



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **CARMEL CENTRAL SCHOOL
DISTRICT**

District ID **48-01-02-06-0000**

Superintendent **JAMES RYAN**

Telephone **(845) 878-2094**

Grades **PK-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.

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 the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District **CARMEL CENTRAL SCHOOL DISTRICT**District ID **48-01-02-06-0000**

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

	2008-09	2009-10	2010-11
Pre-K	0	20	42
Kindergarten	276	298	276
Grade 1	350	318	349
Grade 2	315	341	323
Grade 3	340	324	348
Grade 4	330	348	325
Grade 5	351	341	354
Grade 6	331	355	340
Ungraded Elementary	0	0	0
Grade 7	374	334	363
Grade 8	363	383	336
Grade 9	412	393	405
Grade 10	437	412	378
Grade 11	370	397	389
Grade 12	397	386	395
Ungraded Secondary	0	0	0
Total K-12	4646	4630	4581

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	23	24
Grade 8			
English	20	20	20
Mathematics	20	20	18
Science	21	23	22
Social Studies	20	20	20
Grade 10			
English	21	21	21
Mathematics	22	21	22
Science	22	18	21
Social Studies	23	21	23

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**District ID **48-01-02-06-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	302	7%	421	10%	455	11%
Reduced-Price Lunch	220	5%	190	4%	221	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	101	2%	102	2%	93	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	4	0%	10	0%
Black or African American	116	2%	119	3%	126	3%
Hispanic or Latino	593	13%	621	13%	643	14%
Asian or Native Hawaiian/Other Pacific Islander	104	2%	120	3%	126	3%
White	3831	82%	3766	81%	3676	80%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		97%
Student Suspensions	180	4%	142	3%	171	4%

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

District ID 48-01-02-06-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	346	344	334
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	2%	1%
Percent with Fewer Than Three Years of Experience	6%	4%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	33%	38%
Total Number of Core Classes	1161	1082	1015
Percent Not Taught by Highly Qualified Teachers in This District	1%	2%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1403	1367	1333
Percent Taught by Teachers Without Appropriate Certification	1%	3%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%	13%	11%
Turnover Rate of All Teachers	11%	9%	10%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	59	47	48
Total Paraprofessionals*	195	204	199
Assistant Principals	3	3	3
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) 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.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irs/accountability/>.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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			English		
	Language Arts	Mathematics	Science	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						
Multiracial	—	—				
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	6 of 8	7 of 8	1 of 1	4 of 5	4 of 5	1 of 1

AYP Status


- Made AYP
- 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts


























Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 6 of 8 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2092:2056)			99%		162	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (50:49)			100%		137	108	
Hispanic or Latino (335:326)			99%		147	116	
Asian or Native Hawaiian/Other Pacific Islander (63:63)			100%		175	110	
White (1624:1599)			99%		165	119	
Multiracial (20:19)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (373:397)			98%		102	116	112 112
Limited English Proficient (48:80)			100%		105	111	111 115
Economically Disadvantaged (386:372)			99%		136	116	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1003:991)			100%		171	119	
Male (1089:1065)			99%		153	119	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2091:2060)			99%		171	135	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (50:48)			96%		144	123	
Hispanic or Latino (334:328)			100%		162	131	
Asian or Native Hawaiian/Other Pacific Islander (63:63)			100%		190	125	
White (1624:1601)			99%		173	134	
Multiracial (20:20)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (372:395)			98%		123	131	126 131
Limited English Proficient (48:81)			100%		138	126	
Economically Disadvantaged (385:373)			99%		151	131	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1002:989)			99%		172	134	
Male (1089:1071)			99%		170	134	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.













Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (671:648)		Qualified		98%		193	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (18:17)		–	–	–	–	–	–		–
Hispanic or Latino (113:111)		Qualified		100%		188	100		
Asian or Native Hawaiian/Other Pacific Islander (19:19)		–	–	–	–	–	–		–
White (518:499)		Qualified		97%		194	100		
Multiracial (3:2)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (112:113)		Qualified		92%		171	100		
Limited English Proficient (16:16)		–	–	–	–	–	–		–
Economically Disadvantaged (125:117)		Qualified		96%		184	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (347:336)				98%		192	100		
Male (324:312)				98%		194	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

















Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 4 of 5 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (405:392)			100%		195	177	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (12:13)	—	—	—	—	—	—	—
Hispanic or Latino (57:56)			98%		198	170	
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (332:319)			100%		194	177	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (44:52)			95%		165	170	170 [‡] 169
Limited English Proficient (0:0)							
Economically Disadvantaged (49:50)			98%		180	170	
Final AYP Determination	 4 of 5						
Non-Accountability Groups							
Female (183:179)			100%		198	175	
Male (222:213)			99%		193	175	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

















Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 4 of 5 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (405:392)			100%		189	174	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (12:13)	—	—	—	—	—	—	—
Hispanic or Latino (57:56)			100%		188	167	
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (332:319)			100%		189	174	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (44:52)			98%		142	167	150 [‡] 148
Limited English Proficient (0:0)							
Economically Disadvantaged (49:50)			100%		174	167	
Final AYP Determination	 4 of 5						
Non-Accountability Groups							
Female (183:179)			100%		194	172	
Male (222:213)			100%		185	172	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.








Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing



Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (395)			89%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (8)		—	—	—	
Hispanic or Latino (50)			90%	80%	
Asian or Native Hawaiian/Other Pacific Islander (4)		—	—	—	
White (333)			89%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (58)			59%	80%	65%
Limited English Proficient (0)					
Economically Disadvantaged (47)			87%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (191)			93%	80%	
Male (204)			86%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **91%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

3 schools identified 60% of total

GEORGE FISCHER MIDDLE SCHOOL

KENT PRIMARY SCHOOL

MATTHEW PATERSON ELEMENTARY SCHOOL

Improvement (year 1) Basic

2 schools identified 40% of total

CARMEL HIGH SCHOOL

KENT ELEMENTARY SCHOOL

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

Summary of 2010–11 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	73%			342
Grade 4	73%			327
Grade 5	59%			353
Grade 6	70%			333
Grade 7	59%			364
Grade 8	67%			336

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	68%			343
Grade 4	80%			326
Grade 5	73%			354
Grade 6	74%			337
Grade 7	80%			361
Grade 8	75%			336

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	98%			325
Grade 8	90%			326

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	90%			421
Mathematics	87%			421

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

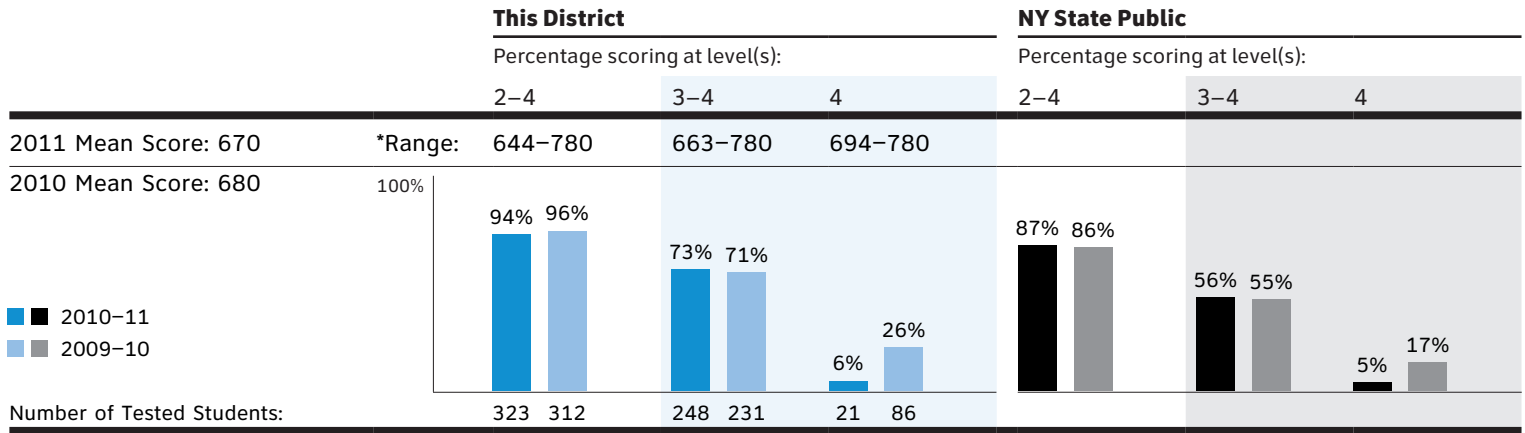
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	342	94%	73%	6%	325	96%	71%	26%
Female	153	96%	82%	10%	162	98%	75%	28%
Male	189	93%	65%	3%	163	94%	67%	25%
American Indian or Alaska Native								
Black or African American	3	-	-	-	9	100%	67%	22%
Hispanic or Latino	57	93%	56%	2%	47	94%	64%	21%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	71%	14%	11	100%	82%	9%
White	264	94%	76%	7%	258	96%	72%	28%
Multiracial	4	-	-	-				
Small Group Totals	7	100%	86%	0%				
General-Education Students	293	98%	80%	7%	280	98%	76%	28%
Students with Disabilities	49	73%	27%	0%	45	82%	40%	18%
English Proficient	330	95%	75%	6%	312	97%	73%	27%
Limited English Proficient	12	75%	17%	0%	13	77%	31%	15%
Economically Disadvantaged	64	83%	58%	0%	56	89%	46%	11%
Not Disadvantaged	278	97%	76%	8%	269	97%	76%	30%
Migrant								
Not Migrant	342	94%	73%	6%	325	96%	71%	26%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

