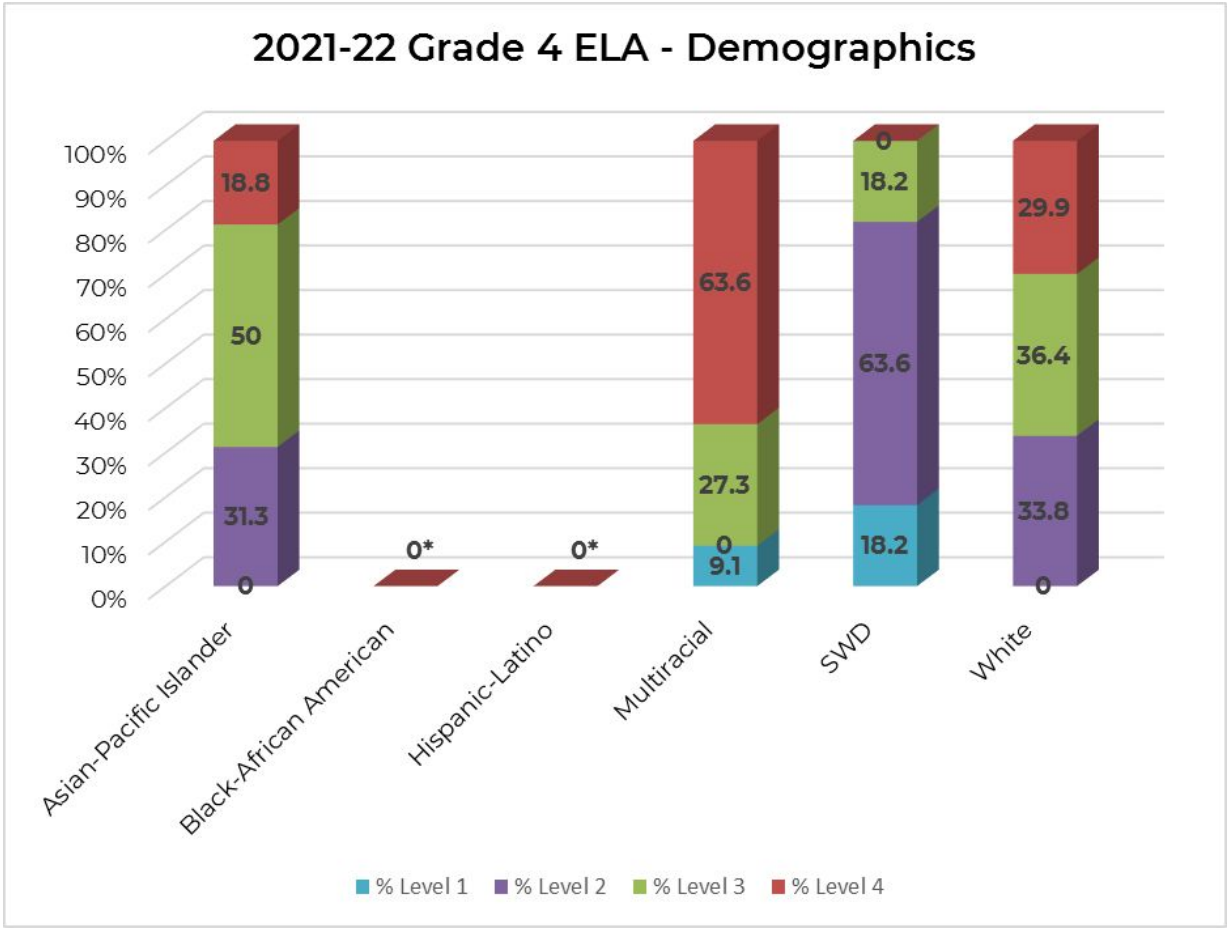


2021-22 Grades 6-8 Demographics



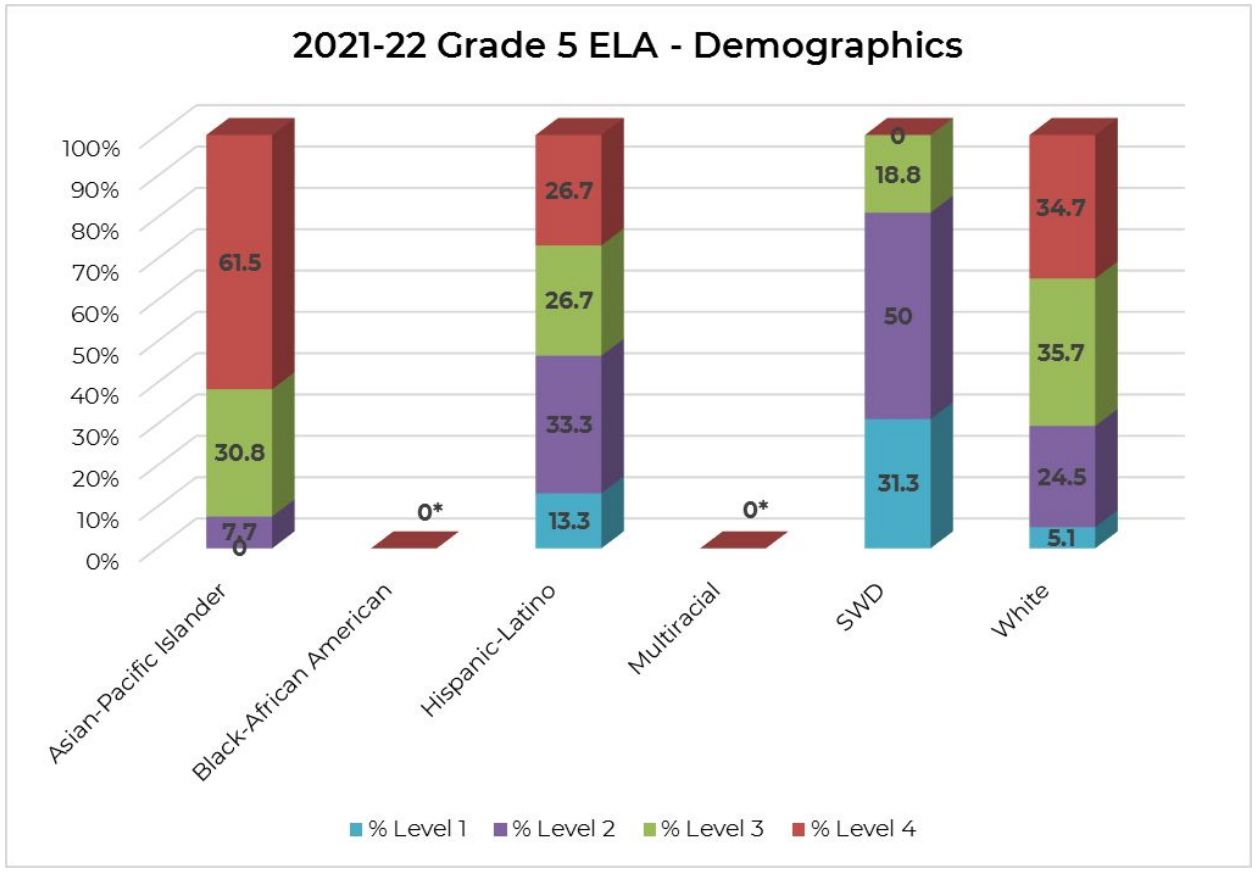
2021-22 Grade 3 - 4 ELA Results by Demographics

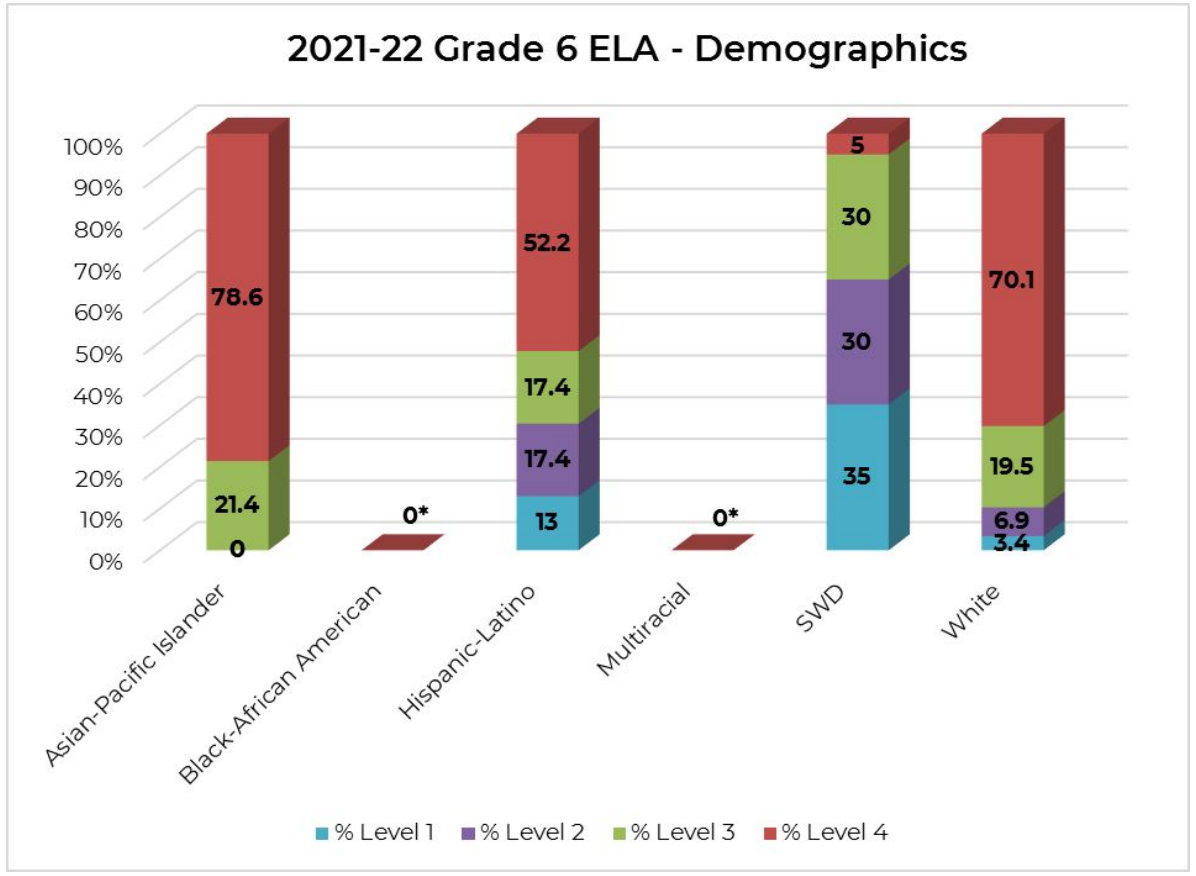




*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

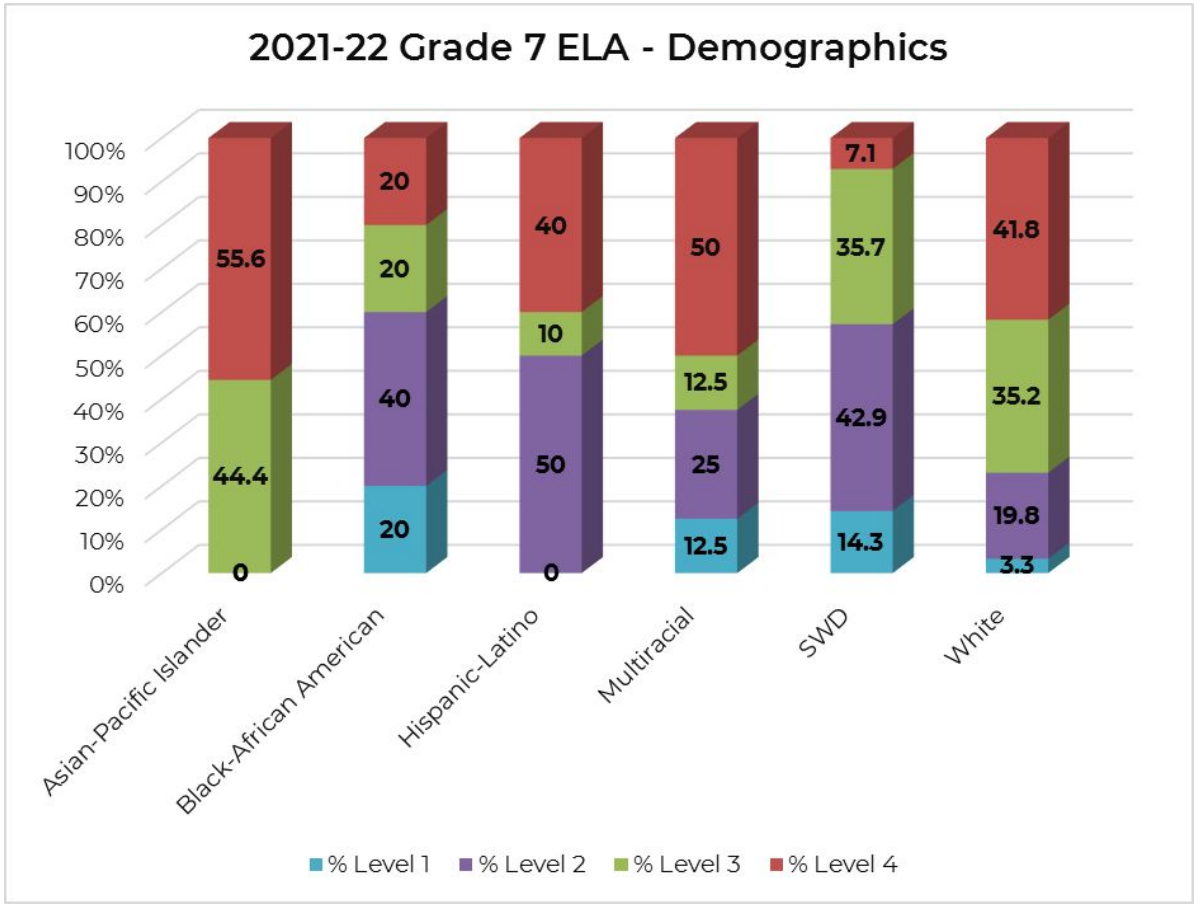
2021-22 Grade 5 - 6 ELA Results by Demographics

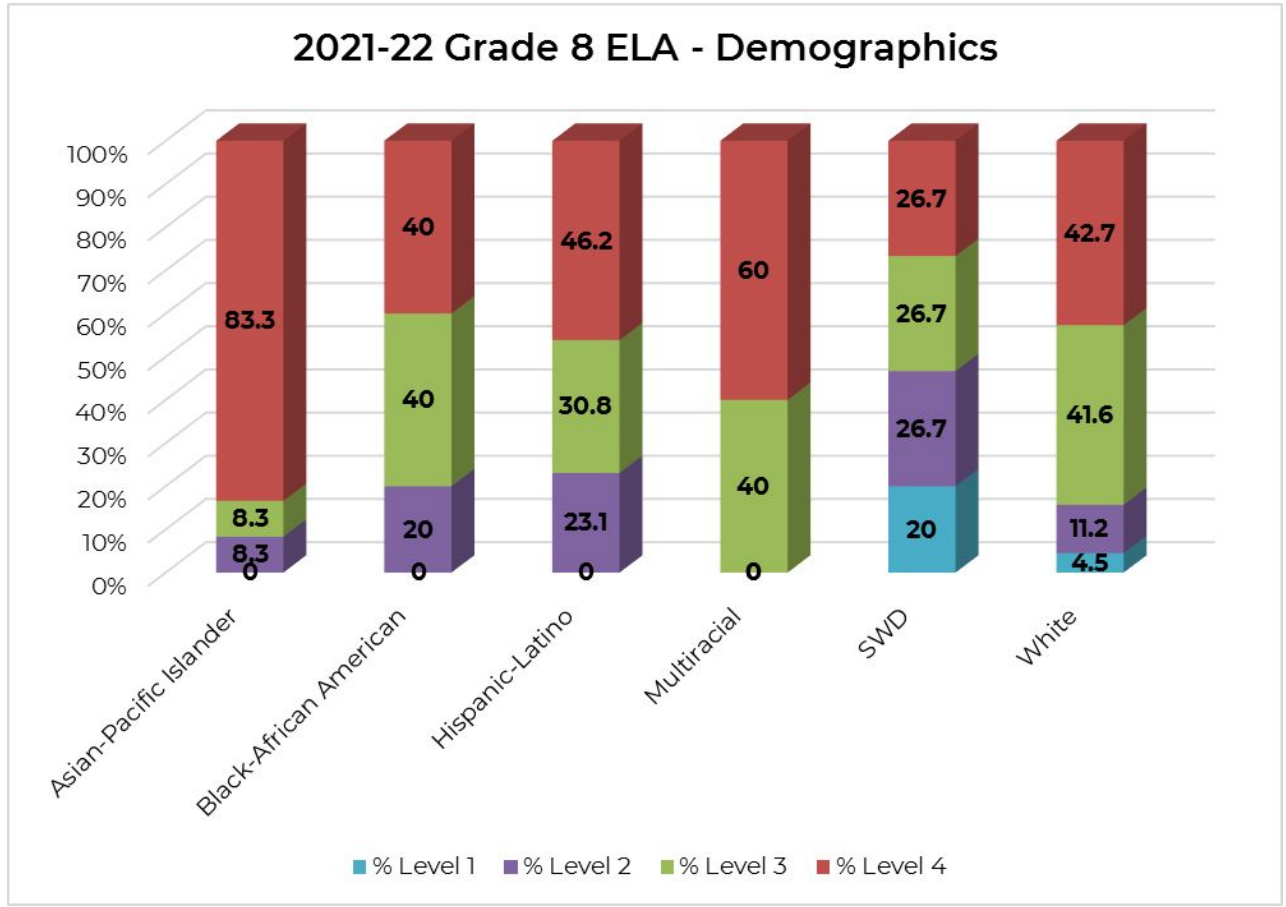




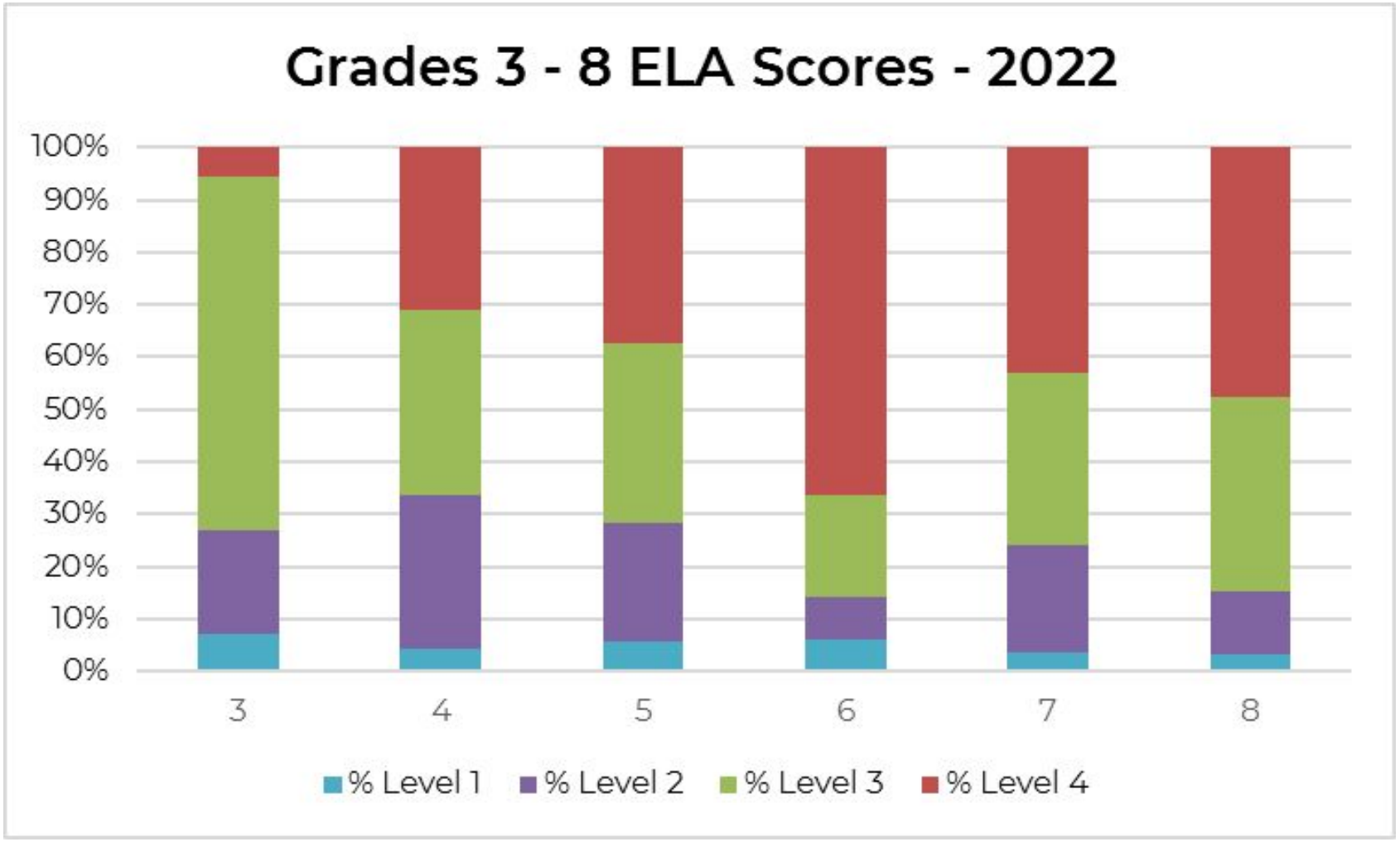
*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

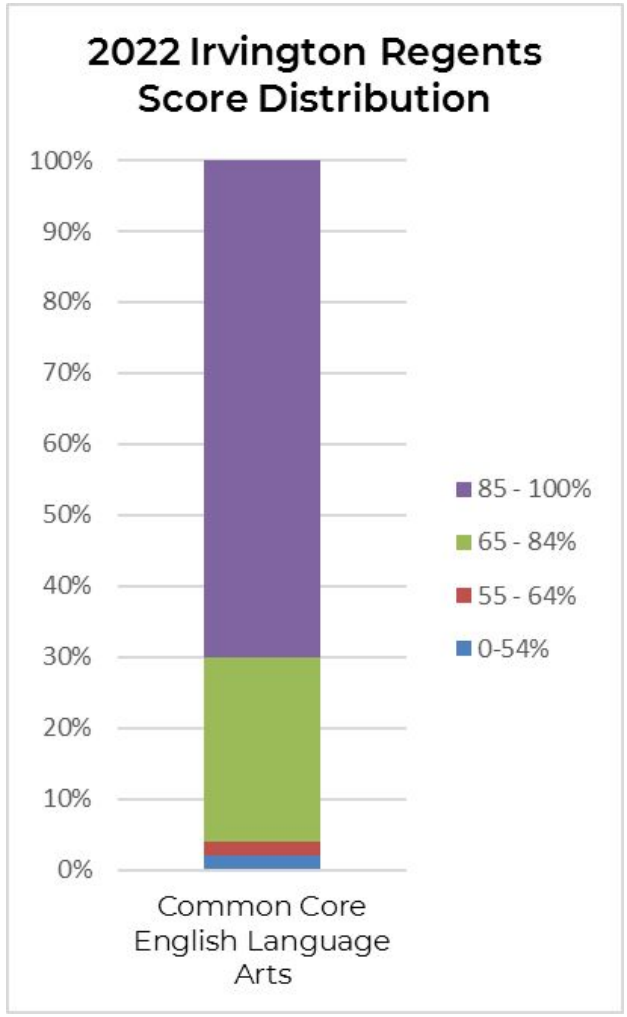
2021-22 Grade 7 - 8 ELA Results by Demographics





2022 English Language Arts Scores





Questions to Consider...

- How might the District's ongoing CR-SE focus impact student performance on standardized assessments through a curricula in which students of color are more likely to see themselves and, thus, reduce disportionality?

- Will recent initiatives such as the inclusion coach, addition of a reading teacher, and professional development and implementation of Orton Gillingham (OG) literacy program result in greater levels of achievement?

- What supplemental learning opportunities might benefit student academic achievement?

- What other instructional or curricular approaches might be considered?

- How do demographics relate to achievement and access?

ELA Grades 3 -5 - Areas of Strength

Grade 3 - Teachers have focus on their balanced literacy approach to reading and writing through a targeted efforts on incorporating word work, fluency, and comprehension in all of their lessons.

RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Grade 4 - Teachers have gathered and utilized a variety of texts to support students in using visual information when making meaning and created explicit lessons to model and engage students in this work.

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Grade 5 - Teachers strategically modeled how readers think about the ways in which parts of text fit together during reading workshop mini-lessons and practice this thinking through rich classroom discussions of read alouds.

RL5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELA Grades 6 - 8 - Areas of Strength

Grade 6 - Teachers continue to prioritize students reading widely in their independent reading lives.

RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Grade 7 - Teachers continue to engage students in thinking about the big ideas of texts read and what a text can teach them about the world.

RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Grade 8 - Teachers have made a concerted effort to infuse explicit vocabulary instruction into lessons and units of study to support students as both readers and writers.

RI.8.4 - Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA Grades 3 - 5 - Opportunities for Growth/Focus

Grade 3 - Specific efforts have been made to have students work on understanding the main idea of a text and explaining how details support the main idea.

RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. We have identified ways to support this focus by diversifying the types of informational texts we are using in our instruction and in our students' independent practice. We are specifically including more narrative nonfiction texts.

Grade 4 - Teachers will continue to work with students on identifying text structures, focusing on how different parts of texts connect and how the different structures help to convey meaning.

RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Grade 5 - Students are often able to successfully identify the reasons an author uses to support points in a text, but have difficulty explaining how the reasons support points being made. A focus has been placed on this to support students' develop their ability to perform such thinking in persuasive reading and writing units, as well as in science (Amplify) units that ask students to craft an argument.

RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

ELA Grades 6 - 8 -Opportunities for Growth/Focus

Grade 6 - Teachers will continue to work with students on vocabulary development both in their reading and writing.

*RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

Grade 7 - Teachers will continue to model for students how readers utilize the specific structure of a genre to read and think about a text.

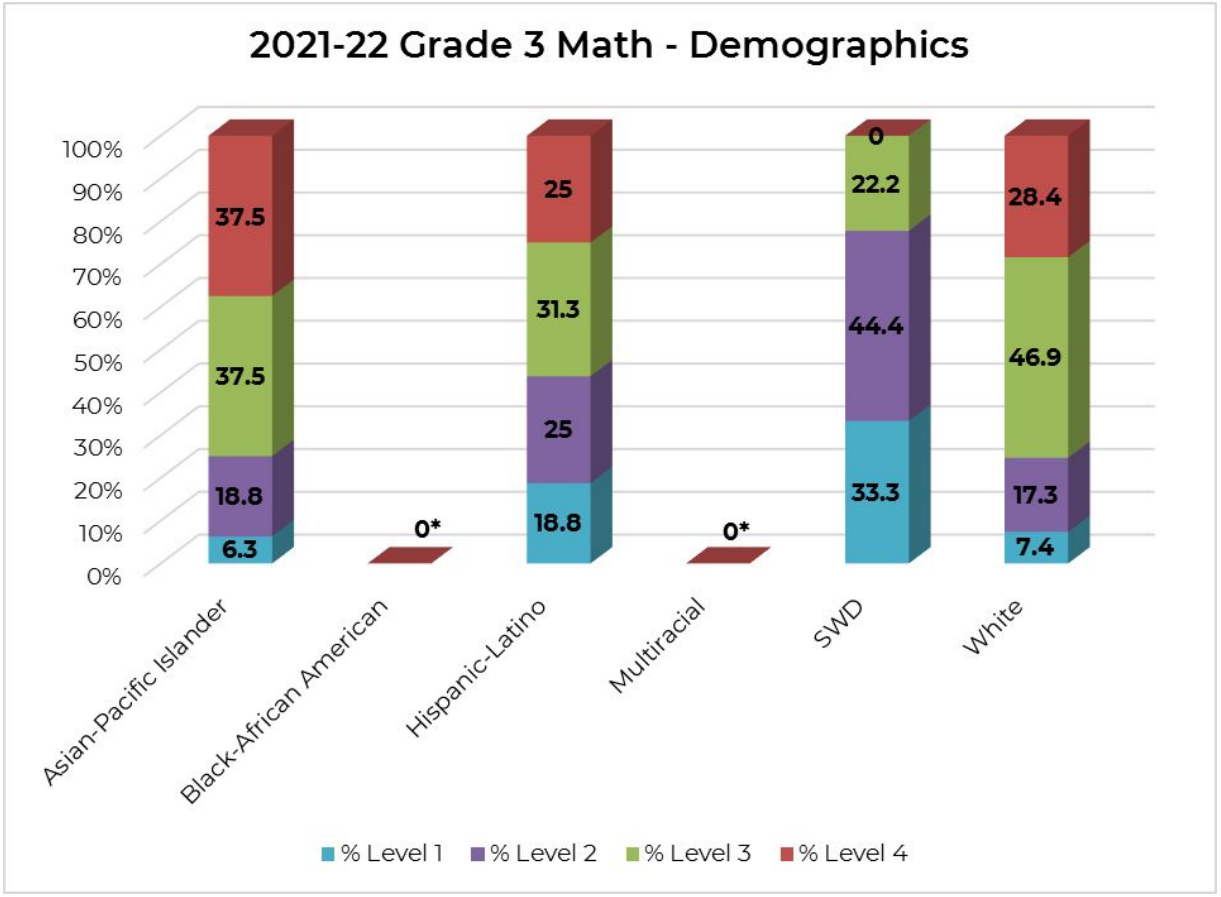
RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

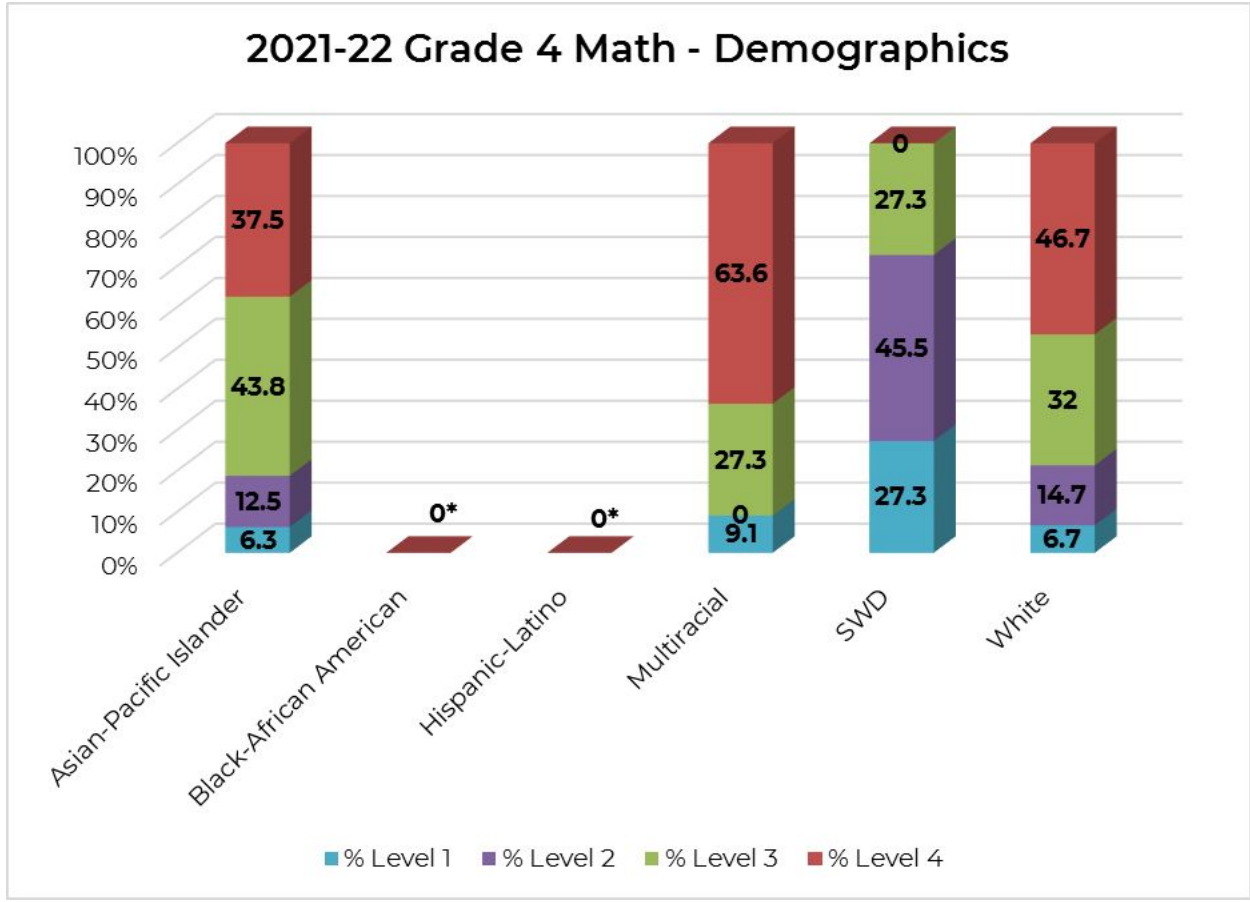
Grade 8 - Teachers will continue to explicitly model through the use of shared short texts how readers think critically about texts.

*RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

**While our performance was generally above regional performance on this standard, overall success rates were lower (below 75%) for several questions, providing evidence of an area of potential growth.*

2021-22 Grade 3 - 4 Math Results by Demographics





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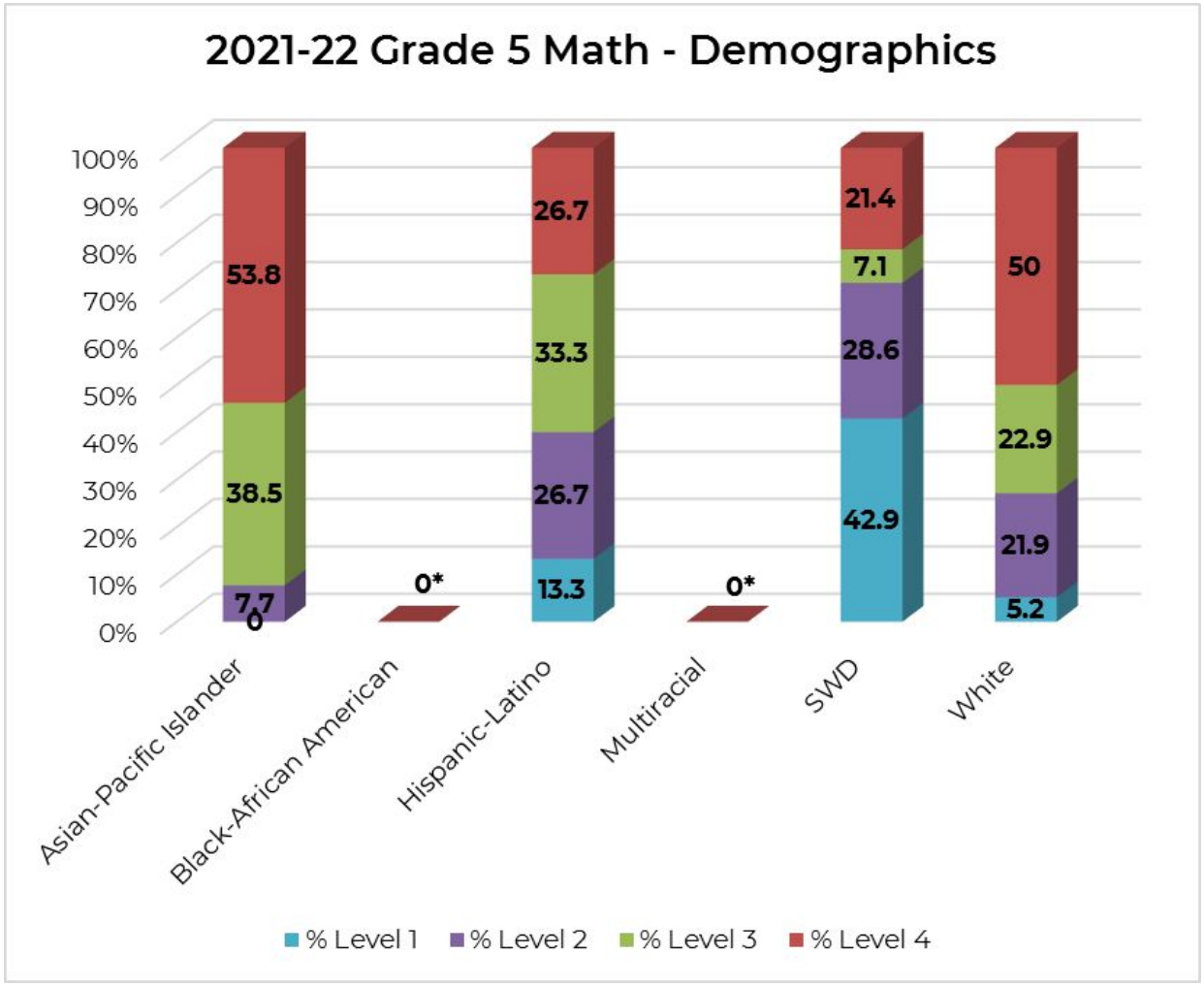
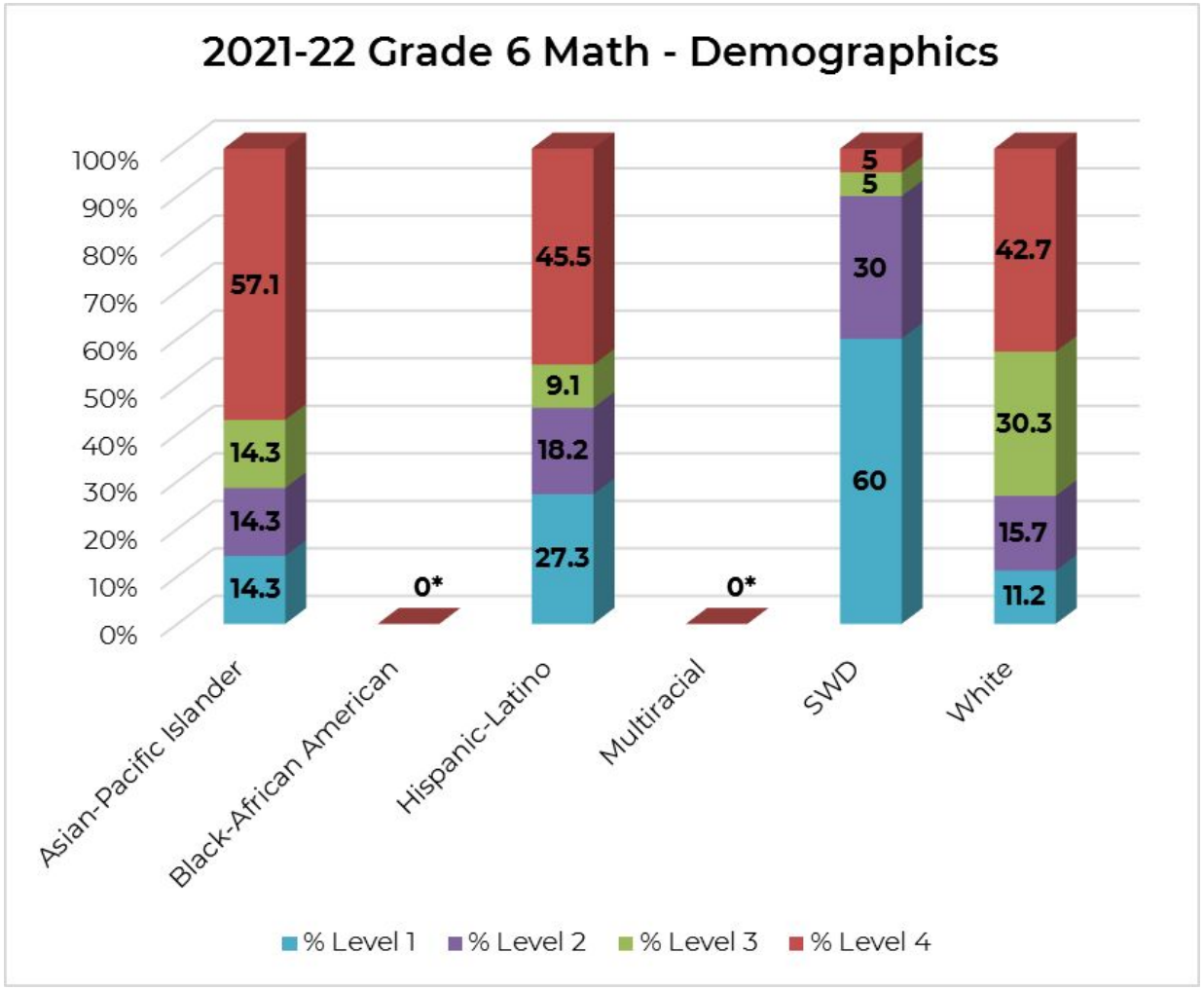
2021-22 Grade 5 - 6 Math Results by Demographics





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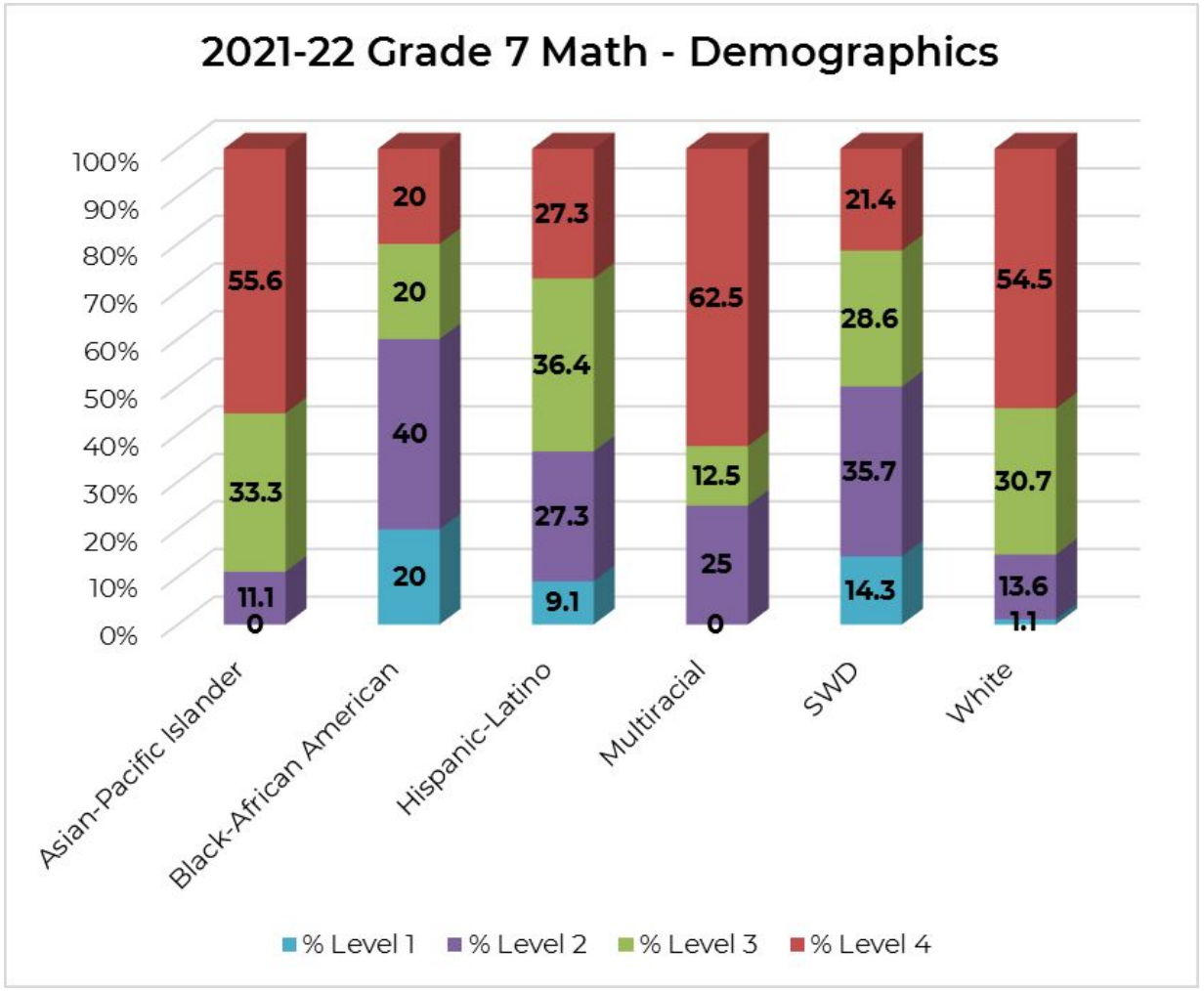
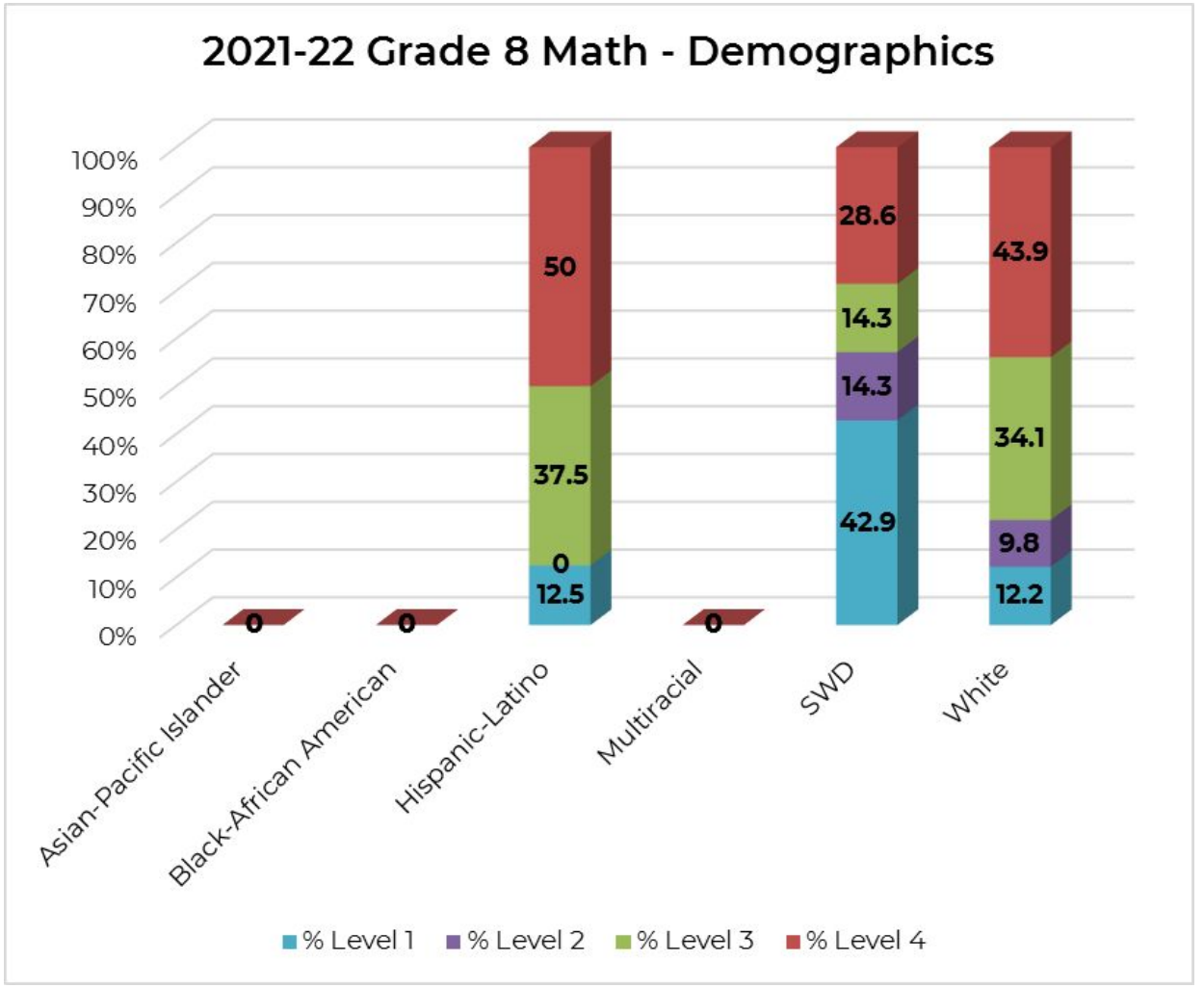
2021-22 Grade 7 - 8 Math Results by Demographics





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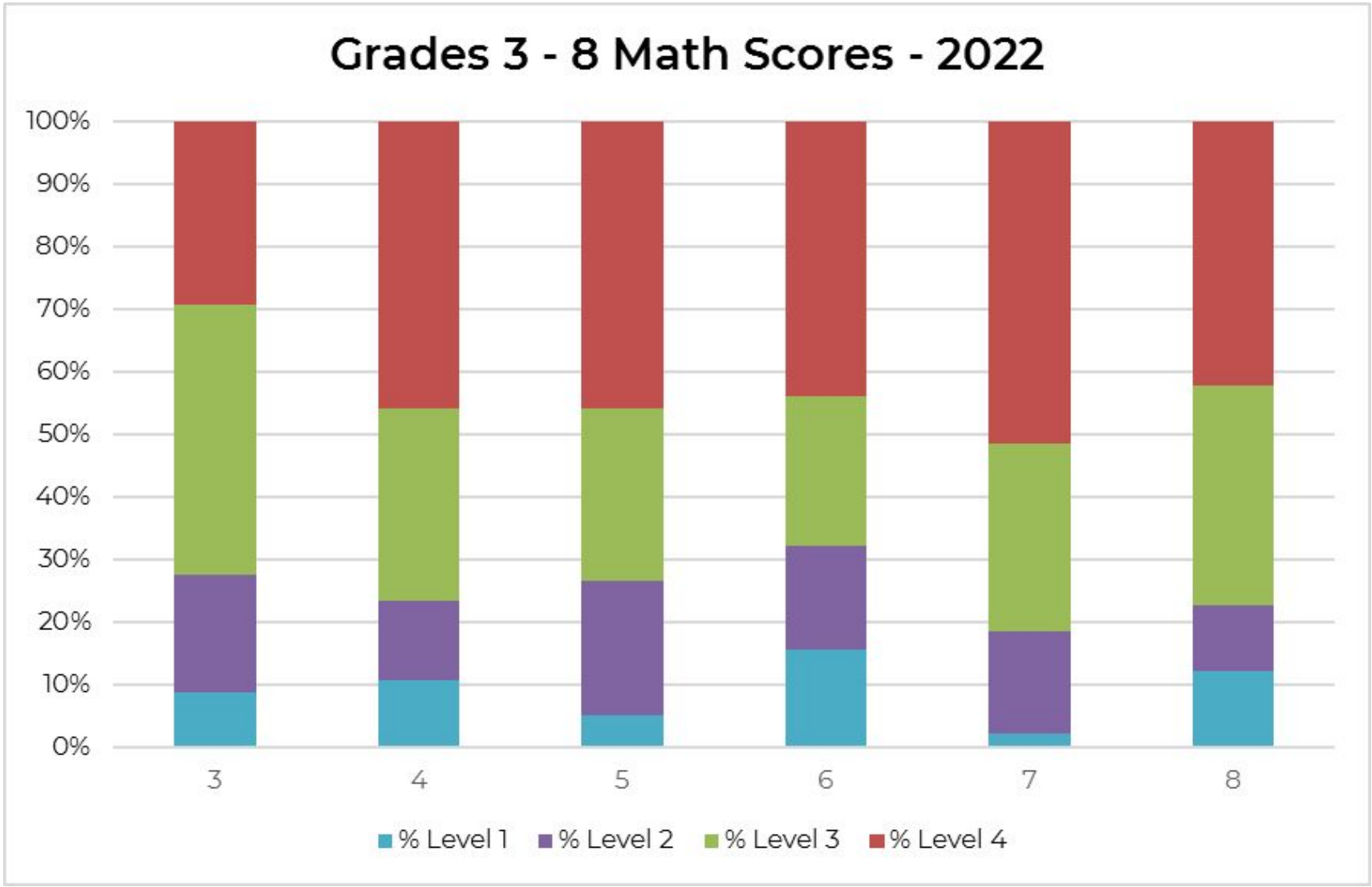
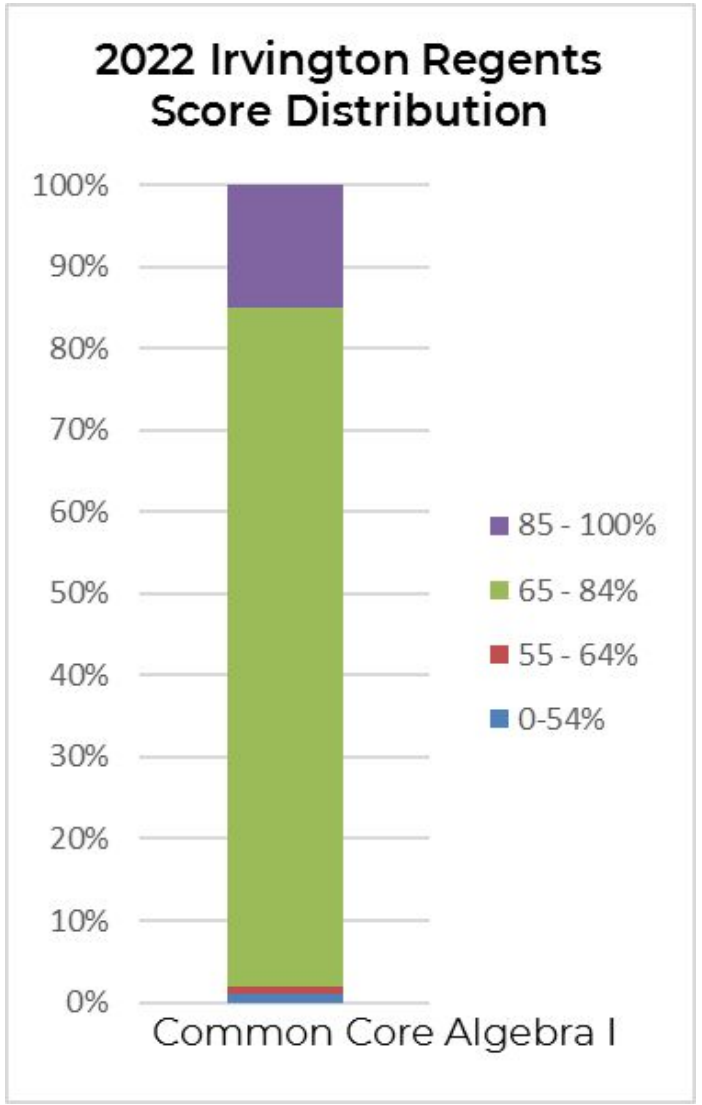
Note: Many 8th grade students take the Algebra Regents Exam rather than the 8th grade test.

2022 Mathematics Scores





Note: Many 8th grade students take the Algebra Regents Exam rather than the 8th grade test.

Questions to Consider...

- How might the District's ongoing focus CR-SE impact student performance on standardized assessments through a curricula in which students of color are more likely to see themselves and, thus, reduce disportionality?

- Will recent professional development such as math learning sessions with our instructional coach, coaching opportunities with a consultant and previous professional development with Kim Sutton and Greg Tang support teaching and learning?

- What supplemental learning opportunities might benefit student academic achievement?

- What other instructional or curricular approaches might be considered?

- How do demographics relate to achievement and access?

Math Grades 3 - 5 - Areas of Strengths

Grade 3 - Teachers worked extensively on building the understanding of fractions as equal partitions of a whole.

3.GA.2 - Partition shapes into parts with equal areas.

Grade 4 - Significant efforts have been made to identify approaches to make place value more meaningful for students and increase skill mastery such as using place value mats and shifting the digits, incorporating songs and hand motions, and playing games such as Place Value Yahtzee.

4.NBT.A.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Grade 5 - In 4th and 5th grades, students have used models to understand equivalent fractions and this understanding, which has been strengthened over time, is being transferred to their work in adding and subtracting fractions.

5.NF.A.1 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Math Grades 6 - 8 - Areas of Strengths

Grade 6 - Teachers focused extensively on the use of problems in which students consider real-life situations as part of mathematical exercises.

6.G.A.1 - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.

Grade 7 - At each grade level, real-world problems are a point of emphasis in mathematics. The use of such problems have helped to achieve student understanding of these concepts.

7.EE.B.3 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

Grade 8 - Teachers regularly present students with problems that require them to apply the properties of exponents in a way that develops understanding of equivalence.

8.EE.A.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions

Math Grades 3 - 5 - Opportunities for Growth/Focus

Grade 3 - Mathematical reasoning is a skill that develops over time. Third grade is the first time students are asked to compare fractions by using common numerators, common denominators, by where they fall on a number line, or reasoning about their size. Teachers will continue to identify ways to provide different experiences for students as the standard is introduced.

3.NFA.3d - Compare two fractions by reasoning about their size.

Grade 4 - This is the first time students are explicitly taught to use a protractor. This unit can be taught earlier in the year (before testing); focus has been on understanding what an angle is, measuring angles precisely, and drawing angles.

4.MD.C.7 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Grade 5 - Dividing fractions is a complicated process to understand and remains somewhat abstract for many elementary students at this level. Teachers will continue to use models, math drawings, and real-life situations to put this type of division into context.

5.NF.B.7a - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

Math Grades 6 - 8 - Opportunities for Growth/Focus

Grade 6 - Inequalities often prove to be particularly difficult conceptually for students to grasp. We will continue to focus on developing students' thinking regarding the meaning of such statements and the manner in which they can be understood.

6.EE.B.5 - Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Grade 7 - Range of scores exceed that of the region. Teachers will continue to seek opportunities to enrich and deepen learning.

Grade 8 - Developing student understanding of the concepts of slope and the relationship that it represents is an area of continued focus for us.

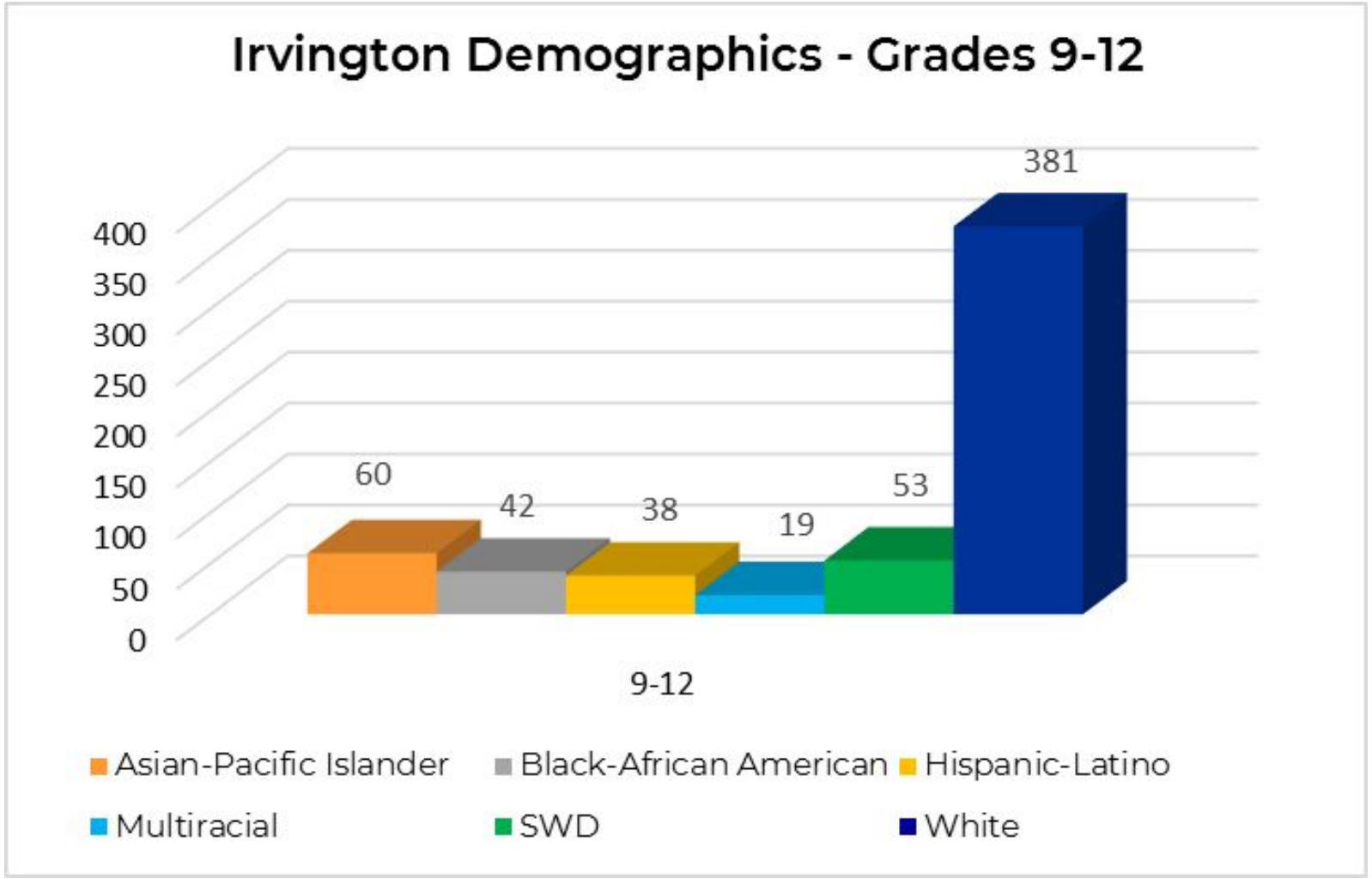
8.EE.B.5 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways

Regents Exams

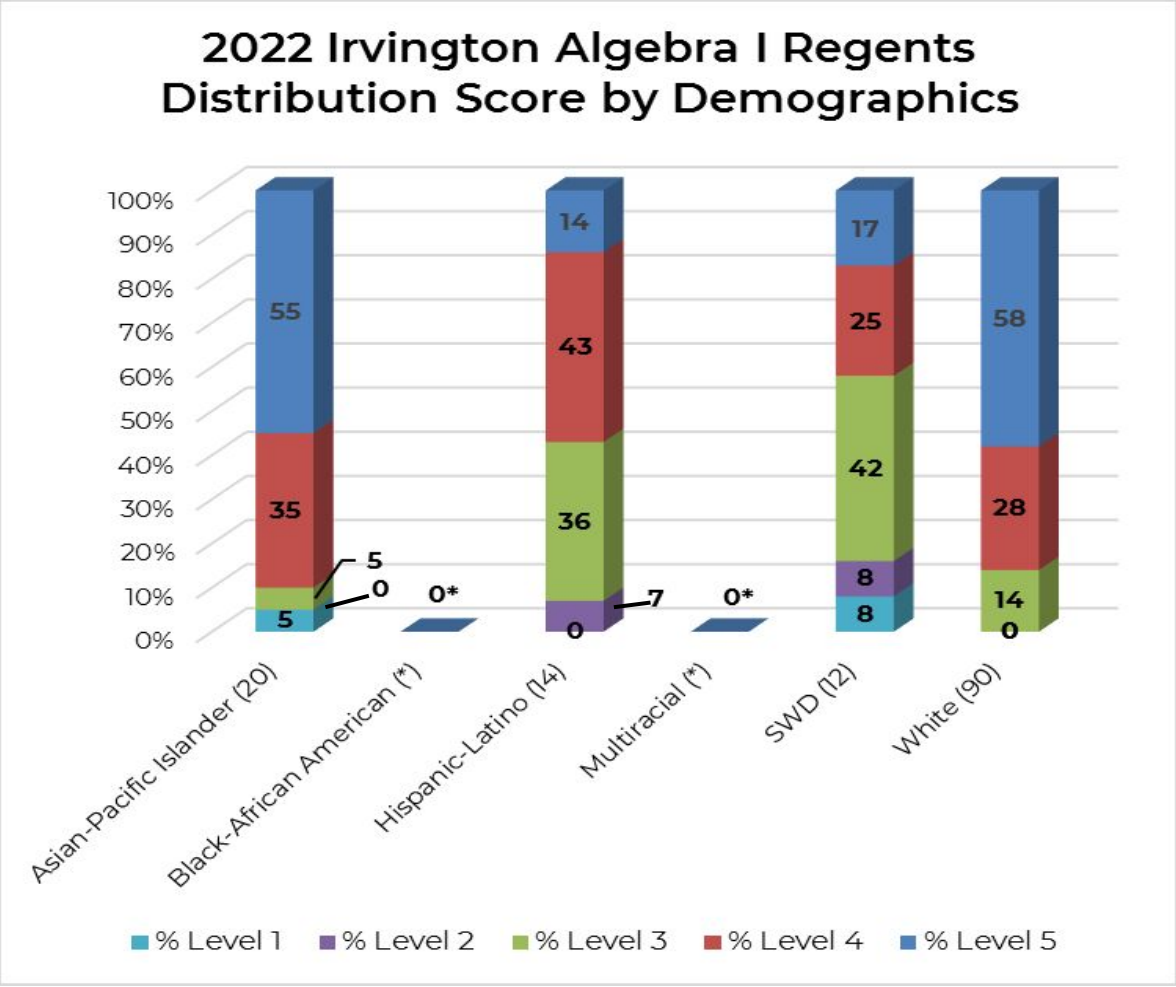
Regents Exam Overview

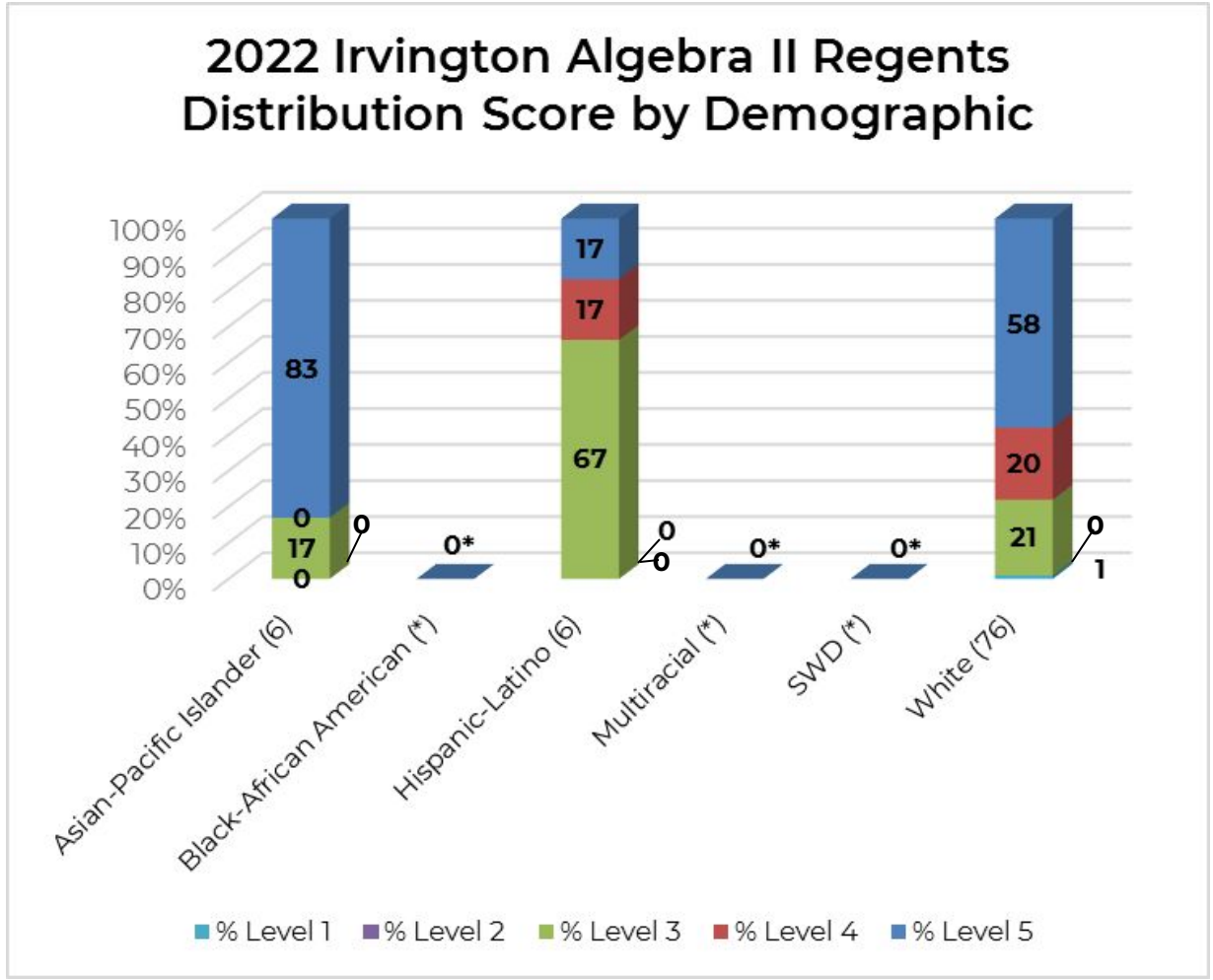
Regents Diploma	Advanced Regents Diploma
Examination Requirements	
A student must achieve a score of 65 or higher on **five** Regents exams: • **English Language Arts** (ELA) • Any **mathematics** exam (Algebra I, Geometry, *or* Algebra II/Trigonometry) • Any **social studies** exam (Global History and Geography *or* U.S. History and Government) • Any **science** exam (Living Environment, Chemistry, Earth Science, *or* Physics) • Any **additional** Regents exam or assessment approved by the State for this purpose	A student must achieve a score of 65 or higher on **nine** exams: • **English Language Arts** (ELA) • Three **mathematics** exams (Algebra I, Geometry, *and* Algebra II/ Trigonometry) • Any **social studies** exam (Global History and Geography *or* U.S. History and Government) • Two **science** exams (Living Environment *and* one of the following: Chemistry, Earth Science, or Physics) • Any **additional** Regents exam or assessment approved by the State for this purpose • Any **Languages Other Than English** (LOTE) exam

2021-22 Grades 9-12 Demographics



Algebra Regents Demographics





Note: Many 8th grade students take the Algebra Regents Exam rather than the 8th grade test.

