



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **ARLINGTON CENTRAL SCHOOL
DISTRICT**

District ID **131601060000**

Superintendent **FRANK PEPE**

Telephone **(845) 486-4460**

Grades **K-12, UE**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	659	572	700
Grade 1	769	758	690
Grade 2	751	785	754
Grade 3	757	772	780
Grade 4	774	776	784
Grade 5	853	788	779
Grade 6	809	876	819
Ungraded Elementary	0	7	7
Grade 7	860	843	878
Grade 8	783	860	835
Grade 9	938	914	968
Grade 10	749	813	794
Grade 11	693	726	793
Grade 12	707	683	741
Ungraded Secondary	0	0	0
Total K-12	10102	10173	10322

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	23	22
Grade 8			
English	25	22	22
Mathematics	25	21	22
Science	25	21	22
Social Studies	25	21	22
Grade 10			
English	25	25	25
Mathematics	23	23	24
Science	26	24	28
Social Studies	24	25	26

Enrollment Information

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

Average Class Size Information

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	448	4%	460	5%	570	6%
Reduced-Price Lunch	306	3%	250	2%	246	2%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	120	1%	80	1%	101	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	3	0%	2	0%
Black or African American	594	6%	647	6%	696	7%
Hispanic or Latino	501	5%	551	5%	630	6%
Asian or Native Hawaiian/Other Pacific Islander	366	4%	385	4%	383	4%
White	8641	86%	8587	84%	8611	83%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	297	N/A	399	4%	412	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1887	2128	2774
Percent Not Taught by Highly Qualified Teachers	3%	4%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	10	16	14
Percent with No Valid Teaching Certificate	2%	2%	2%
Individuals Teaching Out of Certification			
Number of Teachers	15	20	19
Percentage of Total	2%	3%	3%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	8%	8%	8%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	648	697	719
Total Other Professional Staff	72	76	79
Total Paraprofessionals*	136	213	210
Assistant Principals	10	14	14
Principals	12	13	13

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✓	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient				–	–	
Economically Disadvantaged	✓	✓		–	–	
Student groups making AYP in each subject	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1	✗ 2 of 6	✗ 4 of 6	✓ 1 of 1

AYP Status

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


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts























Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4935:4780)			98%		169	120	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (313:284)			96%		147	116	
Hispanic or Latino (325:307)			98%		156	116	
Asian or Native Hawaiian/Other Pacific Islander (175:163)			95%		181	114	
White (4121:4025)			98%		171	120	
Other Groups							
Students with Disabilities ⁴ (893:590)			90%		102	118	99 112
Limited English Proficient (0:0)							
Economically Disadvantaged (467:433)			96%		139	117	
Final AYP Determination		6 of 7					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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


AYP Status

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics























Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4940:4771)			98%		169	84	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (316:282)			97%		147	80	
Hispanic or Latino (328:304)			99%		155	80	
Asian or Native Hawaiian/Other Pacific Islander (177:168)			99%		185	78	
White (4118:4016)			98%		171	84	
Other Groups							
Students with Disabilities ⁴ (892:586)			91%		104	81	
Limited English Proficient (0:0)							
Economically Disadvantaged (481:436)			97%		138	81	
Final AYP Determination		6 of 7					

NOTES

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




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

AYP Status

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1646:1581)		Qualified		98%		188	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (127:112)		Qualified		95%		172	100	
Hispanic or Latino (112:101)		Qualified		100%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (55:53)		Qualified		100%		194	100	
White (1352:1315)		Qualified		98%		189	100	
Other Groups								
Students with Disabilities (225:194)		Qualified		88%		154	100	
Limited English Proficient (0:0)								
Economically Disadvantaged (171:155)		Qualified		95%		170	100	
Final AYP Determination		1 of 1						

NOTES


- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts


















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 2 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1451:752)			94%		175	150	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (90:51)			90%		167	141	
Hispanic or Latino (34:33)		–	–		148	137	
Asian or Native Hawaiian/Other Pacific Islander (37:37)		–	–		189	138	
White (1237:631)			94%		176	150	
Other Groups							
Students with Disabilities (203:103)			66%		91	144	114 102
Limited English Proficient (4:3)	–	–	–	–	–	–	– –
Economically Disadvantaged (27:27)	–	–	–	–	–	–	– –
Final AYP Determination		2 of 6					

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics


















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 4 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (762:752)			95%		183	142	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (90:51)			91%		173	133	
Hispanic or Latino (34:33)		–	–		173	129	
Asian or Native Hawaiian/Other Pacific Islander (37:37)		–	–		195	130	
White (635:631)			95%		183	142	
Other Groups							
Students with Disabilities (203:103)			70%		129	136	117 136
Limited English Proficient (4:3)	–	–	–	–	–	–	– –
Economically Disadvantaged (27:27)	–	–	–	–	–	–	– –
Final AYP Determination		4 of 6					

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**







Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (708)			80%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (34)			71%	55%		
Hispanic or Latino (24)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–	–	–
White (627)			80%	55%		
Other Groups						
Students with Disabilities (101)			46%	55%	18%	47%
Limited English Proficient (9)		–	–	–	–	–
Economically Disadvantaged (10)		–	–	–	–	–
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

12 schools identified 92% of total

ARLINGTON MIDDLE SCHOOL
ARTHUR S. MAY SCHOOL
BEEKMAN SCHOOL
LAGRANGE ELEMENTARY SCHOOL
LAGRANGE MIDDLE SCHOOL
NOXON ROAD ELEMENTARY SCHOOL
OVERLOOK PRIMARY SCHOOL
TITUSVILLE INTERMEDIATE
TRAVER ROAD PRIMARY SCHOOL
UNION VALE MIDDLE SCHOOL
VAIL FARM ELEMENTARY SCHOOL
WEST ROAD/D'AQUANNIS INTERMEDIATE SCHOOL