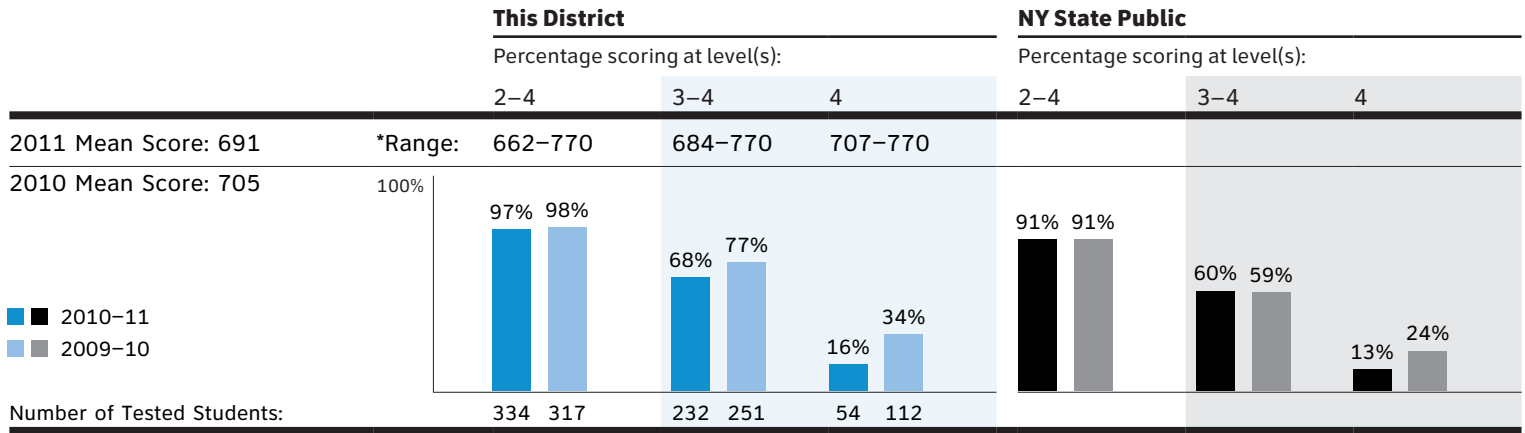
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	343	97%	68%	16%	325	98%	77%	34%
Female	154	97%	65%	18%	162	98%	81%	38%
Male	189	97%	70%	14%	163	98%	74%	31%
American Indian or Alaska Native								
Black or African American	3	-	-	-	9	89%	67%	33%
Hispanic or Latino	57	96%	56%	9%	47	98%	79%	26%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	29%	11	100%	100%	45%
White	265	98%	69%	16%	258	98%	76%	36%
Multiracial	4	-	-	-				
Small Group Totals	7	86%	71%	29%				
General-Education Students	294	98%	72%	17%	280	98%	80%	36%
Students with Disabilities	49	92%	41%	6%	45	96%	60%	22%
English Proficient	331	98%	69%	16%	312	98%	79%	36%
Limited English Proficient	12	92%	42%	0%	13	85%	38%	8%
Economically Disadvantaged	64	94%	55%	5%	56	93%	64%	13%
Not Disadvantaged	279	98%	71%	18%	269	99%	80%	39%
Migrant								
Not Migrant	343	97%	68%	16%	325	98%	77%	34%

NOTES

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Other Assessments

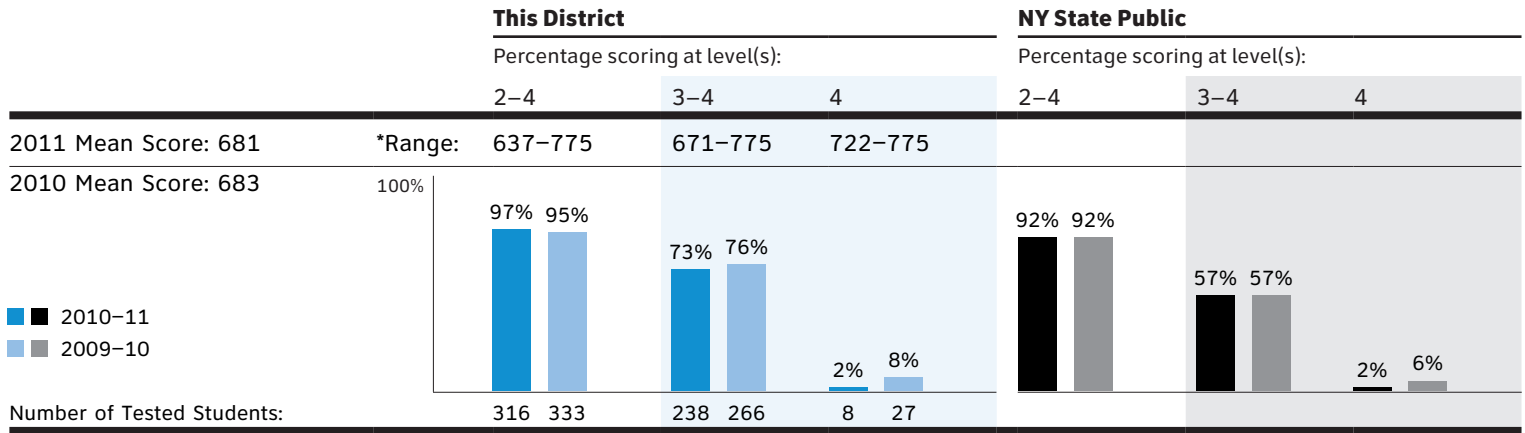
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	3	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	327	97%	73%	2%	351	95%	76%	8%
Female	163	98%	77%	2%	167	96%	80%	12%
Male	164	95%	68%	2%	184	94%	72%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	10	100%	100%	10%
Hispanic or Latino	60	95%	68%	2%	47	89%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	0%	13	92%	92%	8%
White	248	97%	74%	3%	281	96%	77%	9%
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	9	100%	44%	0%	-	-	-	-
General-Education Students	280	100%	81%	3%	288	100%	88%	9%
Students with Disabilities	47	79%	23%	0%	63	73%	21%	0%
English Proficient	318	97%	74%	3%	336	96%	78%	8%
Limited English Proficient	9	67%	22%	0%	15	73%	33%	0%
Economically Disadvantaged	63	92%	56%	2%	64	88%	63%	2%
Not Disadvantaged	264	98%	77%	3%	287	97%	79%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	327	97%	73%	2%	351	95%	76%	8%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

