

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	345	316	307
First	345	368	327
Second	363	345	365
Third	409	367	350
Fourth	379	418	374
Fifth	399	381	410
Sixth	390	385	384
Ungraded Elementary	0	0	0
Seventh	432	402	396
Eighth	389	433	394
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	4931	4956	4857

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	61	1.2%	64	1.3%	64	1.3%
Black (Not Hispanic)	127	2.6%	115	2.3%	115	2.4%
Hispanic	334	6.8%	389	7.8%	394	8.1%
White (Not Hispanic)	4409	89.4%	4388	88.5%	4284	88.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	21
Common Branch	22	23	23
English Grade 8	23	24	22
Mathematics Grade 8	23	25	22
Science Grade 8	24	25	23
Social Studies Grade 8	24	25	22
English Grade 10	17	20	19
Mathematics Grade 10	22	22	21
Science Grade 10	20	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	44	0.9%	49	1.0%	47	1.0%
Eligible for Free Lunch	295	6.4%	174	3.7%	180	4.0%

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		94.8%		94.8%		94.9%
Student Suspensions	144	3.0%	206	4.2%	104	2.1%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	4.0%	2.8%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	340
Total Other Professional Staff	43
Total Paraprofessionals	149
Teaching Out of Certification*	4

*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%	287	203	71%	289	230	80%
Students with Disabilities	20	0	0%	37	5	14%	22	4	18%
All Students	288	177	61%	324	208	64%	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	6	28

*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	15		10		23	1.6%
	Entered GED Program*	13		11		2	0.1%
	Total Noncompleters	28		21		25	1.8%
Students with Disabilities	Dropped Out	3		2		5	2.4%
	Entered GED Program*	6		0		1	0.5%
	Total Noncompleters	9		2		6	2.9%
All Students	Dropped Out	18	1.2%	12	0.8%	28	1.7%
	Entered GED Program*	19	1.3%	11	0.7%	3	0.2%
	Total Noncompleters	37	2.5%	23	1.5%	31	1.9%

*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	389	1095	386
	Number of Students with Disabilities	0	125	8
	Number of All Students	389	1220	394
	Percent of Enrollment	32%	100%	34%
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	43	100%	41	93%	29	100%
German	0	0%	0	0%	0	0%
Italian	68	100%	79	99%	62	100%
Latin	0	0%	0	0%	0	0%
Spanish	178	98%	205	99%	187	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	3	#	1	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	8	88%	5	80%

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	#	2	#
Reading	1	#	0	0%	4	#
Writing	2	#	0	0%	5	80%
Global Studies	1	#	1	#	2	#
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	42	69%	41	80%	41	88%
Science	45	40%	35	60%	34	56%
Reading	45	84%	37	73%	19	74%
Writing	41	88%	36	94%	19	84%
Global Studies	6	17%	15	40%	21	24%
U.S. Hist & Gov't	17	71%	17	41%	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	335	341	363	36	37	40
Number Scoring 55-100	312	323	346	20	26	29
Number Scoring 65-100	303	315	327	18	22	21
Number Scoring 85-100	186	190	200	4	5	3
Percentage of Tested Scoring 55-100	93%	95%	95%	56%	70%	72%
Percentage of Tested Scoring 65-100	90%	92%	90%	50%	59%	53%
Percentage of Tested Scoring 85-100	56%	56%	55%	11%	14%	7%
Mathematics A						
Number Tested	98	401	450	15	36	42
Number Scoring 55-100	38	323	431	7	13	30
Number Scoring 65-100	13	267	395	3	10	23
Number Scoring 85-100	0	59	152	0	1	4
Percentage of Tested Scoring 55-100	39%	81%	96%	47%	36%	71%
Percentage of Tested Scoring 65-100	13%	67%	88%	20%	28%	55%
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	367	381	404	44	44	50
Number Scoring 55-100	335	344	371	29	28	37
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	91%	90%	92%	66%	64%	74%
Percentage of Tested Scoring 65-100	83%	82%	83%	41%	39%	52%
Percentage of Tested Scoring 85-100	30%	33%	42%	0%	2%	16%
U.S. History and Government						
Number Tested	348	353	340	30	41	34
Number Scoring 55-100	325	340	327	20	32	26
Number Scoring 65-100	311	323	304	17	24	19
Number Scoring 85-100	156	168	188	3	5	5
Percentage of Tested Scoring 55-100	93%	96%	96%	67%	78%	76%
Percentage of Tested Scoring 65-100	89%	92%	89%	57%	59%	56%
Percentage of Tested Scoring 85-100	45%	48%	55%	10%	12%	15%

(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	342	13	9	21
Number Scoring 55-100	291	336	340	13	8	20
Number Scoring 65-100	290	326	329	13	7	18
Number Scoring 85-100	140	134	163	2	2	4
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	89%	95%
Percentage of Tested Scoring 65-100	100%	97%	96%	100%	78%	86%
Percentage of Tested Scoring 85-100	48%	40%	48%	15%	22%	19%
Physical Setting/Earth Science						
Number Tested	336	383	387	25	35	34
Number Scoring 55-100	325	364	361	19	27	27
Number Scoring 65-100	313	337	329	12	19	17
Number Scoring 85-100	152	202	126	2	9	2
Percentage of Tested Scoring 55-100	97%	95%	93%	76%	77%	79%
Percentage of Tested Scoring 65-100	93%	88%	85%	48%	54%	50%
Percentage of Tested Scoring 85-100	45%	53%	33%	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%	82	93%	84	90%
Students with Disabilities	20	95%	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	368	4%	7%	60%	29%
	Students with Disabilities	42	24%	14%	60%	2%
	All Students	410	6%	7%	60%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	342	1%	36%	55%	8%
	Students with Disabilities	54	13%	59%	26%	2%
	All Students	396	3%	39%	51%	8%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	1	1	#	#	#	#

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	327	327	327	42	42	42	369	369	369
Number Scoring 55–64	15	8	7	4	2	5	19	10	12
Number Scoring 65–84	171	124	136	14	14	17	185	138	153
Number Scoring 85–100	110	160	162	1	5	1	111	165	163
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 K-1)						
Number Tested			10			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			1			0
Reading and Writing (Grade K-1)						
Number Tested			10			0
Beginning (0-14)			6			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			11			0
Reading and Writing (Grade 2-4)						
Number Tested			14			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			1			#
Proficient (37-39)			3			#
Reading and Writing (Grade 5-6)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			0			#

*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 – K)

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			5			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
Reading and Writing (Grade 7-8)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			2			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 9-12)						
Number Tested			14			2
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			5			#
Proficient (37-39)			7			#
Reading and Writing (Grade 9-12)						
Number Tested			14			2
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#

*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)