Requiring Academic Progress (Year 1)

1 school identified 8% of total

ARLINGTON HIGH SCHOOL

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	77%			761
Grade 4	82%			779
Grade 5	80%			769
Grade 6	72%			801
Grade 7	66%			875
Grade 8	59%			840
Mathematics				
Grade 3	91%			760
Grade 4	85%			787
Grade 5	76%			777
Grade 6	67%			805
Grade 7	64%			878
Grade 8	61%			844
Science				
Grade 4	97%			778
Grade 8	80%			837

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	81%			788
Mathematics	86%			788

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	79%			788

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

Average Need Districts

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 680	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	736	589	92	92%	69%	7%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	761	97%	77%	12%				
Female	400	98%	82%	15%				
Male	361	95%	73%	9%				
American Indian or Alaska Native								
Black or African American	37	89%	57%	8%				
Hispanic or Latino	43	100%	70%	7%				
Asian or Native Hawaiian/Other Pacific Islander	37	100%	95%	30%				
White	644	97%	78%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	677	100%	83%	13%				
Students with Disabilities	84	74%	35%	1%				
English Proficient	761	97%	77%	12%				
Limited English Proficient								
Economically Disadvantaged	75	92%	59%	7%				
Not Disadvantaged	686	97%	79%	13%				
Migrant								
Not Migrant	761	97%	77%	12%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 687	Range: 624-770			650-770 703-770		
	99%	91%	30%	94%	81%	25%
Number of Students:	751	690	227			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	760	99%	91%	30%				
Female	398	98%	90%	31%				
Male	362	99%	92%	29%				
American Indian or Alaska Native								
Black or African American	36	97%	83%	11%				
Hispanic or Latino	41	100%	83%	20%				
Asian or Native Hawaiian/Other Pacific Islander	39	100%	100%	59%				
White	644	99%	91%	30%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	680	99%	93%	32%				
Students with Disabilities	80	94%	74%	9%				
English Proficient	760	99%	91%	30%				
Limited English Proficient								
Economically Disadvantaged	74	95%	74%	16%				
Not Disadvantaged	686	99%	93%	31%				
Migrant								
Not Migrant	760	99%	91%	30%				

NOTES

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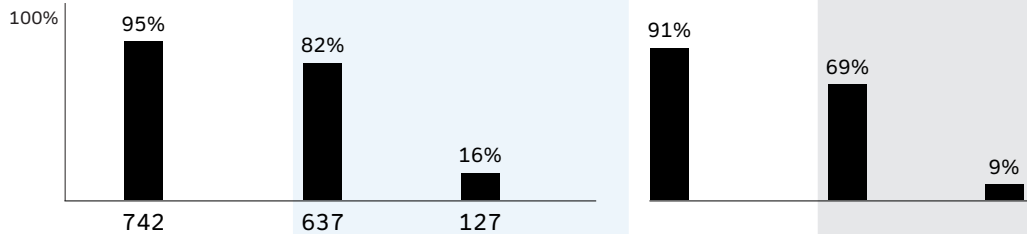
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 680	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	742	637	127	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	779	95%	82%	16%				
Female	362	97%	83%	22%				
Male	417	94%	81%	11%				
American Indian or Alaska Native								
Black or African American	45	89%	69%	16%				
Hispanic or Latino	55	96%	80%	5%				
Asian or Native Hawaiian/Other Pacific Islander	34	97%	79%	38%				
White	645	96%	83%	16%				
Small Group Totals								
General-Education Students	684	99%	88%	18%				
Students with Disabilities	95	71%	37%	1%				
English Proficient	779	95%	82%	16%				
Limited English Proficient								
Economically Disadvantaged	82	87%	59%	1%				
Not Disadvantaged	697	96%	85%	18%				
Migrant								
Not Migrant	779	95%	82%	16%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				2	–	–	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 683	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
	96%	85%	28%	93%	78%	26%
Number of Students:	758	670	222			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	787	96%	85%	28%				
Female	363	96%	83%	26%				
Male	424	96%	87%	30%				
American Indian or Alaska Native								
Black or African American	47	91%	70%	26%				
Hispanic or Latino	57	96%	79%	21%				
Asian or Native Hawaiian/Other Pacific Islander	36	100%	94%	58%				
White	647	96%	86%	27%				
Small Group Totals								
General-Education Students	690	99%	90%	32%				
Students with Disabilities	97	78%	54%	1%				
English Proficient	787	96%	85%	28%				
Limited English Proficient								
Economically Disadvantaged	88	90%	63%	13%				
Not Disadvantaged	699	97%	88%	30%				
Migrant								
Not Migrant	787	96%	85%	28%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