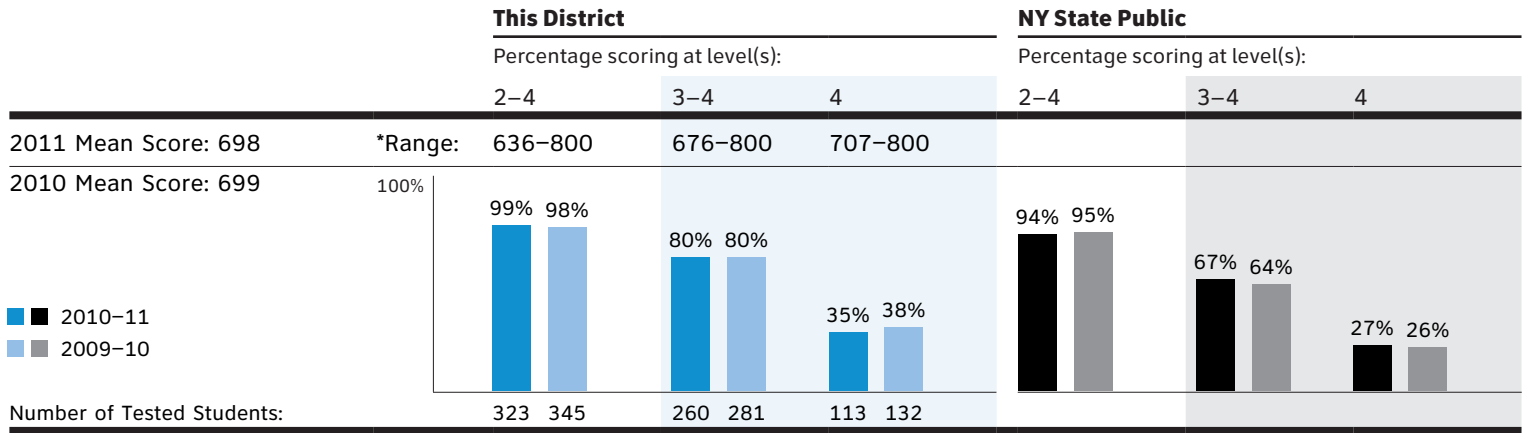
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	99%	80%	35%	351	98%	80%	38%
Female	162	98%	79%	31%	167	97%	77%	38%
Male	164	100%	80%	38%	184	99%	83%	38%
American Indian or Alaska Native								
Black or African American	7	-	-	-	10	100%	80%	40%
Hispanic or Latino	60	100%	78%	27%	47	96%	68%	15%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	13	100%	92%	54%
White	247	99%	80%	37%	281	99%	81%	41%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	56%	22%				
General-Education Students	279	100%	84%	40%	289	100%	89%	45%
Students with Disabilities	47	96%	53%	4%	62	90%	39%	5%
English Proficient	317	99%	81%	35%	336	98%	82%	39%
Limited English Proficient	9	100%	44%	11%	15	100%	47%	13%
Economically Disadvantaged	63	98%	70%	24%	65	98%	71%	18%
Not Disadvantaged	263	99%	82%	37%	286	98%	82%	42%
Migrant								
Not Migrant	326	99%	80%	35%	351	98%	80%	38%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