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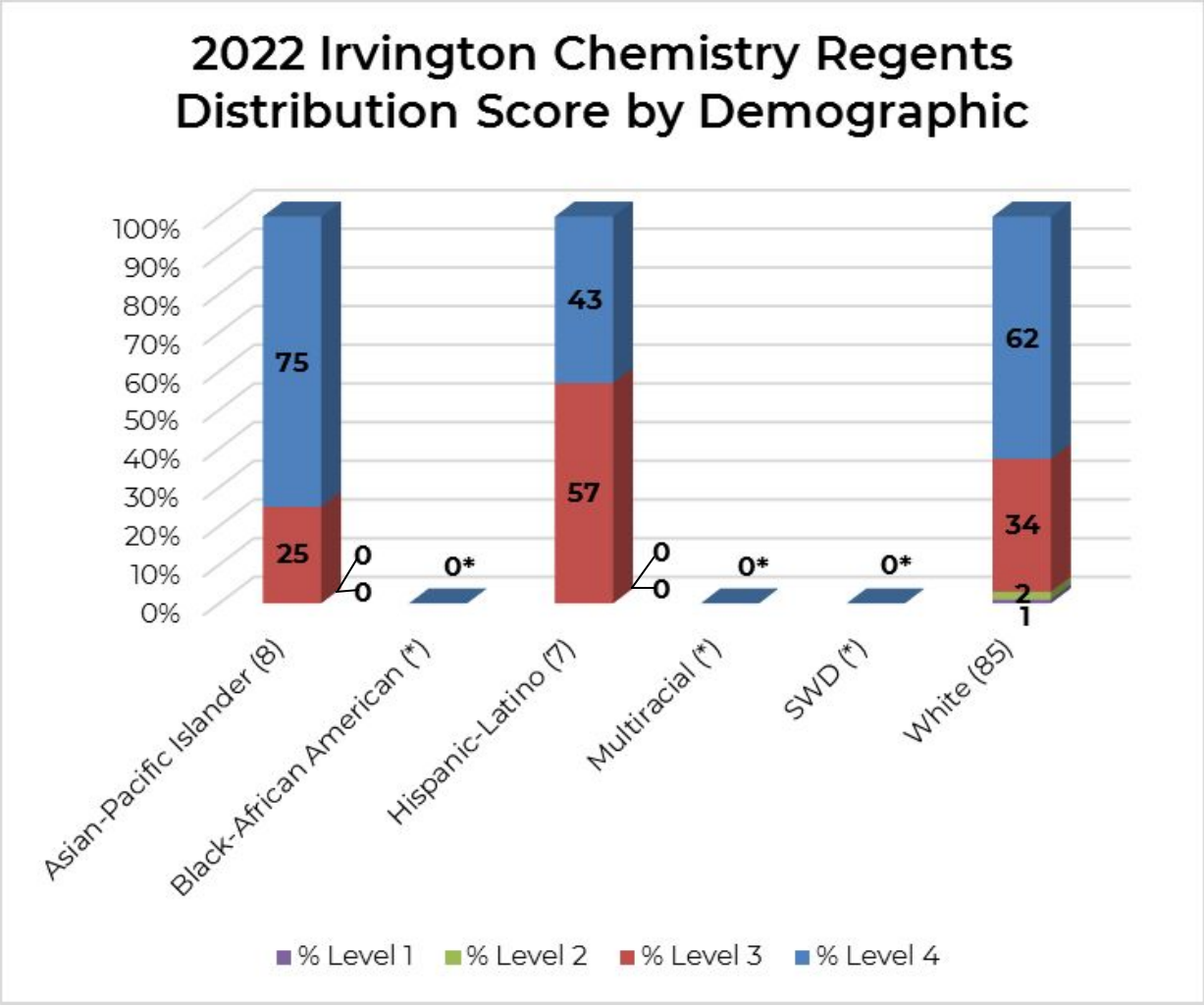
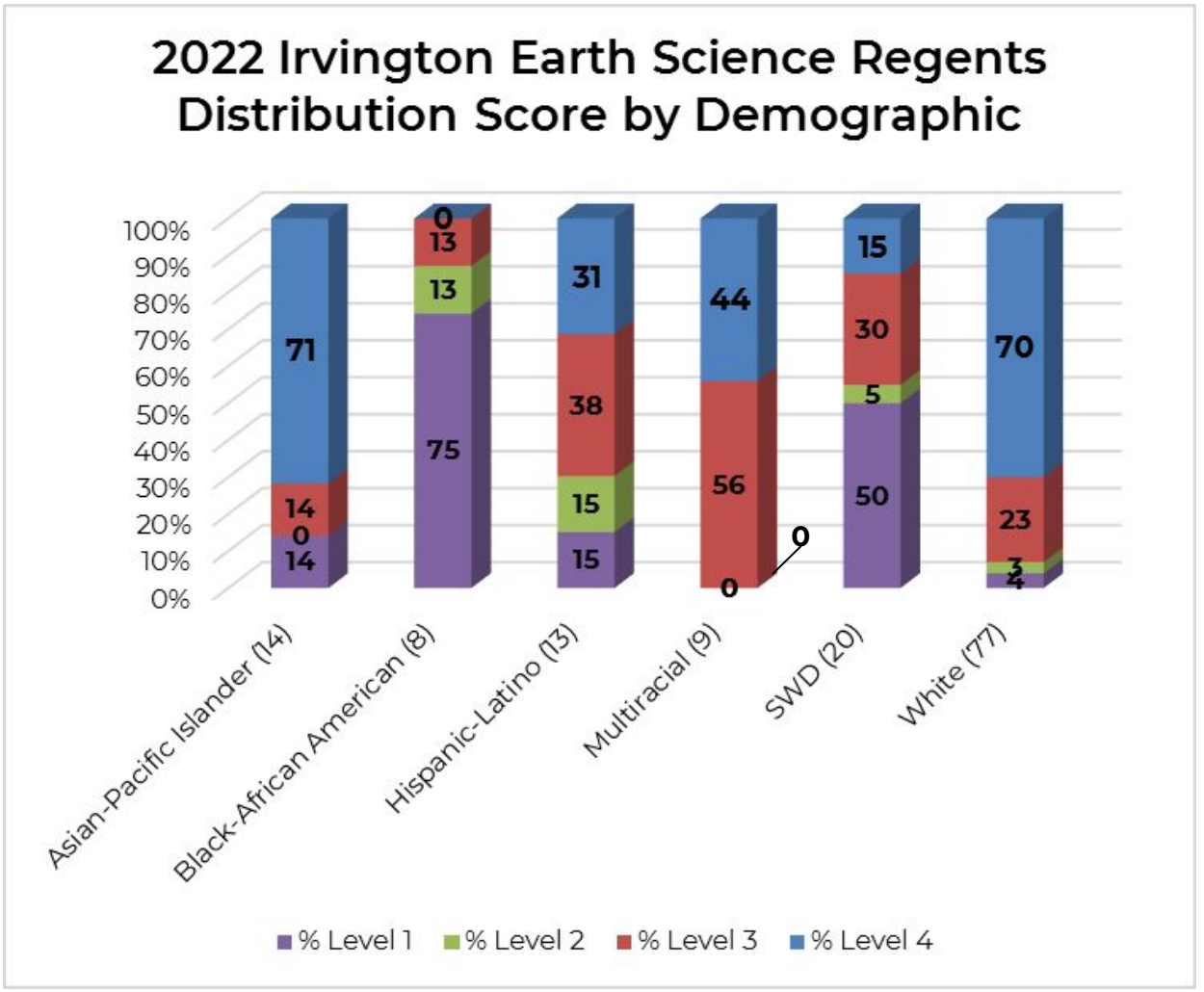
Chemistry & Earth Science Regents Demographics





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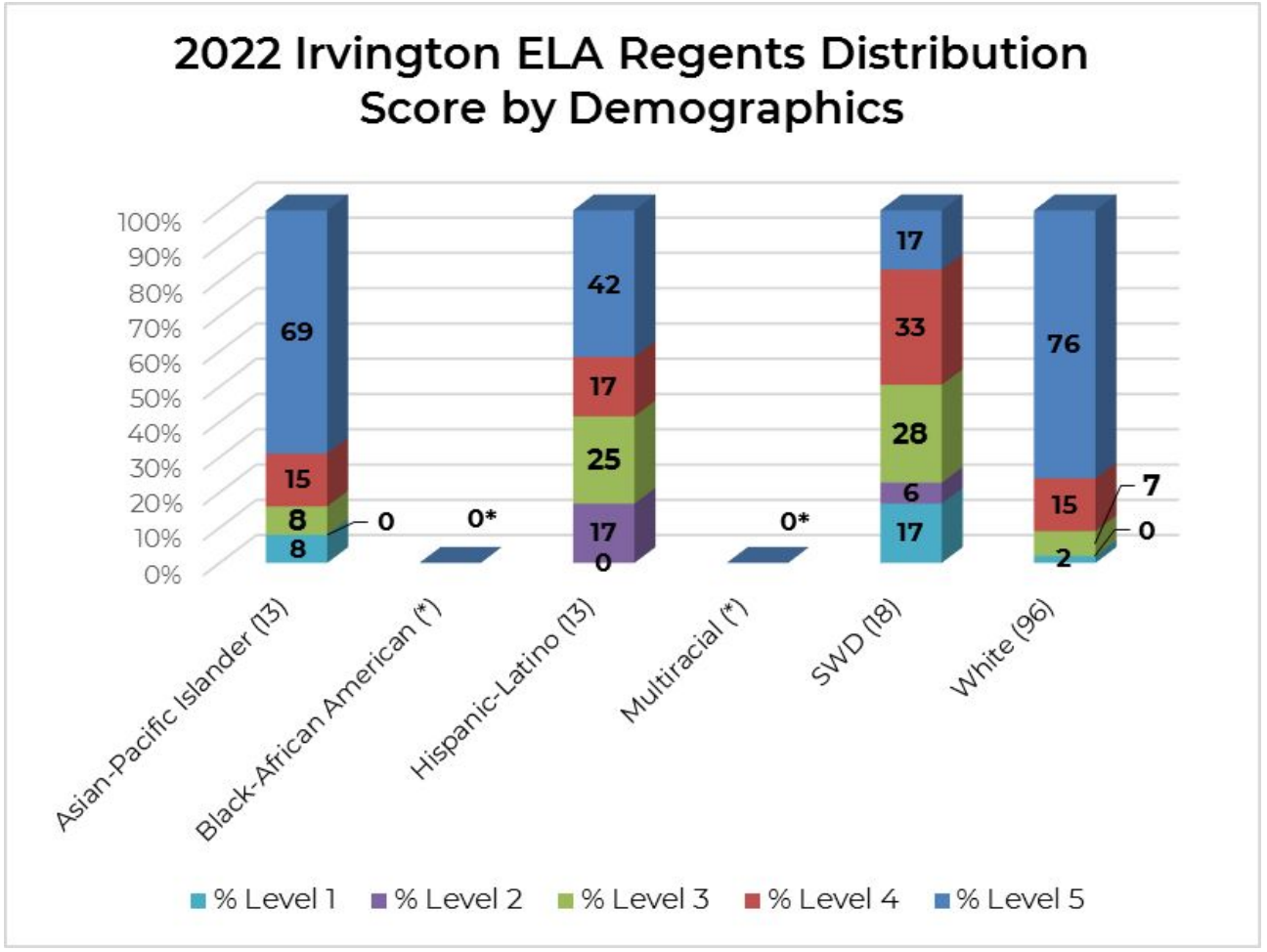
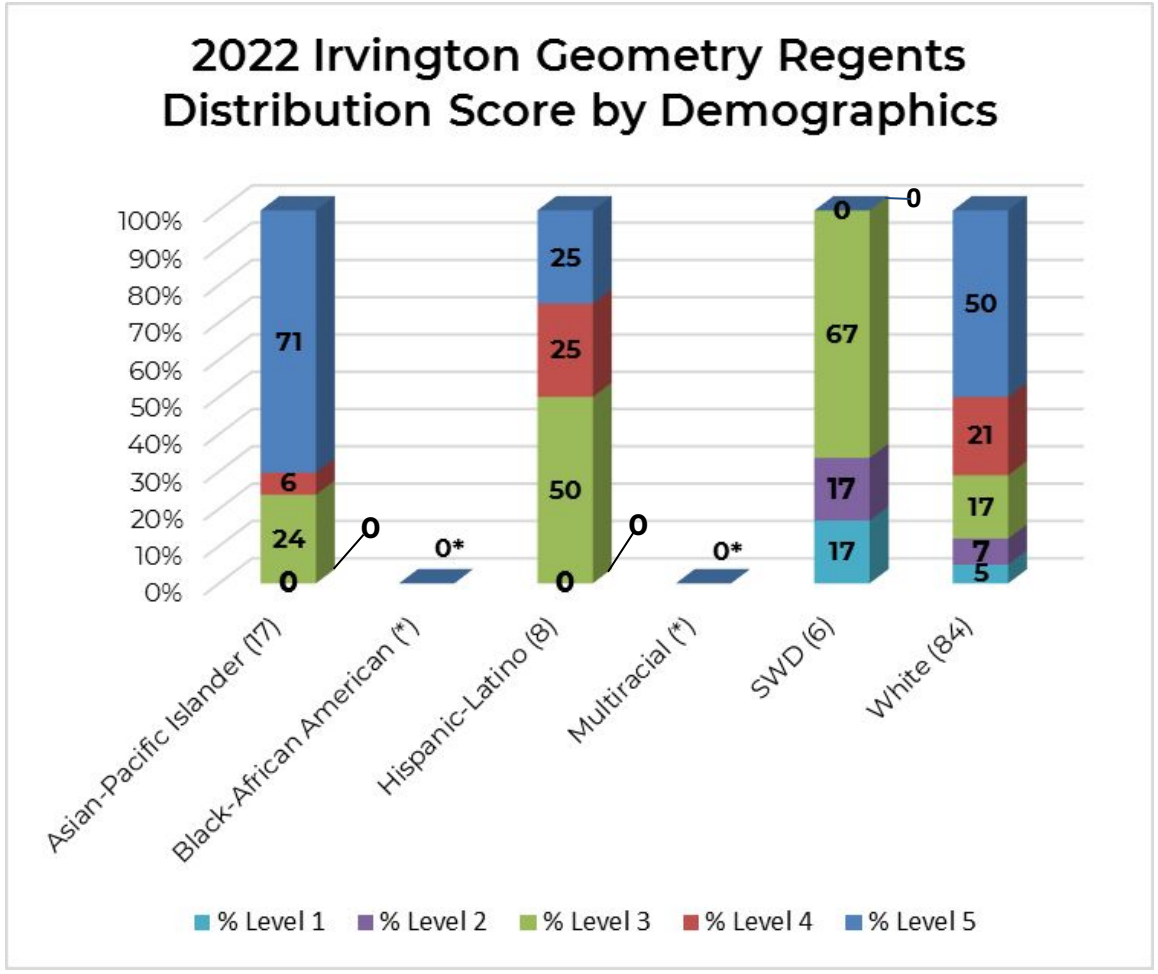
Note: Many 8th graders take the Earth Science exam rather than the 8th grade science test.

ELA & Geometry Regents Demographics





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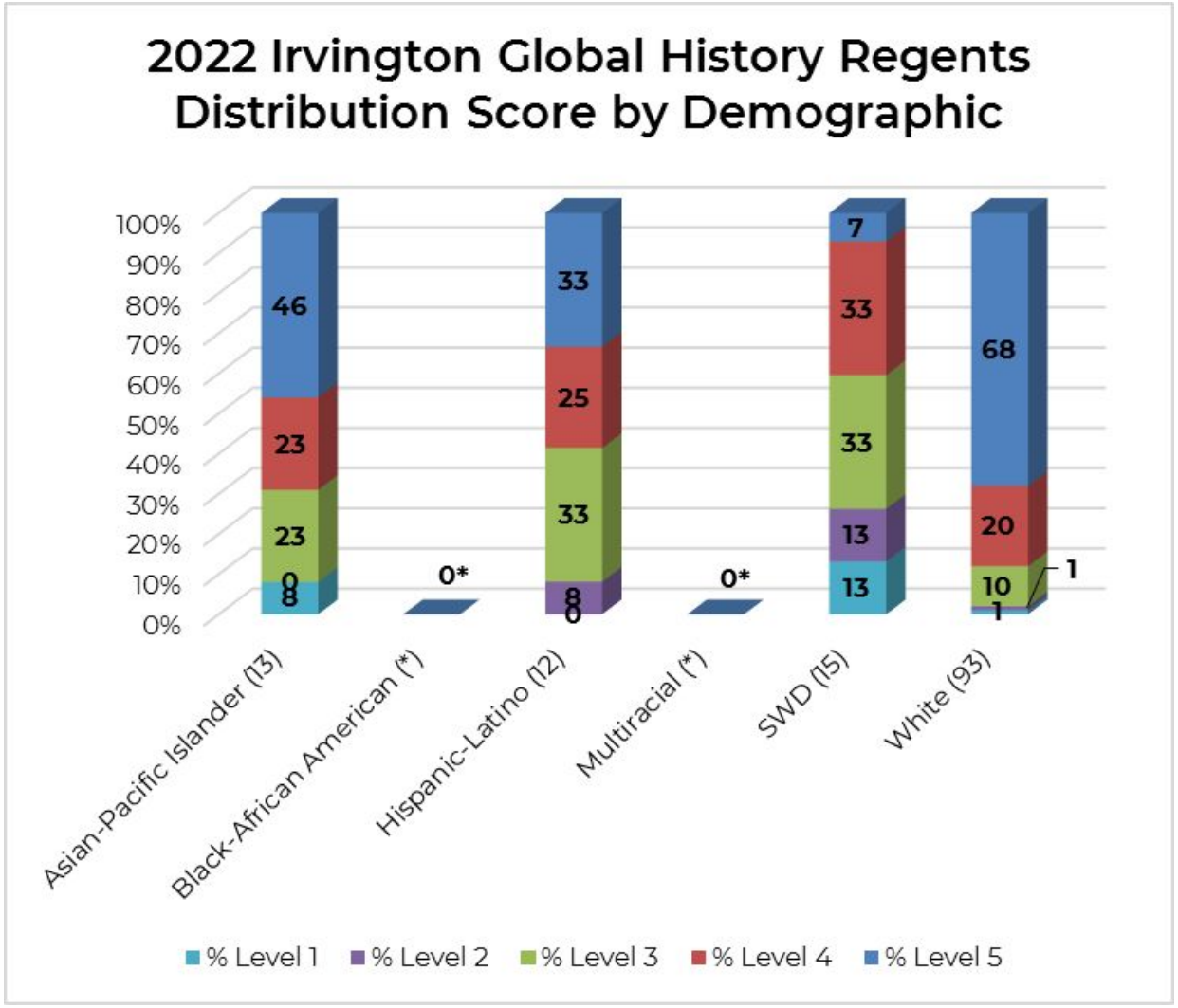
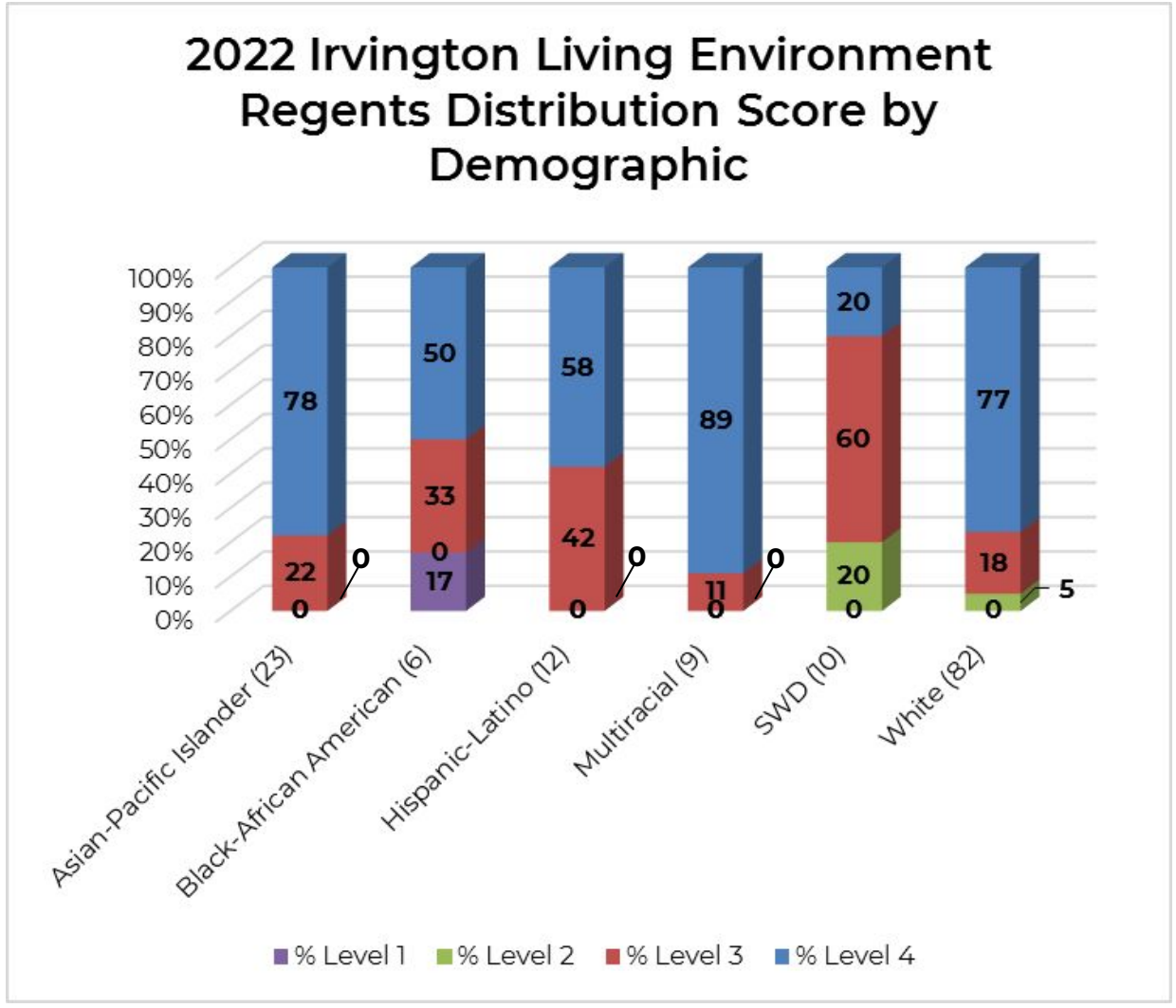
Global History & Living Environment Regents Demographics





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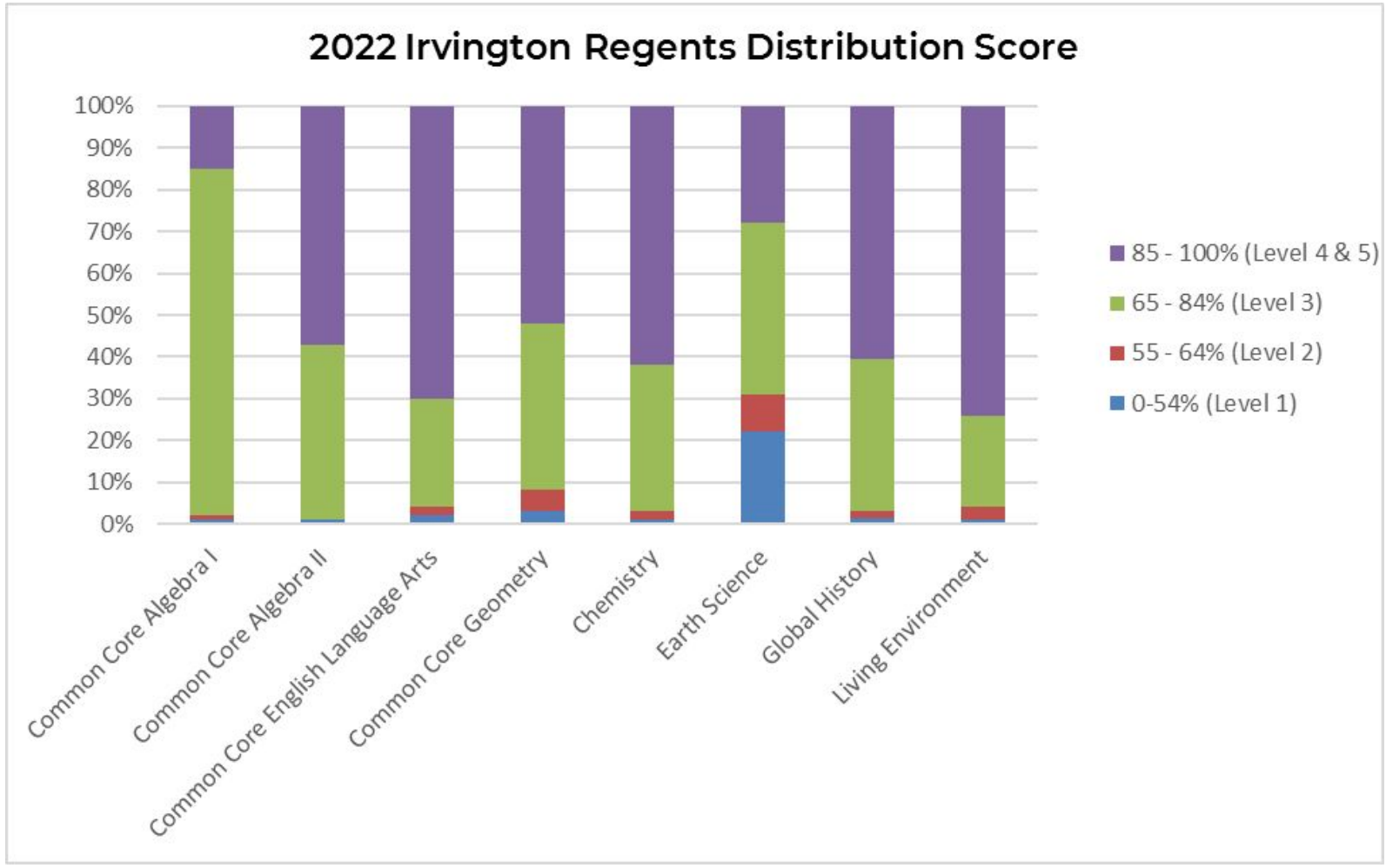
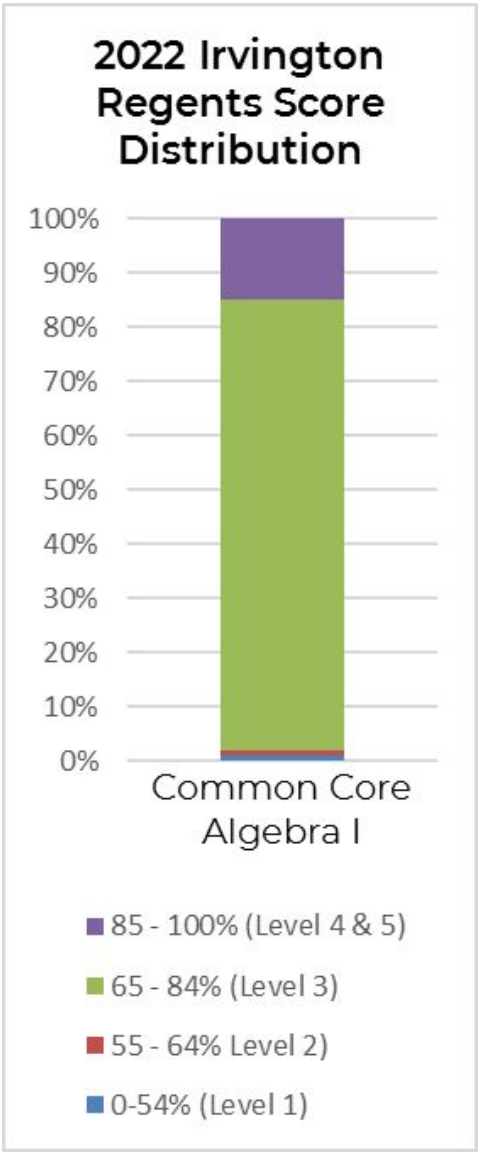
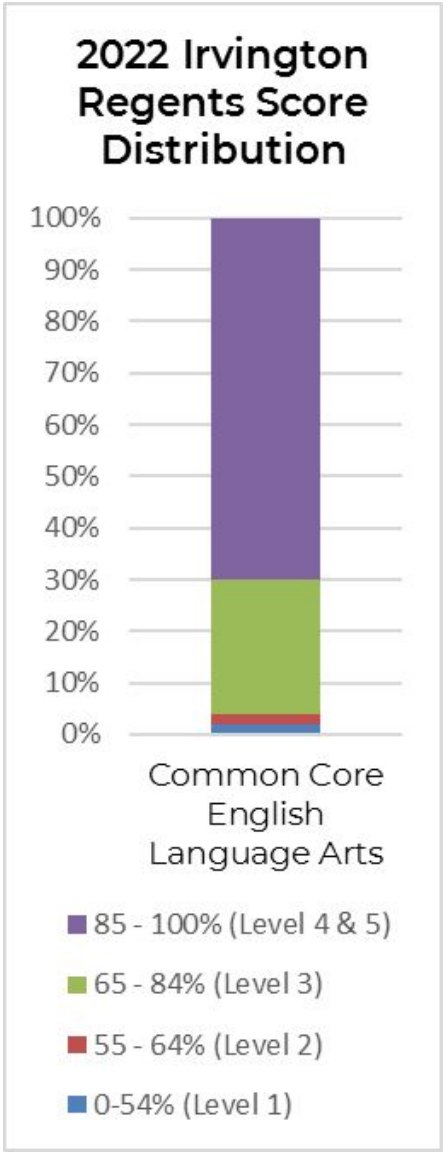
2022 Irvington Regents Results







Executive Summary – Regents Exams

- Consideration of the value/need to continue to pursue the advanced Regents Diploma
    - Few colleges consider this aside from NYS public institutions
- Cohort results vary, for all school districts, due to numerous factors
- Cohort size and course selection of electives impacts participation
- Departments utilize data to inform instruction and reflect on past experiences
- The current 6-12 department-based data initiative will employ a variety of data points to determine student success - How are we doing?

ELA- Areas of Strength/Opportunities for Growth/Focus

Strength:

In spite of the fact that our HS students take the Regents a year earlier than most local districts (the end of 10th grade instead of the end of 11th), over 70% of our students achieve mastery (85-100) and 99% of students pass on their first attempt.

Opportunity for growth/focus:

Our department has worked hard to incorporate diverse and inclusive texts and real-world problems and issues into its curriculum. We are working to foster and develop students' ability to analyze texts more deeply and through the CR-SE framework areas of identity and criticality.

Math- Areas of Strength/Opportunities for Growth/Focus

Strength:

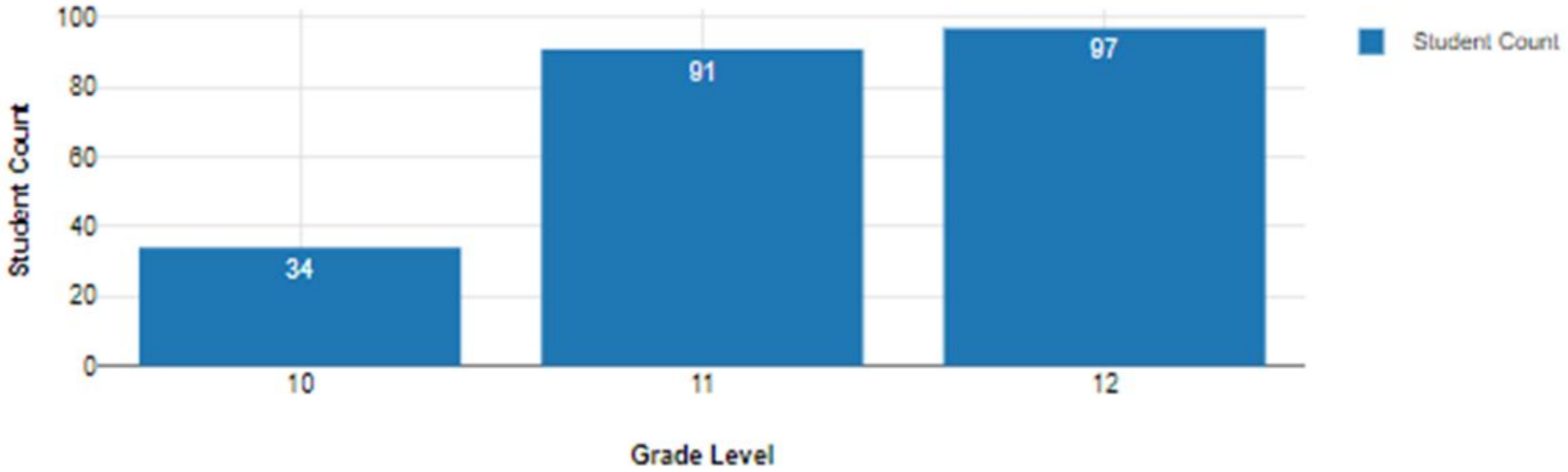
Students who took the Geometry Regents in June 2022 consistently scored well above the regional rate for all standards.

