

# New York State District Report Card Comprehensive Information Report

BEDS Code: 13-16-01-06-0000  
 Name: Arlington Central School District  
 Superintendent: Frank Pepe Jr

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	663	659	572
First	740	769	758
Second	734	751	785
Third	767	757	772
Fourth	826	774	776
Fifth	783	853	788
Sixth	816	809	876
Ungraded Elementary	31	0	7
Seventh	761	860	843
Eighth	815	783	860
Ninth	893	938	914
Tenth	729	749	813
Eleventh	736	693	726
Twelfth	629	707	683
Ungraded Secondary	70	0	0
Total K-12 Enrollment	9993	10102	10173

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	352	3.5%	366	3.6%	388	3.8%
Black (Not Hispanic)	532	5.3%	594	5.9%	647	6.4%
Hispanic	470	4.7%	501	5.0%	551	5.4%
White (Not Hispanic)	8639	86.5%	8641	85.5%	8587	84.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	21	18
Common Branch	23	24	23
English Grade 8	25	25	22
Mathematics Grade 8	25	25	21
Science Grade 8	26	25	21
Social Studies Grade 8	25	25	21
English Grade 10	26	25	25
Mathematics Grade 10	25	23	23
Science Grade 10	25	26	24
Social Studies Grade 10	26	24	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	95	1.0%	120	1.2%	80	0.8%
Eligible for Free Lunch	468	5.0%	448	4.7%	460	4.8%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.6%		95.1%
Student Suspensions	361	3.7%	297	3.0%	399	4.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.7%	3.2%	2.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	697
Total Other Professional Staff	103
Total Paraprofessionals	213
Teaching Out of Certification*	20

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	577	638	535
	Regents Diplomas	317	330	518
	% Regents Diplomas	55%	52%	97%
	Regents Diplomas with Advanced Designation**			318
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	23	11	58
	Regents Diplomas	3	3	14
	% Regents Diplomas	13%	27%	24%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			2%
	IEP Diplomas or Local Certificates	10	19	15
<b>All Students</b>	Total Graduates*	600	649	593
	Regents Diplomas	320	333	532
	% Regents Diplomas	53%	51%	90%
	Regents Diplomas with Advanced Designation**			319
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates	10	19	15

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	277	230	9	3	15	0	0	1
	<b>Percent</b>	52%	43%	2%	1%	3%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	6	41	1	2	8	0	0	0
	<b>Percent</b>	10%	71%	2%	3%	14%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	283	271	10	5	23	0	0	1
	<b>Percent</b>	48%	46%	2%	1%	4%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	54		46	1.6%	57	2.1%
	Entered GED Program*	32		27	1.0%	19	0.7%
	Total Noncompleters	86		73	2.6%	76	2.7%
<b>Students with Disabilities</b>	Dropped Out	8		22	5.3%	16	3.2%
	Entered GED Program*	8		5	1.2%	5	1.0%
	Total Noncompleters	16		27	6.5%	21	4.2%
<b>All Students</b>	Dropped Out	62	2.0%	68	2.1%	73	2.2%
	Entered GED Program*	40	1.3%	32	1.0%	24	0.7%
	Total Noncompleters	102	3.4%	100	3.1%	97	3.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

