

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-16-01-06-0008
 Name: Arlington High School
 Principal: Thomas Brooks

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	883	856	893
Tenth	677	773	729
Eleventh	603	669	736
Twelfth	579	594	629
Ungraded Secondary	0	0	55
Total K-12 Enrollment	2742	2892	3042

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	65	2.4%	84	2.9%	111	3.6%
Black (Not Hispanic)	111	4.0%	135	4.7%	163	5.4%
Hispanic	95	3.5%	120	4.1%	138	4.5%
White (Not Hispanic)	2471	90.1%	2553	88.3%	2630	86.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	0.5%	15	0.5%	19	0.6%
Eligible for Free Lunch	56	2.0%	63	2.2%	51	1.7%

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		92.2%		92.9%		93.0%
Student Suspensions	190	7.1%	198	7.2%	249	8.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	0.9%	0.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	91%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	180
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	13
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%	576	317	55%
Students with Disabilities	35	3	9%	37	4	11%	22	3	14%
All Students	525	278	53%	501	288	57%	598	320	54%

*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	51	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)
22	3	9	31

*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		47	
	Entered GED Program*			54		32	
	Total Noncompleters			73		79	
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%	55	1.8%
	Entered GED Program*	44	1.6%	68	2.4%	40	1.3%
	Total Noncompleters	108	3.9%	93	3.2%	95	3.1%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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
Comprehensive English						
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%
Mathematics A						
Number Tested	1	220	814	1	74	79
Number Scoring 55–100	#	117	712	#	27	43
Number Scoring 65–100	#	61	655	#	12	35
Number Scoring 85–100	#	3	247	#	0	3
Percentage of Tested Scoring 55–100	#	53%	87%	#	36%	54%
Percentage of Tested Scoring 65–100	#	28%	80%	#	16%	44%
Percentage of Tested Scoring 85–100	#	1%	30%	#	0%	4%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
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%
U.S. History and Government (first administered June 2001)						
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
Living Environment (first administered June 2001)						
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%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	385	515	429	23	29	33
Number Scoring 55–100	362	493	405	21	27	27
Number Scoring 65–100	343	459	362	20	22	22
Number Scoring 85–100	93	151	98	6	4	4
Percentage of Tested Scoring 55–100	94%	96%	94%	91%	93%	82%
Percentage of Tested Scoring 65–100	89%	89%	84%	87%	76%	67%
Percentage of Tested Scoring 85–100	24%	29%	23%	26%	14%	12%
Physical Setting/Chemistry (first administered June 2002)						
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%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
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%	#	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	533	616	49	27	22	3
Number Scoring 55–100	489	548	43	22	18	#
Number Scoring 65–100	447	512	39	18	15	#
Number Scoring 85–100	256	219	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%	#
Sequential Mathematics, Course III						
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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

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	576	576	576	36	36	36	612	612	612
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)