Opportunity for growth/focus:

The math department is working to refine practices around assessment and course recommendations. Our work includes ensuring that all Irvington students are challenged to grow with respect to content standards and mathematical dispositions

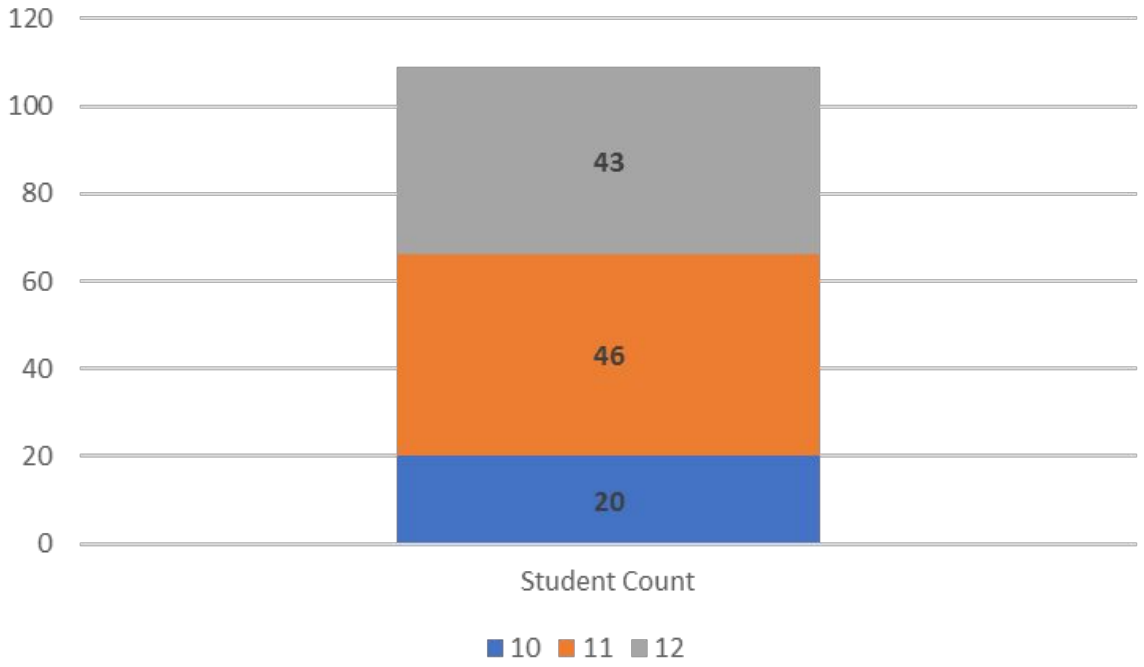
Advanced Placement (AP) Exams

AP Course Enrollment by Grade Level

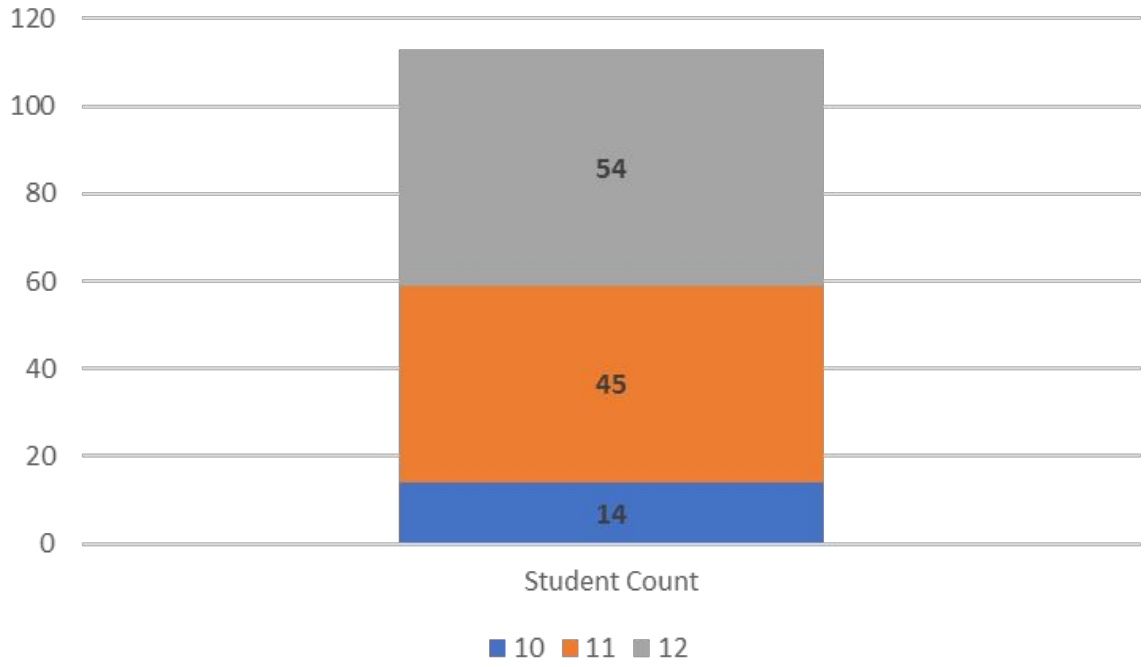


AP Course Enrollment by Gender

Female Total = 109



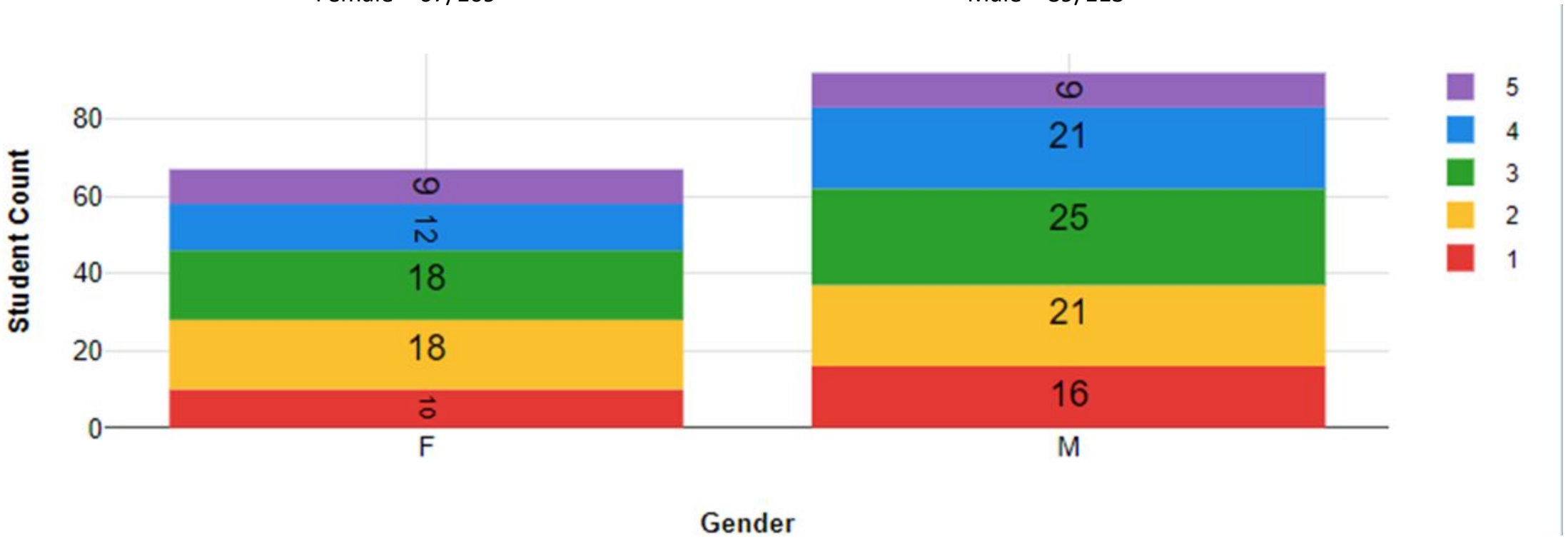
Male Total = 113



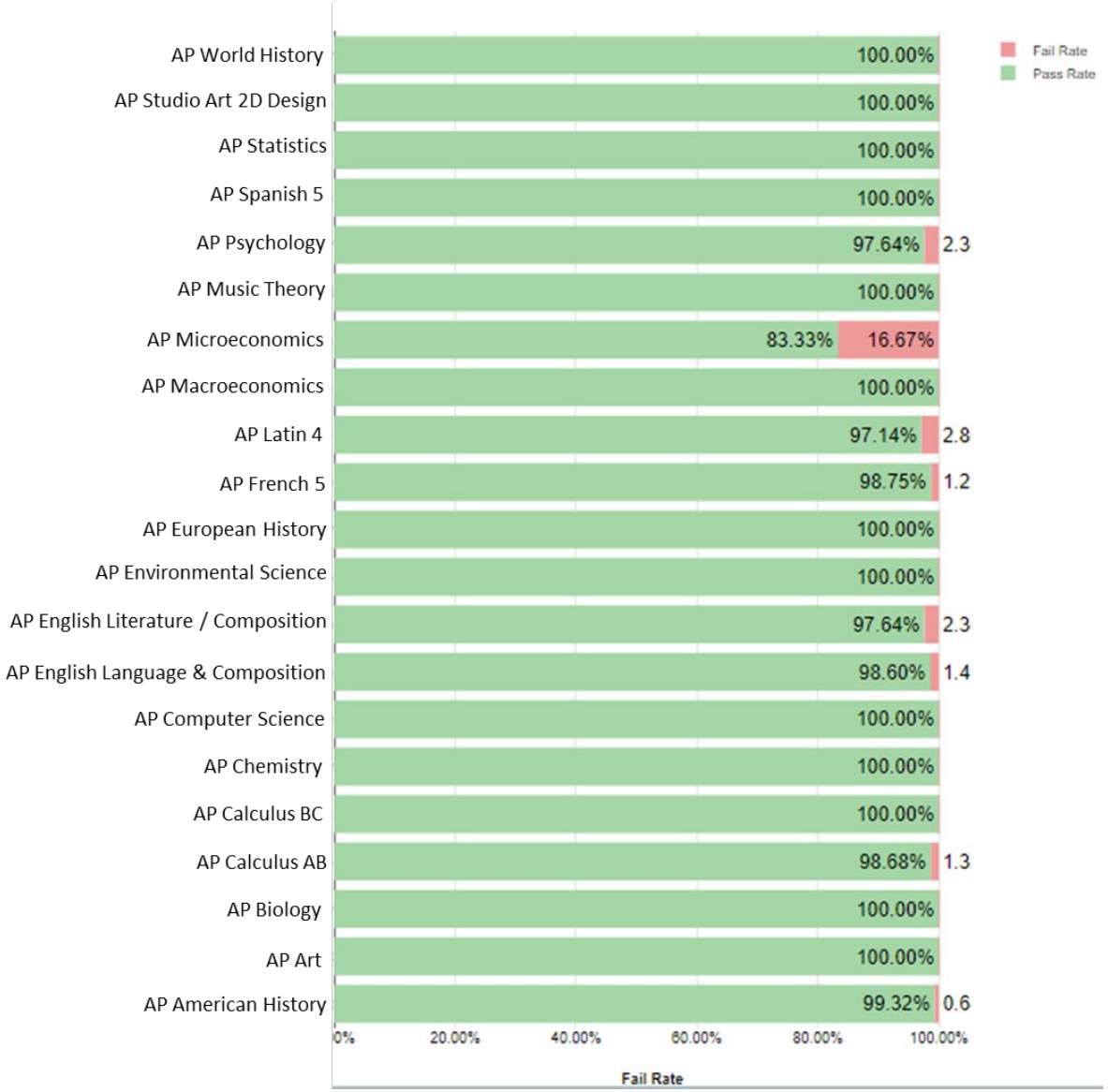
AP Exam Scores by Gender

Female = 67/109

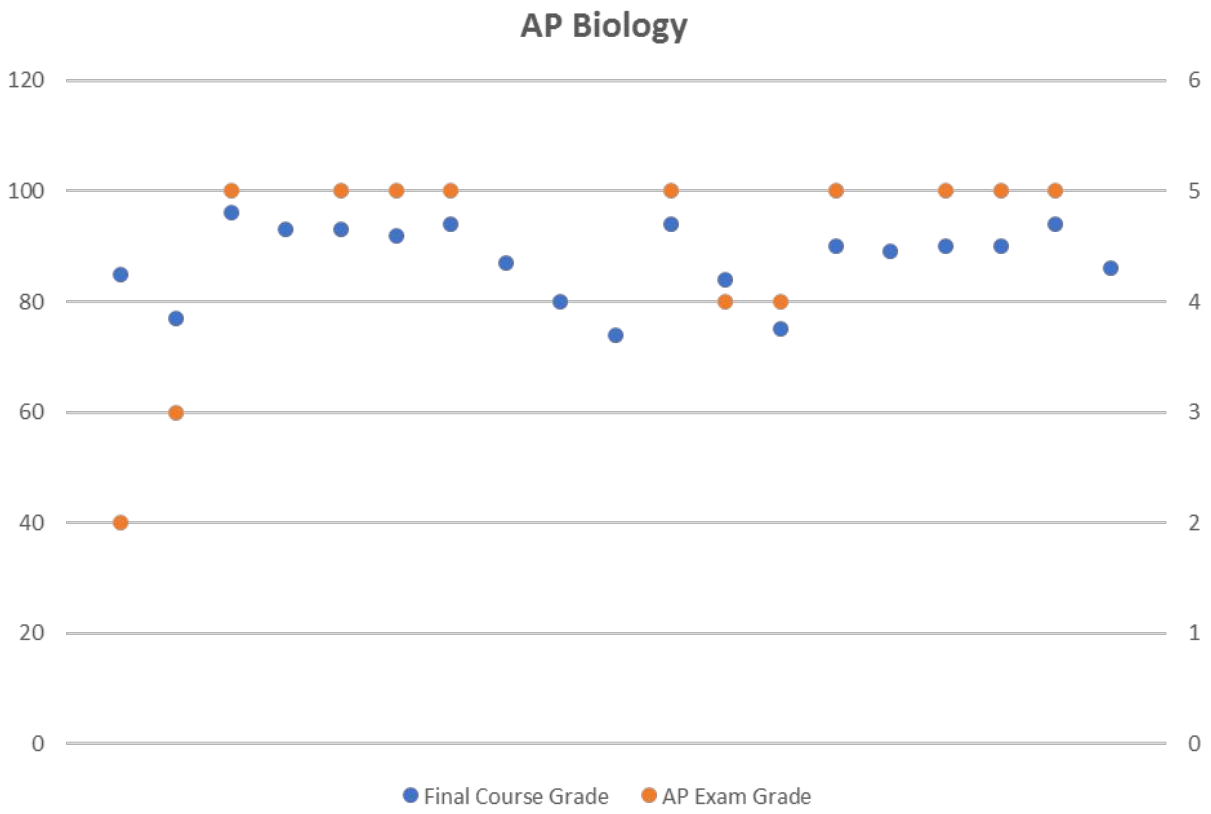
Male = 89/113

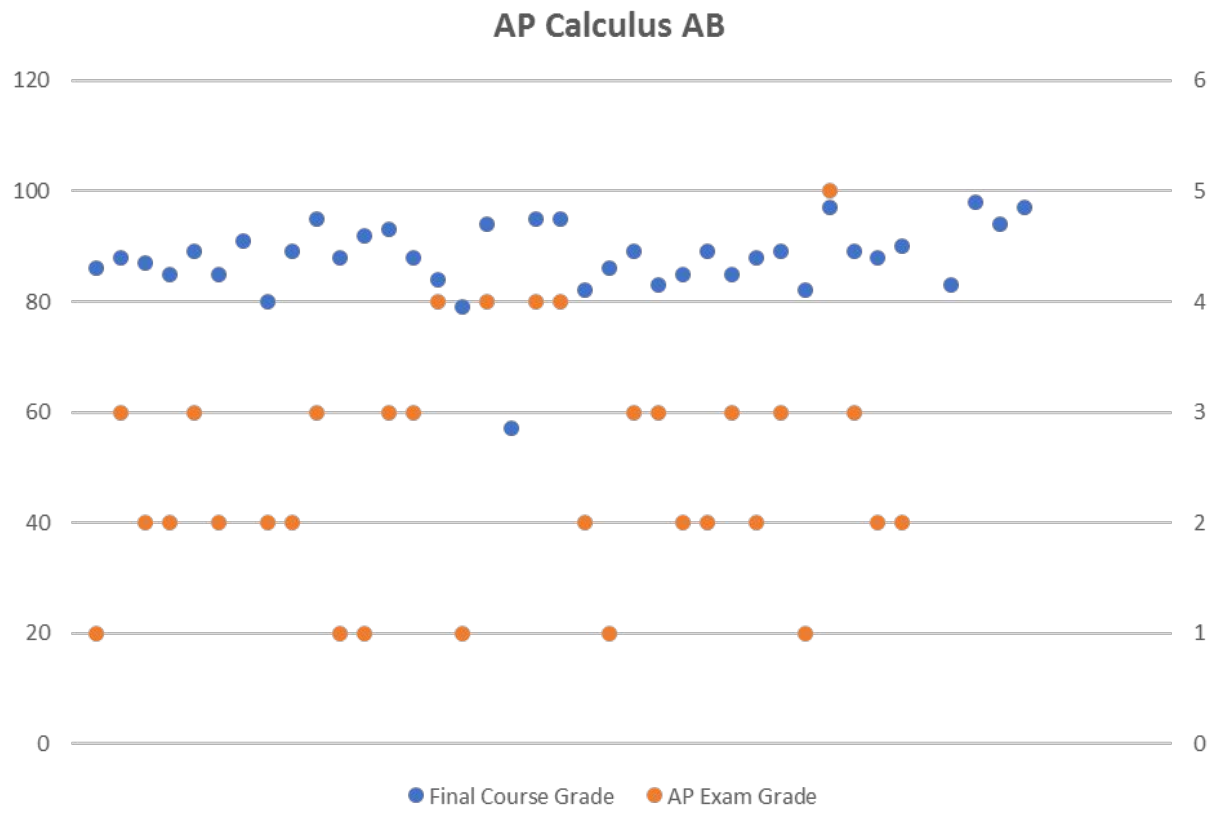


Fail Rate vs Pass Rate by AP Course

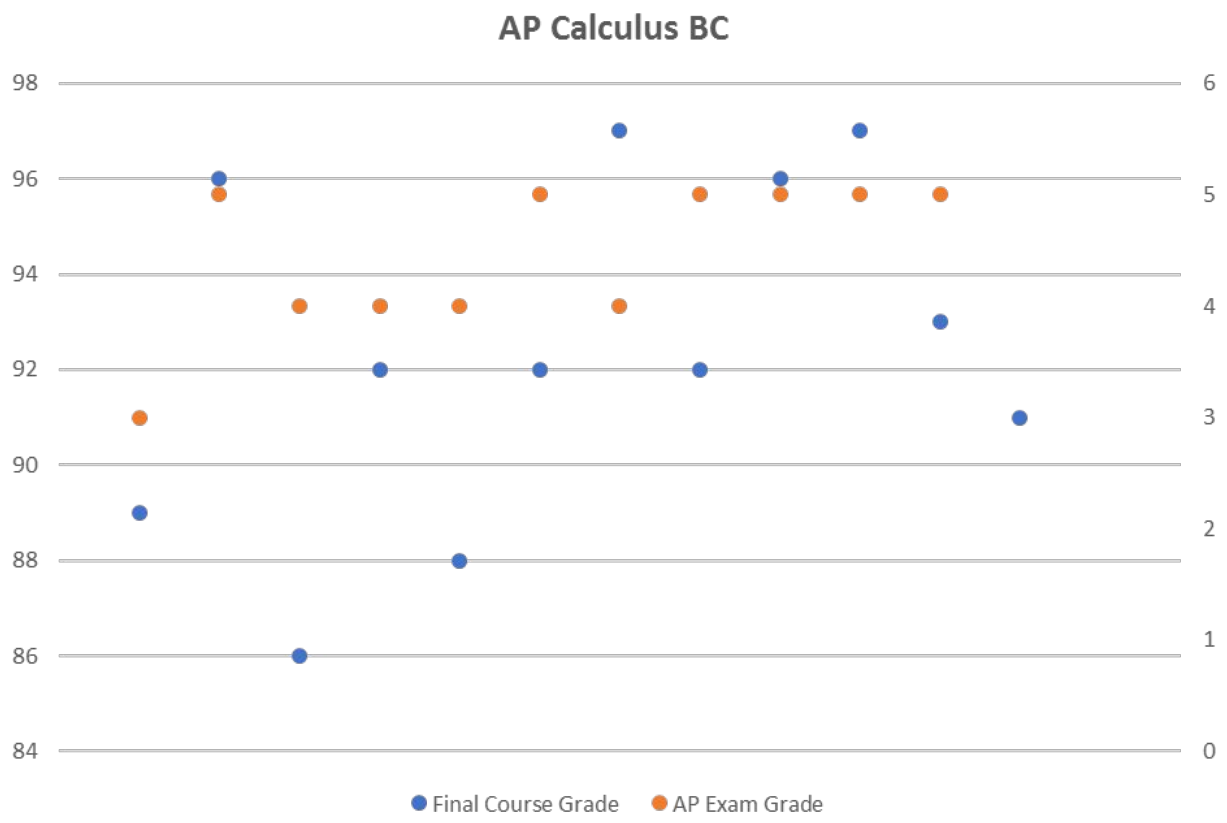


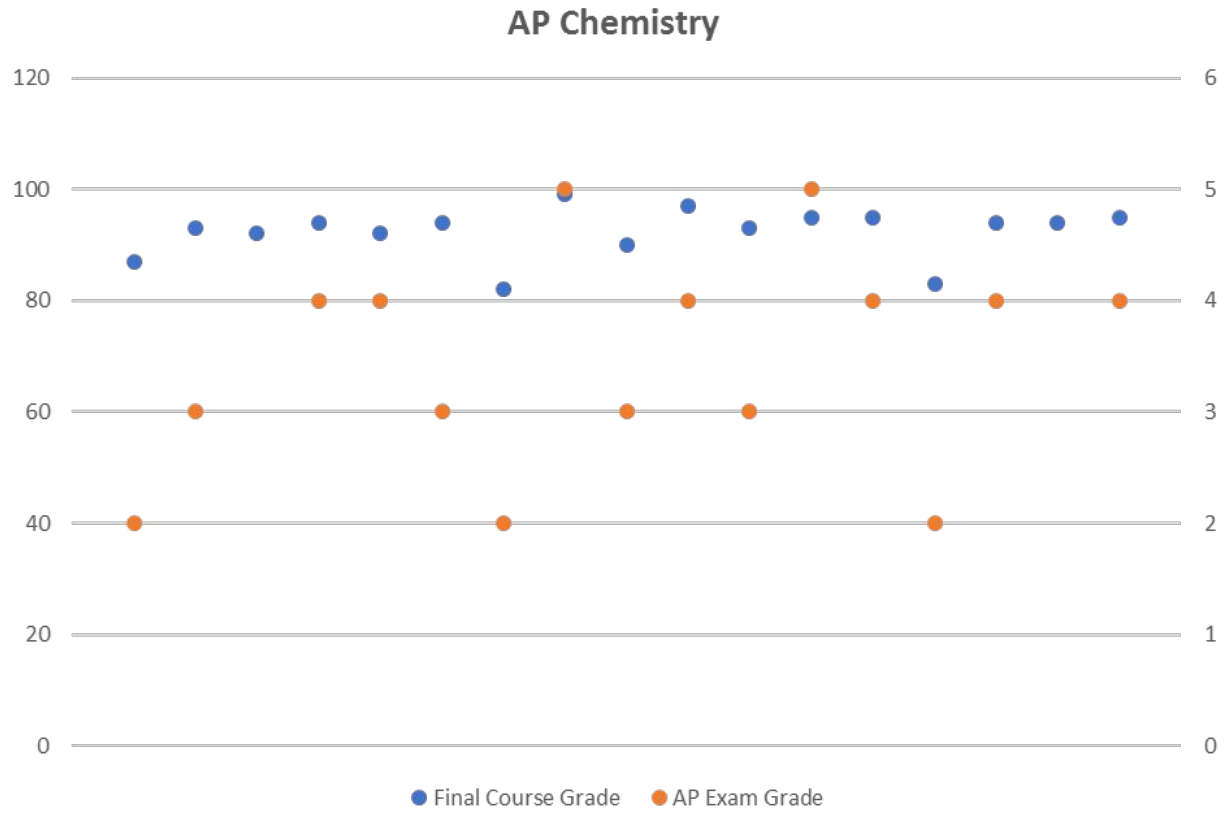
AP Course Final Grade vs Exam



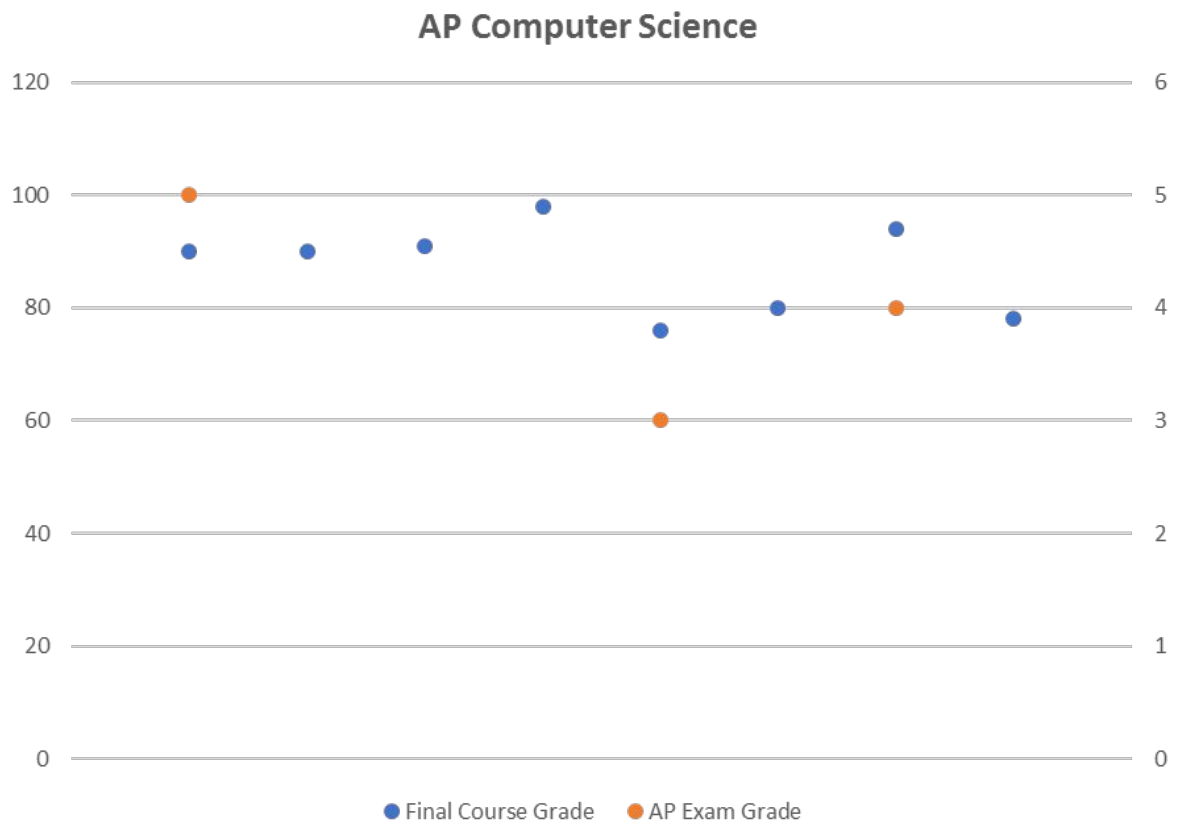


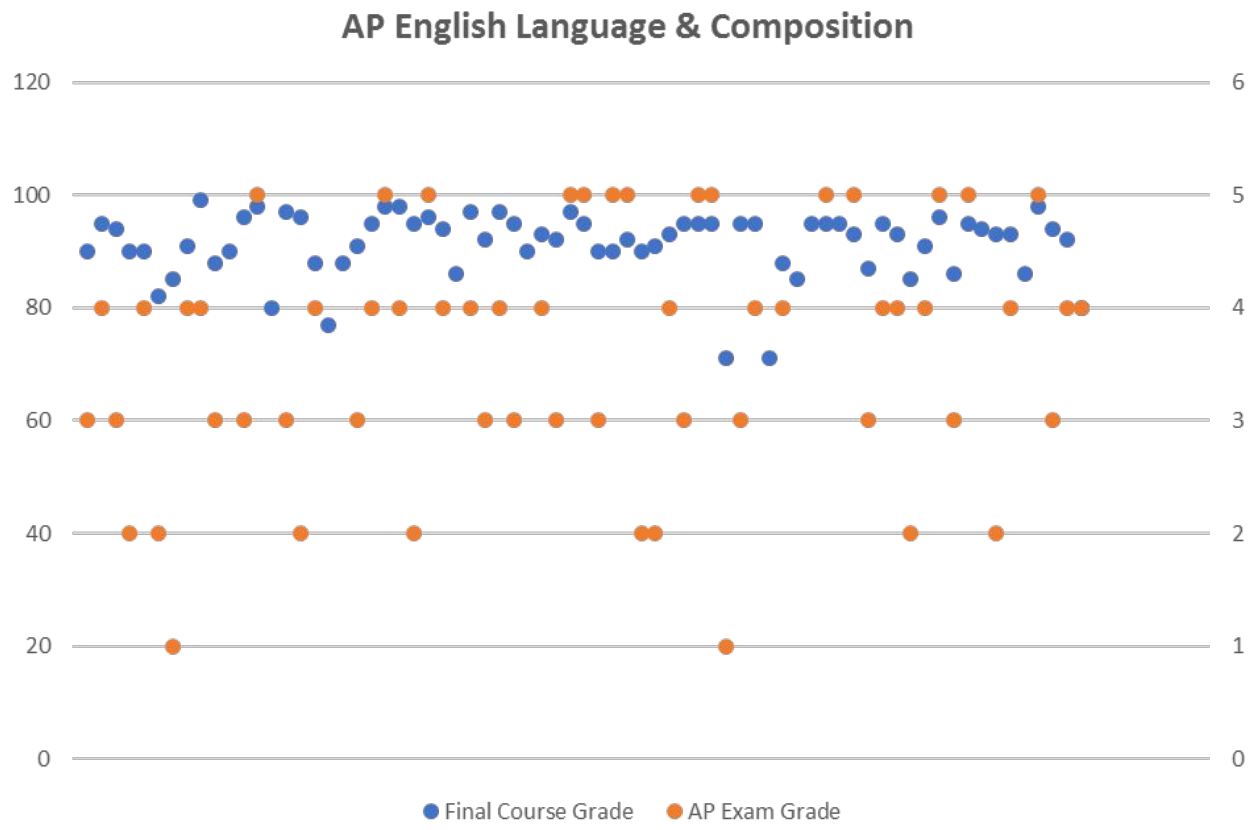
AP Course Final Grade vs Exam



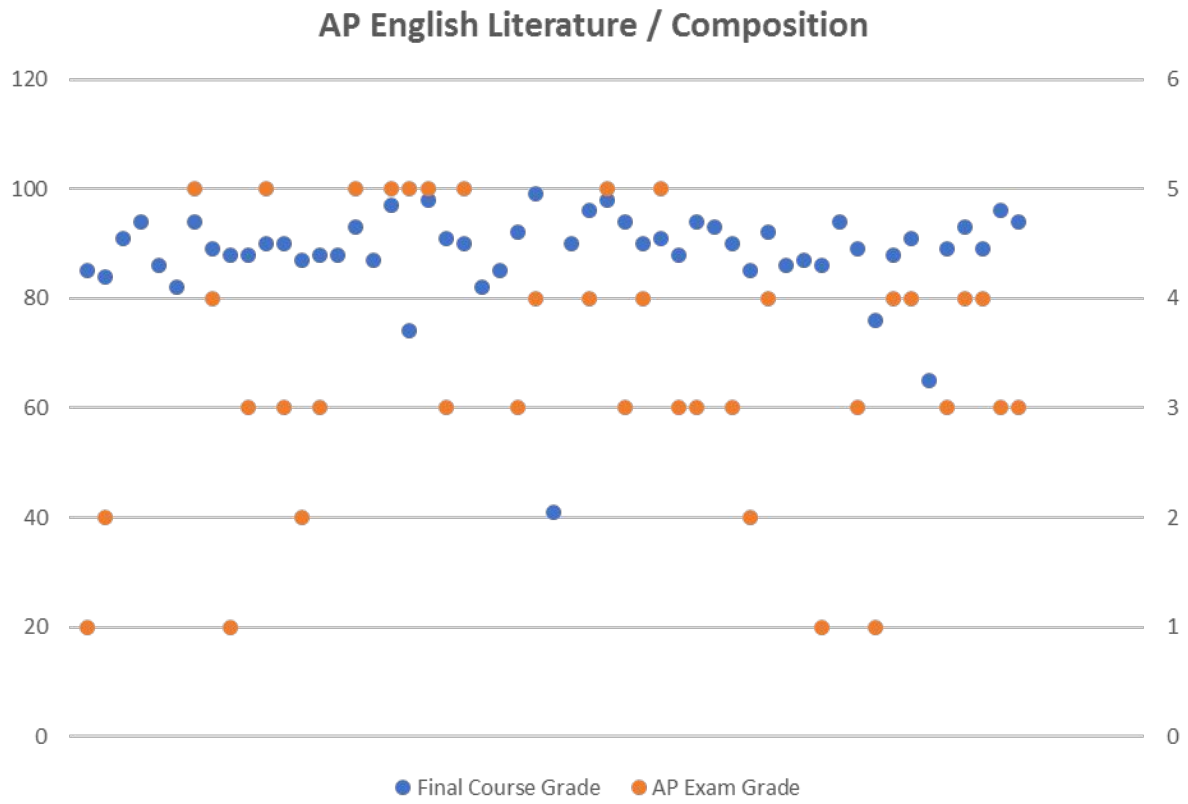


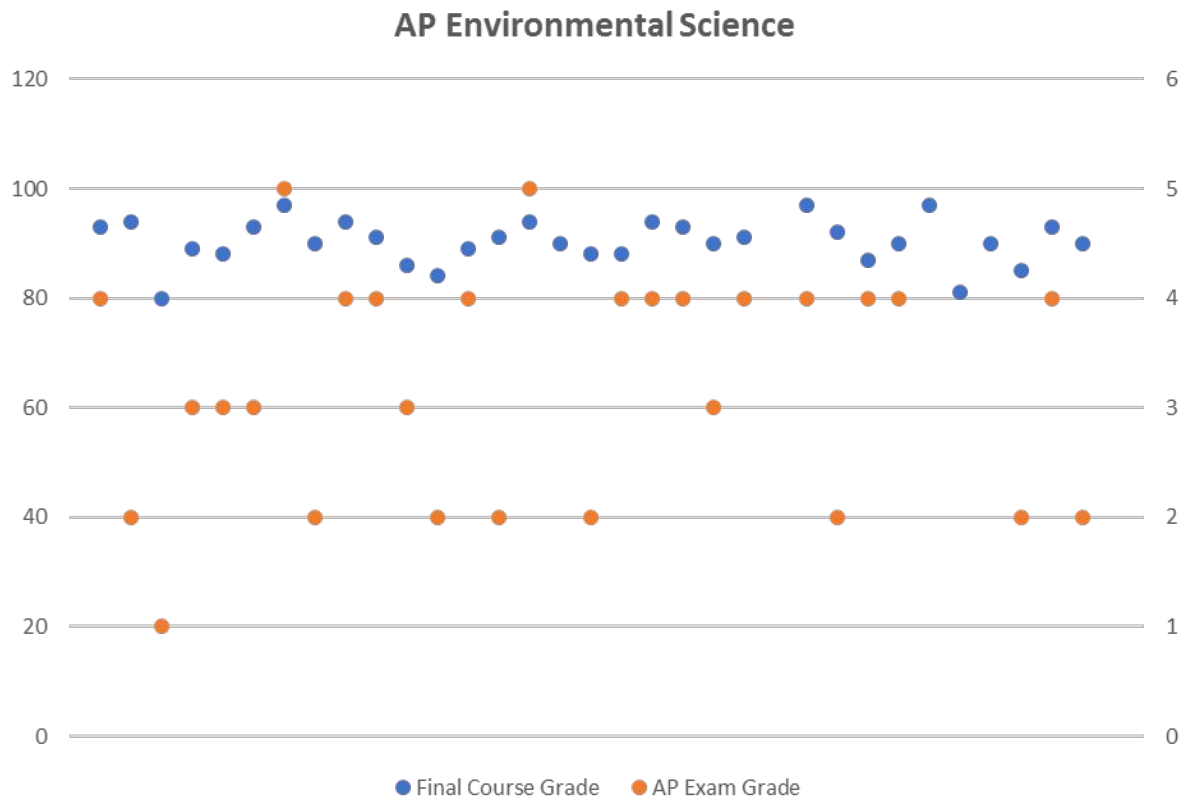
AP Course Final Grade vs Exam



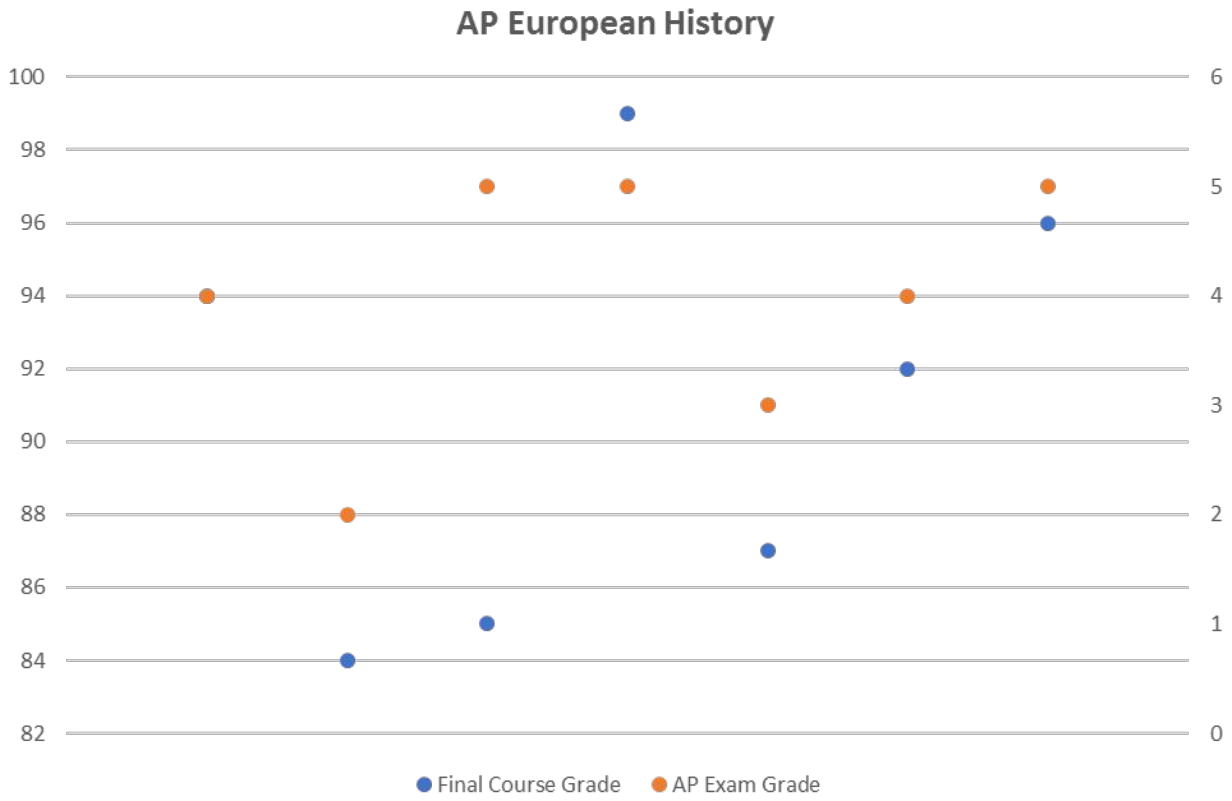


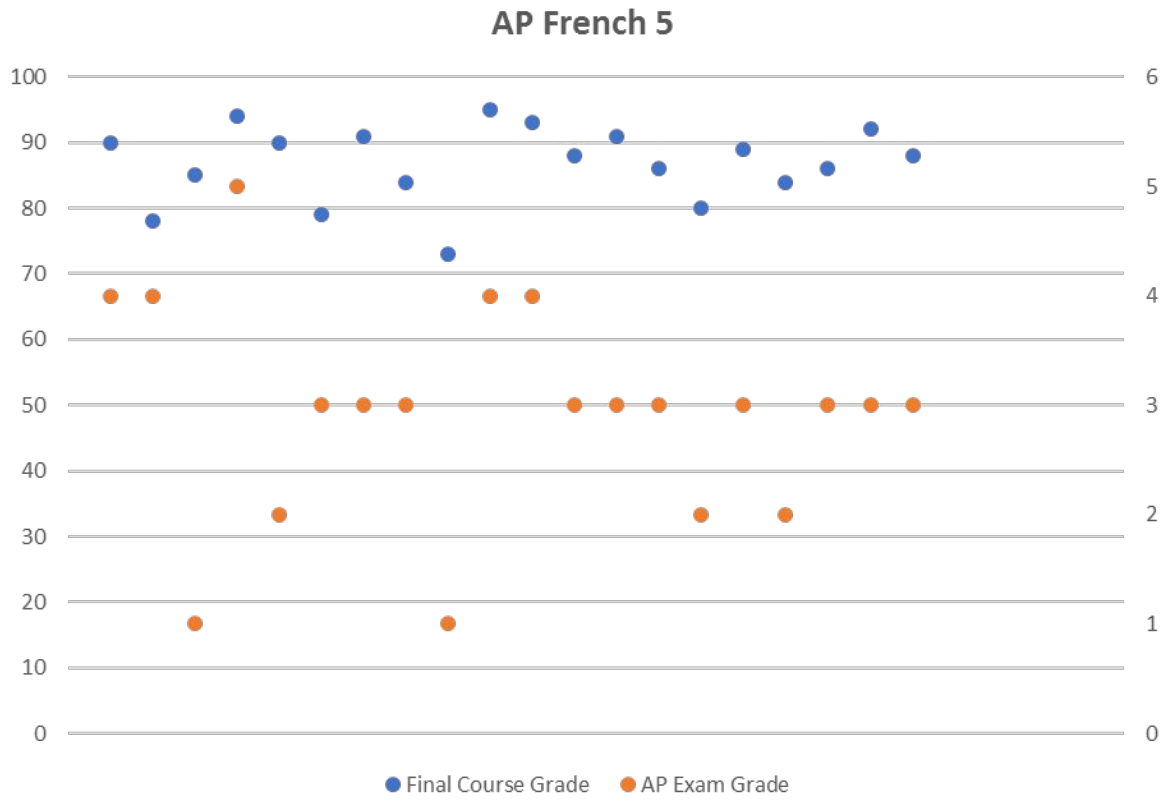
AP Course Final Grade vs Exam



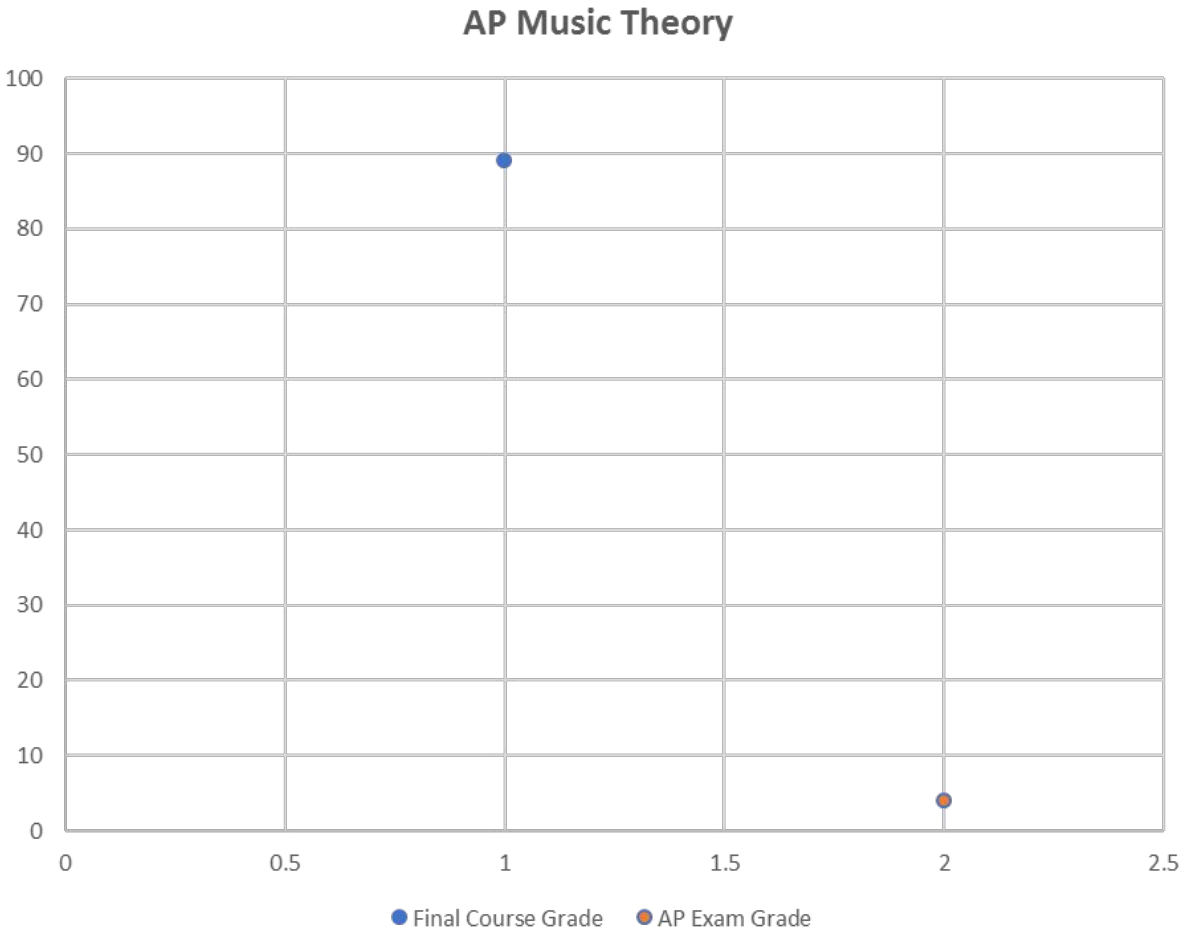


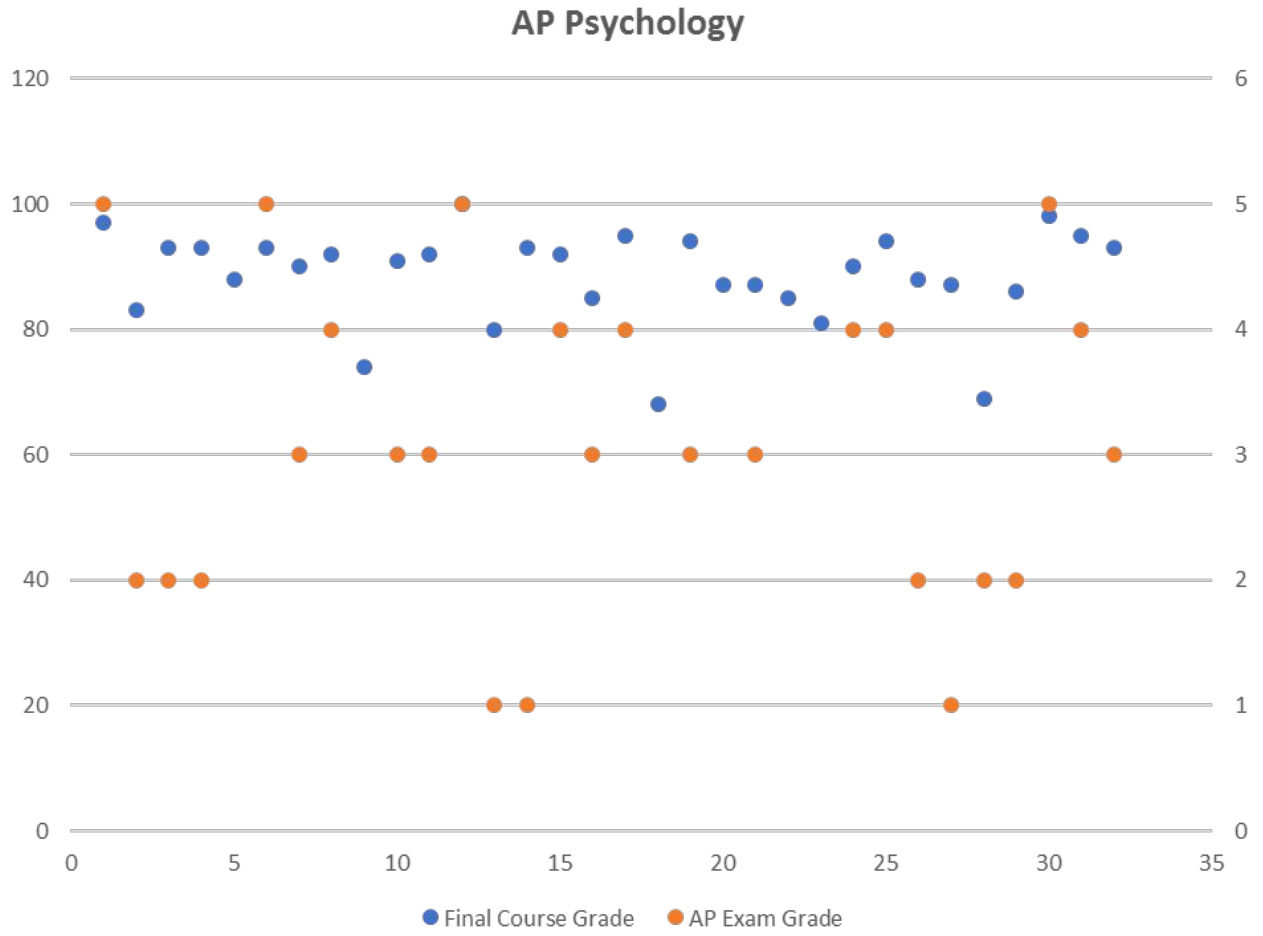
AP Course Final Grade vs Exam



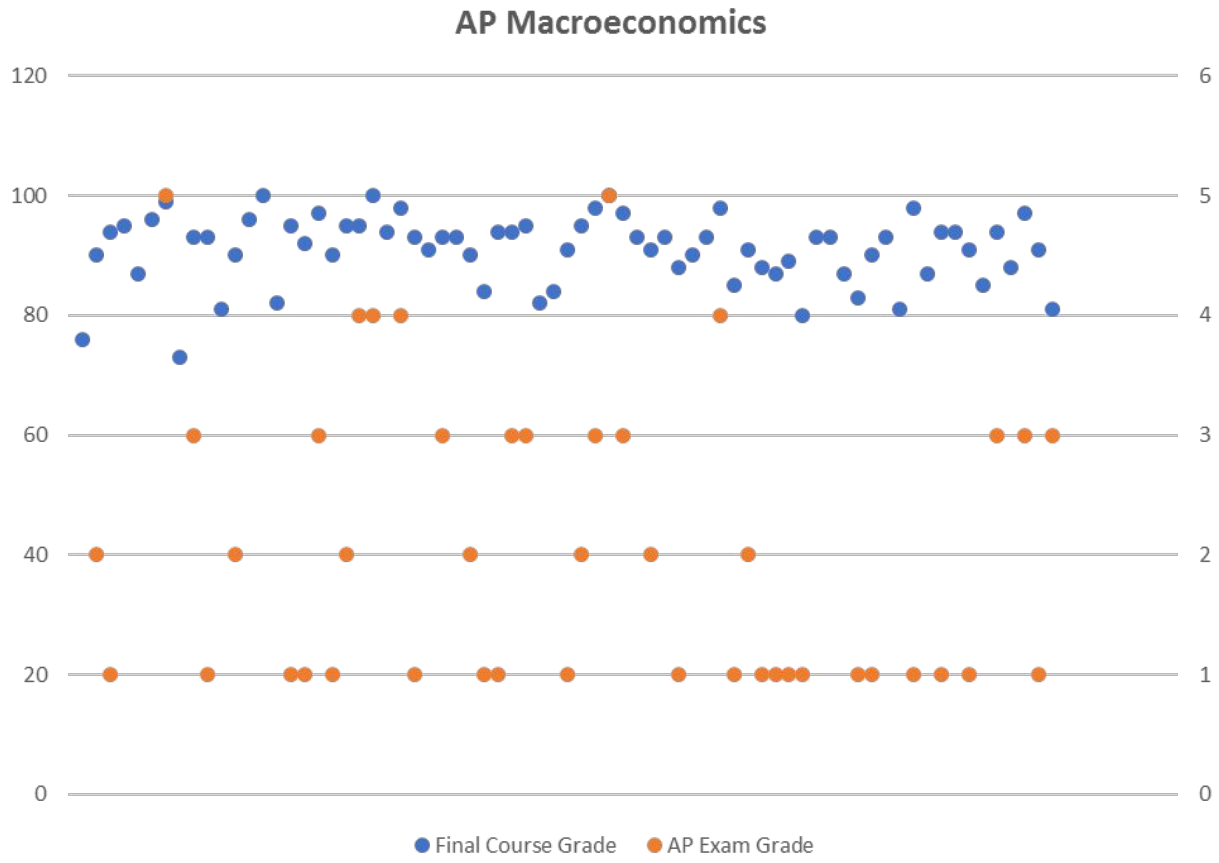


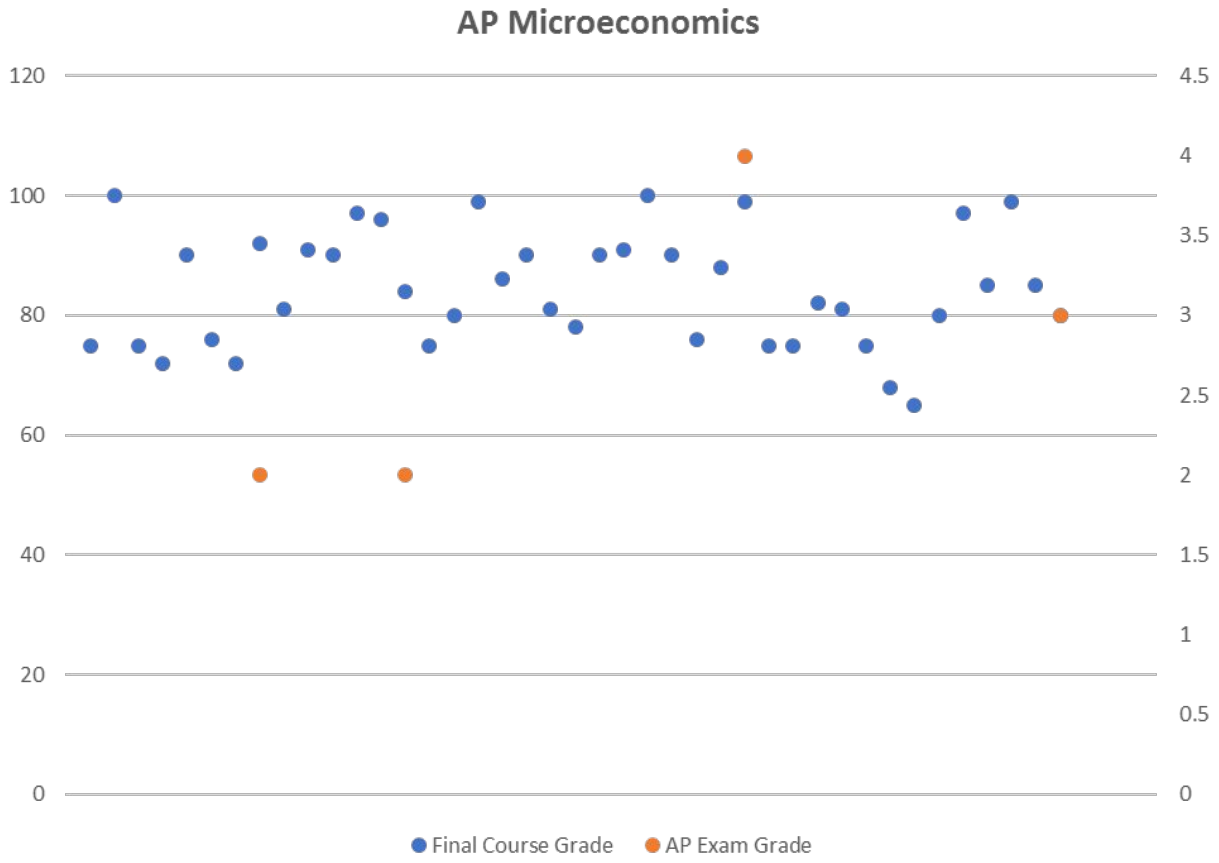
AP Course Final Grade vs Exam



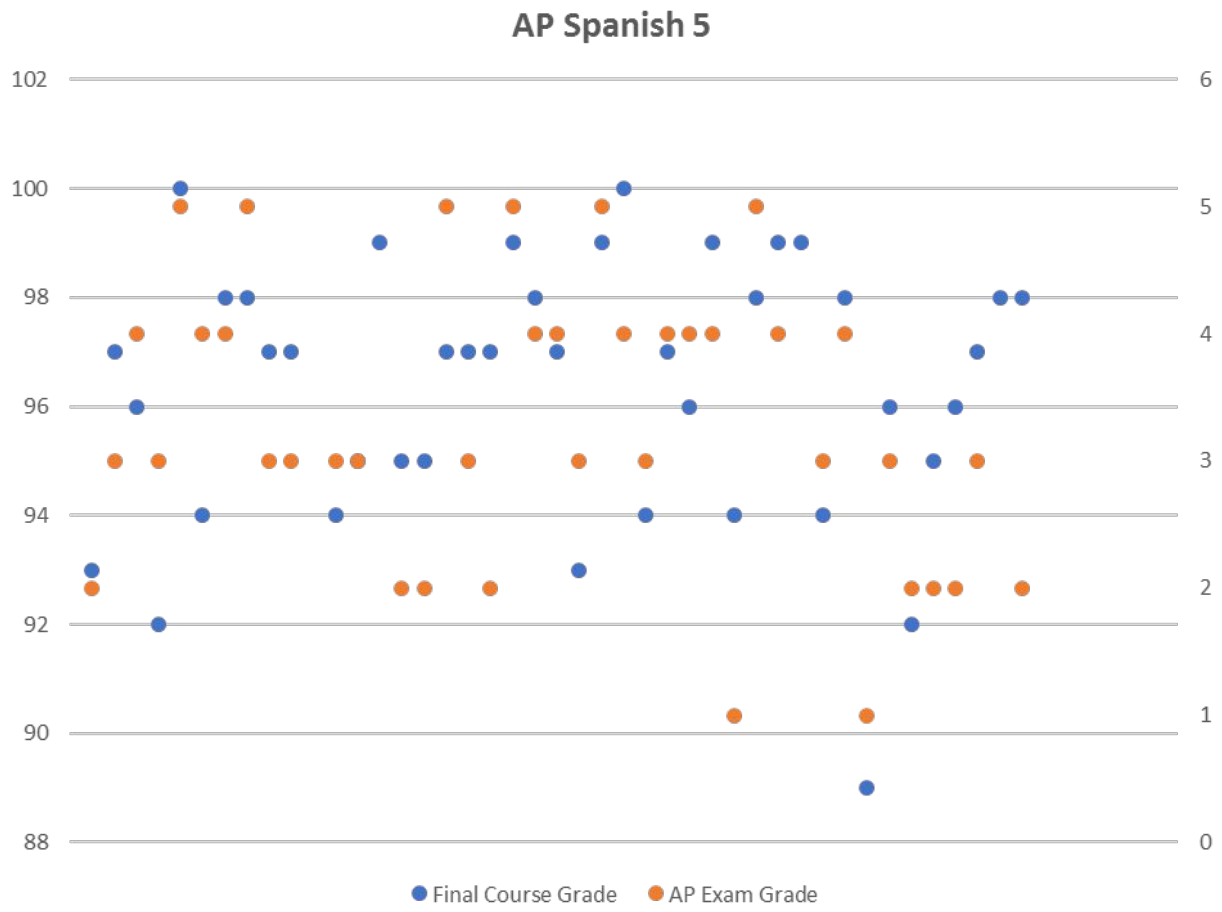


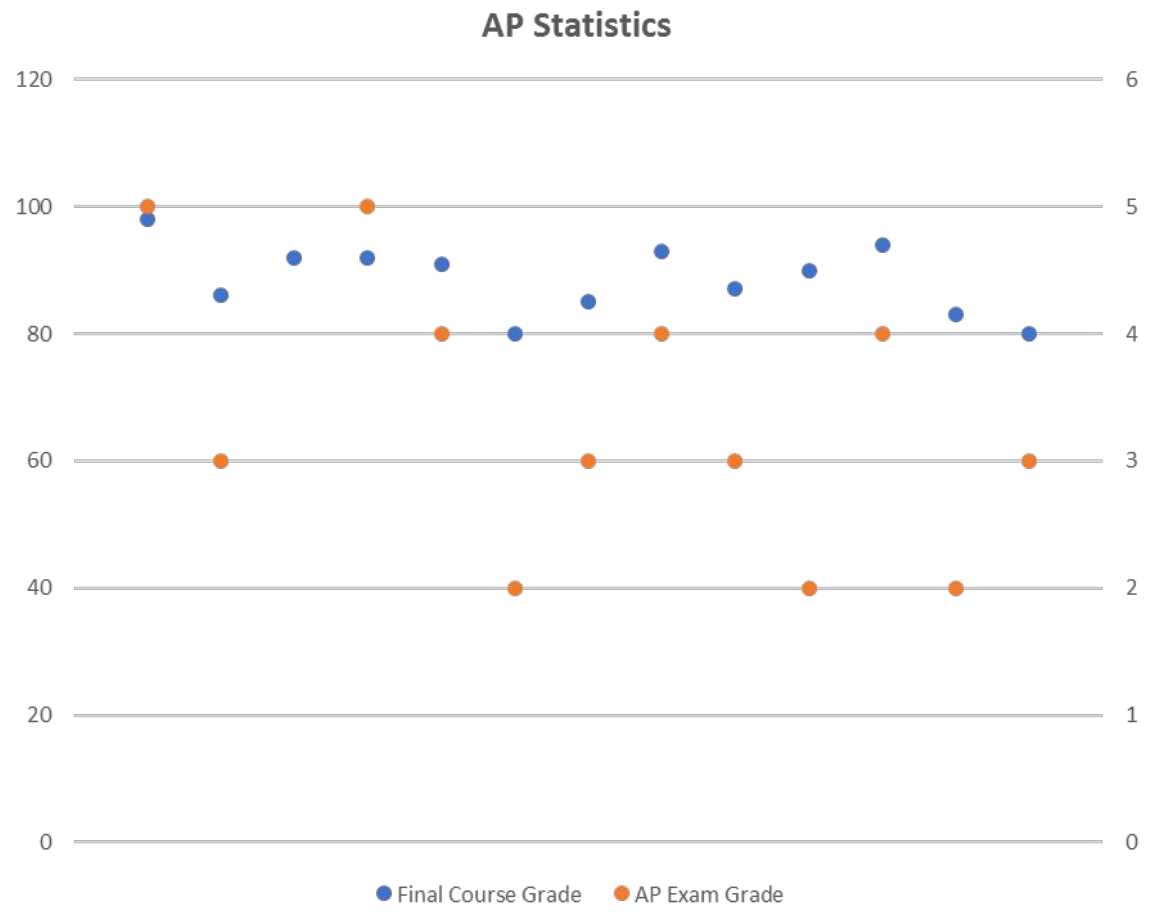
AP Course Final Grade vs Exam



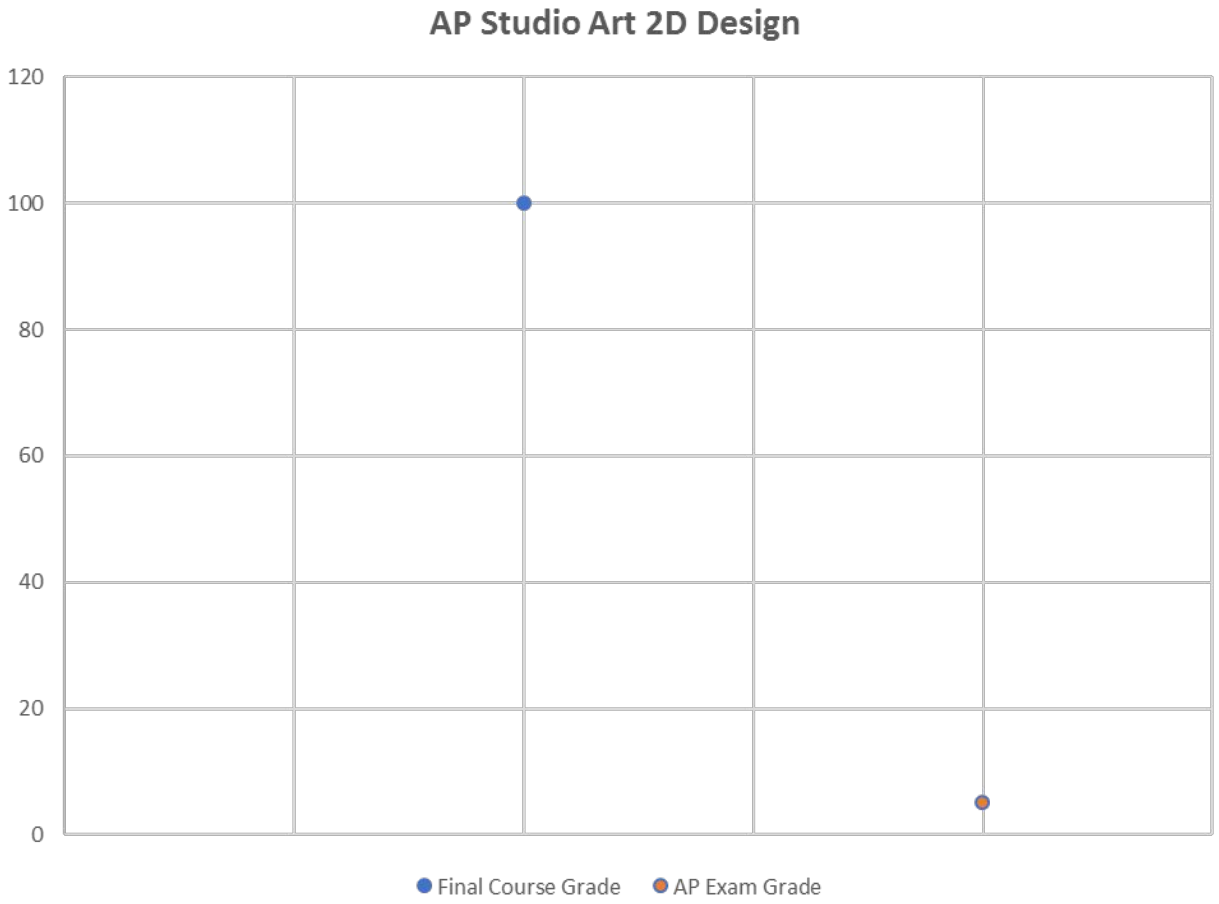


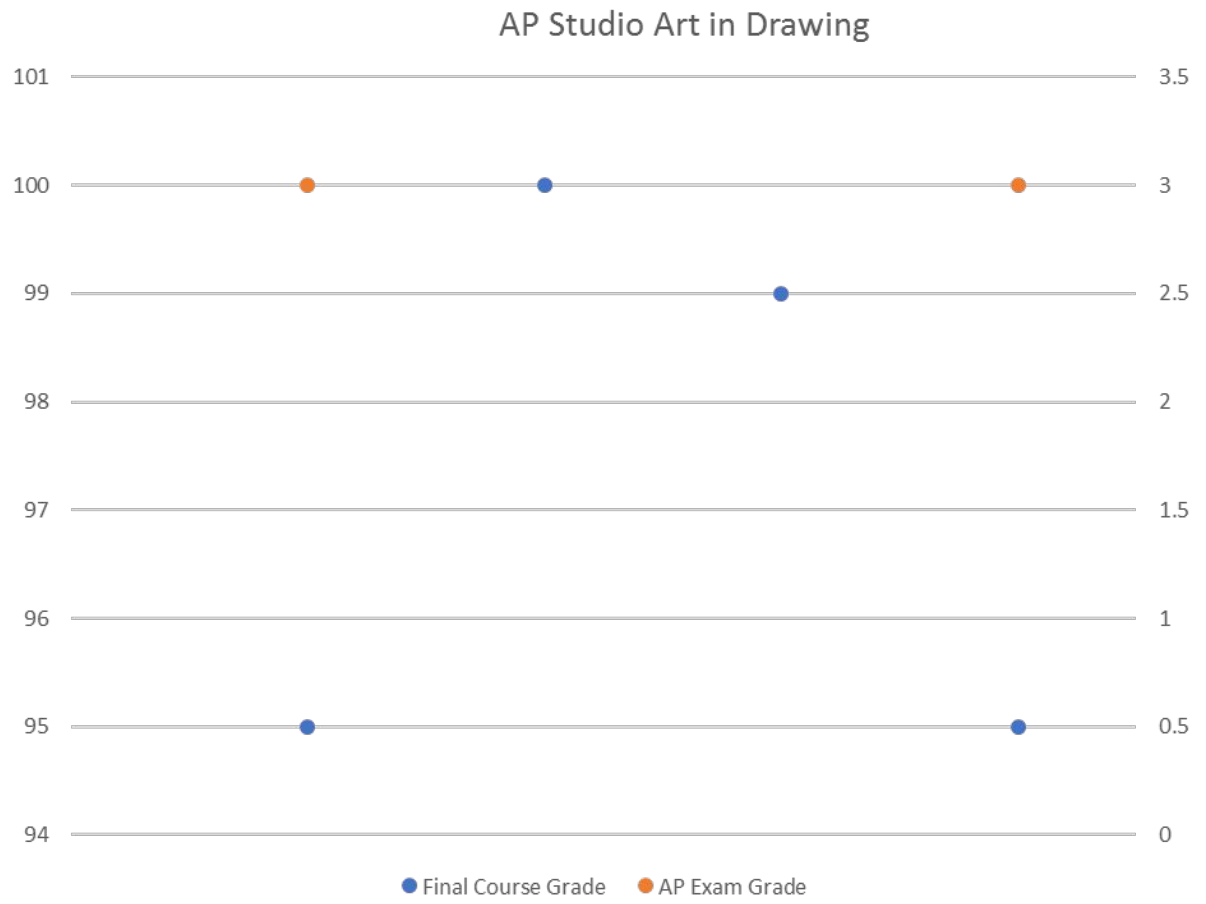
AP Course Final Grade vs Exam



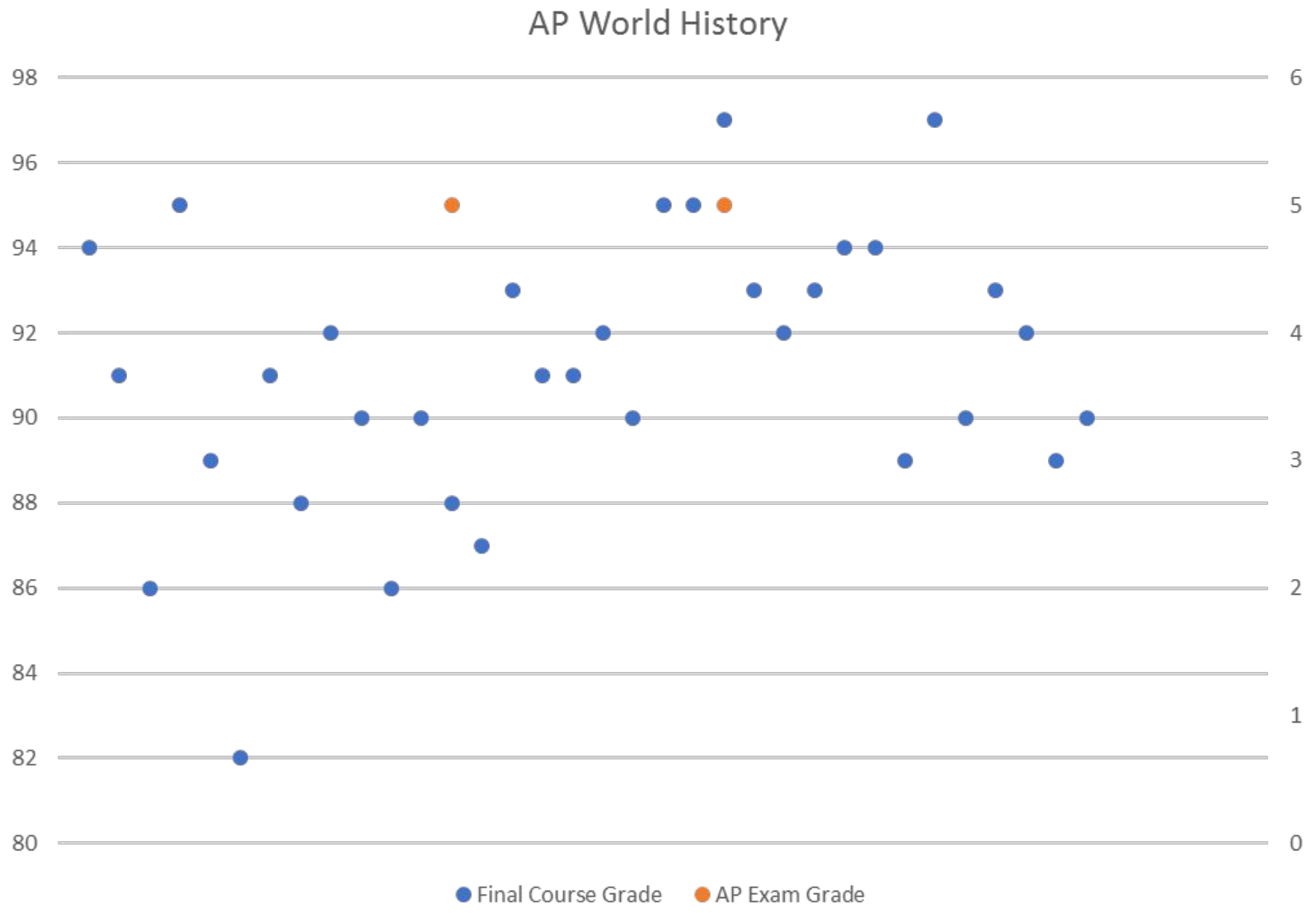


AP Course Final Grade vs Exam





AP Course Final Grade vs Exam



Executive Summary – AP Exams

- Consideration of how to gain more/deeper data on AP exams & courses to better understand shifts in scores
- Future contemplation of correlation between course experiences and AP test scores
- Departments can utilize data to inform instruction and reflect on local grading practices

In Summary...

- Test data gives the District a window into how students perform on a specific test on a specific date(s)

- Information can be useful, but is also limited due to numerous factors such as the consistent changes in testing models, shifts in cut scores, and on-going alterations in state curriculum standards

- District goals to expand use of data continues to be a critical resource that informs instruction and planning

Discussion

The Following Analysis is Provided as a Supplemental Resource

NYS Testing
Demographic Resources

2021-22 Grade 3 - 5 ELA Assessment

Students Tested/Not Tested by Demographics

