

# New York State District Report Card Comprehensive Information Report

BEDS Code: 13-16-01-06-0000

Name: Arlington Central School District

Superintendent: Frank Pepe

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	653	660	663
First	729	737	740
Second	777	750	734
Third	748	833	767
Fourth	810	772	826
Fifth	708	815	783
Sixth	785	757	816
Ungraded Elementary	27	26	31
Seventh	757	804	761
Eighth	726	761	815
Ninth	883	856	893
Tenth	677	773	729
Eleventh	603	669	736
Twelfth	579	594	629
Ungraded Secondary	0	0	70
Total K-12 Enrollment	9462	9807	9993

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	301	3.2%	328	3.3%	352	3.5%
Black (Not Hispanic)	464	4.9%	516	5.3%	532	5.3%
Hispanic	384	4.1%	449	4.6%	470	4.7%
White (Not Hispanic)	8313	87.9%	8514	86.8%	8639	86.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	22	21
Common Branch	24	24	23
English Grade 8	23	24	25
Mathematics Grade 8	24	24	25
Science Grade 8	24	24	26
Social Studies Grade 8	23	23	25
English Grade 10	25	27	26
Mathematics Grade 10	27	25	25
Science Grade 10	15	24	25
Social Studies Grade 10	25	24	26

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	62	0.7%	101	1.0%	95	0.9%
Eligible for Free Lunch	462	5.2%	491	5.4%	468	5.0%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.7%		94.8%
Student Suspensions	319	3.4%	354	3.7%	361	3.7%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.4%	2.0%	2.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	633
Total Other Professional Staff	91
Total Paraprofessionals	179
Teaching Out of Certification*	24
Teachers with Temporary Licenses	2

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	490	275	56%	464	284	61%	577	317	55%
Students with Disabilities	35	3	9%	37	4	11%	23	3	13%
All Students	525	278	53%	501	288	57%	600	320	53%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	274	258	5	5	53	5
Percent	46%	43%	1%	1%	9%	1%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
23	3	10	33