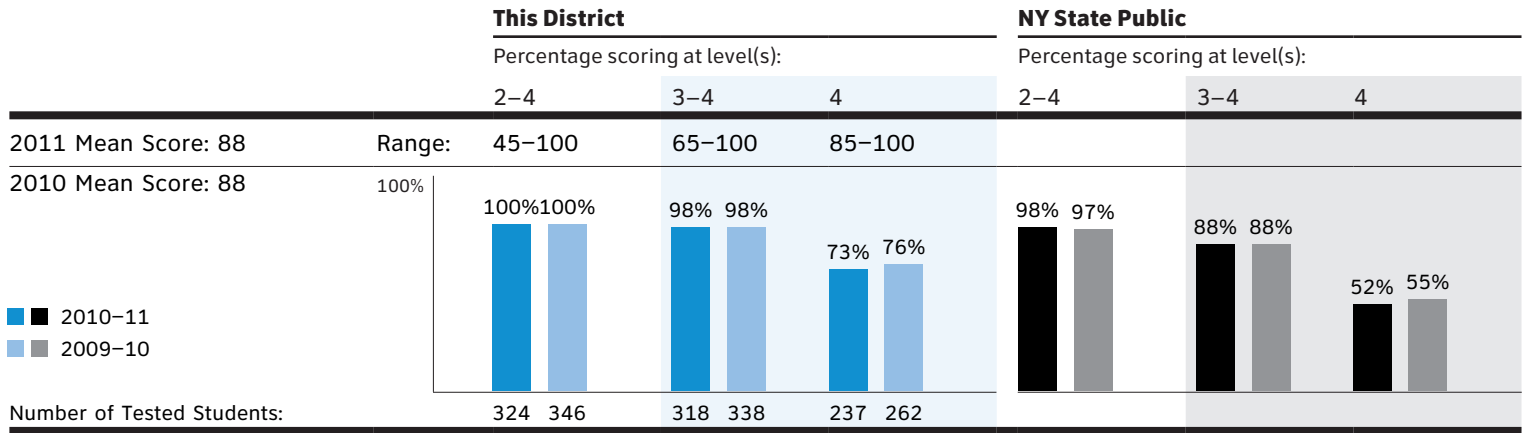
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	325	100%	98%	73%	346	100%	98%	76%
Female	163	99%	97%	72%	165	100%	97%	75%
Male	162	100%	99%	74%	181	100%	98%	77%
American Indian or Alaska Native								
Black or African American	7	-	-	-	8	100%	100%	50%
Hispanic or Latino	60	100%	97%	65%	45	100%	96%	58%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	100%	13	100%	100%	92%
White	246	100%	98%	74%	280	100%	98%	79%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	89%	56%				
General-Education Students	278	100%	99%	78%	286	100%	99%	83%
Students with Disabilities	47	98%	94%	45%	60	100%	93%	43%
English Proficient	316	100%	98%	74%	332	100%	98%	77%
Limited English Proficient	9	100%	89%	22%	14	100%	79%	36%
Economically Disadvantaged	63	100%	97%	60%	61	100%	93%	54%
Not Disadvantaged	262	100%	98%	76%	285	100%	99%	80%
Migrant								
Not Migrant	325	100%	98%	73%	346	100%	98%	76%

NOTES
The - symbol indicates that data for a group of students have 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

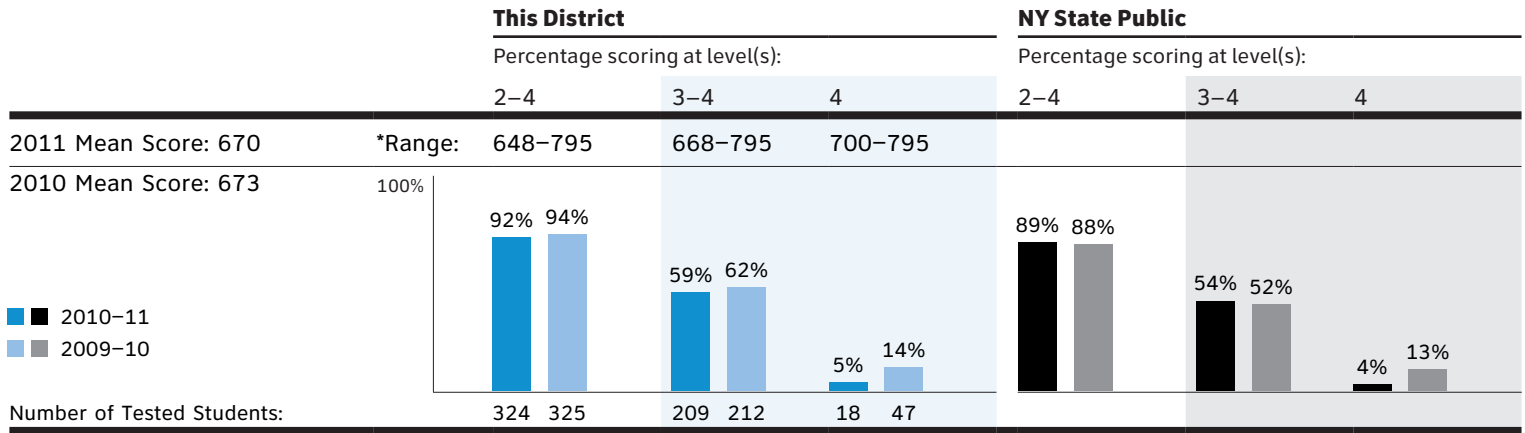
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	353	92%	59%	5%	344	94%	62%	14%
Female	168	94%	68%	5%	158	97%	70%	15%
Male	185	90%	51%	5%	186	92%	55%	13%
American Indian or Alaska Native								
Black or African American	7	100%	29%	0%	8	100%	13%	0%
Hispanic or Latino	50	84%	40%	2%	43	95%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	69%	0%	7	100%	86%	14%
White	275	93%	63%	5%	286	94%	64%	15%
Multiracial	8	75%	63%	25%				
Small Group Totals								
General-Education Students	288	99%	71%	6%	281	100%	72%	16%
Students with Disabilities	65	60%	8%	0%	63	71%	17%	3%
English Proficient	339	93%	61%	5%	340	-	-	-
Limited English Proficient	14	71%	14%	0%	4	-	-	-
Economically Disadvantaged	71	82%	44%	3%	58	95%	41%	3%
Not Disadvantaged	282	94%	63%	6%	286	94%	66%	16%
Migrant								
Not Migrant	353	92%	59%	5%	344	94%	62%	14%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