ELA Assessment Students Tested/Not Tested by Demographics - Grades 3 - 5						
	Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 3						
Students Tested	16	1	16	9	10	81
Students Not Tested	0	1	1	0	3	3
Grade 4						
Students Tested	16	5	4	11	11	77
Students Not Tested	0	2	0	0	4	5
Grade 5						
Students Tested	13	2	14	9	11	94
Students Not Tested	0	1	2	0	3	5

2021-22 Grade 3 - 5 ELA Results by Demographics

ELA Assessment by Demographics - Grades 3 - 5							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 3	Level 1	1	*	2	*	4	5
	Level 2	2	*	4	*	4	16
	Level 3	12	*	10	*	2	55
	Level 4	1	*	0	*	0	5
Grade 4	Level 1	0	*	*	1	2	0
	Level 2	5	*	*	0	7	26
	Level 3	8	*	*	3	2	28
	Level 4	3	*	*	7	0	23
Grade 5	Level 1	0	*	1	*	3	4
	Level 2	1	*	5	*	7	23
	Level 3	4	*	4	*	1	33
	Level 4	8	*	4	*	0	34

2021-22 Grade 6 - 8 ELA Assessment

Students Tested/Not Tested by Demographics

ELA Assessment Students Tested/Not Tested by Demographics - Grades 6 - 8						
	Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 6						
Students Tested	14	3	22	6	18	86
Students Not Tested	0	0	0	0	1	5
Grade 7						
Students Tested	18	5	10	7	13	91
Students Not Tested	0	1	3	1	3	8
Grade 8						
Students Tested	12	5	13	5	14	88
Students Not Tested	1	1	1	0	4	8

2021-22 Grade 6 - 8 ELA Results by Demographics

ELA Assessment by Demographics - Grades 6 - 8							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 6	Level 1	0	*	3	*	7	3
	Level 2	0	*	3	*	4	5
	Level 3	3	*	4	*	6	17
	Level 4	11	*	12	*	1	61
Grade 7	Level 1	0	1	0	0	1	3
	Level 2	0	2	5	2	6	18
	Level 3	8	1	1	1	5	32
	Level 4	10	1	4	4	1	38
Grade 8	Level 1	0	0	0	0	3	4
	Level 2	1	1	3	0	4	10
	Level 3	1	2	4	2	3	36
	Level 4	10	2	6	3	4	38

2021-22 Grade 3 - 5 Math Assessment

Students Tested/Not Tested by Demographics

Math Assessment Students Tested/Not Tested by Demographics - Grades 3 - 5						
	Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 3						
Students Tested	16	1	16	9	9	81
Students Not Tested	0	1	1	0	4	3
Grade 4						
Students Tested	16	5	4	11	11	75
Students Not Tested	0	2	0	0	4	7
Grade 5						
Students Tested	13	2	14	9	10	93
Students Not Tested	0	1	2	0	4	6

2021-22 Grade 3 - 5 Math Results by Demographics

Math Assessment by Demographics - Grades 3 - 5							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 3	Level 1	1	*	3	*	3	6
	Level 2	3	*	4	*	4	14
	Level 3	6	*	5	*	2	38
	Level 4	6	*	4	*	0	23
Grade 4	Level 1	1	*	*	1	3	5
	Level 2	2	*	*	0	5	11
	Level 3	7	*	*	2	3	24
	Level 4	6	*	*	8	0	35
Grade 5	Level 1	0	*	1	*	4	4
	Level 2	1	*	4	*	4	21
	Level 3	5	*	5	*	1	22
	Level 4	7	*	4	*	1	46

2021-22 Grade 6 - 8 Math Assessment

Students Tested/Not Tested by Demographics

Math Assessment Students Tested/Not Tested by Demographics - Grades 6 - 8						
	Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 6						