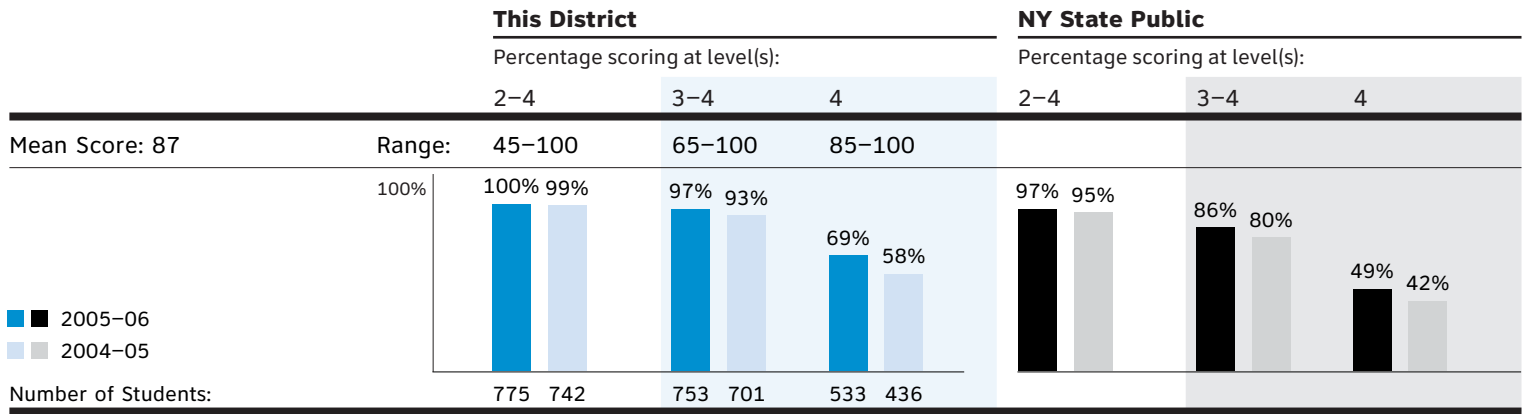
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	–	–	–

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	778	100%	97%	69%	752	99%	93%	58%
Female	356	99%	96%	65%	365	99%	94%	52%
Male	422	100%	97%	71%	387	98%	93%	63%
American Indian or Alaska Native								
Black or African American	46	100%	91%	54%	43	95%	88%	30%
Hispanic or Latino	55	100%	95%	69%	49	94%	88%	51%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	97%	81%	31	100%	94%	55%
White	641	100%	97%	69%	629	99%	94%	61%
Small Group Totals								
General-Education Students	686	100%	98%	73%	680	99%	96%	62%
Students with Disabilities	92	99%	85%	37%	72	94%	69%	24%
English Proficient	778	100%	97%	69%	740	99%	93%	58%
Limited English Proficient					12	100%	83%	33%
Economically Disadvantaged	84	99%	89%	36%	63	98%	89%	40%
Not Disadvantaged	694	100%	98%	72%	689	99%	94%	60%
Migrant					1	-	-	-
Not Migrant	778	100%	97%	69%	751	-	-	-

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				3	-	-	-

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
	97%	80%	14%	94%	67%	12%
Number of Students:	745	617	106			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	769	97%	80%	14%				
Female	377	98%	82%	13%				
Male	392	95%	79%	14%				
American Indian or Alaska Native								
Black or African American	36	97%	69%	11%				
Hispanic or Latino	58	93%	69%	12%				
Asian or Native Hawaiian/Other Pacific Islander	27	96%	81%	26%				
White	648	97%	82%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	678	100%	87%	15%				
Students with Disabilities	91	77%	31%	2%				
English Proficient	769	97%	80%	14%				
Limited English Proficient								
Economically Disadvantaged	69	93%	62%	3%				
Not Disadvantaged	700	97%	82%	15%				
Migrant								
Not Migrant	769	97%	80%	14%				

NOTES

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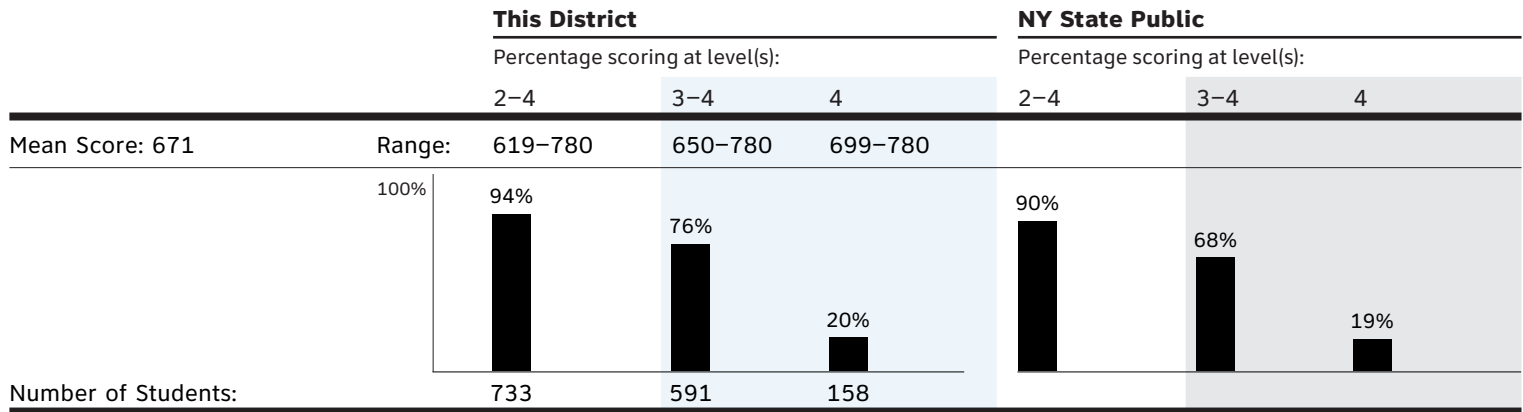
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	777	94%	76%	20%				
Female	380	94%	76%	20%				
Male	397	94%	76%	20%				
American Indian or Alaska Native								
Black or African American	39	95%	62%	8%				
Hispanic or Latino	58	91%	60%	14%				
Asian or Native Hawaiian/Other Pacific Islander	29	97%	90%	41%				
White	651	94%	78%	21%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	685	98%	83%	23%				
Students with Disabilities	92	66%	26%	3%				
English Proficient	777	94%	76%	20%				
Limited English Proficient								
Economically Disadvantaged	73	85%	47%	7%				
Not Disadvantaged	704	95%	79%	22%				
Migrant								
Not Migrant	777	94%	76%	20%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				This test was not given in 2004-05.			