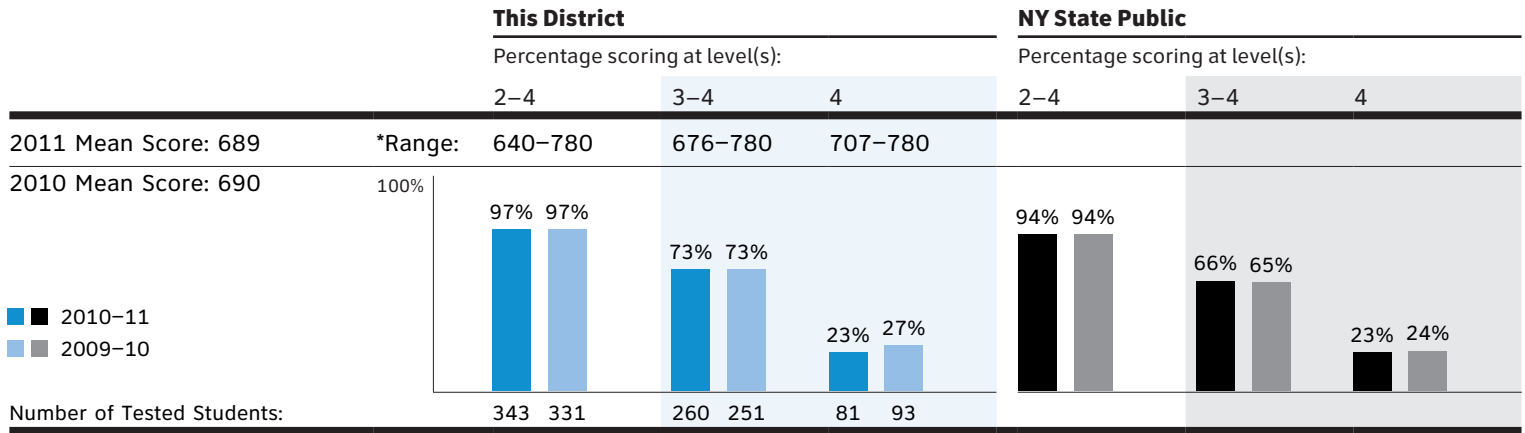
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	354	97%	73%	23%	343	97%	73%	27%
Female	167	96%	73%	23%	158	97%	74%	27%
Male	187	97%	74%	22%	185	96%	72%	28%
American Indian or Alaska Native								
Black or African American	7	86%	71%	14%	7	100%	43%	0%
Hispanic or Latino	50	96%	52%	8%	43	93%	65%	21%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	31%	7	100%	86%	71%
White	276	97%	78%	25%	286	97%	75%	28%
Multiracial	8	88%	63%	50%				
Small Group Totals								
General-Education Students	288	100%	83%	28%	280	100%	84%	32%
Students with Disabilities	66	85%	33%	2%	63	83%	27%	5%
English Proficient	340	97%	75%	24%	339	-	-	-
Limited English Proficient	14	93%	43%	7%	4	-	-	-
Economically Disadvantaged	71	92%	58%	15%	57	93%	60%	16%
Not Disadvantaged	283	98%	77%	25%	286	97%	76%	29%
Migrant								
Not Migrant	354	97%	73%	23%	343	97%	73%	27%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	3	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

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
2011 Mean Score: 667	*Range: 644-785	662-785	694-785			
2010 Mean Score: 670						
Number of Tested Students:	319	332	232	233	9	36

Results by Student Group

	2010-11 School Year				2009-10 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	333	96%	70%	3%	355	94%	66%	10%
Female	150	99%	73%	4%	174	95%	74%	16%
Male	183	93%	67%	2%	181	92%	57%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	5	-	-	-	18	89%	28%	11%
Hispanic or Latino	48	94%	63%	0%	53	94%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	71%	0%	12	-	-	-
White	271	96%	72%	3%	271	93%	69%	11%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	43%	0%	13	100%	92%	15%
General-Education Students	272	100%	79%	3%	293	99%	77%	12%
Students with Disabilities	61	79%	28%	0%	62	66%	11%	0%
English Proficient	332	-	-	-	350	93%	67%	10%
Limited English Proficient	1	-	-	-	5	100%	0%	0%
Economically Disadvantaged	48	94%	48%	2%	60	88%	42%	7%
Not Disadvantaged	285	96%	73%	3%	295	95%	71%	11%
Migrant								
Not Migrant	333	96%	70%	3%	355	94%	66%	10%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	7	7	3	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A