Students Tested	14	3	21	6	18	88
Students Not Tested	0	0	1	0	1	3
Grade 7						
Students Tested	18	5	10	7	12	88
Students Not Tested	0	1	3	1	4	11
Grade 8						
Students Tested	3	5	8	0	13	40
Students Not Tested	10	1	6	5	5	56

2021-22 Grade 6 - 8 Math Results by Demographics

Math Assessment by Demographics - Grades 6 - 8							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Grade 6	Level 1	2	*	6	*	12	10
	Level 2	2	*	4	*	5	13
	Level 3	2	*	2	*	1	27
	Level 4	8	*	9	*	0	38
Grade 7	Level 1	0	1	0	0	1	1
	Level 2	2	2	3	1	4	12
	Level 3	6	1	4	1	4	27
	Level 4	10	1	3	5	3	48
Grade 8	Level 1	*	*	1	*	5	4
	Level 2	*	*	0	*	2	4
	Level 3	*	*	3	*	2	14
	Level 4	*	*	4	*	4	18

Math Regents Demographics

Math Regents Demographics							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Algebra I	Level 1	1	*	0	*	1	0
	Level 2	0	*	1	*	1	0
	Level 3	1	*	5	*	5	13
	Level 4	7	*	4	*	2	25
	Level 5	11	*	0	*	0	52
Algebra II	Level 1	0	*	0	*	*	0
	Level 2	0	*	0	*	*	0
	Level 3	1	*	4	*	*	16
	Level 4	0	*	1	*	*	15
	Level 5	5	*	1	*	*	44
Geometry	Level 1	0	*	0	*	1	4
	Level 2	0	*	0	*	1	6
	Level 3	4	*	4	*	4	4
	Level 4	1	*	2	*	0	18
	Level 5	12	*	2	*	0	42

Science Regents Demographics

Science Regents Demographics							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
Chemistry	Level 1	0	*	0	*	*	0
	Level 2	0	*	0	*	*	2
	Level 3	2	*	4	*	*	9
	Level 4	6	*	3	*	*	53
Earth Science	Level 1	2	6	2	0	10	3
	Level 2	0	1	2	0	1	2
	Level 3	2	0	5	4	6	18
	Level 4	10	0	1	1	1	54
Living Environment	Level 1	0	1	0	0	0	0
	Level 2	0	0	0	0	2	4
	Level 3	5	2	5	11	6	15
	Level 4	18	3	7	8	20	63

ELA/History Regents Demographics

ELA/History Regents Demographics							
		Asian-Pacific Islander	Black-African American	Hispanic-Latino	Multiracial	SWD	White
ELA	Level 1	1	*	0	*	3	2
	Level 2	0	*	2	*	1	0
	Level 3	1	*	3	*	5	7
	Level 4	2	*	2	*	6	14
	Level 5	9	*	5	*	2	72
Global History	Level 1	1	*	0	*	2	1
	Level 2	0	*	1	*	2	1
	Level 3	3	*	4	*	5	9
	Level 4	3	*	3	*	5	19
	Level 5	6	*	4	*	0	62

Comparative Data
Grade 3 - 8 Tests & Regents Exams

Comparison Data

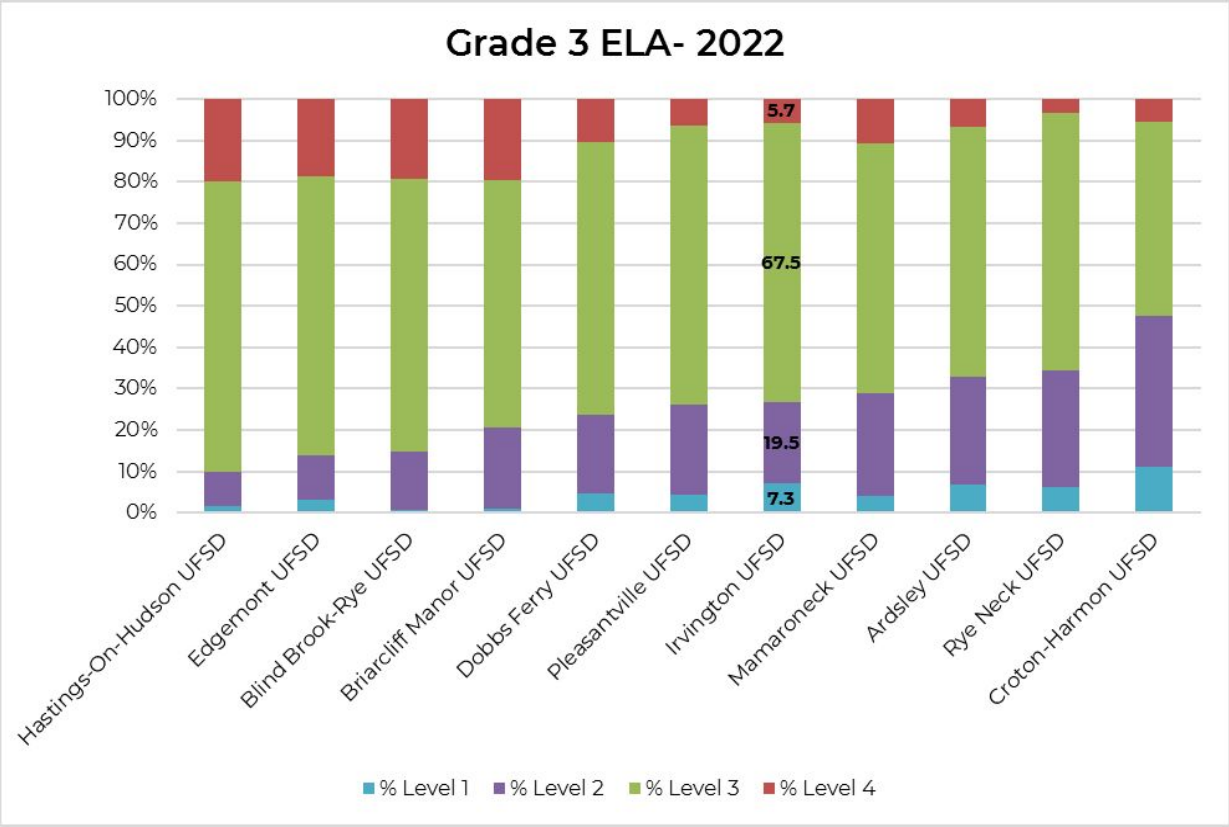
To better understand how Irvington students performed in context of comparative districts, the following slides include data for the following districts:

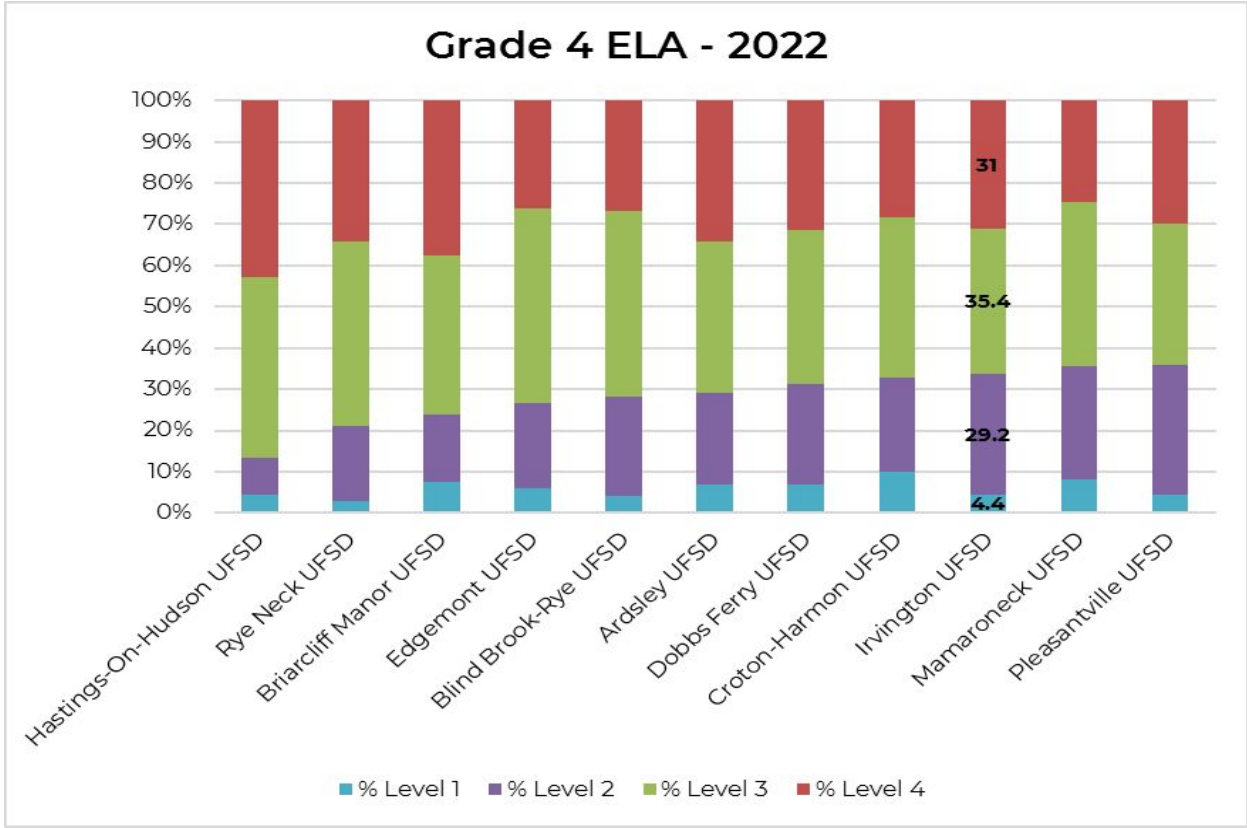
- Ardsley
- Blind Brook
- Briarcliff Manor
- Croton-Harmon
- Dobbs Ferry
- Edgemont
- Hastings-on-Hudson
- Irvington
- Mamaroneck
- Pleasantville
- Rye Neck

English Language Arts
Grade 3 - 8

2022 ELA - Grades 3 & 4

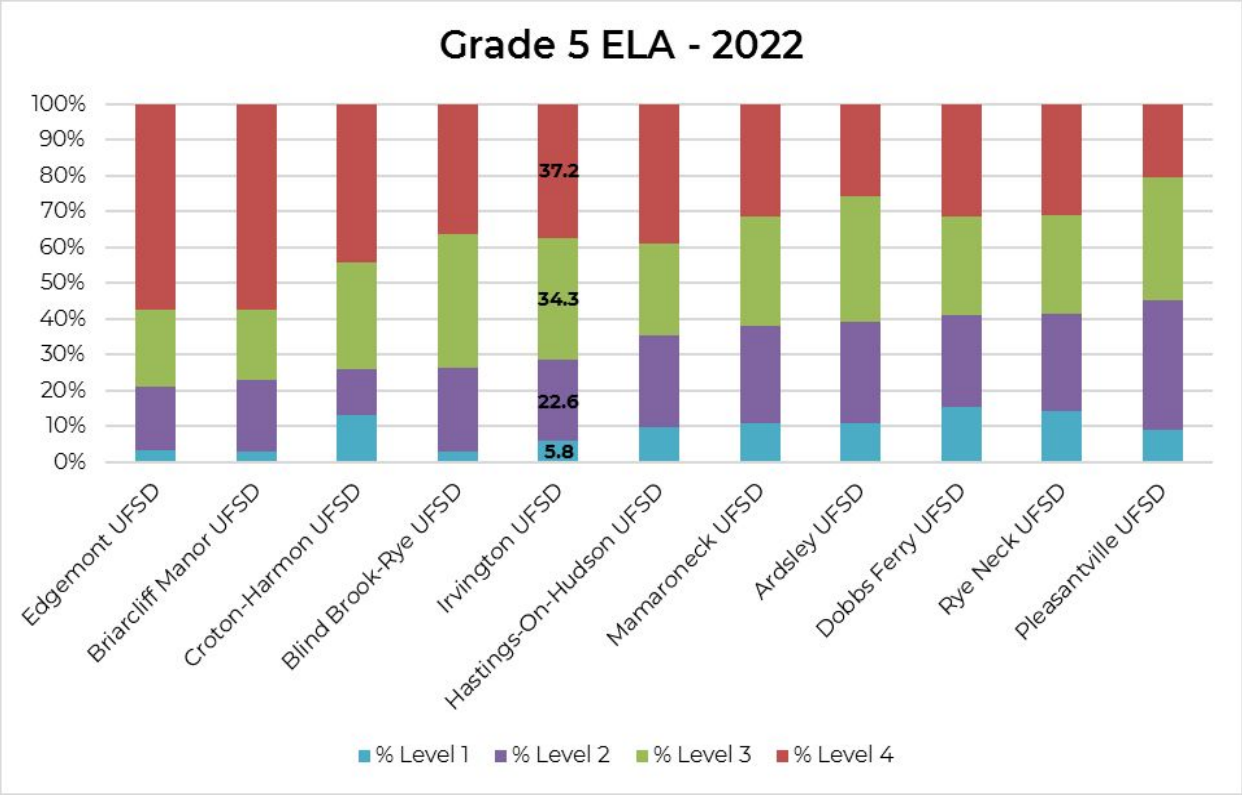
Score Distribution vs Comparison Cohort of Westchester Schools

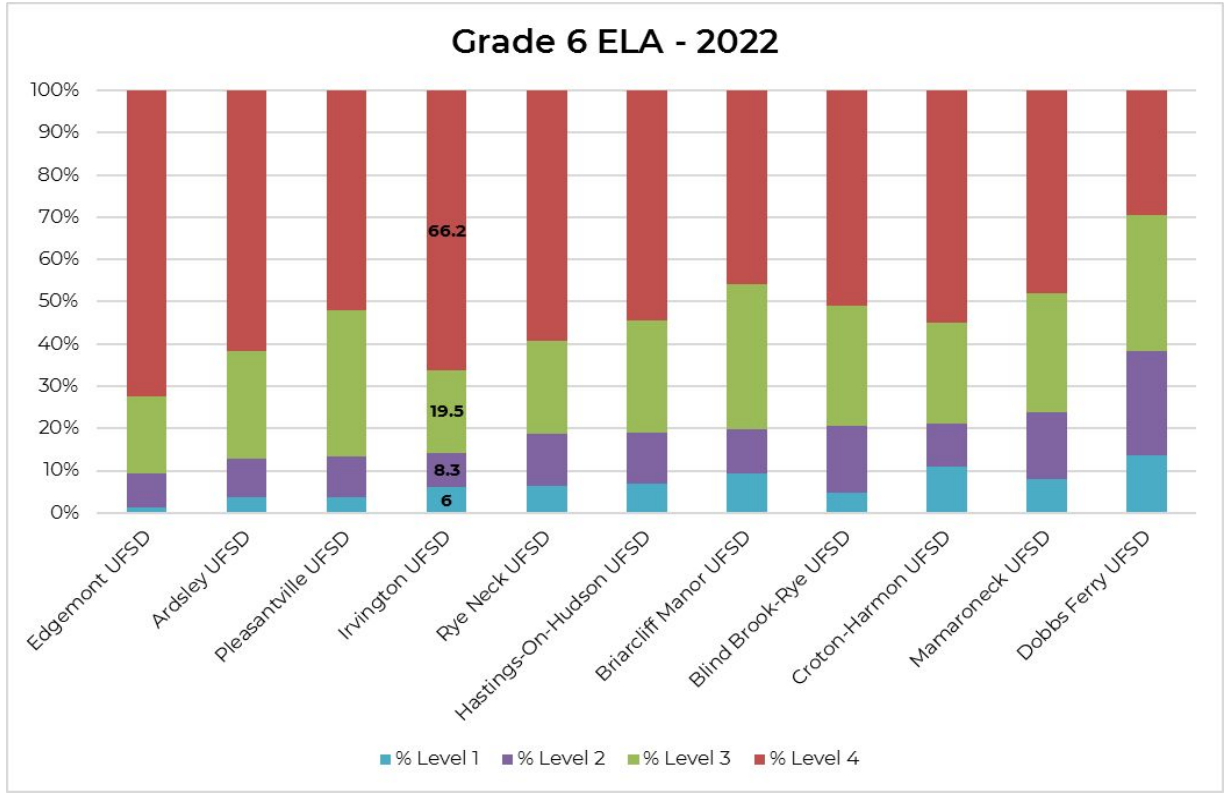




2022 ELA - Grades 5 & 6

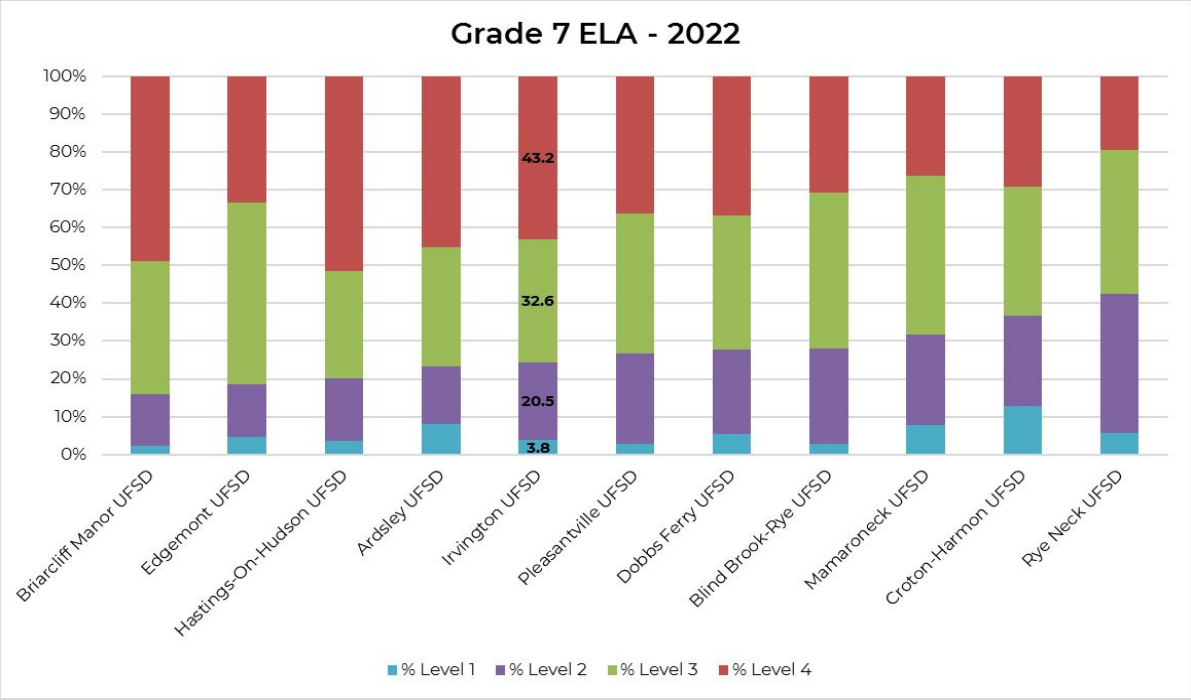
Score Distribution vs Comparison Cohort of Westchester Schools