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 667	Range: 598-785			650-785 705-785		
Number of Students:	764	578	128			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	801	95%	72%	16%				
Female	392	96%	75%	16%				
Male	409	95%	70%	16%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	49	98%	59%	4%				
Hispanic or Latino	58	93%	53%	17%				
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-				
White	668	96%	75%	16%	This test was not given in 2004-05.			
Small Group Totals	26	92%	69%	27%				
General-Education Students	713	98%	79%	18%				
Students with Disabilities	88	72%	19%	2%				
English Proficient	801	95%	72%	16%				
Limited English Proficient								
Economically Disadvantaged	70	86%	37%	1%				
Not Disadvantaged	731	96%	76%	17%				
Migrant								
Not Migrant	801	95%	72%	16%				

NOTES

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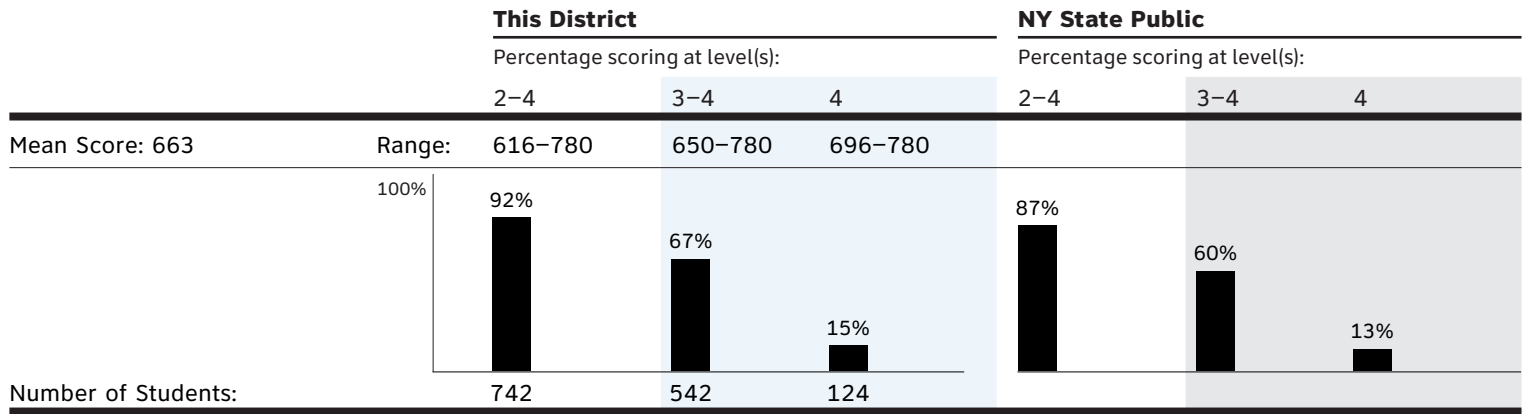
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	805	92%	67%	15%				
Female	392	93%	66%	14%				
Male	413	92%	69%	16%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	50	84%	56%	4%				
Hispanic or Latino	60	87%	50%	12%				
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-				
White	667	93%	70%	16%	This test was not given in 2004-05.			
Small Group Totals	28	89%	71%	32%				
General-Education Students	715	97%	73%	17%				
Students with Disabilities	90	56%	23%	0%				
English Proficient	805	92%	67%	15%				
Limited English Proficient								
Economically Disadvantaged	72	81%	43%	1%				
Not Disadvantaged	733	93%	70%	17%				
Migrant								
Not Migrant	805	92%	67%	15%				

NOTES

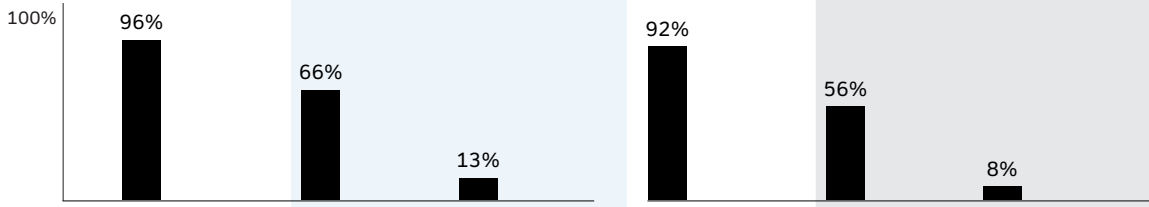
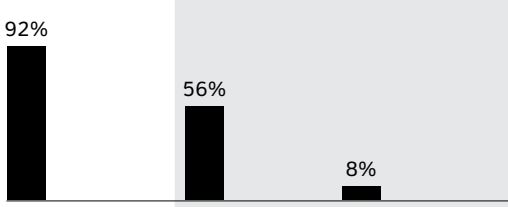
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	Range: 600-790	650-790	712-790			
						
Number of Students:	842	580	114			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	875	96%	66%	13%				
Female	424	98%	72%	17%				
Male	451	95%	61%	9%				
American Indian or Alaska Native								
Black or African American	57	93%	47%	5%				
Hispanic or Latino	50	96%	50%	2%				
Asian or Native Hawaiian/Other Pacific Islander	24	100%	79%	25%				
White	744	96%	68%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	748	99%	73%	15%				
Students with Disabilities	127	80%	25%	4%				
English Proficient	875	96%	66%	13%				
Limited English Proficient								
Economically Disadvantaged	74	91%	49%	1%				
Not Disadvantaged	801	97%	68%	14%				
Migrant								
Not Migrant	875	96%	66%	13%				

