



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **CARMEL CENTRAL SCHOOL
DISTRICT**
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Grades **K-12**

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 **CARMEL 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	307	306	312
Grade 1	327	326	328
Grade 2	365	322	332
Grade 3	350	366	320
Grade 4	374	349	363
Grade 5	410	386	363
Grade 6	384	411	391
Ungraded Elementary	0	0	0
Grade 7	396	389	418
Grade 8	394	392	388
Grade 9	460	423	436
Grade 10	392	435	401
Grade 11	360	369	387
Grade 12	338	367	366
Ungraded Secondary	0	0	0
Total K-12	4857	4841	4805

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	21	22
Grade 8			
English	22	22	23
Mathematics	22	22	22
Science	23	23	24
Social Studies	22	22	23
Grade 10			
English	19	23	22
Mathematics	21	23	22
Science	20	21	20
Social Studies	19	21	19

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 **CARMEL CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	180	4%	222	5%	223	5%
Reduced-Price Lunch	137	3%	170	4%	159	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	47	1%	53	1%	67	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	6	0%	6	0%
Black or African American	115	2%	113	2%	98	2%
Hispanic or Latino	394	8%	455	9%	520	11%
Asian or Native Hawaiian/Other Pacific Islander	63	1%	78	2%	84	2%
White	4284	88%	4189	87%	4097	85%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	104	N/A	152	3%	271	6%

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 **CARMEL CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1117	1146	1447
Percent Not Taught by Highly Qualified Teachers	1%	2%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	0	4	3
Percent with No Valid Teaching Certificate	0%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	4	9	3
Percentage of Total	1%	3%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	24%	28%	26%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	340	350	368
Total Other Professional Staff	35	40	43
Total Paraprofessionals*	149	174	172
Assistant Principals	3	3	3
Principals	5	5	5

* 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:

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

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 **CARMEL 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	✗	✓		✗	✓ ^{SH}	
Limited English Proficient	–	–				
Economically Disadvantaged	✓	✓		–	–	
Student groups making AYP in each subject	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1	✗ 3 of 4	✓ 4 of 4	✓ 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 **CARMEL 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 (2273:2206)			98%		173	120	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (70:45)			96%		149	108	
Hispanic or Latino (269:257)			99%		160	115	
Asian or Native Hawaiian/Other Pacific Islander (46:44)			96%		180	107	
White (1904:1857)			99%		175	119	
Other Groups							
Students with Disabilities ⁴ (421:301)			94%		120	116	
Limited English Proficient (27:21)	–	–	–	–	–	–	–
Economically Disadvantaged (224:212)			97%		155	114	
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 **CARMEL CENTRAL SCHOOL DISTRICT**























Elementary/Middle-Level Mathematics

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

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 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 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 (2276:2208)			99%		171	84	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (54:46)			98%		141	72	
Hispanic or Latino (270:258)			99%		160	79	
Asian or Native Hawaiian/Other Pacific Islander (46:44)			96%		184	71	
White (1903:1857)			99%		173	83	
Other Groups							
Students with Disabilities ⁴ (420:303)			95%		117	80	
Limited English Proficient (27:22)	–	–	–	–	–	–	–
Economically Disadvantaged (226:214)			99%		157	78	
Final AYP Determination	 7 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 **CARMEL 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 (752:711)		Qualified		96%		194	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (7:7)	–	–	–	–	–	–	–	–
Hispanic or Latino (87:82)		Qualified		95%		193	100	
Asian or Native Hawaiian/Other Pacific Islander (13:12)	–	–	–	–	–	–	–	–
White (644:609)		Qualified		96%		195	100	
Other Groups								
Students with Disabilities (105:88)		Qualified		86%		181	100	
Limited English Proficient (11:9)	–	–	–	–	–	–	–	–
Economically Disadvantaged (72:63)		Qualified		90%		195	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 **CARMEL CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts












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

Accountability Measures 3 of 4 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 (372:379)			99%		179	148		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:8)	–	–	–	–	–	–	–	–
Hispanic or Latino (31:32)		–	–		163	137		
Asian or Native Hawaiian/Other Pacific Islander (2:3)	–	–	–	–	–	–	–	–
White (330:336)			99%		182	148		
Other Groups								
Students with Disabilities (38:43)		–	–		116	139	122	124
Limited English Proficient (0:0)								
Economically Disadvantaged (15:16)	–	–	–	–	–	–	–	–
Final AYP Determination		3 of 4						

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 **CARMEL CENTRAL SCHOOL DISTRICT**












Secondary-Level Mathematics

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

Accountability Measures 4 of 4 Student groups making AYP in Mathematics
 Made AYP

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




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

Student Group	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
(12th Graders: 2002 Cohort) ¹							
All Students (372:379)			99%		181	140	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (9:8)	–	–	–	–	–	–	–
Hispanic or Latino (31:32)		–	–		163	129	
Asian or Native Hawaiian/Other Pacific Islander (2:3)	–	–	–	–	–	–	–
White (330:336)			100%		185	140	
Other Groups							
Students with Disabilities (38:43)		–	–		130	131	130 137
Limited English Proficient (0:0)							
Economically Disadvantaged (15:16)	–	–	–	–	–	–	–
Final AYP Determination	 4 of 4						

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 **CARMEL 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 (368)			85%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (6)	–	–	–	–	–
Hispanic or Latino (25)	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (5)	–	–	–	–	–
White (332)			86%	55%	
Other Groups					
Students with Disabilities (42)			71%	55%	
Limited English Proficient (0)					
Economically Disadvantaged (18)	–	–	–	–	–
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 **CARMEL 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

5 schools identified 100% of total

CARMEL HIGH SCHOOL

GEORGE FISCHER MIDDLE SCHOOL

KENT ELEMENTARY SCHOOL

KENT PRIMARY SCHOOL

MATTHEW PATERSON ELEMENTARY SCHOOL

District **CARMEL 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	76%			322
Grade 4	80%			365
Grade 5	79%			360
Grade 6	75%			396
Grade 7	70%			405
Grade 8	73%			367
Mathematics				
Grade 3	87%			326
Grade 4	90%			368
Grade 5	76%			368
Grade 6	69%			399
Grade 7	59%			407
Grade 8	79%			373
Science				
Grade 4	96%			363
Grade 8	90%			279

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	84%			392
Mathematics	84%			392

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	85%			392

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:

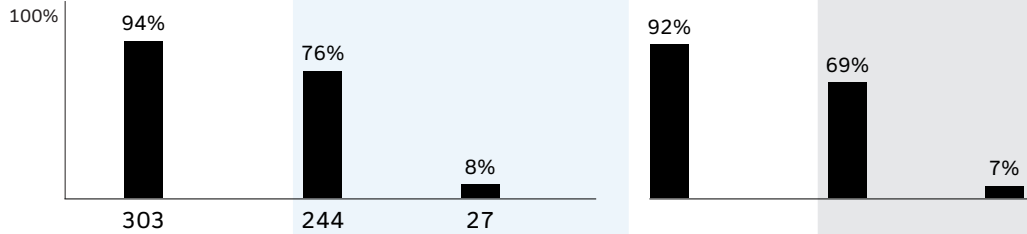
Average Need Districts

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

District **CARMEL 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: 675	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	303	244	27	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	322	94%	76%	8%				
Female	173	94%	82%	10%				
Male	149	94%	69%	7%				
American Indian or Alaska Native								
Black or African American	6	100%	50%	0%				
Hispanic or Latino	37	86%	59%	3%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%				
White	271	95%	78%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	271	99%	85%	10%				
Students with Disabilities	51	69%	25%	2%				
English Proficient	317	95%	77%	9%				
Limited English Proficient	5	60%	0%	0%				
Economically Disadvantaged	28	86%	39%	0%				
Not Disadvantaged	294	95%	79%	9%				
Migrant								
Not Migrant	322	94%	76%	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.

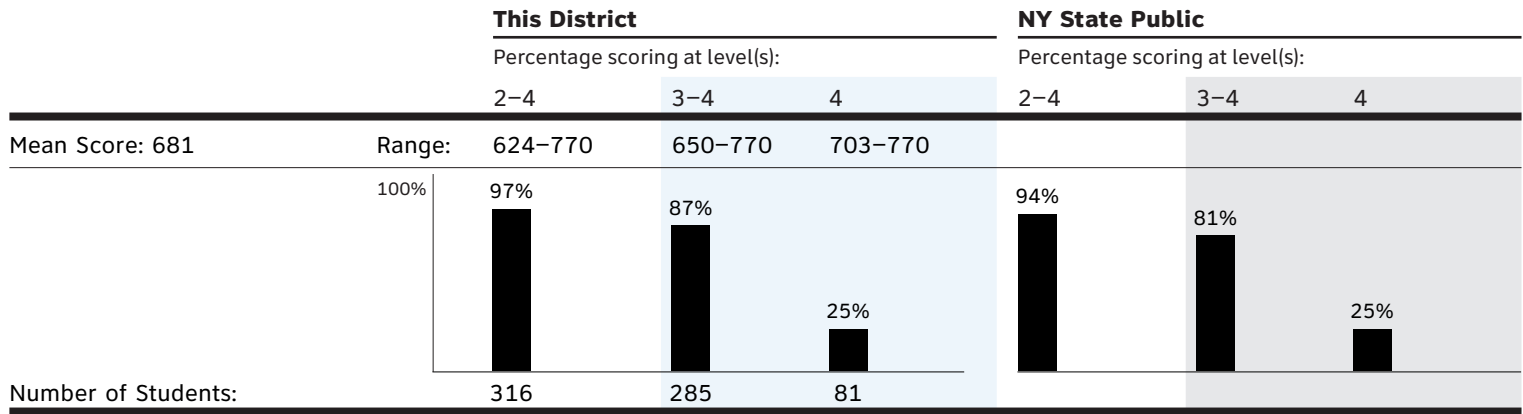
Other Assessments

	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	1	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	3	–	–	N/A	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 **CARMEL CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 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	326	97%	87%	25%				
Female	174	97%	89%	28%				
Male	152	97%	86%	21%				
American Indian or Alaska Native								
Black or African American	6	100%	67%	0%				
Hispanic or Latino	40	95%	83%	15%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%				
White	272	97%	88%	26%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	276	99%	93%	29%				
Students with Disabilities	50	88%	58%	4%				
English Proficient	318	97%	88%	25%				
Limited English Proficient	8	100%	75%	0%				
Economically Disadvantaged	29	90%	55%	3%				
Not Disadvantaged	297	98%	91%	27%				
Migrant								
Not Migrant	326	97%	87%	25%				

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	1	–	–	–	This test was not given in 2004-05.			

District **CARMEL 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: 677	Range: 612-775	650-775	716-775			
Number of Students:	348	291	46			

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	365	95%	80%	13%				
Female	158	97%	82%	18%				
Male	207	94%	78%	9%				
American Indian or Alaska Native								
Black or African American	3	-	-	-				
Hispanic or Latino	39	95%	62%	5%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	316	95%	82%	13%				
Small Group Totals	10	100%	70%	30%				
General-Education Students	302	99%	88%	15%				
Students with Disabilities	63	76%	41%	2%				
English Proficient	357	96%	81%	13%				
Limited English Proficient	8	88%	13%	0%				
Economically Disadvantaged	37	92%	73%	0%				
Not Disadvantaged	328	96%	80%	14%				
Migrant								
Not Migrant	365	95%	80%	13%				

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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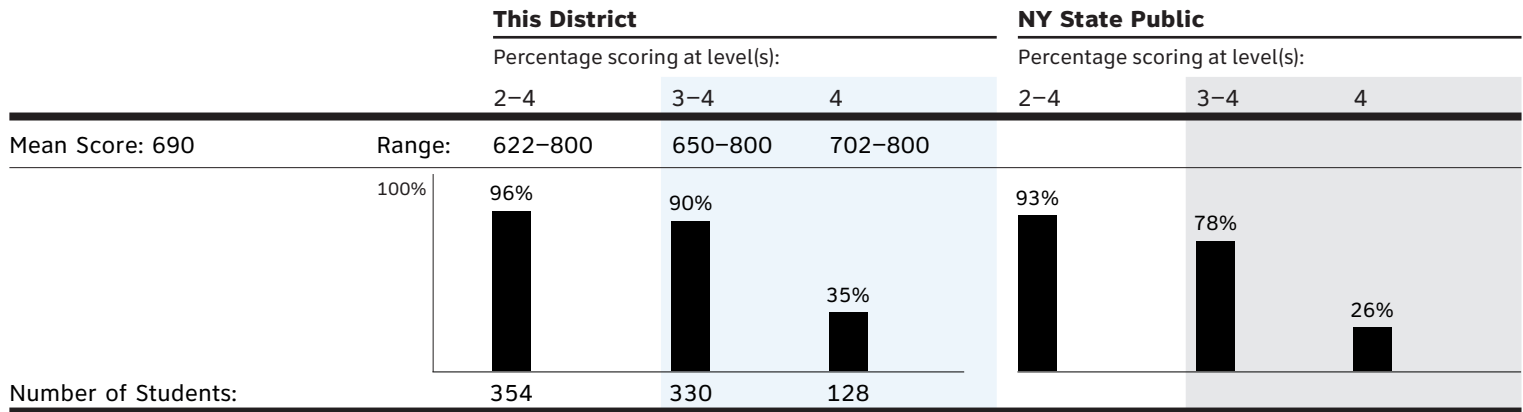
Other Assessments