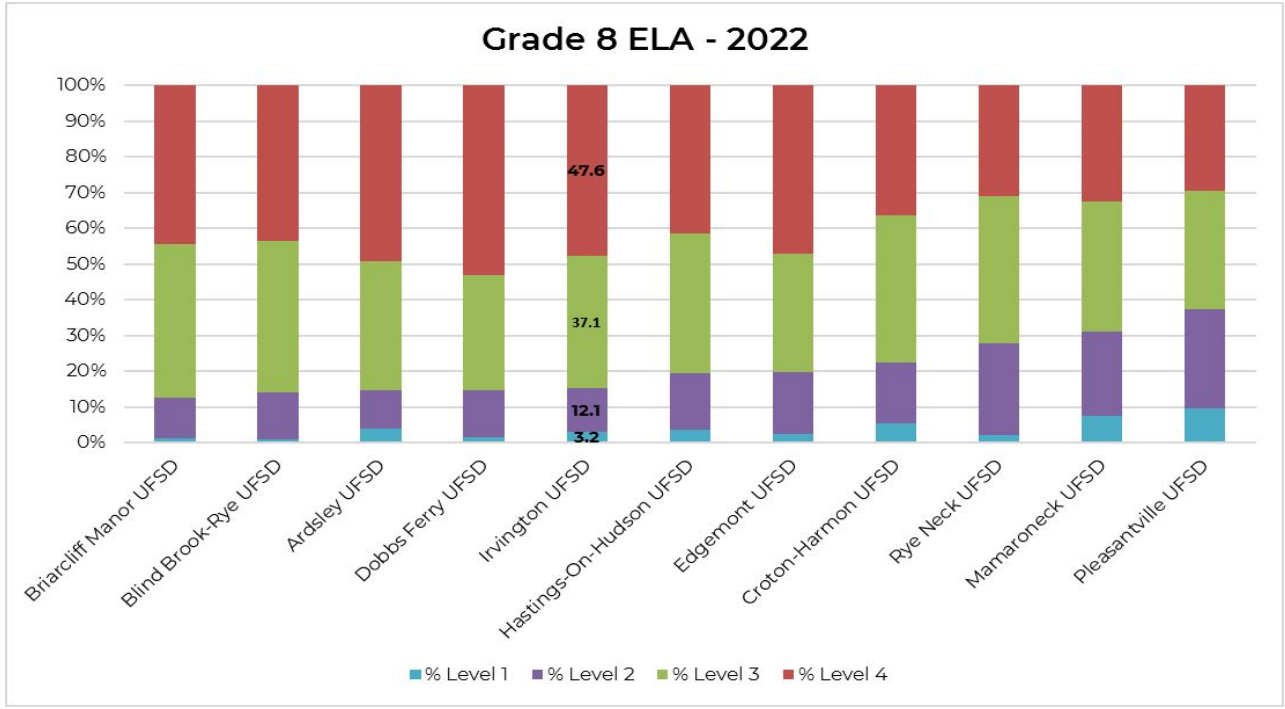




2022 ELA - Grades 7 & 8

Score Distribution vs Comparison Cohort of Westchester Schools

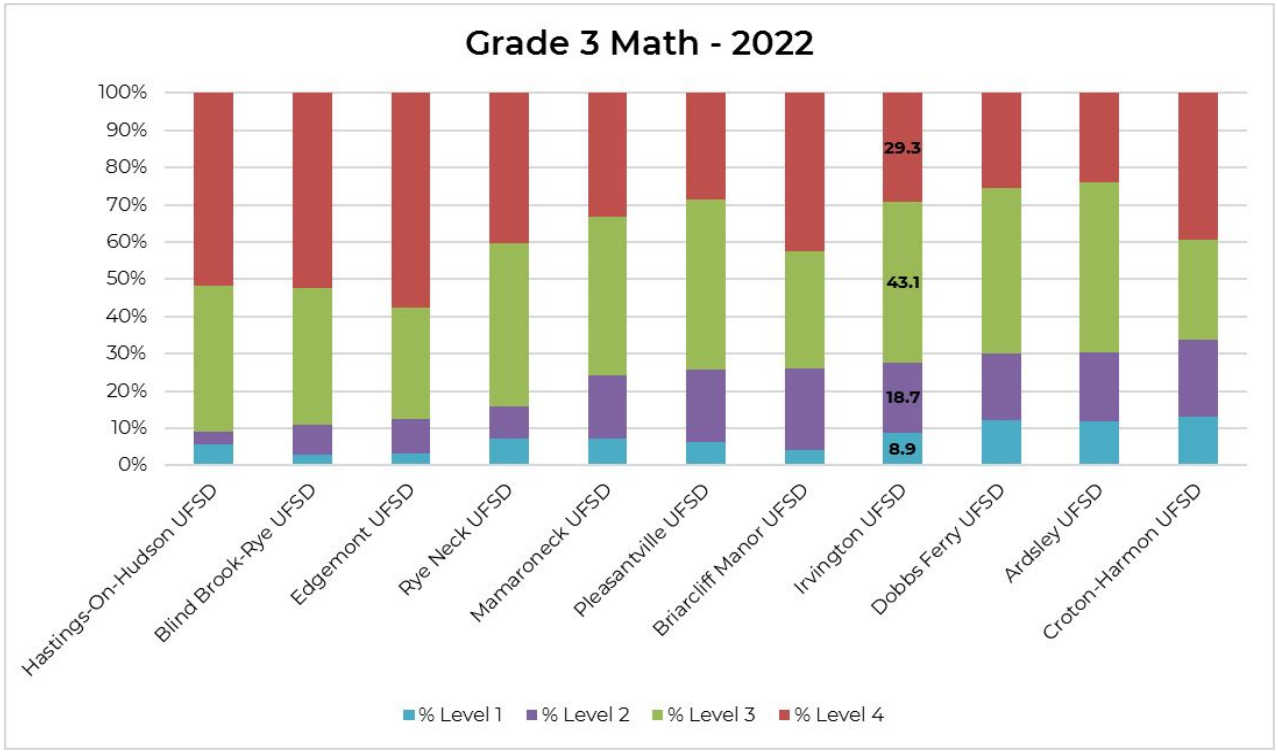


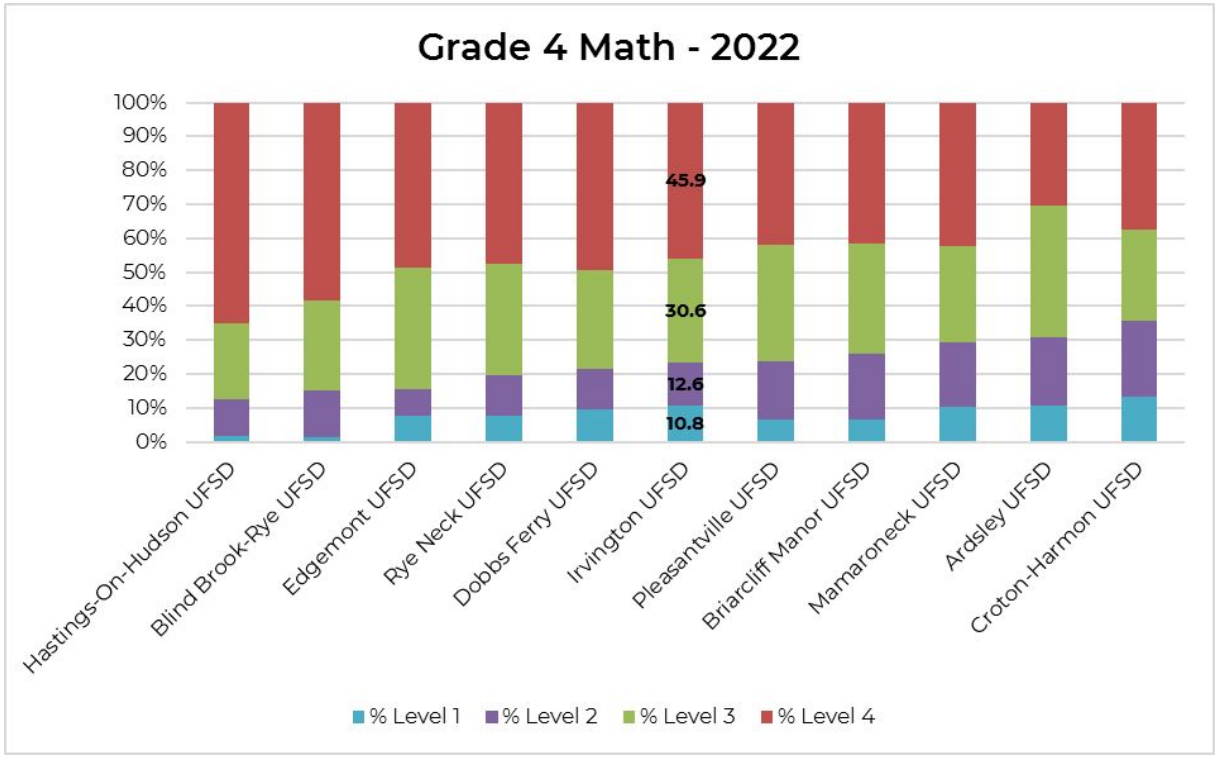


Mathematics
Grade 3 - 8

2022 Math - Grades 3 & 4

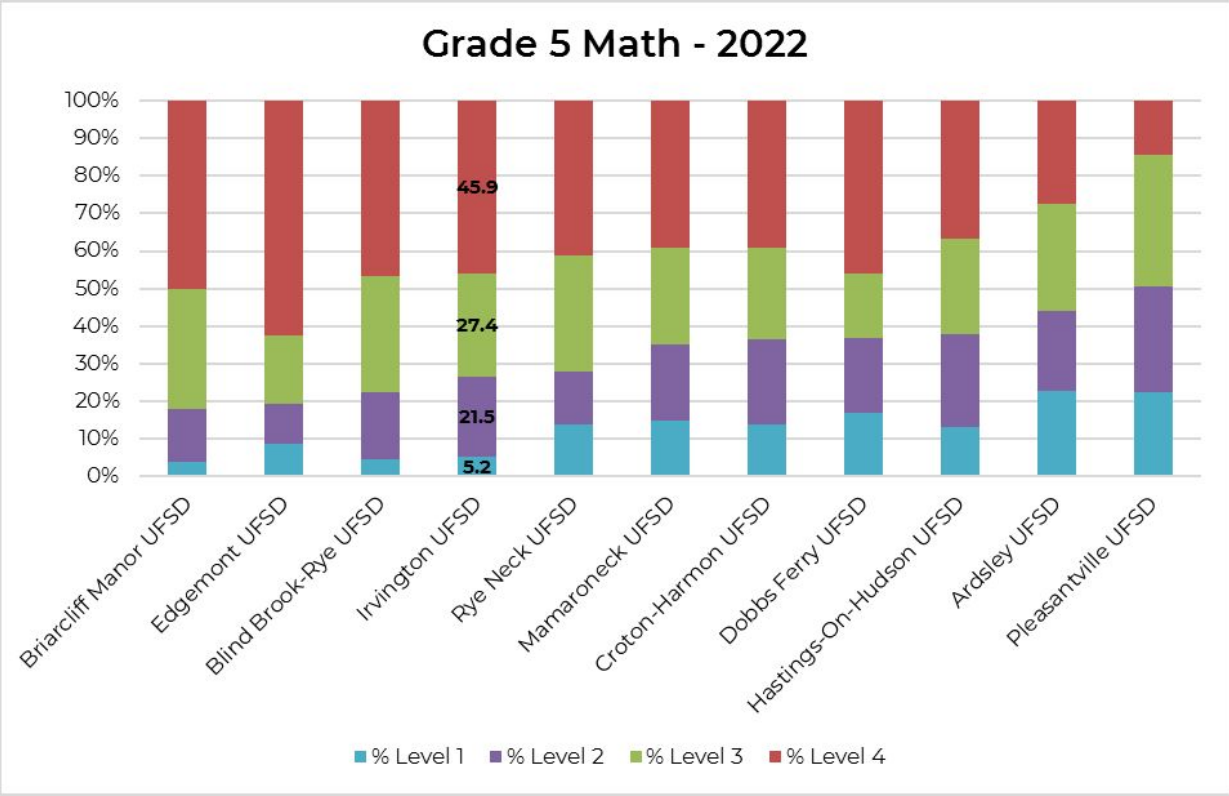
Score Distribution vs Comparison Cohort of Westchester Schools

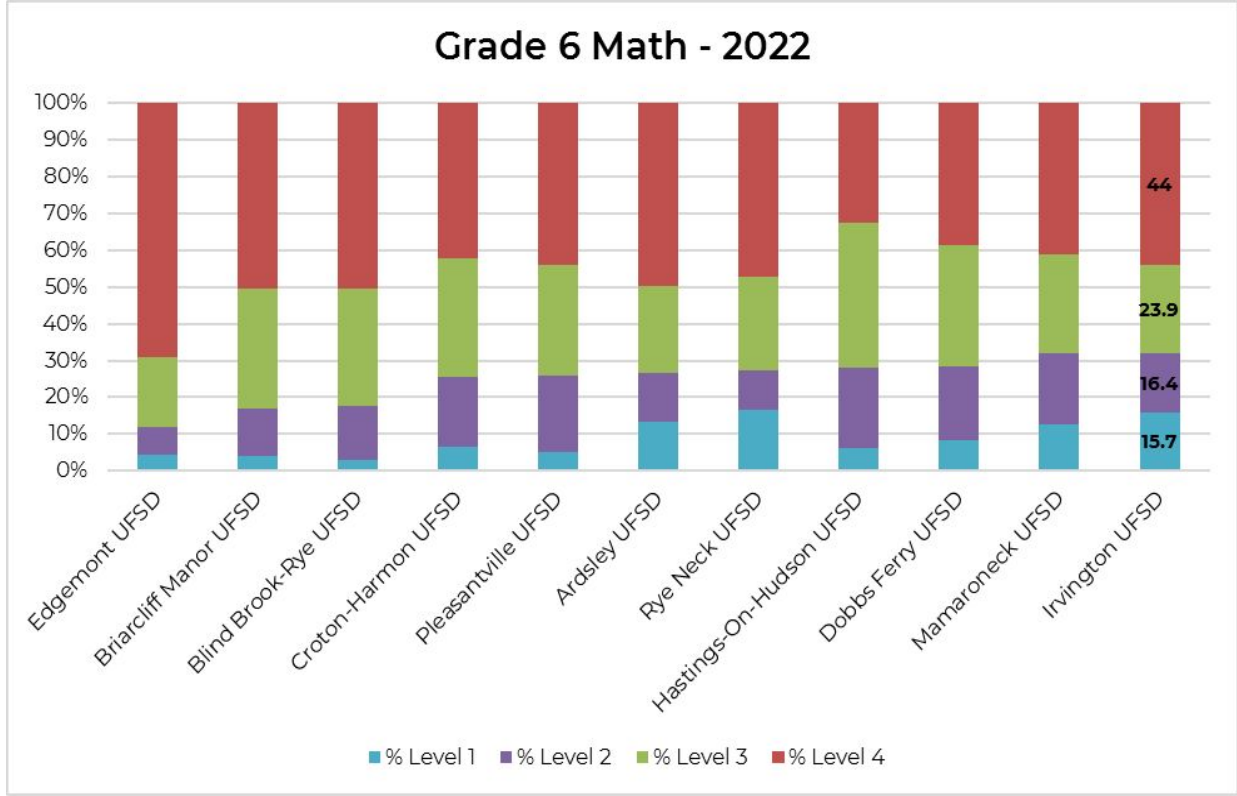




2022 Math - Grades 5 & 6

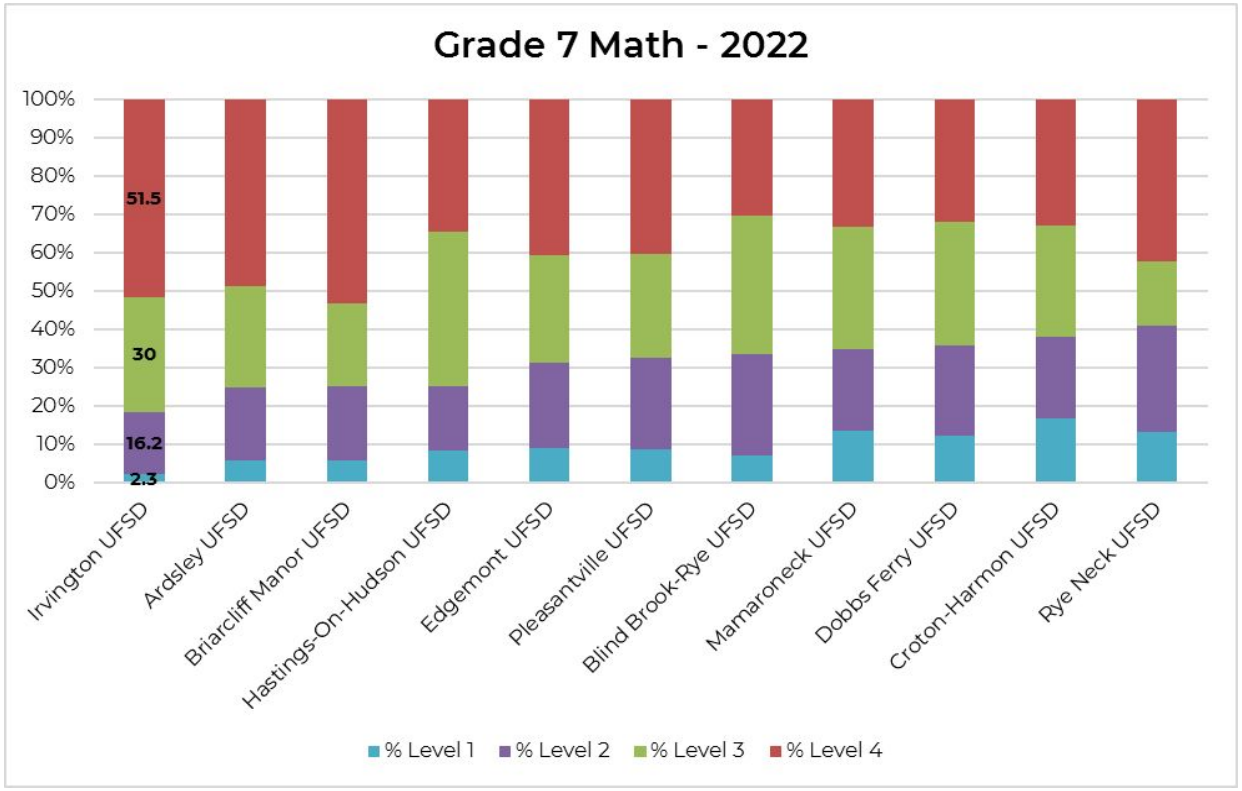
Score Distribution vs Comparison Cohort of Westchester Schools

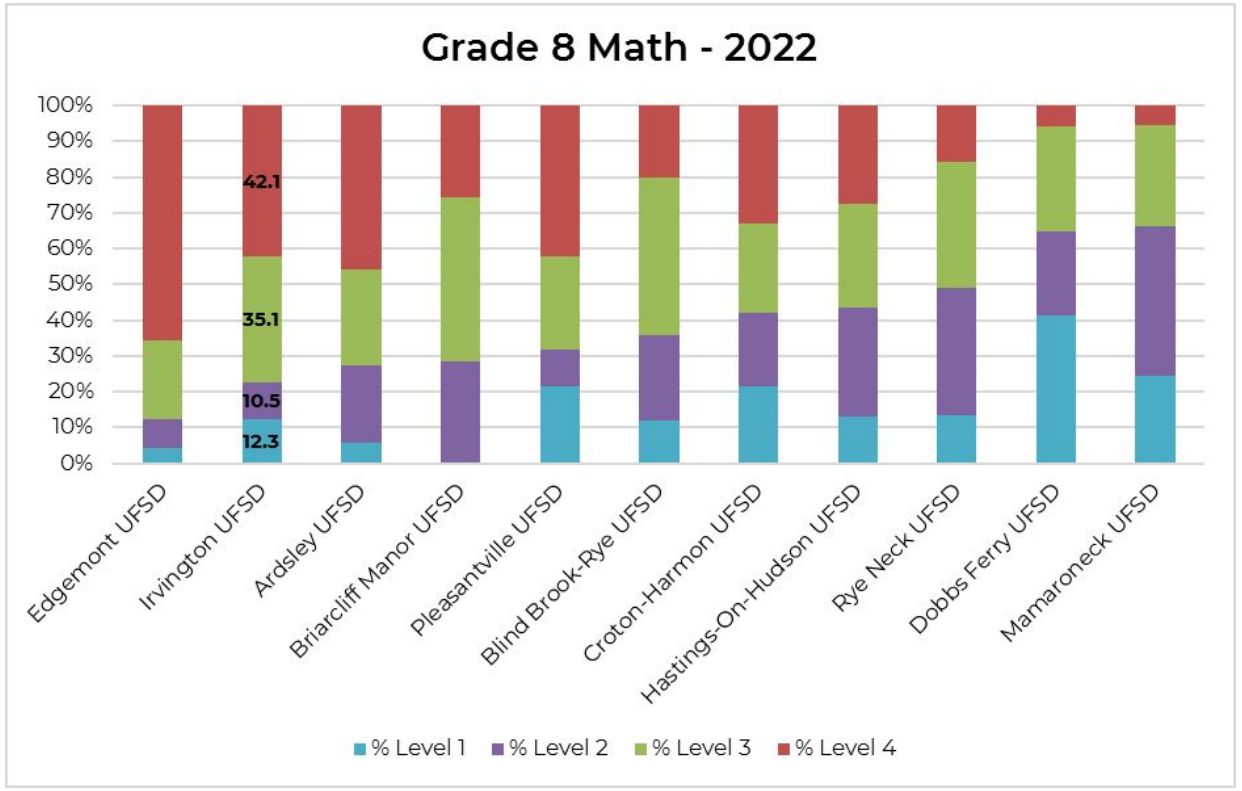




2022 Math - Grades 7 & 8

Score Distribution vs Comparison Cohort of Westchester Schools

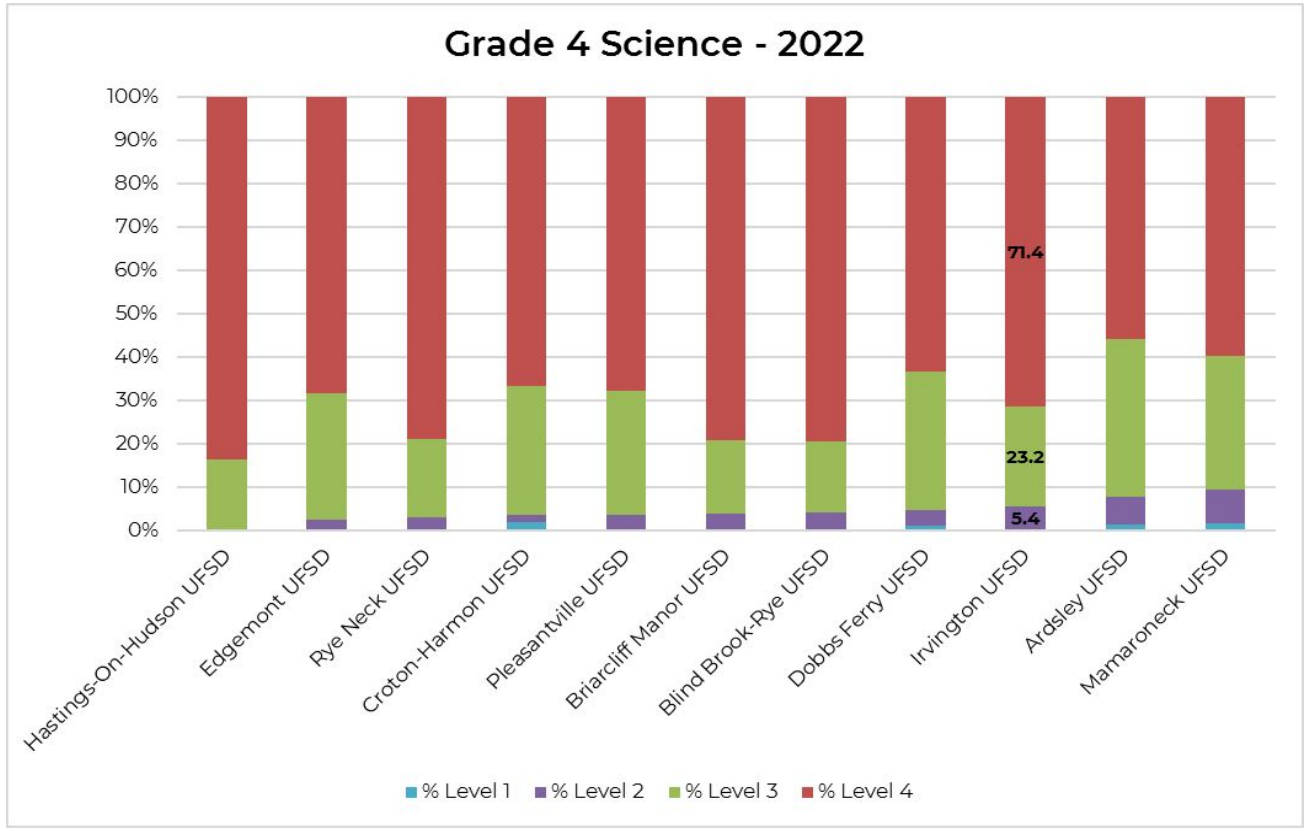


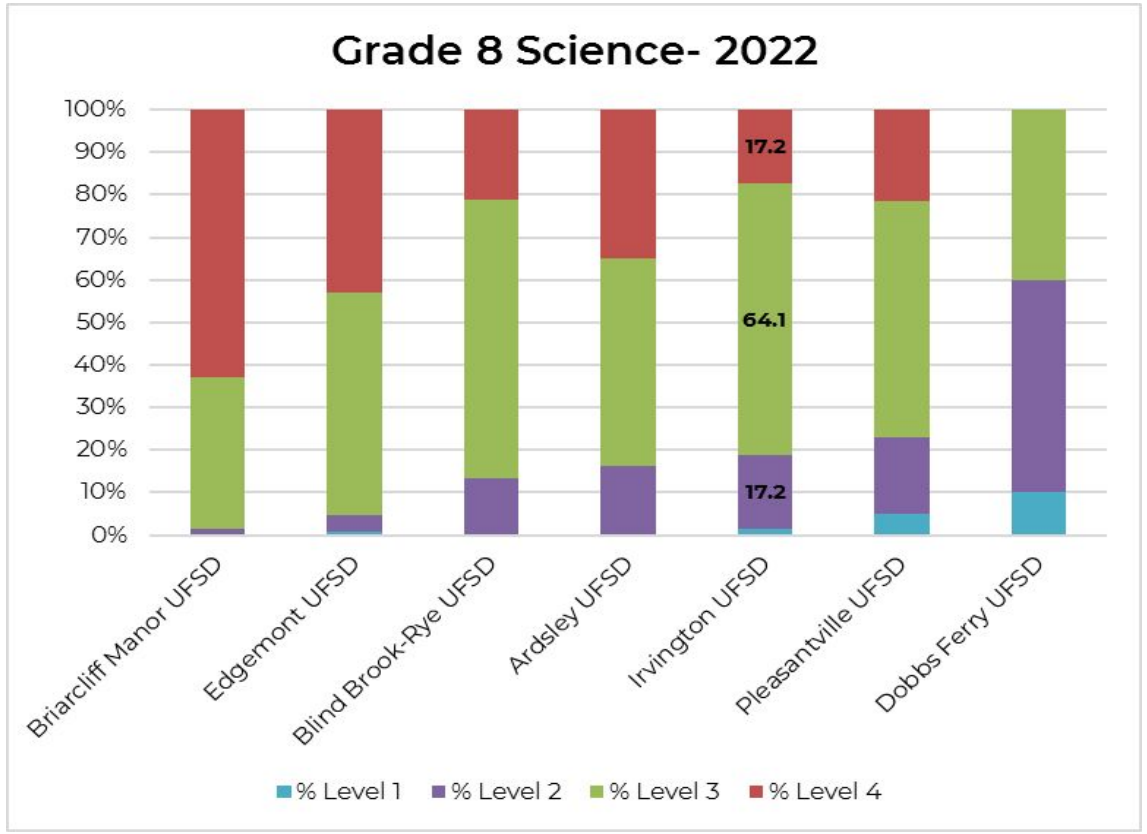


Science
Grades 4 & 8

2022 Science - Grades 4 & 8

Score Distribution vs Comparison Cohort of Westchester Schools





Note: Many 8th graders take the Earth Science exam rather than the 8th grade science test.

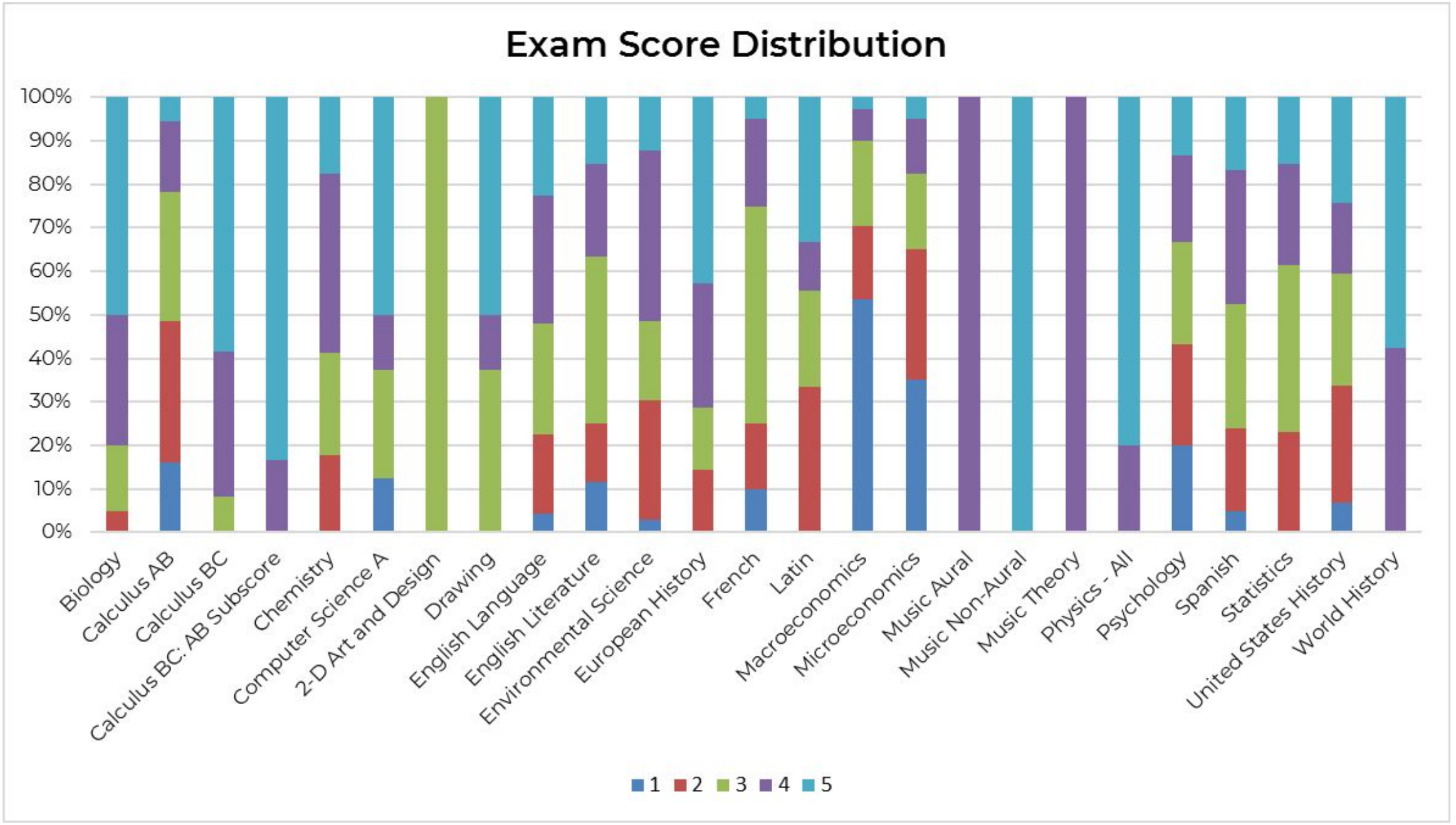
Advanced Placement Courses & Exams

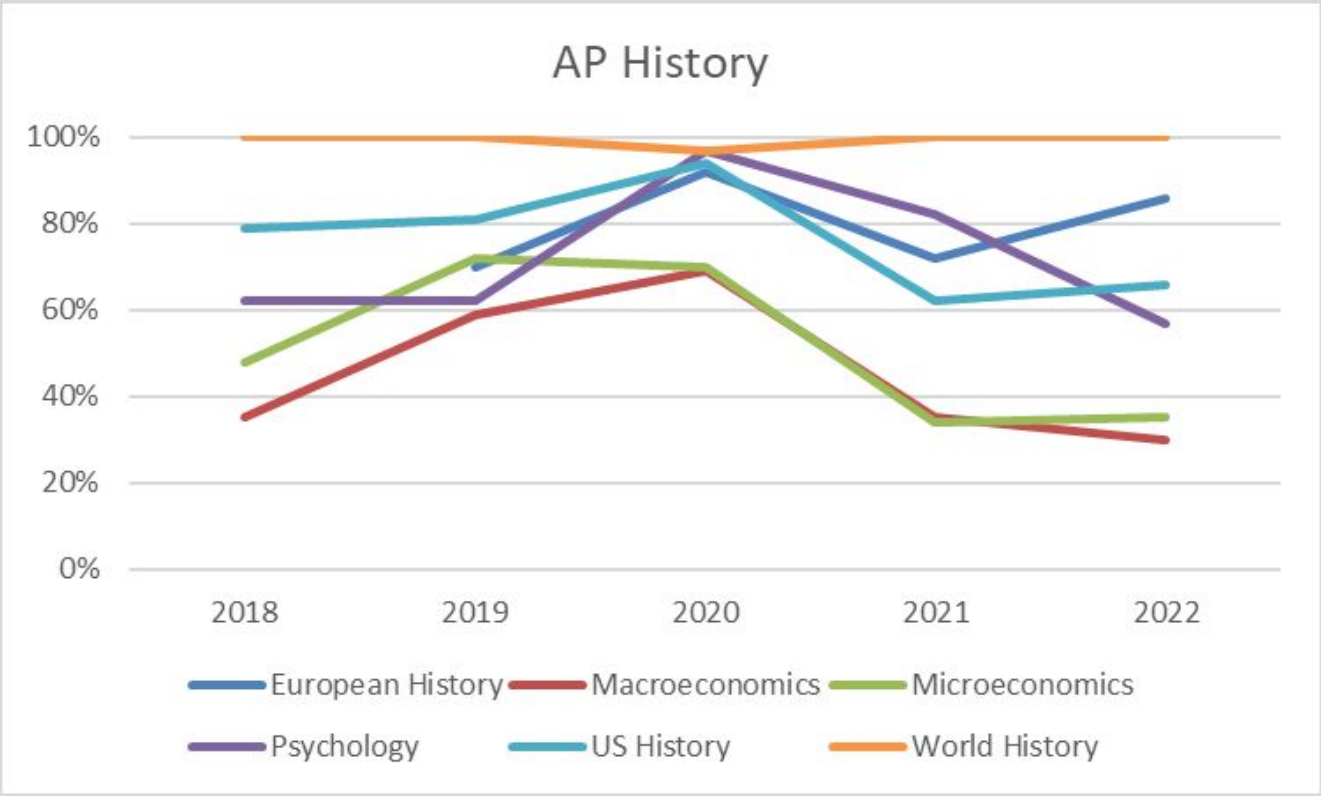
Number of AP Courses Offered

Year	# of Courses
2018	21
2019	20
2020	19
2021	21
2022	**25**

AP Exam – Participation and Passing Rates

Year	Enrollment	# of Exams Taken	# Passing
2018	535	583	389
2019	538	630	492
2020	762	627	577
2021	646	651	472
2022	**596**	**614**	**416**


Exam Score Distribution
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Biology
Calculus AB
Calculus BC
Calculus BC: AB Subscore
Chemistry
Computer Science A
2-D Art and Design
Drawing
English Language
English Literature
Environmental Science
European History
French
Latin
Macroeconomics
Microeconomics
Music Aural
Music Non-Aural
Music Theory
Physics - All
Psychology
Spanish
Statistics
United States History
World History
1
2
3
4
5

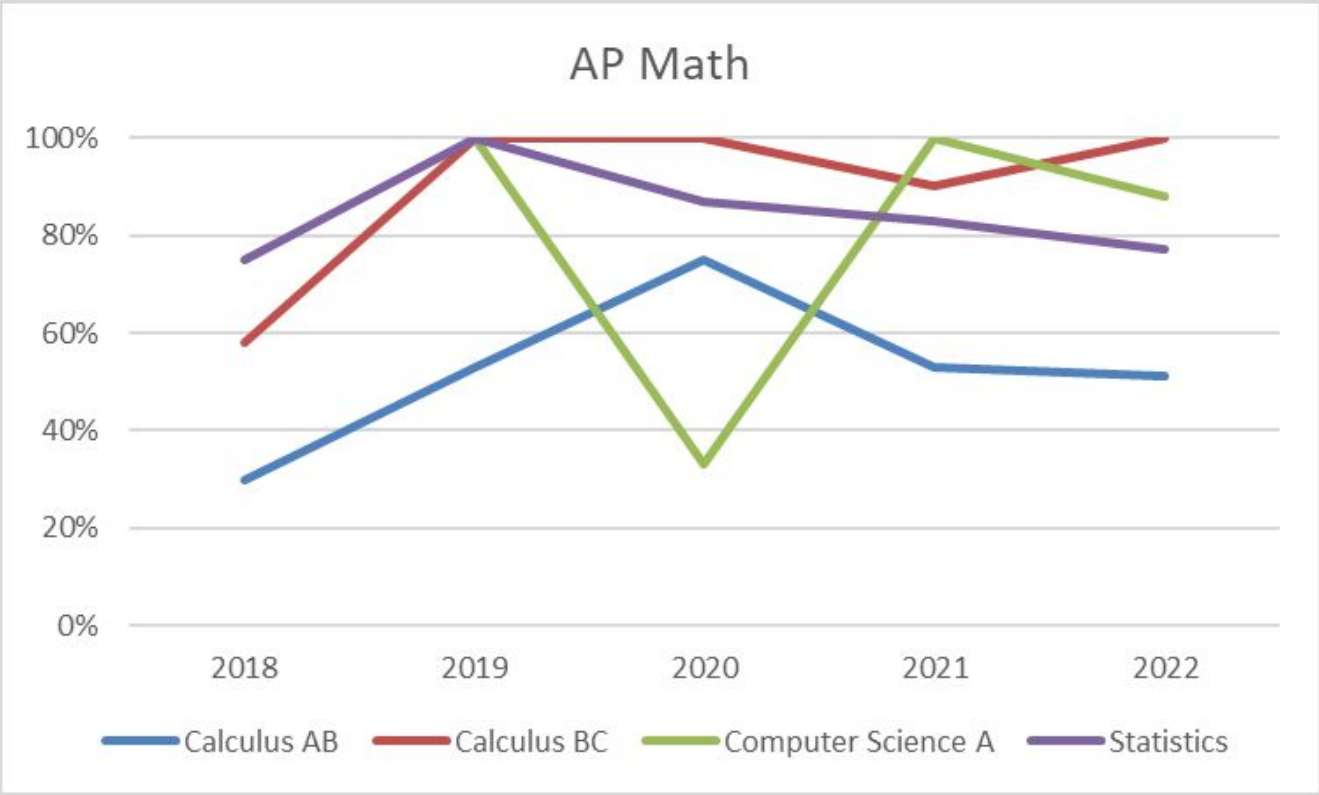


National Passing % 2022

European: 59%
Macroeconomics: 50%
Microeconomics: 55%
Psychology: 57%
US History: 48%
World History: 62%