NOTES

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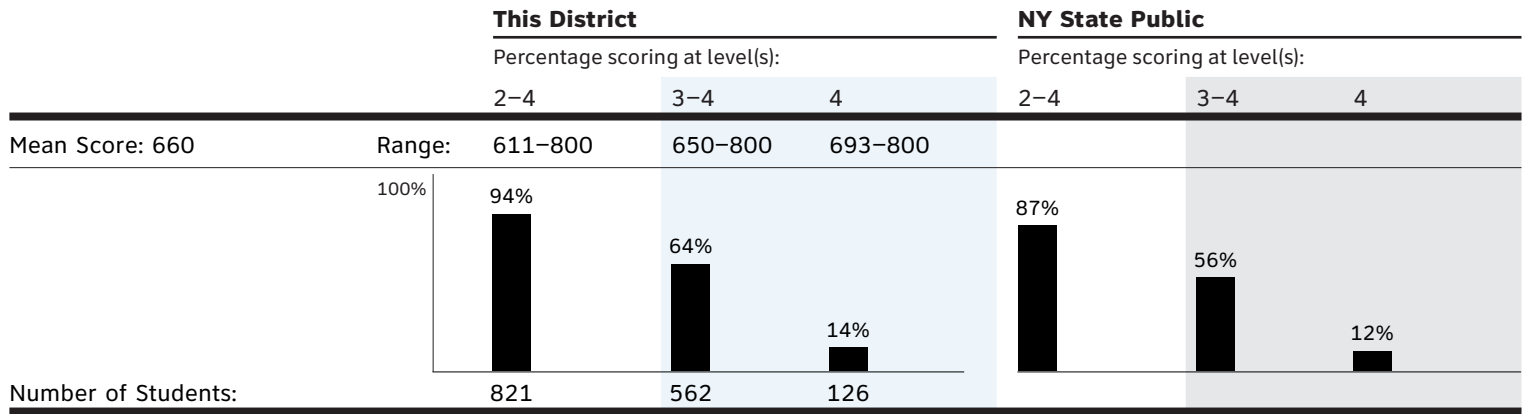
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	878	94%	64%	14%				
Female	428	96%	66%	15%				
Male	450	92%	62%	14%				
American Indian or Alaska Native								
Black or African American	59	90%	41%	2%				
Hispanic or Latino	53	89%	55%	8%				
Asian or Native Hawaiian/Other Pacific Islander	25	92%	76%	44%				
White	741	94%	66%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	752	97%	71%	17%				
Students with Disabilities	126	70%	21%	1%				
English Proficient	878	94%	64%	14%				
Limited English Proficient								
Economically Disadvantaged	79	82%	43%	0%				
Not Disadvantaged	799	95%	66%	16%				
Migrant								
Not Migrant	878	94%	64%	14%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	602-790	650-790	715-790			
Number of Students:	805	495	51			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	840	96%	59%	6%				
Female	425	98%	64%	7%				
Male	415	94%	54%	5%				
American Indian or Alaska Native								
Black or African American	75	91%	39%	5%				
Hispanic or Latino	53	92%	42%	0%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	79%	16%				
White	693	97%	62%	6%				
Small Group Totals								
General-Education Students	729	99%	66%	7%				
Students with Disabilities	111	75%	13%	0%				
English Proficient	840	96%	59%	6%				
Limited English Proficient								
Economically Disadvantaged	77	88%	30%	1%				
Not Disadvantaged	763	97%	62%	7%				
Migrant								
Not Migrant	840	96%	59%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

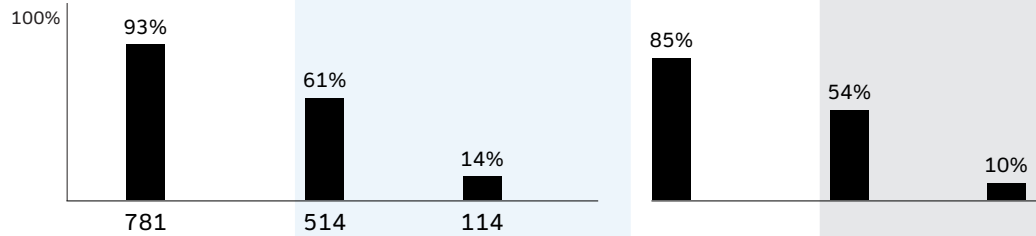
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0				0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	781	514	114			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	844	93%	61%	14%				
Female	431	93%	63%	12%				
Male	413	92%	59%	15%				
American Indian or Alaska Native								
Black or African American	75	87%	41%	4%				
Hispanic or Latino	57	89%	42%	4%				
Asian or Native Hawaiian/Other Pacific Islander	19	95%	84%	53%				
White	693	93%	64%	14%				
Small Group Totals								
General-Education Students	731	98%	68%	16%				
Students with Disabilities	113	56%	15%	0%				
English Proficient	844	93%	61%	14%				
Limited English Proficient								
Economically Disadvantaged	81	83%	31%	4%				
Not Disadvantaged	763	94%	64%	15%				
Migrant								
Not Migrant	844	93%	61%	14%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