	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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				3	-	-	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 **CARMEL CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 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	368	96%	90%	35%				
Female	160	95%	86%	32%				
Male	208	97%	92%	37%				
American Indian or Alaska Native								
Black or African American	5	80%	60%	0%				
Hispanic or Latino	40	95%	80%	28%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	71%				
White	316	97%	91%	35%				
Small Group Totals								
General-Education Students	305	100%	95%	40%				
Students with Disabilities	63	79%	62%	10%				
English Proficient	360	96%	90%	36%				
Limited English Proficient	8	100%	75%	0%				
Economically Disadvantaged	39	97%	90%	23%				
Not Disadvantaged	329	96%	90%	36%				
Migrant								
Not Migrant	368	96%	90%	35%				

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

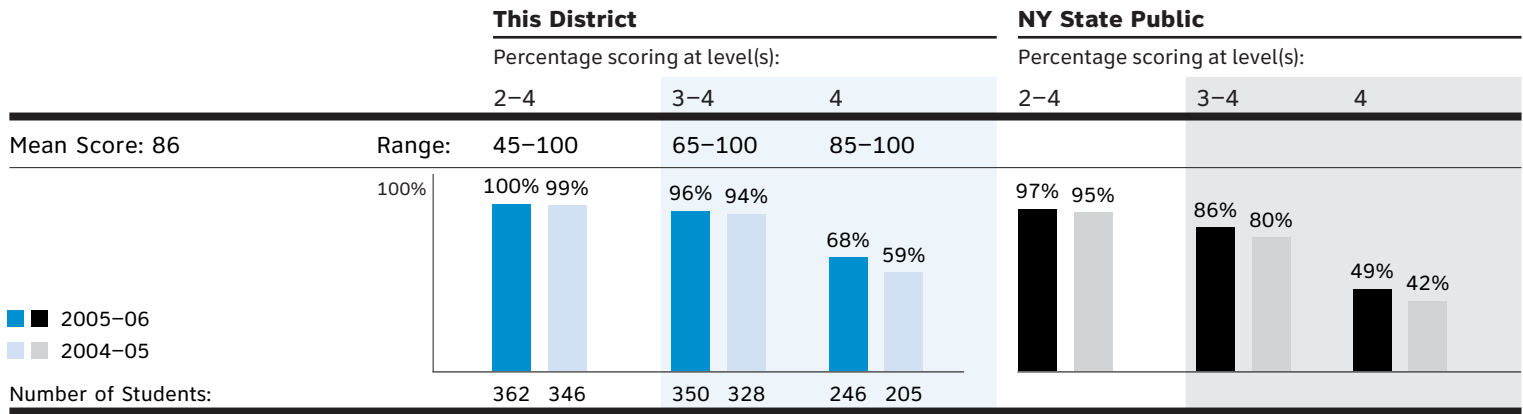
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Other Assessments

	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	2	–	–	–	3	–	–	–

District **CARMEL 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	363	100%	96%	68%	350	99%	94%	59%
Female	155	99%	95%	66%	169	98%	93%	61%
Male	208	100%	97%	69%	181	99%	94%	56%
American Indian or Alaska Native					1	-	-	-
Black or African American	3	-	-	-	9	100%	78%	44%
Hispanic or Latino	39	100%	97%	49%	42	98%	86%	40%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	8	-	-	-
White	314	100%	97%	70%	290	99%	95%	62%
Small Group Totals	10	100%	80%	80%	9	100%	100%	44%
General-Education Students	301	100%	99%	75%	309	99%	95%	62%
Students with Disabilities	62	100%	84%	34%	41	95%	85%	29%
English Proficient	355	100%	97%	69%	344	99%	94%	59%
Limited English Proficient	8	88%	88%	25%	6	100%	67%	17%
Economically Disadvantaged	36	100%	97%	47%	27	96%	85%	30%
Not Disadvantaged	327	100%	96%	70%	323	99%	94%	61%
Migrant								
Not Migrant	363	100%	96%	68%	350	99%	94%	59%

NOTES

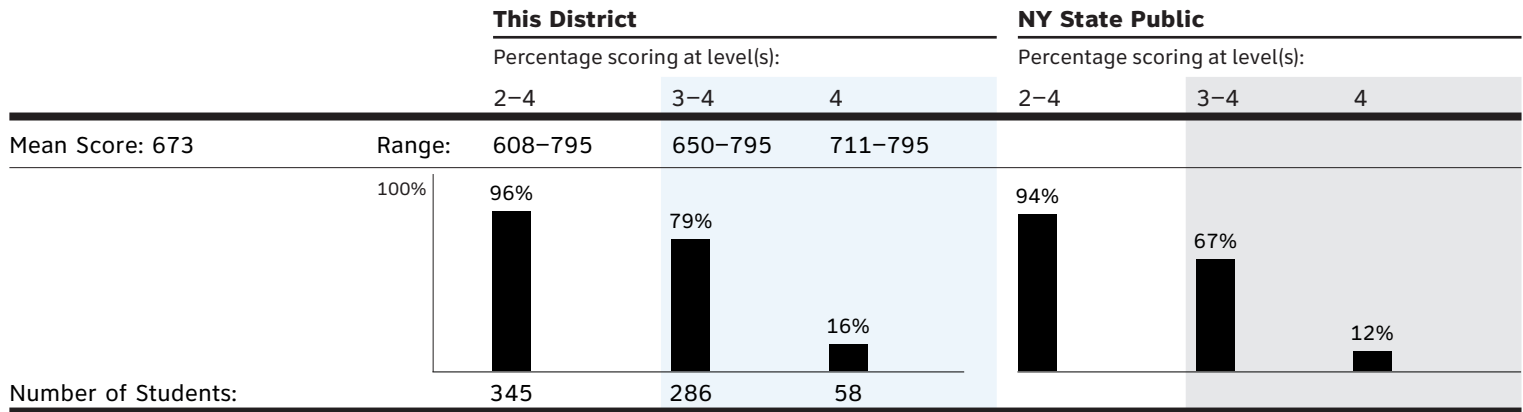
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Other Assessments

