

New York State School Report Card Comprehensive Information Report

BEDS Code: 48-01-02-06-0005
 Name: Carmel Senior High School
 Principal: Kevin Carroll

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	411	458	460
Tenth	420	381	392
Eleventh	342	383	360
Twelfth	307	319	338
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1480	1541	1550

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	23	1.6%	19	1.2%	15	1.0%
Black (Not Hispanic)	32	2.2%	32	2.1%	31	2.0%
Hispanic	102	6.9%	131	8.5%	125	8.1%
White (Not Hispanic)	1323	89.4%	1359	88.2%	1379	89.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	17	20	19
Mathematics Grade 10	22	22	21
Science Grade 10	19	21	20
Social Studies Grade 10	19	21	19

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	1.2%	18	1.2%	16	1.0%
Eligible for Free Lunch	71	4.8%	45	2.9%	47	3.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.6%		94.9%
Student Suspensions	102	7.1%	178	12.0%	89	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.4%	1.4%	2.1%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	95%	100%	95%

Staff Counts

Staff	2003-04
Total Teachers	105
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	268	177	66%	286	203	71%	289	230	80%
Students with Disabilities	19	0	0%	32	5	16%	22	4	18%
All Students	287	177	62%	318	208	65%	311	234	75%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	189	67	10	3	14	28
Percent	61%	22%	3%	1%	5%	9%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
22	4	5	27

