

New York State District Report Card Comprehensive Information Report

BEDS Code: 48-01-02-06-0000

Name: Carmel Central School District

Superintendent: Marilyn C. Terranova

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	307	345	316
First	370	345	368
Second	391	363	345
Third	386	409	367
Fourth	393	379	418
Fifth	381	399	381
Sixth	420	390	385
Ungraded Elementary	1	0	0
Seventh	381	432	402
Eighth	380	389	433
Ninth	424	411	458
Tenth	369	420	381
Eleventh	336	342	383
Twelfth	317	307	319
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4856	4931	4956

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	66	1.4%	61	1.2%	64	1.3%
Black (Not Hispanic)	98	2.0%	127	2.6%	115	2.3%
Hispanic	322	6.6%	334	6.8%	389	7.8%
White (Not Hispanic)	4370	90.0%	4409	89.4%	4388	88.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	20	19
Common Branch	23	22	23
English Grade 8	23	23	24
Mathematics Grade 8	21	23	25
Science Grade 8	24	24	25
Social Studies Grade 8	23	24	25
English Grade 10	22	17	20
Mathematics Grade 10	21	22	22
Science Grade 10	19	20	21
Social Studies Grade 10	20	19	21

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	31	0.6%	44	0.9%	49	1.0%
Eligible for Free Lunch	170	3.7%	295	6.4%	174	3.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.8%		94.8%
Student Suspensions	246	5.1%	144	3.0%	206	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.2%	4.0%	2.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	332
Total Other Professional Staff	44
Total Paraprofessionals	140
Teaching Out of Certification*	7
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	266	175	66%	268	177	66%	287	203	71%
Students with Disabilities	27	5	19%	20	0	0%	37	5	14%
All Students	293	180	61%	288	177	61%	324	208	64%

*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	194	92	6	1	29	2
Percent	60%	28%	2%	0%	9%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
37	5	3	40

*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			15		10	
	Entered GED Program*			13		11	
	Total Noncompleters			28		21	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			6		0	
	Total Noncompleters			9		2	
All Students	Dropped Out	17	1.2%	18	1.2%	12	0.8%
	Entered GED Program*	35	2.4%	19	1.3%	11	0.7%
	Total Noncompleters	52	3.6%	37	2.5%	23	1.5%