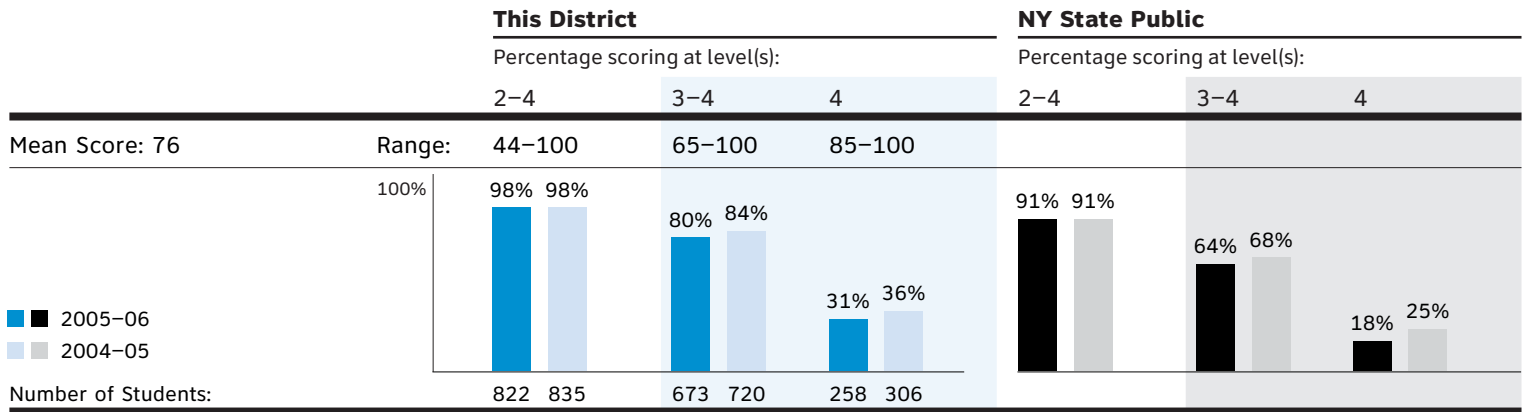
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				3	–	–	–

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	837	98%	80%	31%	855	98%	84%	36%
Female	426	99%	80%	27%	380	98%	83%	31%
Male	411	97%	81%	35%	475	97%	85%	40%
American Indian or Alaska Native					1	-	-	-
Black or African American	74	96%	61%	11%	57	93%	60%	12%
Hispanic or Latino	57	96%	65%	12%	40	98%	73%	23%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	89%	58%	27	-	-	-
White	687	99%	84%	34%	730	98%	87%	38%
Small Group Totals					28	100%	89%	54%
General-Education Students	730	100%	87%	35%	741	100%	90%	40%
Students with Disabilities	107	89%	37%	4%	114	84%	46%	5%
English Proficient	837	98%	80%	31%	852	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged	79	92%	58%	9%	45	91%	49%	9%
Not Disadvantaged	758	99%	83%	33%	810	98%	86%	37%
Migrant								
Not Migrant	837	98%	80%	31%	855	98%	84%	36%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				3	-	-	-
Regents Science	1	-	-	-	1	-	-	-

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

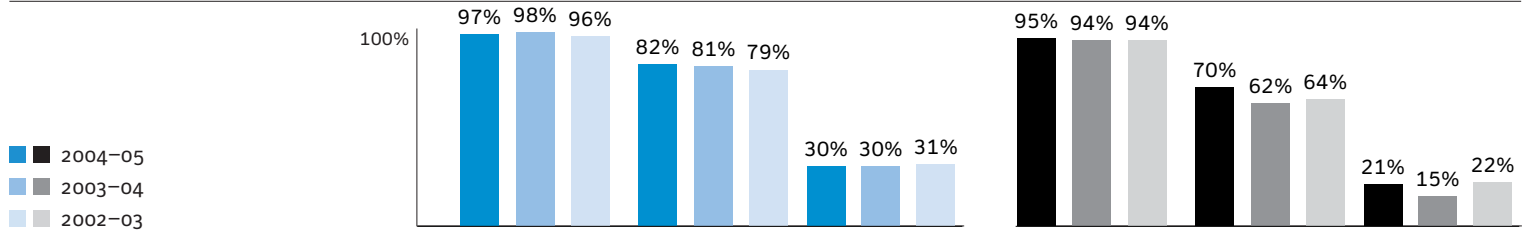
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	22	115	399	227	763	677
Feb 2004	15	128	395	228	766	675
Feb 2003	29	146	393	253	821	673

Grade 8

This School

Percentage scoring at level(s):

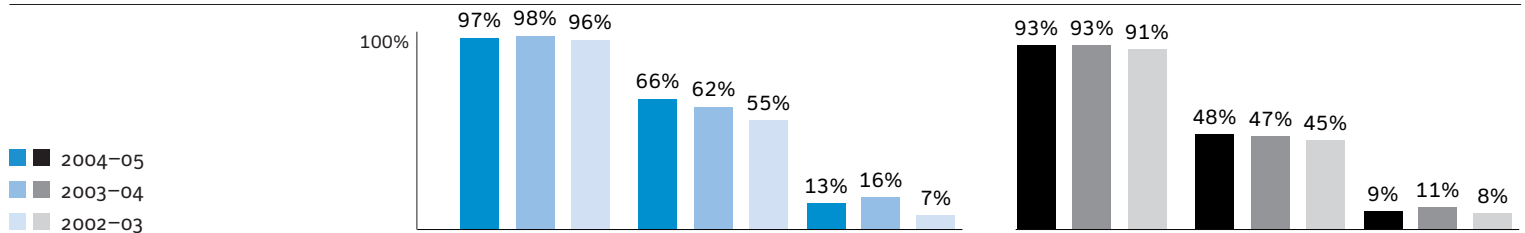
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	25	274	455	113	867	708
Jan 2004	19	277	362	130	788	710
Jan 2003	30	341	388	61	820	700