	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	1	-	-	-	3	-	-	-

District **CARMEL CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



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	360	96%	79%	16%				
Female	176	98%	85%	18%				
Male	184	94%	74%	14%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	9	78%	56%	22%				
Hispanic or Latino	45	96%	71%	7%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	296	96%	81%	18%	This test was not given in 2004-05.			
Small Group Totals	10	80%	50%	20%				
General-Education Students	311	98%	86%	18%				
Students with Disabilities	49	84%	37%	2%				
English Proficient	360	96%	79%	16%				
Limited English Proficient								
Economically Disadvantaged	30	90%	60%	3%				
Not Disadvantaged	330	96%	81%	17%				
Migrant								
Not Migrant	360	96%	79%	16%				

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	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	4	-	-	N/A	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 **CARMEL CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 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: 666	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	336	278	58			

Performance Level	This District (%)	NY State Public (%)
2-4	91%	90%
3-4	76%	68%
4	16%	19%

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	368	91%	76%	16%				
Female	180	91%	74%	15%				
Male	188	91%	77%	16%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	11	82%	55%	0%				
Hispanic or Latino	47	83%	64%	9%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	300	93%	78%	18%	This test was not given in 2004-05.			
Small Group Totals	10	90%	90%	10%				
General-Education Students	317	95%	82%	18%				
Students with Disabilities	51	69%	33%	2%				
English Proficient	364	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	32	78%	66%	3%				
Not Disadvantaged	336	93%	76%	17%				
Migrant								
Not Migrant	368	91%	76%	16%				

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.

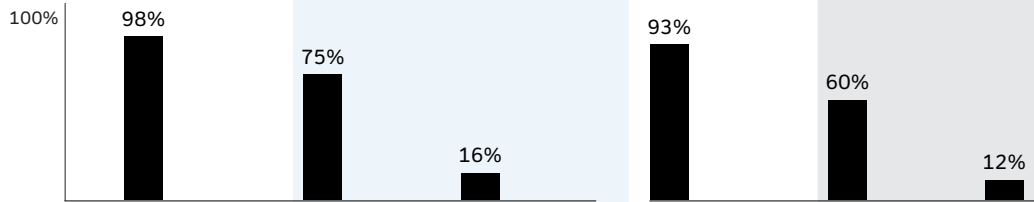
Other Assessments

	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	2	-	-	-	This test was not given in 2004-05.			

District **CARMEL 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: 670	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	389	297	62			



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	396	98%	75%	16%				
Female	194	97%	79%	18%				
Male	202	99%	71%	14%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	11	91%	45%	18%				
Hispanic or Latino	45	100%	67%	7%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	332	98%	77%	17%	This test was not given in 2004-05.			
Small Group Totals	8	100%	88%	0%				
General-Education Students	331	100%	81%	18%				
Students with Disabilities	65	91%	43%	3%				
English Proficient	396	98%	75%	16%				
Limited English Proficient								
Economically Disadvantaged	43	93%	63%	16%				
Not Disadvantaged	353	99%	76%	16%				
Migrant								
Not Migrant	396	98%	75%	16%				

NOTES

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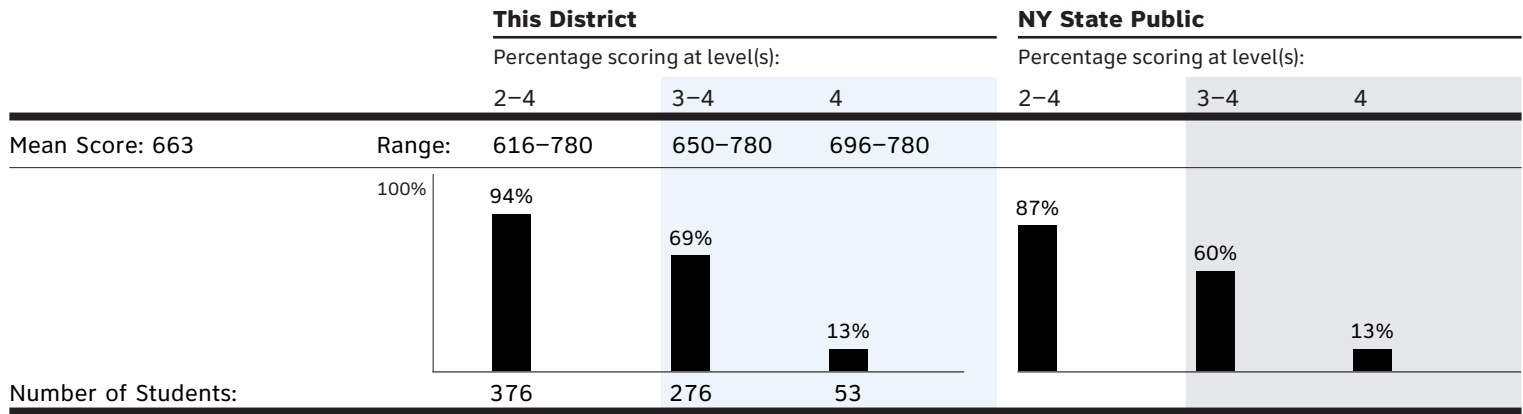
Other Assessments

	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	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	-	-	N/A	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 **CARMEL 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	399	94%	69%	13%				
Female	196	93%	69%	10%				
Male	203	95%	69%	16%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	11	73%	55%	0%				
Hispanic or Latino	47	98%	64%	6%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	333	94%	70%	14%	This test was not given in 2004-05.			
Small Group Totals	8	100%	75%	25%				
General-Education Students	333	97%	75%	16%				
Students with Disabilities	66	79%	38%	2%				
English Proficient	398	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	44	91%	61%	9%				
Not Disadvantaged	355	95%	70%	14%				
Migrant								
Not Migrant	399	94%	69%	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 6 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **CARMEL 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:	399	282	40			