Red box indicates performance below National average

Course	Number of Students				
Year	2017-18	2018-19	2019-20	2020-21	**2021-22**
European	N/A	10	12	7	7
Macro	45	54	62	73	74
Micro	27	39	23	33	45
Psychology	42	37	30	16	36
US History	95	94	84	86	77
World History	22	28	32	24	36



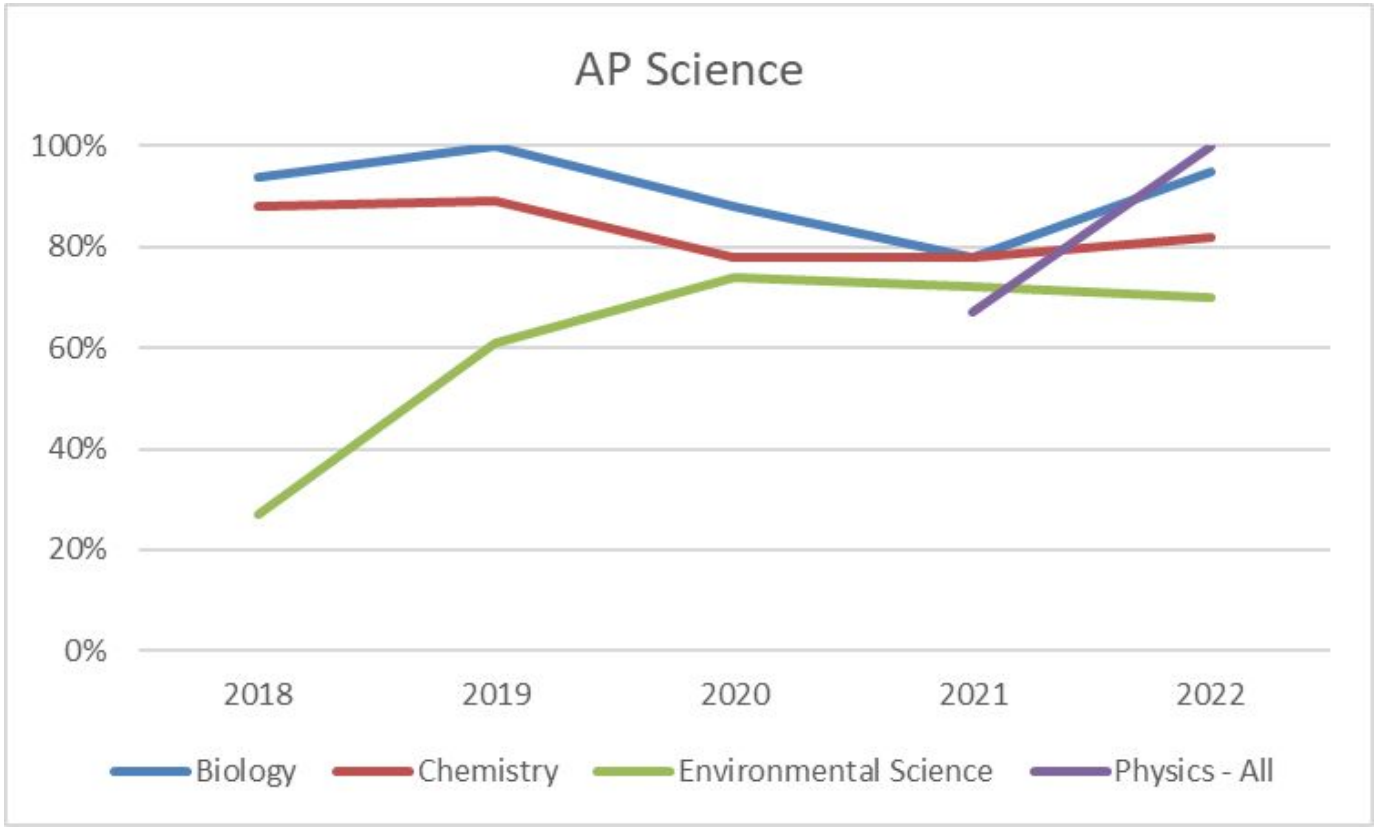
National Passing % 2022

Calculus AB: 55%
Calculus BC: 77%
Computer Science A: 67%
Statistics: 60%

Red box indicates performance below National average

Course	Number of Students				
Year	2017-18	2018-19	2019-20	2020-21	**2021-22**
Calculus AB	30	30	40	34	41
Calculus BC	12	16	13	20	13
Computer Science Principles*	N/A	11	3	11	8*
Statistics	4	8	15	17	15

*2021-22 known as Computer Science A

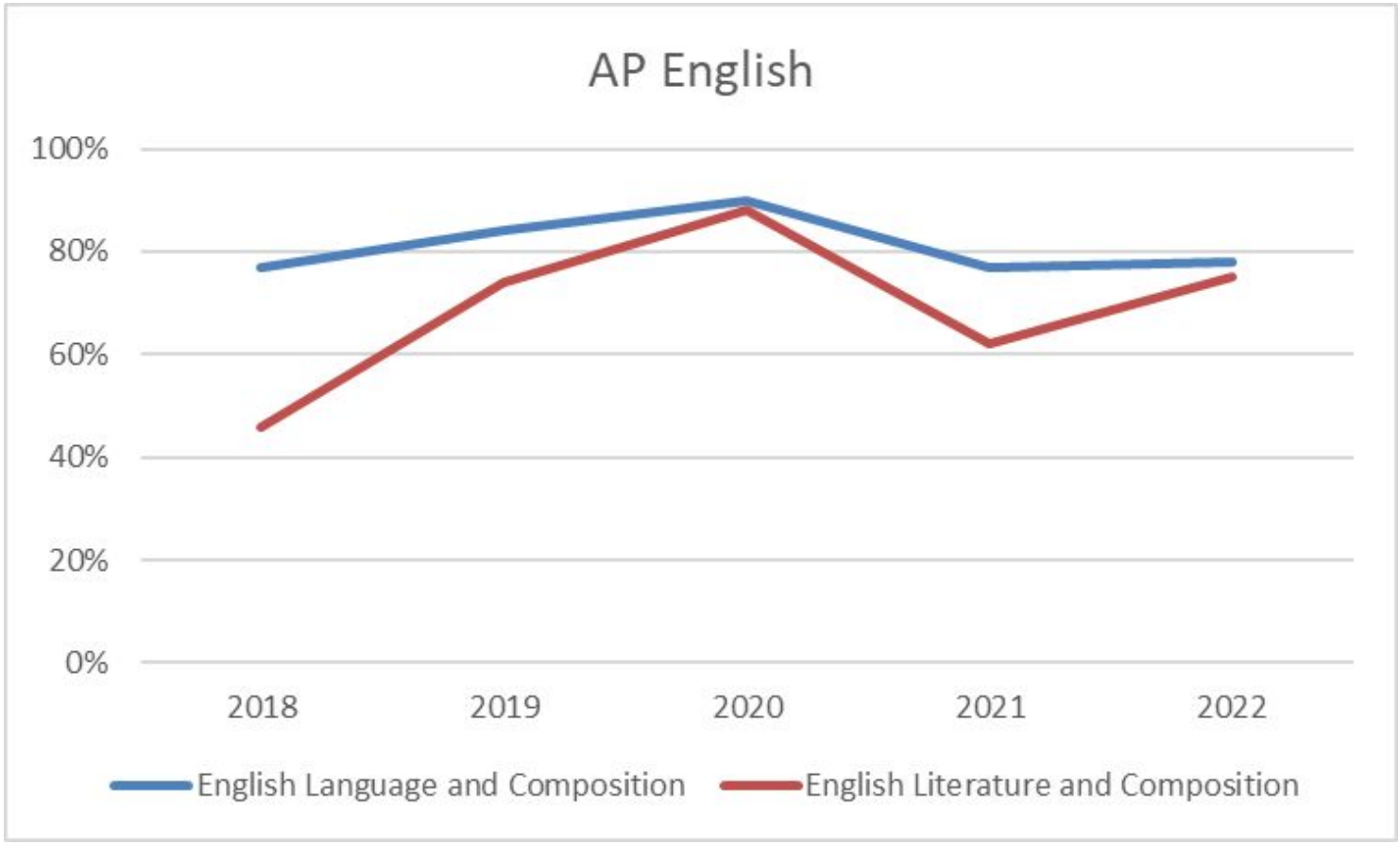


National Passing % 2022

Biology: 68%
Chemistry: 53%
Environmental: 53%
Physics-All: 63%

Red box indicates performance below National average

Course	Number of Students				
Year	2017-18	2018-19	2019-20	2020-21	**2021-22**
Biology	33	20	17	14	20
Chemistry	33	46	55	49	20
Environmental	30	28	23	28	34
Physics - All	11	N/A	N/A	3	4

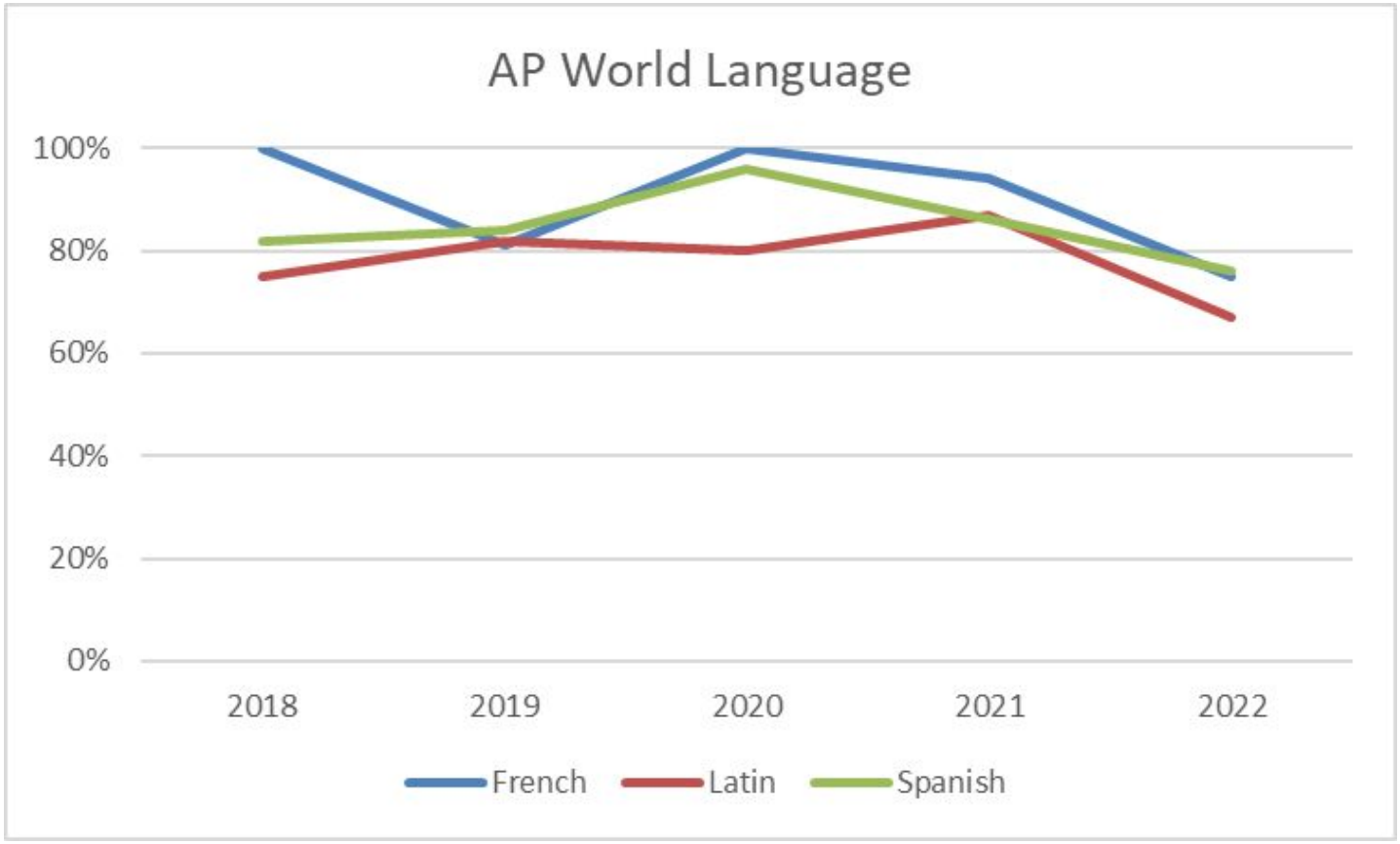


National Passing % 2022

English Language: 56%
English Literature: 78%

Red box indicates performance below National average

Course	Number of Students				
Year	2017-18	2018-19	2019-20	2020-21	**2021-22**
Language	104	74	82	91	73
Literature	35	53	50	52	56

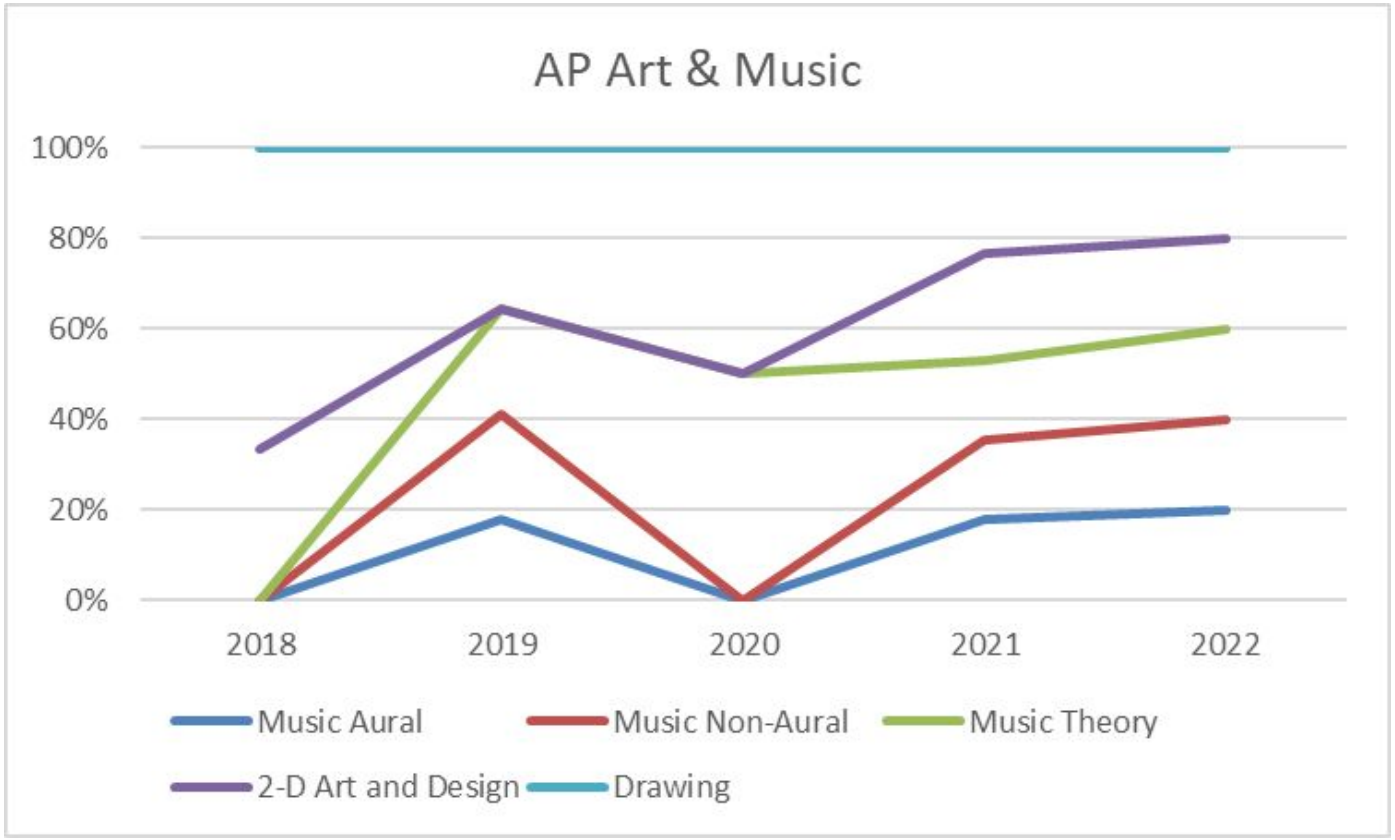


National Passing % 2022

French: 71%
Latin: 57%
Spanish: 81%

Red box indicates performance below National average

Course	Number of Students				
Year	2017-18	2018-19	2019-20	2020-21	**2021-22**
French	4	16	15	16	21
Latin	8	11	24	22	9
Spanish	28	37	27	41	48



National Passing % 2022

2-D Art & Design: 86%
Drawing: 88%
Music Aural: 61%
Music Non-Aural: 61%
Music Theory: 62%

Red box indicates performance below National average

Course	Number of Students				
Year	2017-18	2018-19	2019-20	2020-21	**2021-22**
2-D Design*	2	N/A	N/A	2	1*
Drawing Portfolio**	10		4	6	6**
Music Aural		1	N/A	4	1
Music Non-Aural		6	N/A	4	1
Music Theory		6	5	4	1

* 2021-22 known as 2-D Art and Design
** 2021-22 known as Drawing

Another Window Into Success
Scholar Athlete Recognition

NYS Scholar Athlete = 90 or higher GPA

- 2016-17: 227 varsity students achieved status as NY State Scholar Athletes with a average GPA of 90 or above during their sports season. 21 varsity teams were recognized by NY State as Scholar Athlete Teams. This means that 75% of the entire team roster had a 90 or better average. As a result of having 21 of 24 teams with a 90 average or better, NYSPHSAA recognized Irvington as a School of Excellence for having at least 75% of all varsity teams achieve Scholar Athlete Team status.

- 2017-18: 235 varsity students achieved status as NY State Scholar Athletes with an average GPA of 90 or above during their sports season. 24 teams were recognized by NY State as Scholar Athlete teams. This means that 75% of the entire roster had a 90 or better average.

- 2018-19: Irvington High School had 26/28 teams recognized as a Scholar-Athlete team. To receive Scholar-Athlete Team Status, the team's average GPA for 75% of the roster must be greater than or equal to 90.00. This qualifies Irvington High School to be a School of Excellence.

- 2020-21: Just like 2018-19, Irvington High School had **26/28** teams recognized as a Scholar-Athlete team. To receive Scholar-Athlete Team Status, the team's average GPA for 75% of the roster must be greater than or equal to 90.00. **Irvington was recognized as a School of Excellence by having 75% of its varsity teams qualify for and receive the Scholar-Athlete team award during their respective sports seasons.**

- 2021-22: Irvington was recognized as a **School of Excellence** by having 75% of its varsity teams qualify for and receive the Scholar-Athlete team award during their respective sports seasons again in this past year with **26/28 teams recognized as a Scholar-Athlete team.**

HISTORICAL DATA

The following slides depict examples of the class of 2025 as they progress through the Irvington Schools

Grades 3 - 8 English Language Arts - Levels 3 & 4

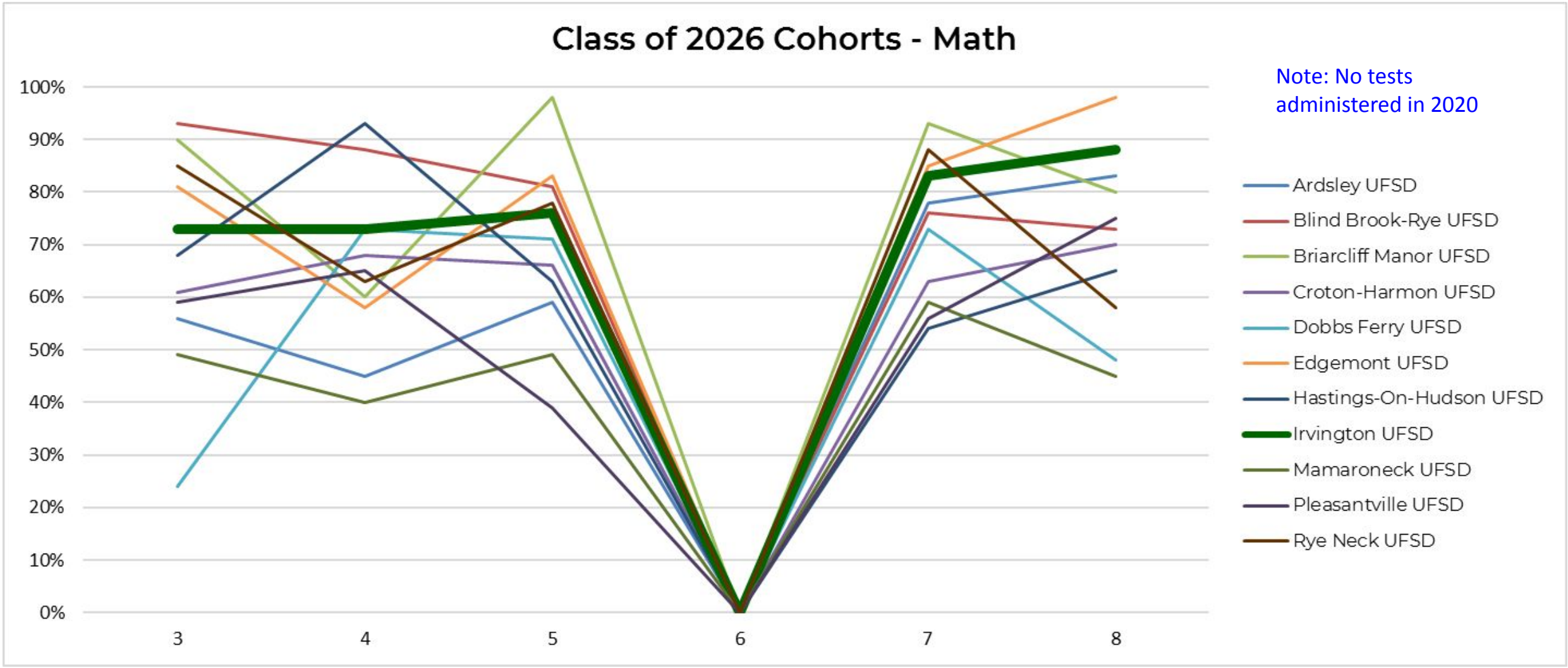
ELA – Proficient & Advanced						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017	66%	74%	64%	69%	82%	73%
2018	72%	69%	73%	76%	75%	68%
2019	76%	72%	60%	79%	67%	85%
2020*	N/A	N/A	N/A	N/A	N/A	N/A
2021	91%	92%	73%	96%	75%	95%
2022	73%	66%	72%	86%	76%	85%

*No scores available for 2019-20 school year due to COVID-19

Historical View: Class of 2026 Performance Grades 3-8

Note: No tests administered in 2020

Historical View: Class of 2026 – ELA Performance



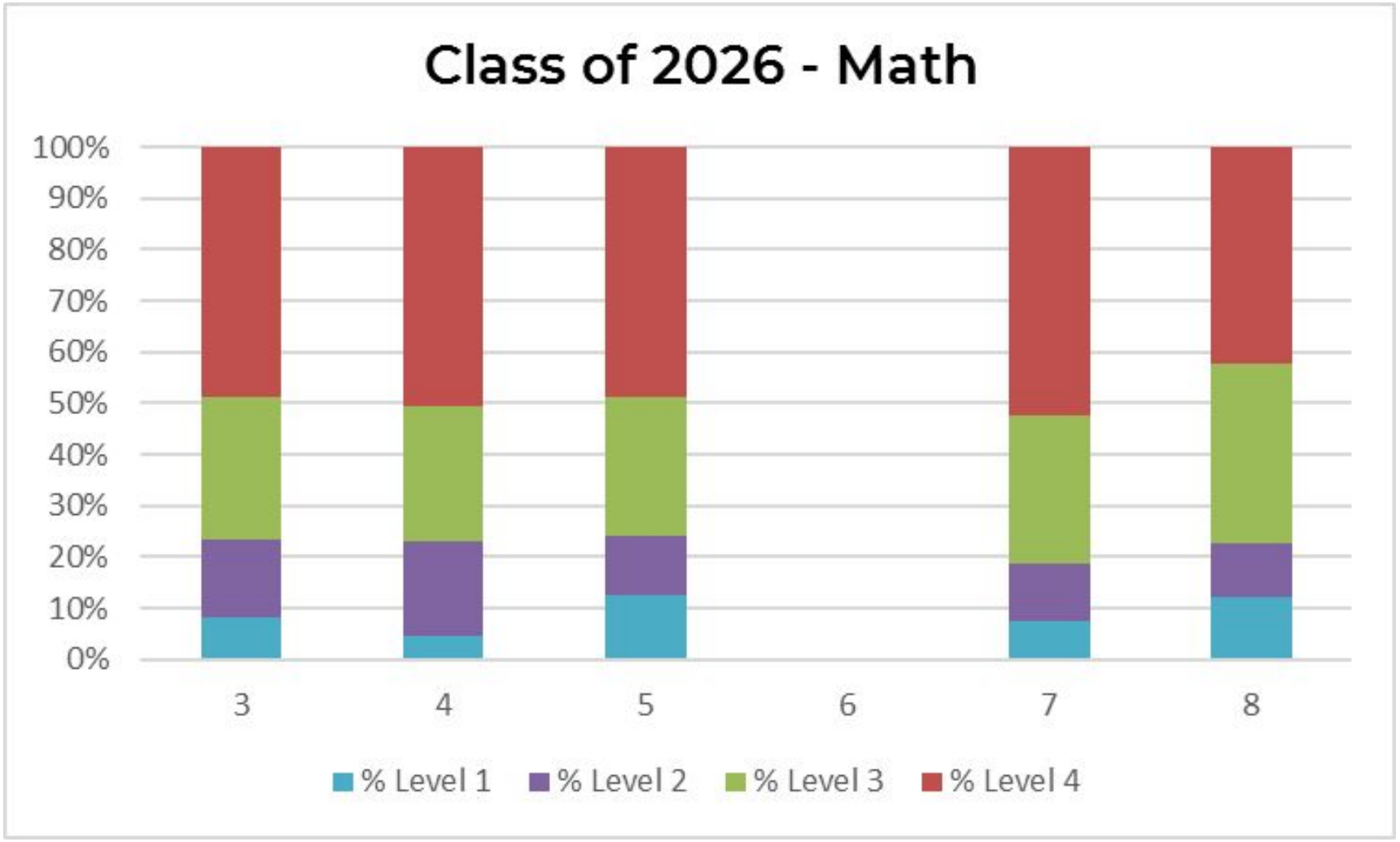
This chart follows the performance of the class of 2026 through 5 years – vs a cohort of comparison schools' 2026 classes

Grades 3 - 8 Mathematics - Levels 3 & 4

Math – Proficient & Advanced						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017	77%	80%	71%	76%	75%	56%
2018	83%	76%	82%	71%	74%	59%
2019	80%	75%	76%	84%	77%	79%
2020*	N/A	N/A	N/A	N/A	N/A	N/A
2021	79%	89%	68%	78%	81%	74%
2022	72%	77%	73%	68%	82%	77%

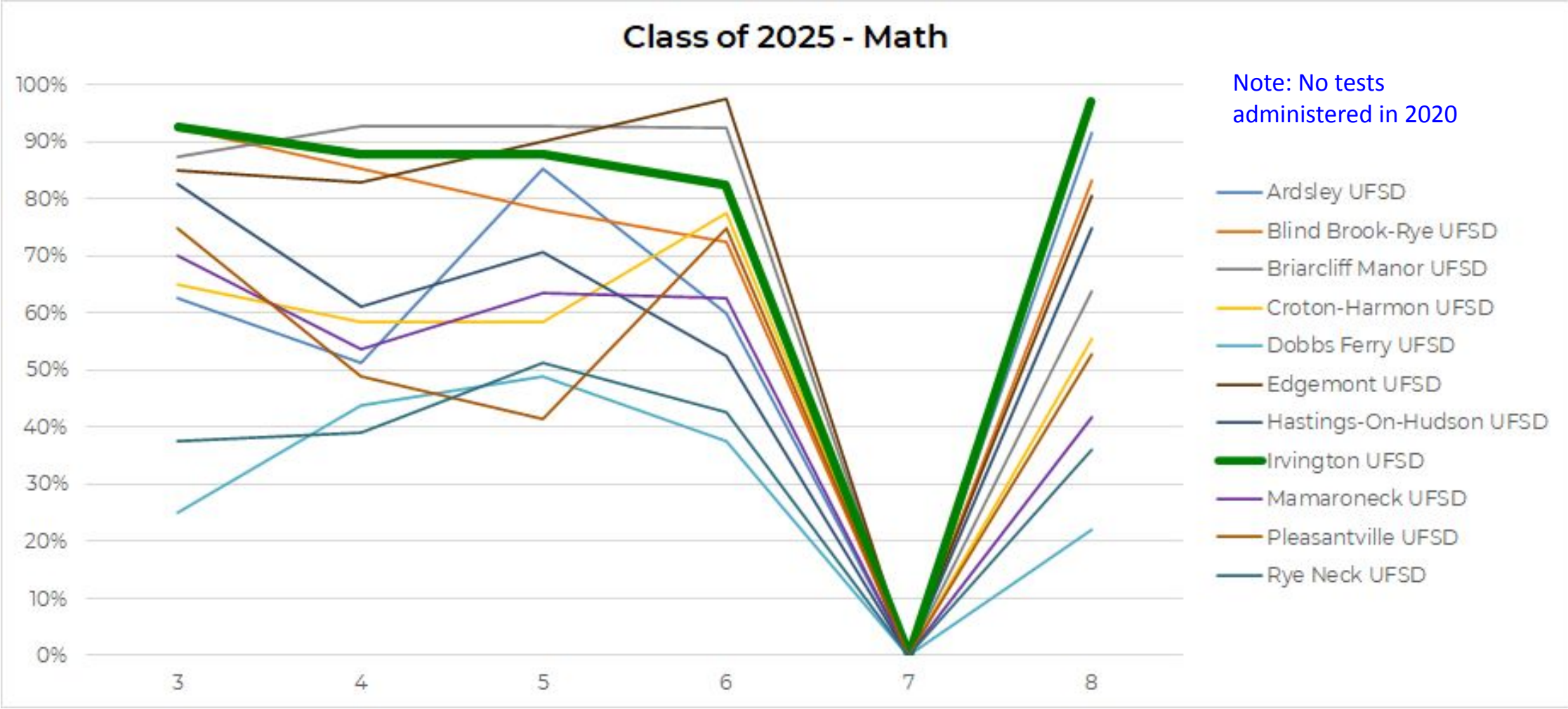
*No scores available for 2019-20 school year due to COVID-19

Historical View: Class of 2026 Performance Grades 3-8



Note: No tests administered in 2020

Historical View: Class of 2025 – Math Performance



This chart follows the performance of the class of 2026 through 5 years – vs a cohort of comparison schools' 2026 classes

Examining Data:
The Irvington High School Profile

Irvington High School Regents Diplomas Awarded

Year	Students	Graduates	Regents Diplomas
2018	127	124	95%
2019	137	136	96%
2020	N/A	N/A	N/A
2021	124	123	97%
2022	**125**	**124**	**99%**

Graduating Class

	2018	2019	2020	2021	**2022**
Graduates	127	136	131	123	**123**
College-Bound Students	96%	96%	98%	98%	**96%**
4-Year Colleges	82%	88%	86%	94%	**89%**
2-Year Colleges	14%	8%	12%	6%	**7%**

Advanced Placement Results

	2017-18	2018-19	2019-20	2020-21	**2021-22**
# of Students	209	212	234	228	219
# of Exams	583	635	627	651	598
Score of 3 or Higher	82%	87%	92%	82%	67%
AP Scholars	50	49	50	41	39
National AP Scholars	1	10	14	Discontinued 2021	N/A
AP Scholars with Distinction	21	43	56	48	34
AP Scholars with Honor	30	34	28	27	24
Equity and Excellence	48%	73%	71%	78%	73%

Mean Test Scores

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	**Class of 2022**
ACT Composite	26.9	29.5	29.1	29.1	28.3
SAT I	1240	1274	1284	1355	1280
Critical Reading					
Math	620	643	651	683	644
Writing					
Evidenced Based Reading and Writing	640	631	633	672	636

ACT

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	**Class of 2022**
ACT Composite	26.9	29.3	29.1	29.1	28.0
ELA	22.6	24.8	22.7	16.3	25.9
English	27.5	29.9	30.2	29.8	28.3
Math	26.0	27.6	27.4	27.9	26.8
Reading	28.3	31.0	30.8	30.1	28.4
Science	27.1	29.5	29.2	29.2	28.1
STEM	26.6	28.6	28.3	28.6	27.7
Writing	8.1	7.7	7.1	5.0	8.0

An average score on the current ACT Writing Exam is 6.5. For highly selective colleges, you'll want a score of 8 or higher. Scores of 10, 11, and 12 truly stand out and highlight strong writing skills

Grade Distribution through Junior Year

	Class of 2019	Class of 2020	Class of 2021	Class of 2022	**Class of 2023**
Mean GPA	3.59	3.50	3.69	3.63	3.55
Median GPA	3.75	3.76	3.86	3.82	3.68
Range of GPA's	1.33-4.51	1.01-4.54	1.43-4.59	.79-4.54	.68-4.51
Number of Students	137	135	126	126	119

Every Student, Every Day