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

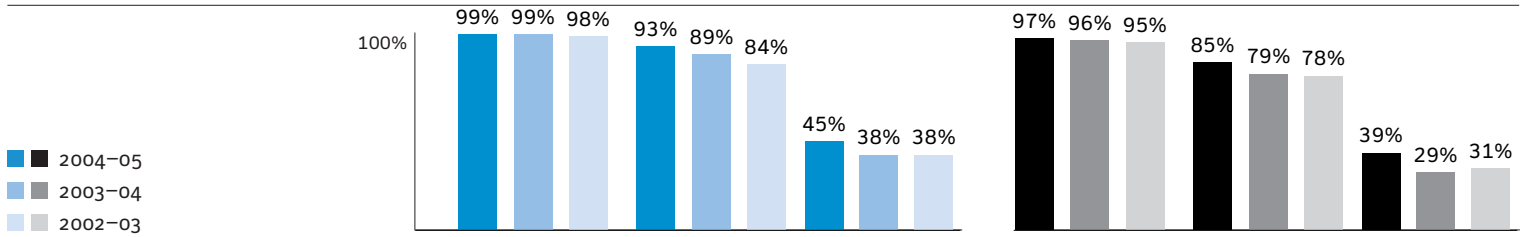
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	8	47	365	344	764	677
May 2004	11	71	393	290	765	672
May 2003	19	110	386	317	832	668

Grade 8

This School

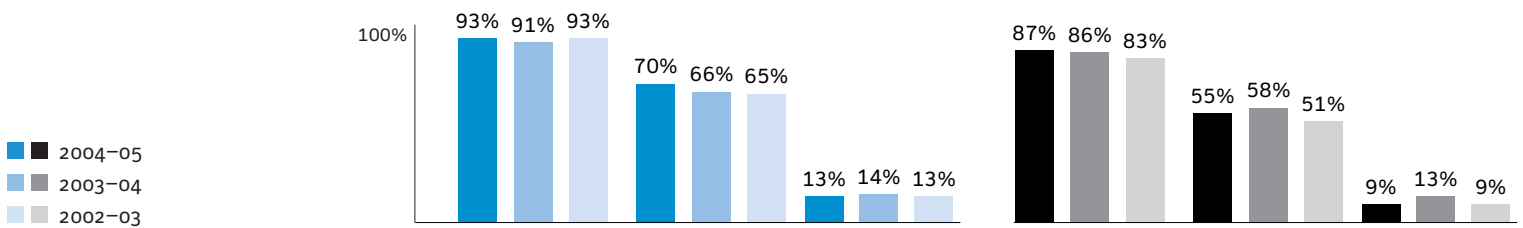
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	62	201	491	114	868	728
May 2004	62	183	375	104	724	725
May 2003	60	229	421	108	818	725

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

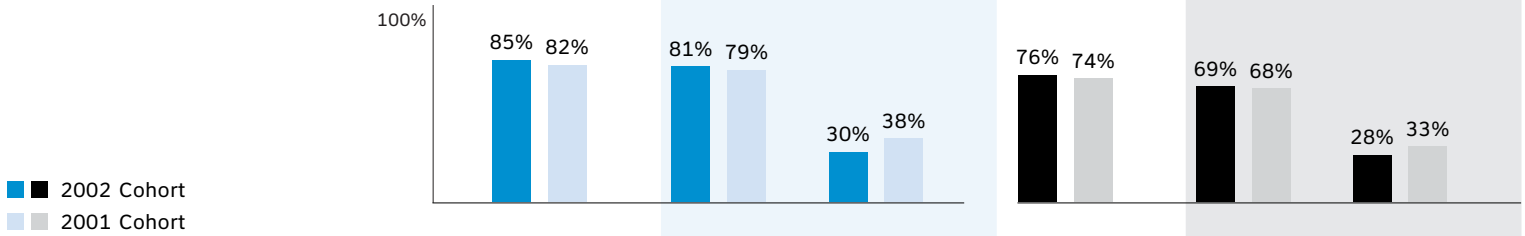
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	788	85%	81%	30%	745	82%	79%	38%
Female	392	90%	88%	38%	368	87%	86%	45%
Male	396	80%	75%	23%	377	77%	73%	30%
American Indian or Alaska Native								
Black or African American	54	81%	74%	17%	36	69%	61%	22%
Hispanic or Latino	37	70%	59%	16%	29	83%	76%	28%
Asian or Native Hawaiian/Other Pacific Islander	38	92%	92%	53%	24	88%	83%	58%
White	659	85%	83%	31%	656	83%	80%	38%
Small Group Totals								
General-Education Students	673	92%	90%	36%	632	89%	87%	44%
Students with Disabilities	115	45%	29%	0%	113	45%	33%	1%
English Proficient	784	–	–	–	736	82%	79%	38%
Limited English Proficient	4	–	–	–	9	89%	89%	11%
Economically Disadvantaged	27	89%	81%	19%				
Not Disadvantaged	761	85%	81%	31%				
Migrant								
Not Migrant	788	85%	81%	30%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	1

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

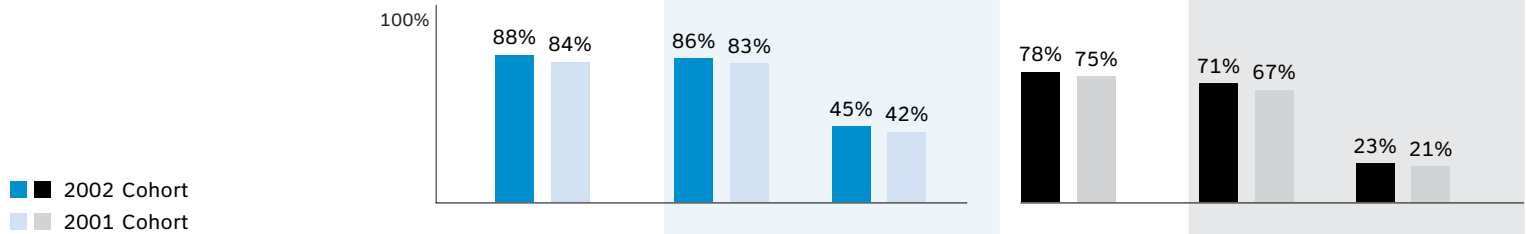
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	788	88%	86%	45%	745	84%	83%	42%
Female	392	92%	90%	46%	368	89%	88%	43%
Male	396	85%	82%	44%	377	79%	77%	41%
American Indian or Alaska Native								
Black or African American	54	89%	78%	17%	36	72%	72%	22%
Hispanic or Latino	37	78%	76%	30%	29	72%	69%	31%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	97%	71%	24	92%	92%	75%
White	659	88%	87%	47%	656	85%	84%	42%
Small Group Totals								
General-Education Students	673	94%	93%	52%	632	93%	92%	48%
Students with Disabilities	115	58%	47%	5%	113	37%	31%	4%
English Proficient	784	–	–	–	736	84%	83%	42%
Limited English Proficient	4	–	–	–	9	89%	89%	44%
Economically Disadvantaged	27	96%	93%	33%				
Not Disadvantaged	761	88%	86%	45%				
Migrant								
Not Migrant	788	88%	86%	45%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	1