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	405	99%	70%	10%				
Female	181	99%	74%	13%				
Male	224	98%	66%	7%				
American Indian or Alaska Native								
Black or African American	15	100%	53%	7%				
Hispanic or Latino	45	98%	51%	9%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	0%				
White	338	99%	73%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	362	100%	75%	11%				
Students with Disabilities	43	86%	26%	0%				
English Proficient	405	99%	70%	10%				
Limited English Proficient								
Economically Disadvantaged	47	100%	53%	4%				
Not Disadvantaged	358	98%	72%	11%				
Migrant								
Not Migrant	405	99%	70%	10%				

NOTES

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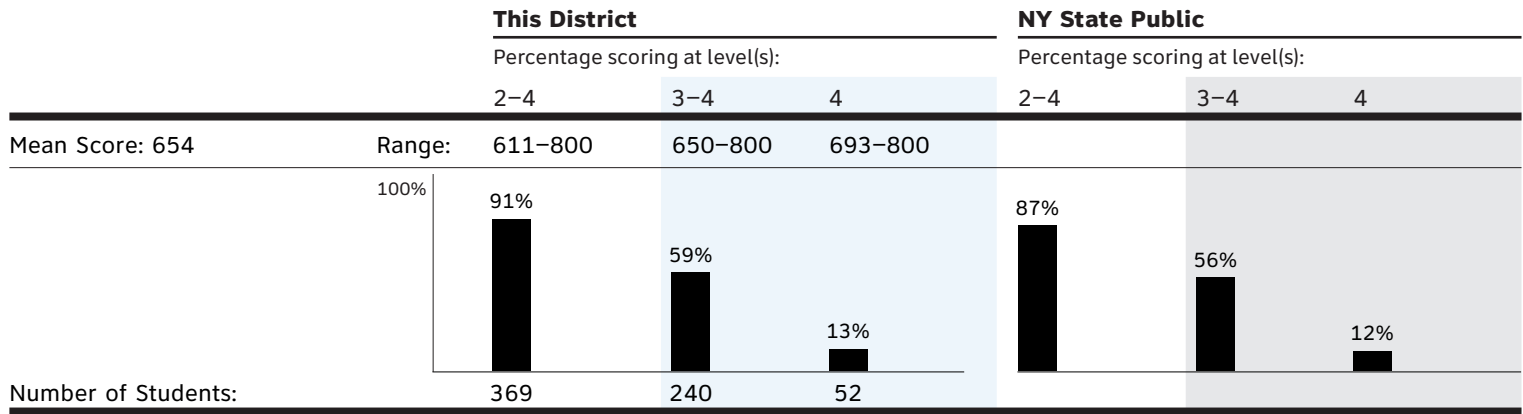
Other Assessments

	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	3	–	–	N/A	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 **CARMEL 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	407	91%	59%	13%				
Female	179	94%	60%	12%				
Male	228	88%	58%	13%				
American Indian or Alaska Native								
Black or African American	16	100%	31%	13%				
Hispanic or Latino	47	89%	47%	9%				
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	14%				
White	337	91%	62%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	364	96%	64%	14%				
Students with Disabilities	43	44%	16%	2%				
English Proficient	404	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	47	85%	47%	9%				
Not Disadvantaged	360	91%	61%	13%				
Migrant								
Not Migrant	407	91%	59%	13%				

NOTES

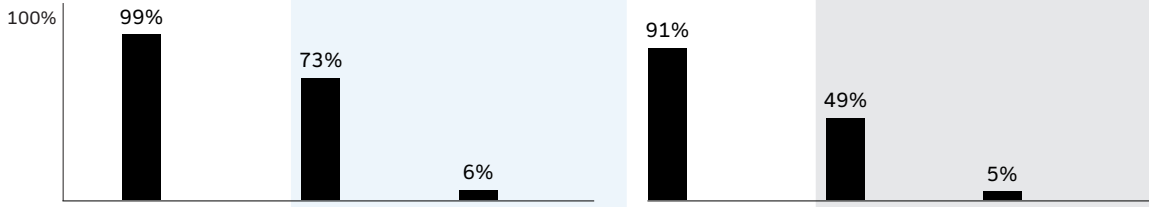
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Other Assessments

	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.			

District **CARMEL 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: 670	Range: 602-790	650-790	715-790			
						
Number of Students:	365	268	23			

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	367	99%	73%	6%				
Female	184	100%	81%	9%				
Male	183	99%	65%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-				
Hispanic or Latino	44	100%	66%	7%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	20%				
White	313	99%	75%	6%				
Small Group Totals	5	100%	60%	0%				
General-Education Students	341	100%	77%	7%				
Students with Disabilities	26	96%	27%	0%				
English Proficient	367	99%	73%	6%				
Limited English Proficient								
Economically Disadvantaged	27	100%	63%	11%				
Not Disadvantaged	340	99%	74%	6%				
Migrant								
Not Migrant	367	99%	73%	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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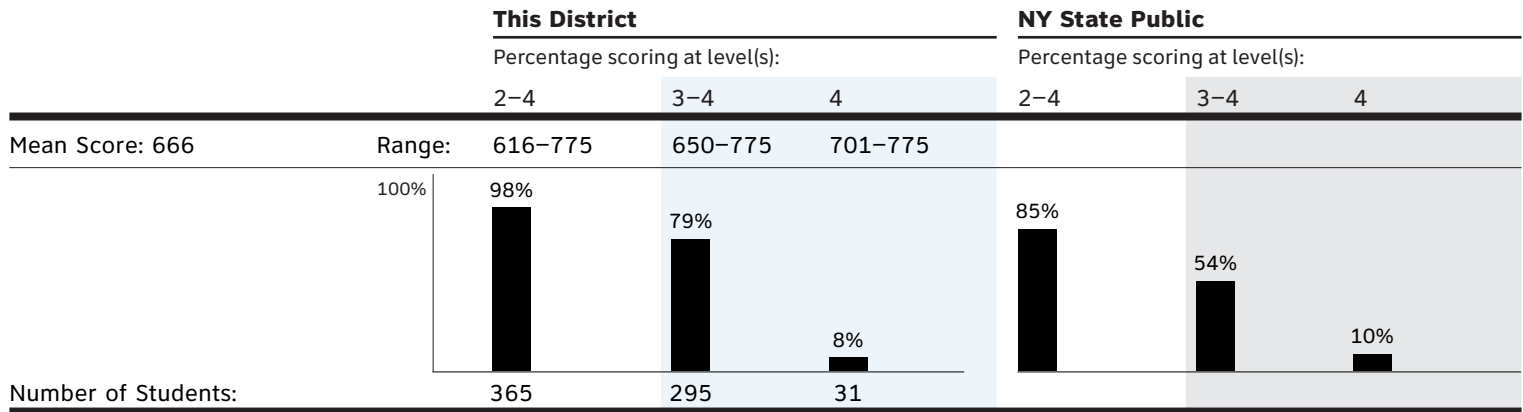
Other Assessments