*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		389	1095
	Number of Students with Disabilities		0	125
	Number of All Students		389	1220
	Percent of Enrollment		32%	100%
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	24	100%	43	100%	41	93%
German	0	0%	0	0%	0	0%
Italian	56	98%	68	100%	79	99%
Latin	0	0%	0	0%	0	0%
Spanish	181	99%	178	98%	205	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	3	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	8	88%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	1	#
Science	0	0%	3	#	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	13	54%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	53	79%	42	69%	41	80%
Science	18	83%	45	40%	35	60%
Reading	45	87%	45	84%	37	73%
Writing	18	100%	41	88%	36	94%
Global Studies	12	58%	6	17%	15	40%
U.S. Hist & Gov't	5	20%	17	71%	17	41%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	276	335	341	24	36	37
Number Scoring 55–100	267	312	323	19	20	26
Number Scoring 65–100	242	303	315	11	18	22
Number Scoring 85–100	111	186	190	0	4	5
Percentage of Tested Scoring 55–100	97%	93%	95%	79%	56%	70%
Percentage of Tested Scoring 65–100	88%	90%	92%	46%	50%	59%
Percentage of Tested Scoring 85–100	40%	56%	56%	0%	11%	14%
Mathematics A						
Number Tested	0	98	401	0	15	36
Number Scoring 55–100	0	38	323	0	7	13
Number Scoring 65–100	0	13	267	0	3	10
Number Scoring 85–100	0	0	59	0	0	1
Percentage of Tested Scoring 55–100	0%	39%	81%	0%	47%	36%
Percentage of Tested Scoring 65–100	0%	13%	67%	0%	20%	28%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	373	367	381	37	44	44
Number Scoring 55–100	354	335	344	24	29	28
Number Scoring 65–100	322	305	313	17	18	17
Number Scoring 85–100	127	111	125	3	0	1
Percentage of Tested Scoring 55–100	95%	91%	90%	65%	66%	64%
Percentage of Tested Scoring 65–100	86%	83%	82%	46%	41%	39%
Percentage of Tested Scoring 85–100	34%	30%	33%	8%	0%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	304	348	353	21	30	41
Number Scoring 55–100	277	325	340	9	20	32
Number Scoring 65–100	249	311	323	8	17	24
Number Scoring 85–100	136	156	168	1	3	5
Percentage of Tested Scoring 55–100	91%	93%	96%	43%	67%	78%
Percentage of Tested Scoring 65–100	82%	89%	92%	38%	57%	59%
Percentage of Tested Scoring 85–100	45%	45%	48%	5%	10%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	284	291	337	8	13	9
Number Scoring 55–100	284	291	336	8	13	8
Number Scoring 65–100	279	290	326	8	13	7
Number Scoring 85–100	95	140	134	1	2	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	89%
Percentage of Tested Scoring 65–100	98%	100%	97%	100%	100%	78%
Percentage of Tested Scoring 85–100	33%	48%	40%	12%	15%	22%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	316	336	383	30	25	35
Number Scoring 55–100	301	325	364	20	19	27
Number Scoring 65–100	288	313	337	15	12	19
Number Scoring 85–100	141	152	202	1	2	9
Percentage of Tested Scoring 55–100	95%	97%	95%	67%	76%	77%
Percentage of Tested Scoring 65–100	91%	93%	88%	50%	48%	54%
Percentage of Tested Scoring 85–100	45%	45%	53%	3%	8%	26%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		217	211		6	4
Number Scoring 55–100		209	204		6	#
Number Scoring 65–100		176	170		6	#
Number Scoring 85–100		24	26		1	#
Percentage of Tested Scoring 55–100		96%	97%		100%	#
Percentage of Tested Scoring 65–100		81%	81%		100%	#
Percentage of Tested Scoring 85–100		11%	12%		17%	#
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	13	19	23	0	0	0
Number Scoring 55–100	13	19	23	0	0	0
Number Scoring 65–100	13	19	23	0	0	0
Number Scoring 85–100	9	15	17	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	69%	79%	74%	0%	0%	0%
Comprehensive Italian						
Number Tested	40	83	58	0	0	0
Number Scoring 55–100	40	83	58	0	0	0
Number Scoring 65–100	40	83	57	0	0	0
Number Scoring 85–100	29	60	35	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	72%	60%	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	134	189	185	0	1	3
Number Scoring 55–100	134	188	184	0	#	#
Number Scoring 65–100	134	186	183	0	#	#
Number Scoring 85–100	111	120	119	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	99%	0%	#	#
Percentage of Tested Scoring 85–100	83%	63%	64%	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	319	292	34	0	8	1
Number Scoring 55–100	295	261	19	0	5	#
Number Scoring 65–100	273	235	14	0	2	#
Number Scoring 85–100	130	95	2	0	0	#
Percentage of Tested Scoring 55–100	92%	89%	56%	0%	62%	#
Percentage of Tested Scoring 65–100	86%	80%	41%	0%	25%	#
Percentage of Tested Scoring 85–100	41%	33%	6%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	199	245	224	0	4	3
Number Scoring 55–100	173	217	203	0	#	#
Number Scoring 65–100	169	207	188	0	#	#
Number Scoring 85–100	66	98	73	0	#	#
Percentage of Tested Scoring 55–100	87%	89%	91%	0%	#	#
Percentage of Tested Scoring 65–100	85%	84%	84%	0%	#	#
Percentage of Tested Scoring 85–100	33%	40%	33%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	97%	77	99%	82	93%
Students with Disabilities	0	0%	20	95%	16	69%

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	341	1%	10%	75%	13%
	Students with Disabilities	35	23%	40%	34%	3%
	All Students	376	3%	13%	72%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	383	1%	34%	56%	10%
	Students with Disabilities	43	16%	63%	19%	2%
	All Students	426	2%	37%	52%	9%

(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	291	291	291	45	45	45	336	336	336
Number Scoring 55–64	6	2	7	9	4	2	15	6	9
Number Scoring 65–84	150	142	159	15	14	15	165	156	174
Number Scoring 85–100	119	130	113	5	4	6	124	134	119
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)