

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-11-03-0003
 Name: Carle Place Middle Senior High School
 Principal: Neil Connolly

Grade Range : 7-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	133	121	131
Eighth	122	135	120
Ninth	120	128	129
Tenth	127	116	122
Eleventh	113	117	113
Twelfth	112	116	120
Ungraded Secondary	0	1	0
Total K-12 Enrollment	727	734	735

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	39	5.4%	43	5.9%	35	4.8%
Black (Not Hispanic)	0	0.0%	3	0.4%	2	0.3%
Hispanic	77	10.6%	71	9.7%	73	9.9%
White (Not Hispanic)	611	84.0%	617	84.1%	625	85.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	22	20
Mathematics Grade 8	24	23	20
Science Grade 8	26	24	20
Social Studies Grade 8	25	23	20
English Grade 10	24	19	20
Mathematics Grade 10	21	14	18
Science Grade 10	16	19	19
Social Studies Grade 10	23	21	25

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	86	11.8%	17	2.3%	14	1.9%
Eligible for Free Lunch	15	2.1%	11	1.5%	6	0.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		96.2%		96.0%
Student Suspensions	35	4.9%	81	11.1%	39	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.1%	1.4%	2.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	99%	98%

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	91	67	74%	85	64	75%	103	78	76%
Students with Disabilities	16	2	12%	18	5	28%	15	2	13%
All Students	107	69	64%	103	69	67%	118	80	68%

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

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	68	39	0	1	7	3
Percent	58%	33%	0%	1%	6%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
15	2	1	16

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			4		1	
	Entered GED Program*			1		0	
	Total Noncompleters			5		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	3	0.6%	4	0.8%	1	0.2%
	Entered GED Program*	0	0.0%	1	0.2%	1	0.2%
	Total Noncompleters	3	0.6%	5	1.0%	2	0.4%

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

(Form – C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	100%	22	95%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	78	97%	81	93%	89	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	23	65%	11	100%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	64%	24	92%	3	#
Science	0	0%	4	#	1	#
Reading	1	#	1	#	22	59%
Writing	2	#	1	#	22	77%
Global Studies	0	0%	8	62%	12	33%
U.S. Hist & Gov't	2	#	2	#	9	78%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	111	145	105	20	15	17
Number Scoring 55–100	110	142	94	19	14	9
Number Scoring 65–100	101	129	84	15	7	3
Number Scoring 85–100	58	83	39	3	0	0
Percentage of Tested Scoring 55–100	99%	98%	90%	95%	93%	53%
Percentage of Tested Scoring 65–100	91%	89%	80%	75%	47%	18%
Percentage of Tested Scoring 85–100	52%	57%	37%	15%	0%	0%
Mathematics A						
Number Tested	18	123	18	0	21	2
Number Scoring 55–100	18	104	18	0	13	#
Number Scoring 65–100	18	87	16	0	8	#
Number Scoring 85–100	15	18	0	0	1	#
Percentage of Tested Scoring 55–100	100%	85%	100%	0%	62%	#
Percentage of Tested Scoring 65–100	100%	71%	89%	0%	38%	#
Percentage of Tested Scoring 85–100	83%	15%	0%	0%	5%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	206	0	0	18
Number Scoring 55–100	0	0	167	0	0	4
Number Scoring 65–100	0	0	151	0	0	2
Number Scoring 85–100	0	0	55	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	22%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	11%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
Global History and Geography						
Number Tested	116	118	126	16	18	22
Number Scoring 55–100	116	110	112	16	12	11
Number Scoring 65–100	114	104	106	15	11	10
Number Scoring 85–100	83	47	56	4	0	0
Percentage of Tested Scoring 55–100	100%	93%	89%	100%	67%	50%
Percentage of Tested Scoring 65–100	98%	88%	84%	94%	61%	45%
Percentage of Tested Scoring 85–100	72%	40%	44%	25%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	111	118	111	19	15	19
Number Scoring 55–100	106	116	107	17	13	17
Number Scoring 65–100	99	110	99	15	10	10
Number Scoring 85–100	56	44	51	4	0	1
Percentage of Tested Scoring 55–100	95%	98%	96%	89%	87%	89%
Percentage of Tested Scoring 65–100	89%	93%	89%	79%	67%	53%
Percentage of Tested Scoring 85–100	50%	37%	46%	21%	0%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	115	126	147	20	26	25
Number Scoring 55–100	113	126	145	18	26	24
Number Scoring 65–100	111	121	140	18	23	22
Number Scoring 85–100	32	47	50	0	2	0
Percentage of Tested Scoring 55–100	98%	100%	99%	90%	100%	96%
Percentage of Tested Scoring 65–100	97%	96%	95%	90%	88%	88%
Percentage of Tested Scoring 85–100	28%	37%	34%	0%	8%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	106	109	98	9	4	5
Number Scoring 55–100	106	109	98	9	#	5
Number Scoring 65–100	94	107	98	8	#	5
Number Scoring 85–100	39	67	77	3	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	89%	98%	100%	89%	#	100%
Percentage of Tested Scoring 85–100	37%	61%	79%	33%	#	60%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		84	96		1	16
Number Scoring 55–100		79	78		#	3
Number Scoring 65–100		73	62		#	1
Number Scoring 85–100		9	4		#	0
Percentage of Tested Scoring 55–100		94%	81%		#	19%
Percentage of Tested Scoring 65–100		87%	65%		#	6%
Percentage of Tested Scoring 85–100		11%	4%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	16	12	17	0	0	0
Number Scoring 55–100	16	12	17	0	0	0
Number Scoring 65–100	16	12	17	0	0	0
Number Scoring 85–100	12	6	13	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	75%	50%	76%	0%	0%	0%
Comprehensive Italian						
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 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	68	47	84	0	0	2
Number Scoring 55–100	68	46	81	0	0	#
Number Scoring 65–100	68	45	79	0	0	#
Number Scoring 85–100	54	34	46	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	79%	72%	55%	0%	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	112	3	6	11	0	0
Number Scoring 55–100	97	#	5	8	0	0
Number Scoring 65–100	89	#	3	6	0	0
Number Scoring 85–100	42	#	1	1	0	0
Percentage of Tested Scoring 55–100	87%	#	83%	73%	0%	0%
Percentage of Tested Scoring 65–100	79%	#	50%	55%	0%	0%
Percentage of Tested Scoring 85–100	38%	#	17%	9%	0%	0%
Sequential Mathematics, Course III						
Number Tested	66	75	78	3	1	4
Number Scoring 55–100	60	70	63	#	#	#
Number Scoring 65–100	55	63	56	#	#	#
Number Scoring 85–100	26	39	20	#	#	#
Percentage of Tested Scoring 55–100	91%	93%	81%	#	#	#
Percentage of Tested Scoring 65–100	83%	84%	72%	#	#	#
Percentage of Tested Scoring 85–100	39%	52%	26%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	6	67%
Students with Disabilities	0	0%	2	#	4	#

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	106	0%	8%	72%	20%
	Students with Disabilities	14	0%	43%	57%	0%
	All Students	120	0%	13%	70%	18%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	99	99	99	16	16	16	115	115	115
Number Scoring 55–64	0	3	3	0	2	2	0	5	5
Number Scoring 65–84	19	50	45	12	10	10	31	60	55
Number Scoring 85–100	74	44	50	2	0	0	76	44	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)