	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	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	3	-	-	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 **CARMEL CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 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	373	98%	79%	8%				
Female	185	99%	80%	9%				
Male	188	97%	78%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-				
Hispanic or Latino	45	96%	67%	4%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%				
White	317	98%	81%	9%				
Small Group Totals	5	100%	80%	0%				
General-Education Students	347	99%	82%	9%				
Students with Disabilities	26	77%	35%	0%				
English Proficient	370	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	31	100%	77%	0%				
Not Disadvantaged	342	98%	79%	9%				
Migrant								
Not Migrant	373	98%	79%	8%				

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

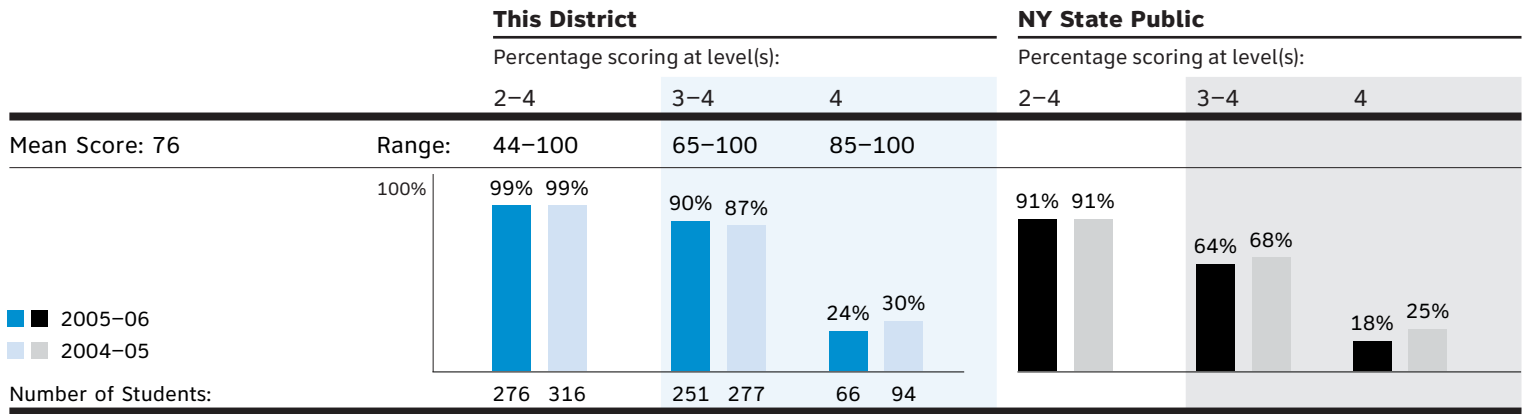
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Other Assessments

	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	4	-	-	-	2	-	-	-

District **CARMEL 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	279	99%	90%	24%	318	99%	87%	30%
Female	138	100%	90%	20%	157	99%	82%	24%
Male	141	98%	90%	28%	161	99%	92%	35%
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-	8	-	-	-
Hispanic or Latino	39	97%	90%	26%	37	100%	76%	22%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%	1	-	-	-
White	230	99%	90%	23%	272	100%	89%	31%
Small Group Totals	5	100%	80%	40%	9	89%	78%	22%
General-Education Students	255	99%	91%	25%	284	100%	89%	33%
Students with Disabilities	24	96%	75%	8%	34	97%	74%	3%
English Proficient	277	-	-	-	315	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	25	100%	92%	20%	23	100%	78%	13%
Not Disadvantaged	254	99%	90%	24%	295	99%	88%	31%
Migrant								
Not Migrant	279	99%	90%	24%	318	99%	87%	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 8 Equivalent	2	-	-	-	2	-	-	-
Regents Science	79	79	79	75	69	69	69	57

District **CARMEL 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

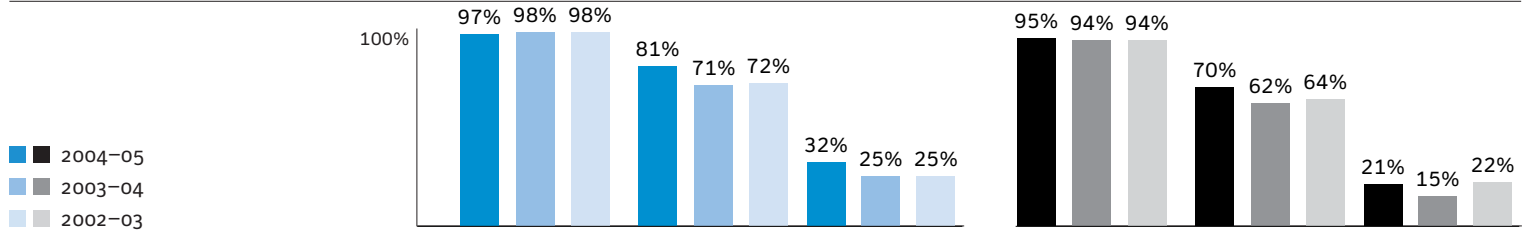
Percentage scoring at level(s):

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	12	54	169	112	347	679
Feb 2004	9	97	174	91	371	669
Feb 2003	10	105	194	101	410	666