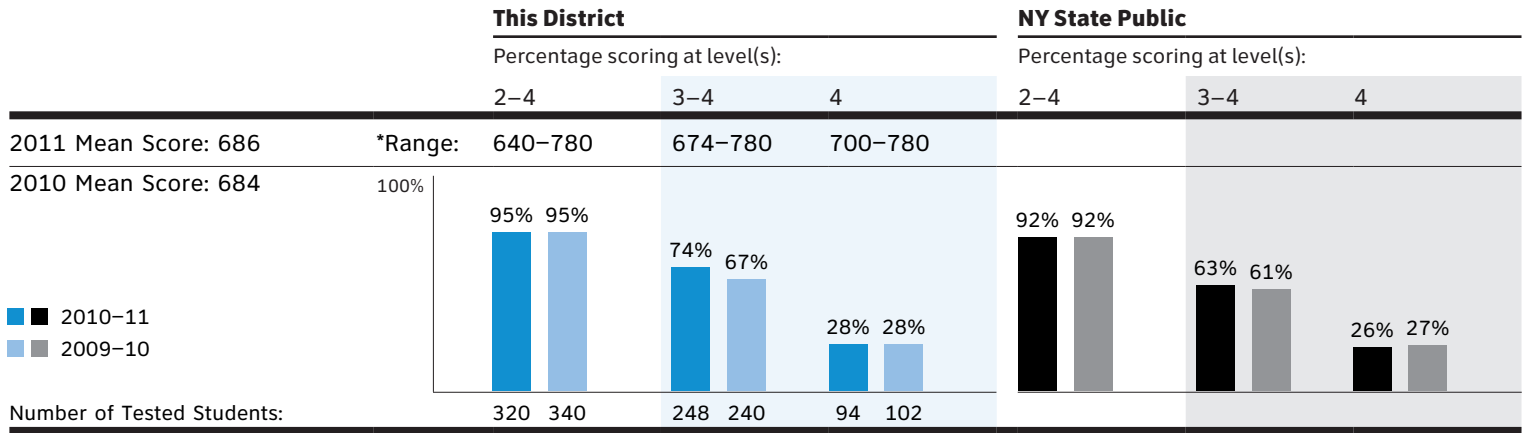
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	337	95%	74%	28%	359	95%	67%	28%
Female	150	95%	73%	24%	175	96%	71%	31%
Male	187	95%	74%	31%	184	93%	63%	26%
American Indian or Alaska Native					1	-	-	-
Black or African American	5	-	-	-	17	82%	35%	12%
Hispanic or Latino	48	96%	71%	23%	54	93%	57%	17%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	29%	12	-	-	-
White	274	95%	74%	30%	275	96%	70%	31%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	75%	0%	13	100%	77%	54%
General-Education Students	277	100%	82%	33%	297	99%	78%	34%
Students with Disabilities	60	73%	37%	5%	62	74%	15%	0%
English Proficient	336	-	-	-	353	95%	68%	29%
Limited English Proficient	1	-	-	-	6	50%	0%	0%
Economically Disadvantaged	49	92%	51%	14%	60	85%	48%	20%
Not Disadvantaged	288	95%	77%	30%	299	97%	71%	30%
Migrant								
Not Migrant	337	95%	74%	28%	359	95%	67%	28%

NOTES

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Other Assessments

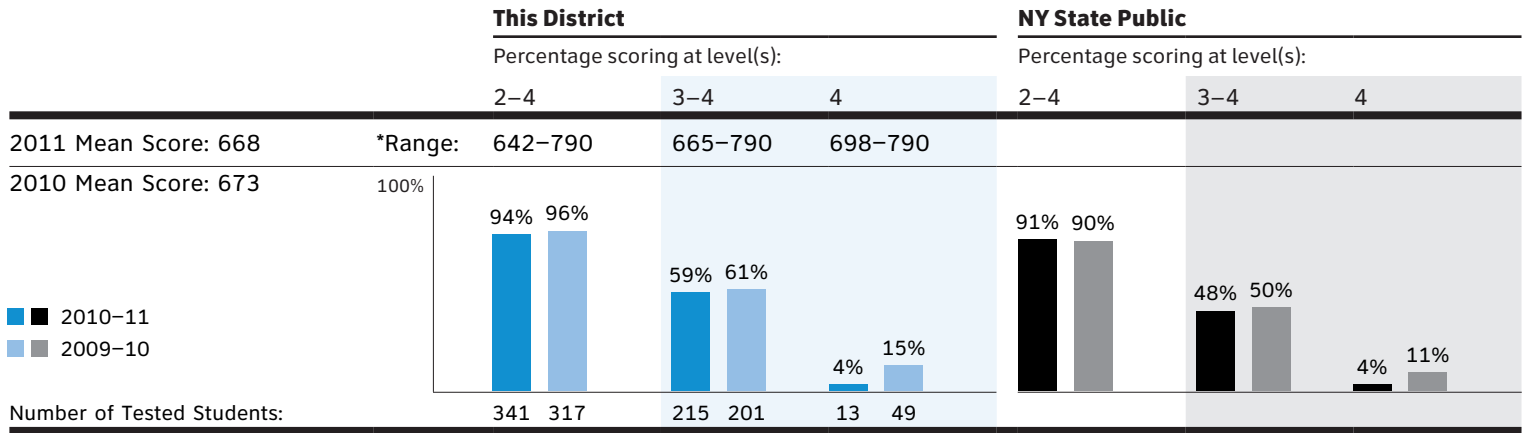
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	7	7	6	2