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

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	1505	1511	1412
	Number of Students with Disabilities	75	121	169
	Number of All Students	1580	1632	1581
	Percent of Enrollment	65%	67%	61%
9-12	Number of General-Education Students	393	394	697
	Number of Students with Disabilities	407	406	403
	Number of All Students	800	800	1100
	Percent of Enrollment	26%	26%	35%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	120	96%	0	0%	103	94%
German	46	93%	15	93%	41	98%
Italian	152	99%	20	100%	172	95%
Latin	0	0%	0	0%	0	0%
Spanish	401	93%	0	0%	417	93%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	16	88%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	3	#	3	#
Science	4	#	5	60%	3	#
Reading	24	100%	2	#	3	#
Writing	24	100%	4	#	3	#
Global Studies	6	83%	6	50%	4	#
U.S. Hist & Gov't	14	86%	17	82%	4	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	158	74%	115	72%	114	70%
Science	139	68%	123	62%	94	49%
Reading	24	96%	6	100%	23	100%
Writing	25	100%	7	86%	22	100%
Global Studies	50	60%	42	36%	77	53%
U.S. Hist & Gov't	32	56%	24	50%	28	57%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	759	697	707	85	67	70
Number Scoring 55-100	691	663	669	54	54	54
Number Scoring 65-100	646	621	602	39	38	28
Number Scoring 85-100	268	284	232	4	1	0
Percentage of Tested Scoring 55-100	91%	95%	95%	64%	81%	77%
Percentage of Tested Scoring 65-100	85%	89%	85%	46%	57%	40%
Percentage of Tested Scoring 85-100	35%	41%	33%	5%	1%	0%
<b>Mathematics A</b>						
Number Tested	824	752	837	79	70	93
Number Scoring 55-100	722	736	815	43	60	76
Number Scoring 65-100	665	703	771	35	44	62
Number Scoring 85-100	255	365	425	3	8	6
Percentage of Tested Scoring 55-100	88%	98%	97%	54%	86%	82%
Percentage of Tested Scoring 65-100	81%	93%	92%	44%	63%	67%
Percentage of Tested Scoring 85-100	31%	49%	51%	4%	11%	6%
<b>Mathematics B</b>						
Number Tested	0	407	443	0	4	11
Number Scoring 55-100	0	390	405	0	#	9
Number Scoring 65-100	0	362	375	0	#	6
Number Scoring 85-100	0	160	113	0	#	1
Percentage of Tested Scoring 55-100	0%	96%	91%	0%	#	82%
Percentage of Tested Scoring 65-100	0%	89%	85%	0%	#	55%
Percentage of Tested Scoring 85-100	0%	39%	26%	0%	#	9%
<b>Global History and Geography</b>						
Number Tested	806	785	838	99	90	97
Number Scoring 55-100	725	722	771	65	66	67
Number Scoring 65-100	676	688	731	46	52	58
Number Scoring 85-100	285	345	315	2	6	7
Percentage of Tested Scoring 55-100	90%	92%	92%	66%	73%	69%
Percentage of Tested Scoring 65-100	84%	88%	87%	46%	58%	60%
Percentage of Tested Scoring 85-100	35%	44%	38%	2%	7%	7%
<b>U.S. History and Government</b>						
Number Tested	742	694	758	86	68	79
Number Scoring 55-100	703	647	686	70	55	59
Number Scoring 65-100	671	616	654	60	42	53
Number Scoring 85-100	310	315	351	10	8	2
Percentage of Tested Scoring 55-100	95%	93%	91%	81%	81%	75%
Percentage of Tested Scoring 65-100	90%	89%	86%	70%	62%	67%
Percentage of Tested Scoring 85-100	42%	45%	46%	12%	12%	3%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	804	723	696	67	82	27
Number Scoring 55-100	785	702	682	57	73	26
Number Scoring 65-100	747	664	653	46	61	25
Number Scoring 85-100	264	237	255	4	3	3
Percentage of Tested Scoring 55-100	98%	97%	98%	85%	89%	96%
Percentage of Tested Scoring 65-100	93%	92%	94%	69%	74%	93%
Percentage of Tested Scoring 85-100	33%	33%	37%	6%	4%	11%
<b>Physical Setting/Earth Science</b>						
Number Tested	580	500	687	33	23	31
Number Scoring 55-100	556	464	668	27	17	28
Number Scoring 65-100	513	389	611	22	14	24
Number Scoring 85-100	221	77	277	4	1	7
Percentage of Tested Scoring 55-100	96%	93%	97%	82%	74%	90%
Percentage of Tested Scoring 65-100	88%	78%	89%	67%	61%	77%
Percentage of Tested Scoring 85-100	38%	15%	40%	12%	4%	23%
<b>Physical Setting/Chemistry</b>						
Number Tested	398	397	431	3	6	8
Number Scoring 55-100	383	391	413	#	6	8
Number Scoring 65-100	318	347	342	#	6	6
Number Scoring 85-100	93	98	69	#	0	1
Percentage of Tested Scoring 55-100	96%	98%	96%	#	100%	100%
Percentage of Tested Scoring 65-100	80%	87%	79%	#	100%	75%
Percentage of Tested Scoring 85-100	23%	25%	16%	#	0%	12%
<b>Physical Setting/Physics</b>						
Number Tested		252	262		2	3
Number Scoring 55-100		248	252		#	#
Number Scoring 65-100		231	233		#	#
Number Scoring 85-100		67	87		#	#
Percentage of Tested Scoring 55-100		98%	96%		#	#
Percentage of Tested Scoring 65-100		92%	89%		#	#
Percentage of Tested Scoring 85-100		27%	33%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	83	90	96	0	0	1
Number Scoring 55-100	81	89	96	0	0	#
Number Scoring 65-100	80	88	96	0	0	#
Number Scoring 85-100	45	55	58	0	0	#
Percentage of Tested Scoring 55-100	98%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	98%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	54%	61%	60%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	84	98	94	0	1	2
Number Scoring 55-100	81	98	93	0	#	#
Number Scoring 65-100	78	94	91	0	#	#
Number Scoring 85-100	17	44	47	0	#	#
Percentage of Tested Scoring 55-100	96%	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	93%	96%	97%	0%	#	#
Percentage of Tested Scoring 85-100	20%	45%	50%	0%	#	#
<b>Comprehensive German</b>						
Number Tested	33	30	34	0	0	1
Number Scoring 55-100	33	30	34	0	0	#
Number Scoring 65-100	33	29	33	0	0	#
Number Scoring 85-100	13	14	16	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	97%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	39%	47%	47%	0%	0%	#
<b>Comprehensive Hebrew</b>						
Number Tested	4	0	1	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	235	248	279	2	6	5
Number Scoring 55-100	231	247	278	#	6	5
Number Scoring 65-100	224	245	273	#	5	5
Number Scoring 85-100	152	183	177	#	2	2
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	95%	99%	98%	#	83%	100%
Percentage of Tested Scoring 85-100	65%	74%	63%	#	33%	40%
<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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	706	3%	3%	50%	44%
	Students with Disabilities	76	18%	22%	57%	3%
	All Students	782	4%	5%	51%	40%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	746	0%	17%	62%	20%
	Students with Disabilities	119	16%	57%	24%	3%
	All Students	865	2%	23%	57%	18%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	3	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