Grade 8

This School

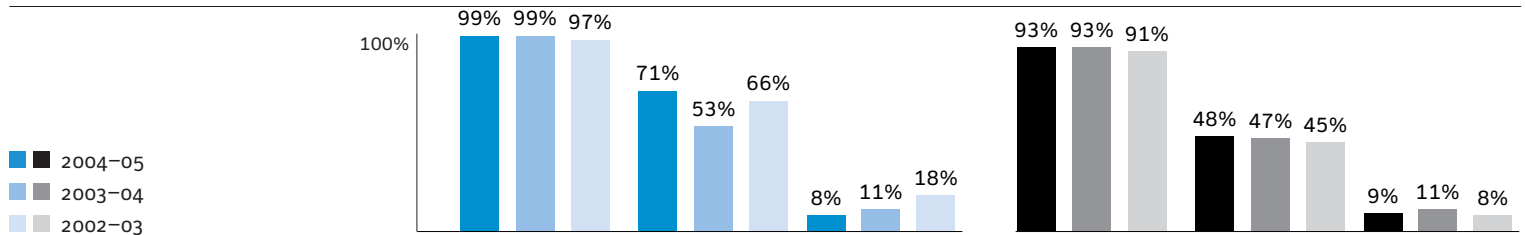
Percentage scoring at level(s):

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	5	109	244	33	391	706
Jan 2004	5	182	164	44	395	704
Jan 2003	11	137	204	79	431	710

District **CARMEL 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

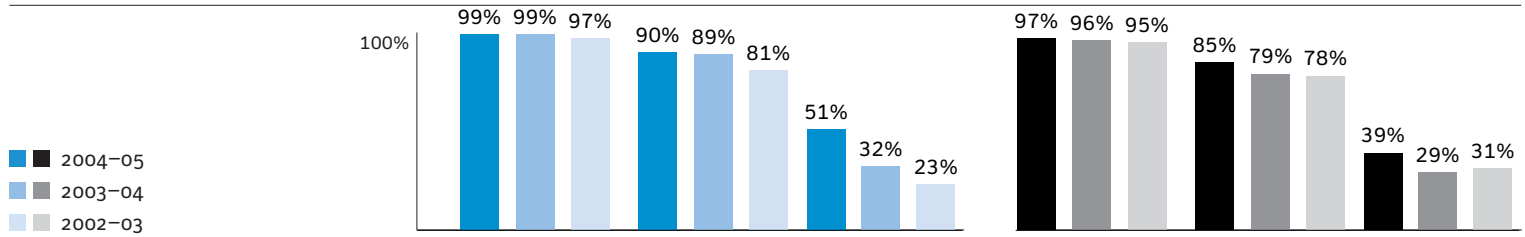
Percentage scoring at level(s):

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	5	31	135	180	351	679
May 2004	4	37	211	120	372	667
May 2003	12	65	239	96	412	660

Grade 8

This School

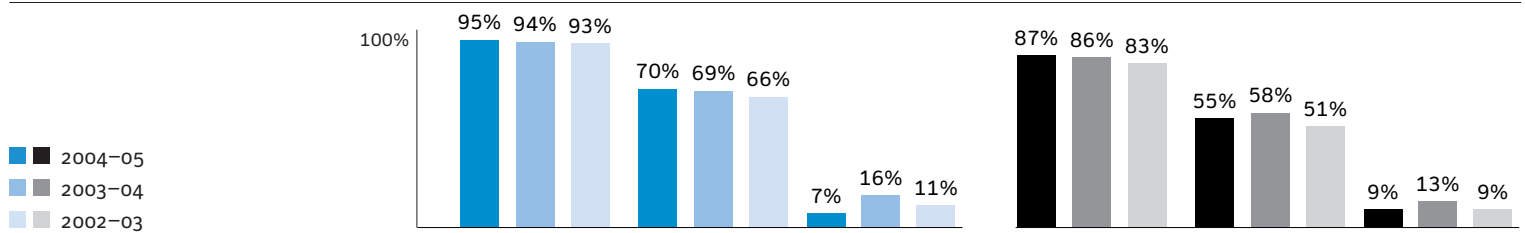
Percentage scoring at level(s):

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	20	100	252	27	399	727
May 2004	23	100	212	62	397	729
May 2003	28	115	229	48	420	724

District **CARMEL 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

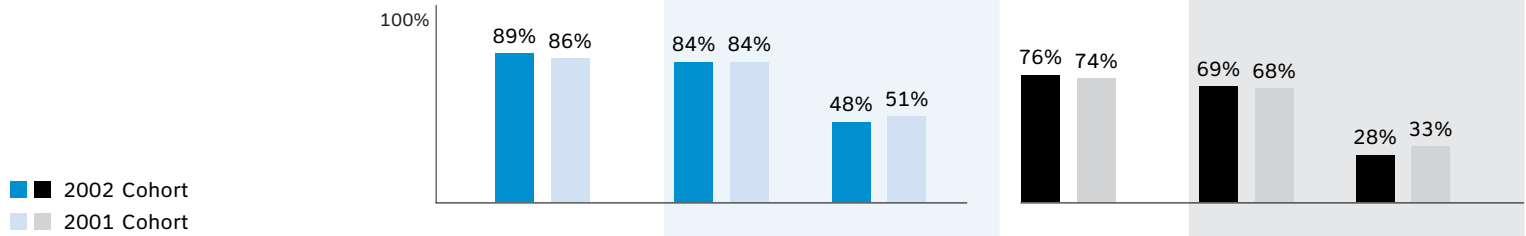
NY State Public

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	392	89%	84%	48%	382	86%	84%	51%
Female	182	94%	90%	57%	193	88%	85%	56%
Male	210	85%	78%	41%	189	85%	82%	47%
American Indian or Alaska Native								
Black or African American	8	–	–	–	6	100%	100%	17%
Hispanic or Latino	34	74%	71%	38%	28	79%	75%	32%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	6	67%	67%	33%
White	348	91%	85%	50%	342	87%	84%	54%
Small Group Totals	10	80%	80%	30%				
General-Education Students	347	95%	91%	54%	332	92%	91%	58%
Students with Disabilities	45	47%	29%	4%	50	48%	34%	4%
English Proficient	392	89%	84%	48%	382	86%	84%	51%
Limited English Proficient								
Economically Disadvantaged	17	71%	71%	24%				
Not Disadvantaged	375	90%	84%	49%				
Migrant								
Not Migrant	392	89%	84%	48%				

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	2

* 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 **CARMEL 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