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		10		16	1.2%
	Entered GED Program*	13		11		2	0.1%
	Total Noncompleters	27		21		18	1.3%
Students with Disabilities	Dropped Out	1		2		3	1.7%
	Entered GED Program*	4		0		0	0.0%
	Total Noncompleters	5		2		3	1.7%
All Students	Dropped Out	15	1.0%	12	0.8%	19	1.2%
	Entered GED Program*	17	1.1%	11	0.7%	2	0.1%
	Total Noncompleters	32	2.2%	23	1.5%	21	1.4%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	1371
	Number of Students with Disabilities	0	0	179
	Number of All Students	0	0	1550
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	5	100%
Science	3	#	2	#	1	#
Reading	1	#	0	0%	3	#
Writing	2	#	0	0%	4	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	1	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	70%	41	80%	39	87%
Science	43	40%	35	60%	34	56%
Reading	43	84%	36	72%	18	72%
Writing	39	87%	34	94%	18	83%
Global Studies	6	17%	14	36%	20	20%
U.S. Hist & Gov't	15	67%	16	38%	9	33%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	334	340	360	36	37	38
Number Scoring 55-100	311	322	345	20	26	28
Number Scoring 65-100	302	314	327	18	22	21
Number Scoring 85-100	185	189	200	4	5	3
Percentage of Tested Scoring 55-100	93%	95%	96%	56%	70%	74%
Percentage of Tested Scoring 65-100	90%	92%	91%	50%	59%	55%
Percentage of Tested Scoring 85-100	55%	56%	56%	11%	14%	8%
Mathematics A						
Number Tested	96	399	448	13	35	40
Number Scoring 55-100	37	321	430	6	12	29
Number Scoring 65-100	12	265	395	2	9	23
Number Scoring 85-100	0	58	152	0	1	4
Percentage of Tested Scoring 55-100	39%	80%	96%	46%	34%	72%
Percentage of Tested Scoring 65-100	12%	66%	88%	15%	26%	57%
Percentage of Tested Scoring 85-100	0%	15%	34%	0%	3%	10%
Mathematics B						
Number Tested	0	0	198	0	0	3
Number Scoring 55-100	0	0	169	0	0	#
Number Scoring 65-100	0	0	130	0	0	#
Number Scoring 85-100	0	0	26	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	13%	0%	0%	#
Global History and Geography						
Number Tested	366	381	403	43	44	49
Number Scoring 55-100	335	344	370	29	28	36
Number Scoring 65-100	305	313	335	18	17	26
Number Scoring 85-100	111	125	168	0	1	8
Percentage of Tested Scoring 55-100	92%	90%	92%	67%	64%	73%
Percentage of Tested Scoring 65-100	83%	82%	83%	42%	39%	53%
Percentage of Tested Scoring 85-100	30%	33%	42%	0%	2%	16%
U.S. History and Government						
Number Tested	346	352	338	29	41	32
Number Scoring 55-100	323	339	325	19	32	24
Number Scoring 65-100	309	322	303	16	24	18
Number Scoring 85-100	155	167	188	3	5	5
Percentage of Tested Scoring 55-100	93%	96%	96%	66%	78%	75%
Percentage of Tested Scoring 65-100	89%	91%	90%	55%	59%	56%
Percentage of Tested Scoring 85-100	45%	47%	56%	10%	12%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	291	337	340	13	9	19
Number Scoring 55-100	291	336	339	13	8	19
Number Scoring 65-100	290	326	328	13	7	17
Number Scoring 85-100	140	134	163	2	2	4
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	89%	100%
Percentage of Tested Scoring 65-100	100%	97%	96%	100%	78%	89%
Percentage of Tested Scoring 85-100	48%	40%	48%	15%	22%	21%
Physical Setting/Earth Science						
Number Tested	267	304	321	24	35	34
Number Scoring 55-100	257	285	295	19	27	27
Number Scoring 65-100	245	258	263	12	19	17
Number Scoring 85-100	96	128	75	2	9	2
Percentage of Tested Scoring 55-100	96%	94%	92%	79%	77%	79%
Percentage of Tested Scoring 65-100	92%	85%	82%	50%	54%	50%
Percentage of Tested Scoring 85-100	36%	42%	23%	8%	26%	6%
Physical Setting/Chemistry						
Number Tested	217	211	231	6	4	3
Number Scoring 55-100	209	204	217	6	#	#
Number Scoring 65-100	176	170	151	6	#	#
Number Scoring 85-100	24	26	13	1	#	#
Percentage of Tested Scoring 55-100	96%	97%	94%	100%	#	#
Percentage of Tested Scoring 65-100	81%	81%	65%	100%	#	#
Percentage of Tested Scoring 85-100	11%	12%	6%	17%	#	#
Physical Setting/Physics						
Number Tested			101			2
Number Scoring 55-100			96			#
Number Scoring 65-100			83			#
Number Scoring 85-100			11			#
Percentage of Tested Scoring 55-100			95%			#
Percentage of Tested Scoring 65-100			82%			#
Percentage of Tested Scoring 85-100			11%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	19	23	32	0	0	0
Number Scoring 55-100	19	23	32	0	0	0
Number Scoring 65-100	19	23	32	0	0	0
Number Scoring 85-100	15	17	20	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	79%	74%	62%	0%	0%	0%
Comprehensive Italian						
Number Tested	83	58	72	0	0	4
Number Scoring 55-100	83	58	72	0	0	#
Number Scoring 65-100	83	57	68	0	0	#
Number Scoring 85-100	60	35	38	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	94%	0%	0%	#
Percentage of Tested Scoring 85-100	72%	60%	53%	0%	0%	#
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	189	185	184	1	3	2
Number Scoring 55-100	188	184	184	#	#	#
Number Scoring 65-100	186	183	183	#	#	#
Number Scoring 85-100	120	119	112	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	63%	64%	61%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	245	224	19	4	3	0
Number Scoring 55-100	217	203	14	#	#	0
Number Scoring 65-100	207	188	12	#	#	0
Number Scoring 85-100	98	73	2	#	#	0
Percentage of Tested Scoring 55-100	89%	91%	74%	#	#	0%
Percentage of Tested Scoring 65-100	84%	84%	63%	#	#	0%
Percentage of Tested Scoring 85-100	40%	33%	11%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	77	99%	81	93%	84	90%
Students with Disabilities	18	94%	16	69%	13	77%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	312	312	312	35	35	35	347	347	347
Number Scoring 55–64	14	8	7	4	2	5	18	10	12
Number Scoring 65–84	169	122	134	13	14	15	182	136	149
Number Scoring 85–100	110	160	161	1	3	1	111	163	162
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			12			2
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			5			#
Proficient (37-39)			5			#
Reading and Writing (Grade 9-12)						
Number Tested			12			2
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			6			#
Proficient (33-35)			1			#

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

(Form - L)