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

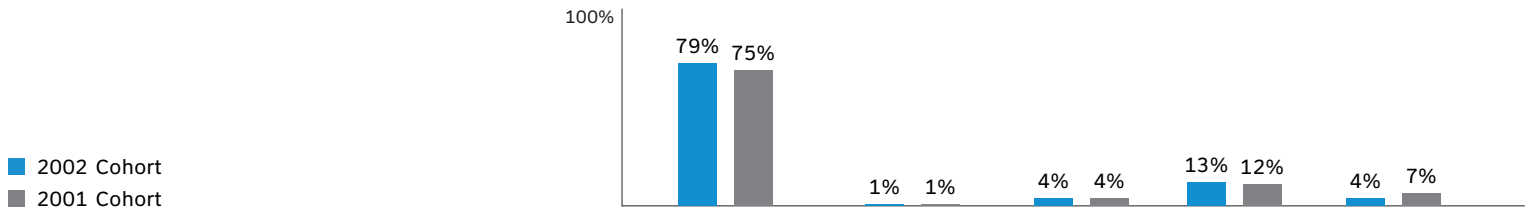
District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	788	79%	1%	4%	13%	4%
	2001	745	75%	1%	4%	12%	7%
Female	2002	392	84%	1%	2%	11%	3%
	2001	368	81%	1%	2%	9%	6%
Male	2002	396	73%	2%	5%	15%	6%
	2001	377	69%	2%	5%	16%	8%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	54	70%	4%	7%	17%	2%
	2001	36	67%	3%	0%	22%	8%
Hispanic or Latino	2002	37	62%	0%	5%	19%	14%
	2001	29	62%	0%	3%	28%	7%
Asian or Native Hawaiian/Other Pacific Islander	2002	38	92%	0%	3%	5%	0%
White	2002	659	79%	1%	3%	13%	4%
	2001	656	76%	2%	4%	11%	7%
Small Group Totals							
General-Education Students	2002	673	85%	0%	3%	9%	3%
	2001	632	82%	0%	4%	9%	5%
Students with Disabilities	2002	115	38%	7%	9%	35%	11%
	2001	113	39%	10%	4%	31%	16%
English Proficient	2002	784	–	–	–	–	–
	2001	736	75%	1%	4%	12%	7%
Limited English Proficient	2002	4	–	–	–	–	–
	2001	9	67%	0%	11%	22%	0%
Economically Disadvantaged	2002	27	74%	0%	0%	26%	0%
	2001	27	74%	0%	0%	26%	0%
Not Disadvantaged	2002	761	79%	1%	4%	12%	4%
	2001	761	79%	1%	4%	12%	4%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	788	79%	1%	4%	13%	4%

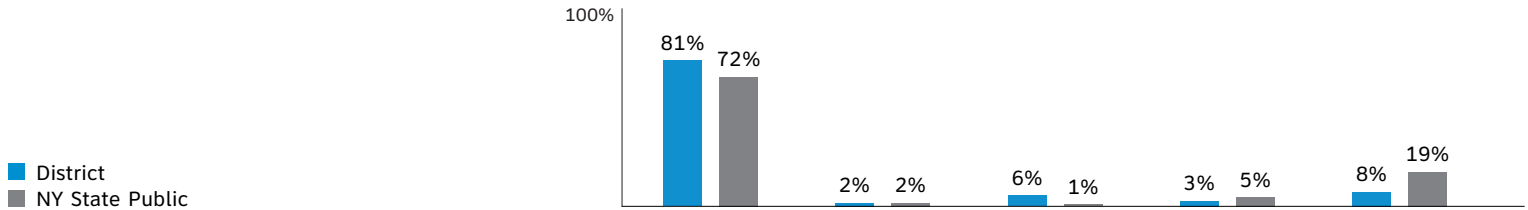
NOTES

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

District **ARLINGTON CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	736	81%	2%	6%	3%	8%
Female	360	86%	2%	3%	2%	6%
Male	376	76%	2%	8%	4%	10%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	37	73%	3%	3%	11%	11%
Hispanic or Latino	27	81%	0%	4%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	0%	0%	0%	0%
White	649	81%	2%	6%	2%	9%
Small Group Totals						
General-Education Students	625	86%	0%	5%	2%	6%
Students with Disabilities	111	51%	14%	7%	7%	21%
English Proficient	727	81%	2%	6%	3%	8%
Limited English Proficient	9	89%	0%	11%	0%	0%
Economically Disadvantaged	12	58%	17%	0%	8%	17%
Not Disadvantaged	724	81%	2%	6%	3%	8%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	736	81%	2%	6%	3%	8%

NOTES

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