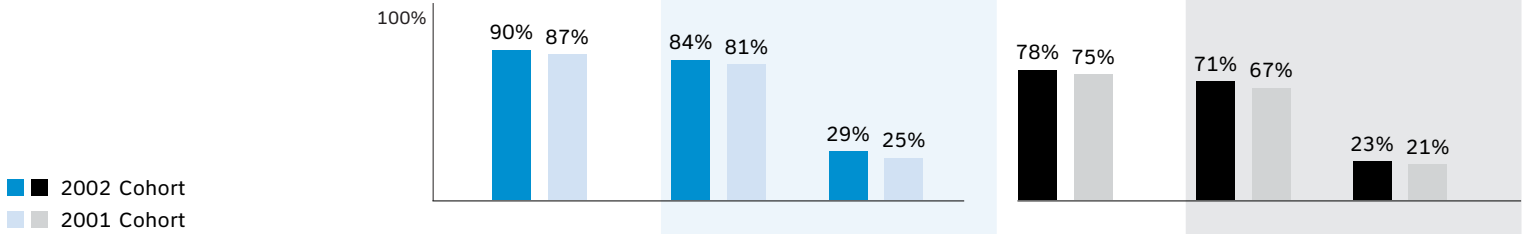
NY State Public

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	392	90%	84%	29%	382	87%	81%	25%
Female	182	96%	89%	29%	193	89%	83%	26%
Male	210	84%	80%	30%	189	85%	79%	25%
American Indian or Alaska Native								
Black or African American	8	-	-	-	6	100%	83%	33%
Hispanic or Latino	34	76%	74%	15%	28	82%	75%	21%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	67%	67%	33%
White	348	91%	86%	31%	342	88%	82%	25%
Small Group Totals	10	80%	60%	20%				
General-Education Students	347	95%	91%	33%	332	93%	88%	29%
Students with Disabilities	45	49%	36%	4%	50	48%	34%	0%
English Proficient	392	90%	84%	29%	382	87%	81%	25%
Limited English Proficient								
Economically Disadvantaged	17	76%	65%	29%				
Not Disadvantaged	375	90%	85%	29%				
Migrant								
Not Migrant	392	90%	84%	29%				

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	2

* 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.

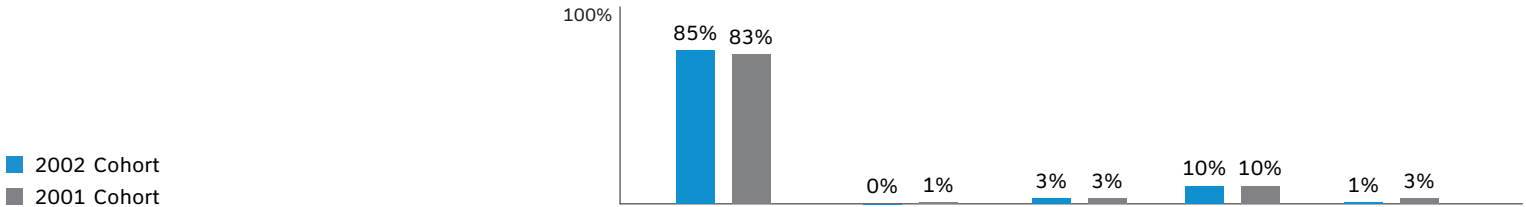
District **CARMEL CENTRAL SCHOOL DISTRICT**

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	392	85%	0%	3%	10%	1%
	2001	382	83%	1%	3%	10%	3%
Female	2002	182	91%	0%	2%	6%	1%
	2001	193	85%	0%	3%	7%	5%
Male	2002	210	80%	0%	4%	14%	1%
	2001	189	81%	1%	4%	12%	2%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	8	–	–	–	–	–
	2001	6	83%	0%	0%	17%	0%
Hispanic or Latino	2002	34	74%	0%	3%	18%	6%
	2001	28	79%	0%	11%	11%	0%
Asian or Native Hawaiian/Other Pacific Islander	2002	2	–	–	–	–	–
White	2001	6	67%	17%	0%	0%	17%
	2002	348	87%	0%	3%	9%	1%
Small Group Totals	2001	342	84%	0%	3%	10%	4%
	2002	10	70%	0%	0%	30%	0%
General-Education Students	2002	347	88%	0%	3%	8%	1%
	2001	332	86%	0%	3%	7%	3%
Students with Disabilities	2002	45	64%	0%	7%	27%	2%
	2001	50	62%	4%	2%	28%	4%
English Proficient	2002	392	85%	0%	3%	10%	1%
	2001	382	83%	1%	3%	10%	3%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	17	88%	0%	0%	12%	0%
Not Disadvantaged	2002	375	85%	0%	3%	10%	1%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	392	85%	0%	3%	10%	1%

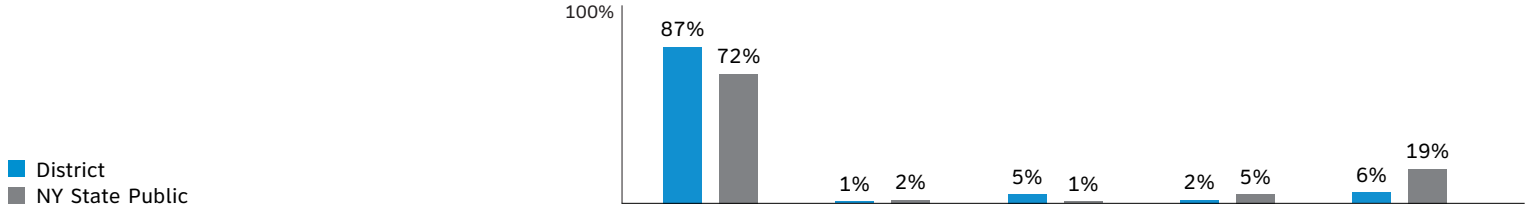
NOTES

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 **CARMEL 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	378	87%	1%	5%	2%	6%
Female	192	88%	1%	3%	1%	8%
Male	186	86%	1%	7%	3%	3%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	6	100%	0%	0%	0%	0%
Hispanic or Latino	26	85%	0%	12%	4%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	17%	0%	0%	17%
White	340	87%	1%	4%	2%	6%
Small Group Totals						
General-Education Students	334	89%	0%	4%	2%	5%
Students with Disabilities	44	70%	7%	9%	2%	11%
English Proficient	378	87%	1%	5%	2%	6%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	18	100%	0%	0%	0%	0%
Not Disadvantaged	360	86%	1%	5%	2%	6%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	378	87%	1%	5%	2%	6%

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.