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			19		54	
	Entered GED Program*			54		32	
	Total Noncompleters			73		86	
Students with Disabilities	Dropped Out			6		8	
	Entered GED Program*			14		8	
	Total Noncompleters			20		16	
All Students	Dropped Out	64	2.3%	25	0.9%	62	2.0%
	Entered GED Program*	44	1.6%	68	2.4%	40	1.3%
	Total Noncompleters	108	3.9%	93	3.2%	102	3.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	1505
	Number of Students with Disabilities		0	75
	Number of All Students		0	1580
	Percent of Enrollment		0%	65%
9-12	Number of General-Education Students		356	393
	Number of Students with Disabilities		394	407
	Number of All Students		750	800
	Percent of Enrollment		26%	26%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	101	93%	100	97%	120	96%
German	43	84%	47	85%	46	93%
Italian	131	96%	160	89%	152	99%
Latin	0	0%	0	0%	0	0%
Spanish	324	87%	349	78%	401	93%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	55%	0	0%	1	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	83%	6	100%
Science	43	88%	19	89%	4	#
Reading	0	0%	3	#	24	100%
Writing	0	0%	3	#	24	100%
Global Studies	12	67%	3	#	6	83%
U.S. Hist & Gov't	41	73%	5	40%	14	86%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	88%	82	88%	158	74%
Science	20	65%	53	75%	139	68%
Reading	18	100%	12	100%	24	96%
Writing	18	100%	12	100%	25	100%
Global Studies	39	54%	47	60%	50	60%
U.S. Hist & Gov't	20	80%	37	49%	32	56%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	615	663	759	56	76	85
Number Scoring 55–100	596	599	691	47	45	54
Number Scoring 65–100	573	548	646	42	27	39
Number Scoring 85–100	191	198	268	4	1	4
Percentage of Tested Scoring 55–100	97%	90%	91%	84%	59%	64%
Percentage of Tested Scoring 65–100	93%	83%	85%	75%	36%	46%
Percentage of Tested Scoring 85–100	31%	30%	35%	7%	1%	5%
<b>Mathematics A</b>						
Number Tested	1	220	824	1	74	79
Number Scoring 55–100	#	117	722	#	27	43
Number Scoring 65–100	#	61	665	#	12	35
Number Scoring 85–100	#	3	255	#	0	3
Percentage of Tested Scoring 55–100	#	53%	88%	#	36%	54%
Percentage of Tested Scoring 65–100	#	28%	81%	#	16%	44%
Percentage of Tested Scoring 85–100	#	1%	31%	#	0%	4%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	688	774	806	79	108	99
Number Scoring 55–100	662	729	725	68	87	65
Number Scoring 65–100	630	658	676	54	59	46
Number Scoring 85–100	263	236	285	5	8	2
Percentage of Tested Scoring 55–100	96%	94%	90%	86%	81%	66%
Percentage of Tested Scoring 65–100	92%	85%	84%	68%	55%	46%
Percentage of Tested Scoring 85–100	38%	30%	35%	6%	7%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	582	712	742	50	76	86
Number Scoring 55–100	545	642	703	43	46	70
Number Scoring 65–100	504	601	671	30	31	60
Number Scoring 85–100	223	202	310	6	3	10
Percentage of Tested Scoring 55–100	94%	90%	95%	86%	61%	81%
Percentage of Tested Scoring 65–100	87%	84%	90%	60%	41%	70%
Percentage of Tested Scoring 85–100	38%	28%	42%	12%	4%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	659	696	804	105	92	67
Number Scoring 55–100	652	671	785	100	89	57
Number Scoring 65–100	624	658	747	84	82	46
Number Scoring 85–100	141	224	264	1	8	4
Percentage of Tested Scoring 55–100	99%	96%	98%	95%	97%	85%
Percentage of Tested Scoring 65–100	95%	95%	93%	80%	89%	69%
Percentage of Tested Scoring 85–100	21%	32%	33%	1%	9%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	558	703	580	23	29	33
Number Scoring 55–100	535	681	556	21	27	27
Number Scoring 65–100	515	647	513	20	22	22
Number Scoring 85–100	224	304	221	6	4	4
Percentage of Tested Scoring 55–100	96%	97%	96%	91%	93%	82%
Percentage of Tested Scoring 65–100	92%	92%	88%	87%	76%	67%
Percentage of Tested Scoring 85–100	40%	43%	38%	26%	14%	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		354	398		7	3
Number Scoring 55–100		329	383		6	#
Number Scoring 65–100		243	318		5	#
Number Scoring 85–100		35	93		0	#
Percentage of Tested Scoring 55–100		93%	96%		86%	#
Percentage of Tested Scoring 65–100		69%	80%		71%	#
Percentage of Tested Scoring 85–100		10%	23%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	85	71	83	0	1	0
Number Scoring 55–100	85	70	81	0	#	0
Number Scoring 65–100	82	67	80	0	#	0
Number Scoring 85–100	51	24	45	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	94%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	60%	34%	54%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	79	99	84	1	3	0
Number Scoring 55–100	75	93	81	#	#	0
Number Scoring 65–100	70	88	78	#	#	0
Number Scoring 85–100	26	21	17	#	#	0
Percentage of Tested Scoring 55–100	95%	94%	96%	#	#	0%
Percentage of Tested Scoring 65–100	89%	89%	93%	#	#	0%
Percentage of Tested Scoring 85–100	33%	21%	20%	#	#	0%
<b>Comprehensive German</b>						
Number Tested	37	39	33	0	0	0
Number Scoring 55–100	34	39	33	0	0	0
Number Scoring 65–100	32	38	33	0	0	0
Number Scoring 85–100	15	10	13	0	0	0
Percentage of Tested Scoring 55–100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	26%	39%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	1	4	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	164	198	235	2	3	2
Number Scoring 55–100	164	190	231	#	#	#
Number Scoring 65–100	160	187	224	#	#	#
Number Scoring 85–100	109	126	152	#	#	#
Percentage of Tested Scoring 55–100	100%	96%	98%	#	#	#
Percentage of Tested Scoring 65–100	98%	94%	95%	#	#	#
Percentage of Tested Scoring 85–100	66%	64%	65%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	533	620	49	27	22	3
Number Scoring 55–100	489	552	43	22	18	#
Number Scoring 65–100	447	516	39	18	15	#
Number Scoring 85–100	256	223	11	3	5	#
Percentage of Tested Scoring 55–100	92%	89%	88%	81%	82%	#
Percentage of Tested Scoring 65–100	84%	83%	80%	67%	68%	#
Percentage of Tested Scoring 85–100	48%	36%	22%	11%	23%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	380	415	431	6	7	7
Number Scoring 55–100	340	386	372	4	7	4
Number Scoring 65–100	310	358	330	4	7	4
Number Scoring 85–100	147	216	174	0	1	3
Percentage of Tested Scoring 55–100	89%	93%	86%	67%	100%	57%
Percentage of Tested Scoring 65–100	82%	86%	77%	67%	100%	57%
Percentage of Tested Scoring 85–100	39%	52%	40%	0%	14%	43%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	149	99%	125	99%	118	94%
Students with Disabilities	17	100%	34	91%	28	93%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	706	2%	5%	71%	23%
	Students with Disabilities	72	26%	22%	50%	1%
	All Students	778	4%	6%	69%	21%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	713	1%	33%	57%	10%
	Students with Disabilities	97	23%	56%	22%	0%
	All Students	810	3%	36%	52%	9%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	1	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	577	577	577	37	37	37	614	614	614
Number Scoring 55–64	4	10	4	9	7	4	13	17	8
Number Scoring 65–84	306	345	348	21	9	25	327	354	373
Number Scoring 85–100	251	196	214	0	0	0	251	196	214
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)