### 2001 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	589	589	589	92	92	92	681	681	681
Number Scoring 55–64	7	3	7	14	9	8	21	12	15
Number Scoring 65–84	292	247	268	37	39	47	329	286	315
Number Scoring 85–100	271	294	295	3	7	4	274	301	299
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		20	15		0	2
Beginning		0	0		0	#
Intermediate		1	1		0	#
Advanced		5	6		0	#
Proficient		14	8		0	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		20	15		0	2
Beginning		0	3		0	#
Intermediate		0	7		0	#
Advanced		8	3		0	#
Proficient		12	2		0	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		39	35		2	2
Beginning		0	2		#	#
Intermediate		2	2		#	#
Advanced		6	9		#	#
Proficient		31	22		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		39	35		2	2
Beginning		5	2		#	#
Intermediate		10	5		#	#
Advanced		13	10		#	#
Proficient		11	18		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		14	15		2	0
Beginning		0	0		#	0
Intermediate		1	2		#	0
Advanced		1	6		#	0
Proficient		12	7		#	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		14	15		2	0
Beginning		1	0		#	0
Intermediate		0	2		#	0
Advanced		11	5		#	0
Proficient		2	8		#	0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		6	6		1	0
Beginning		0	0		#	0
Intermediate		1	0		#	0
Advanced		4	1		#	0
Proficient		1	5		#	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		6	6		1	0
Beginning		1	0		#	0
Intermediate		2	1		#	0
Advanced		3	0		#	0
Proficient		0	5		#	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		14	13		0	0
Beginning		0	0		0	0
Intermediate		3	4		0	0
Advanced		5	4		0	0
Proficient		6	5		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		14	13		0	0
Beginning		0	0		0	0
Intermediate		6	6		0	0
Advanced		8	2		0	0
Proficient		0	5		0	0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)