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	364	94%	59%	4%	329	96%	61%	15%
Female	178	97%	70%	4%	173	98%	70%	21%
Male	186	90%	48%	3%	156	95%	51%	8%
American Indian or Alaska Native								
Black or African American	15	80%	33%	0%	9	89%	44%	22%
Hispanic or Latino	64	95%	42%	2%	45	91%	53%	7%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	10	100%	60%	10%
White	274	94%	64%	4%	265	97%	63%	16%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	82%	0%				
General-Education Students	298	100%	70%	4%	269	100%	71%	18%
Students with Disabilities	66	67%	8%	0%	60	80%	15%	2%
English Proficient	359	94%	60%	4%	326	-	-	-
Limited English Proficient	5	60%	0%	0%	3	-	-	-
Economically Disadvantaged	74	93%	39%	0%	56	91%	32%	2%
Not Disadvantaged	290	94%	64%	4%	273	97%	67%	18%
Migrant								
Not Migrant	364	94%	59%	4%	329	96%	61%	15%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	8	7	7	3	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

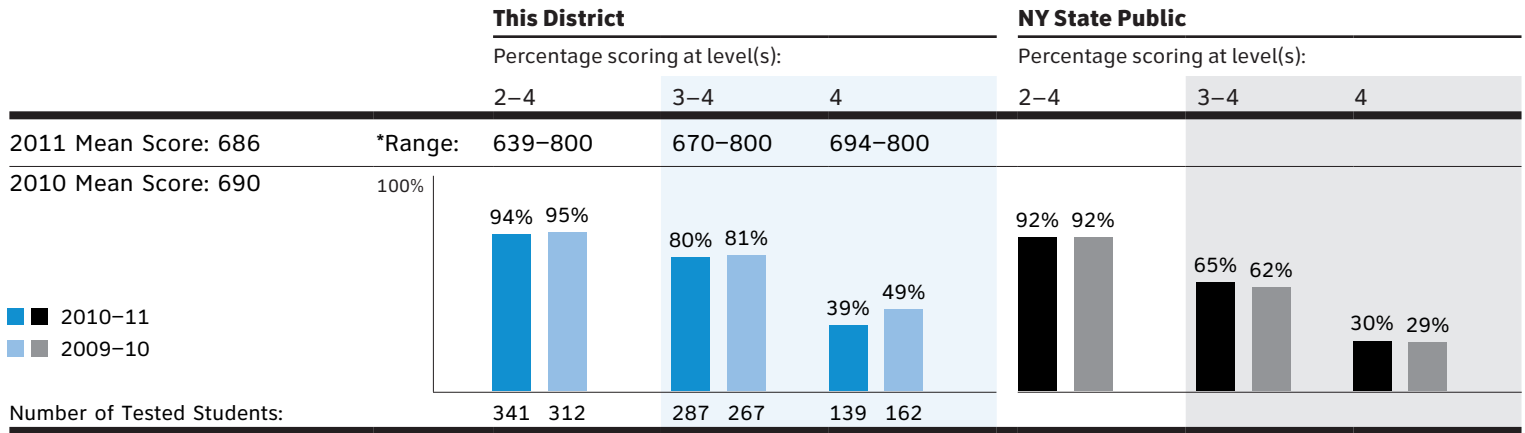
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	361	94%	80%	39%	329	95%	81%	49%
Female	178	96%	85%	40%	173	95%	84%	57%
Male	183	93%	74%	37%	156	95%	78%	41%
American Indian or Alaska Native								
Black or African American	14	86%	64%	14%	9	78%	67%	33%
Hispanic or Latino	64	98%	72%	27%	46	93%	72%	43%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	10	100%	100%	60%
White	272	94%	82%	43%	264	95%	83%	50%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	91%	36%				
General-Education Students	299	99%	90%	46%	271	100%	92%	58%
Students with Disabilities	62	73%	27%	2%	58	71%	31%	9%
English Proficient	356	95%	80%	39%	325	-	-	-
Limited English Proficient	5	80%	20%	0%	4	-	-	-
Economically Disadvantaged	72	85%	58%	24%	55	87%	60%	25%
Not Disadvantaged	289	97%	85%	42%	274	96%	85%	54%
Migrant								
Not Migrant	361	94%	80%	39%	329	95%	81%	49%

NOTES

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Other Assessments

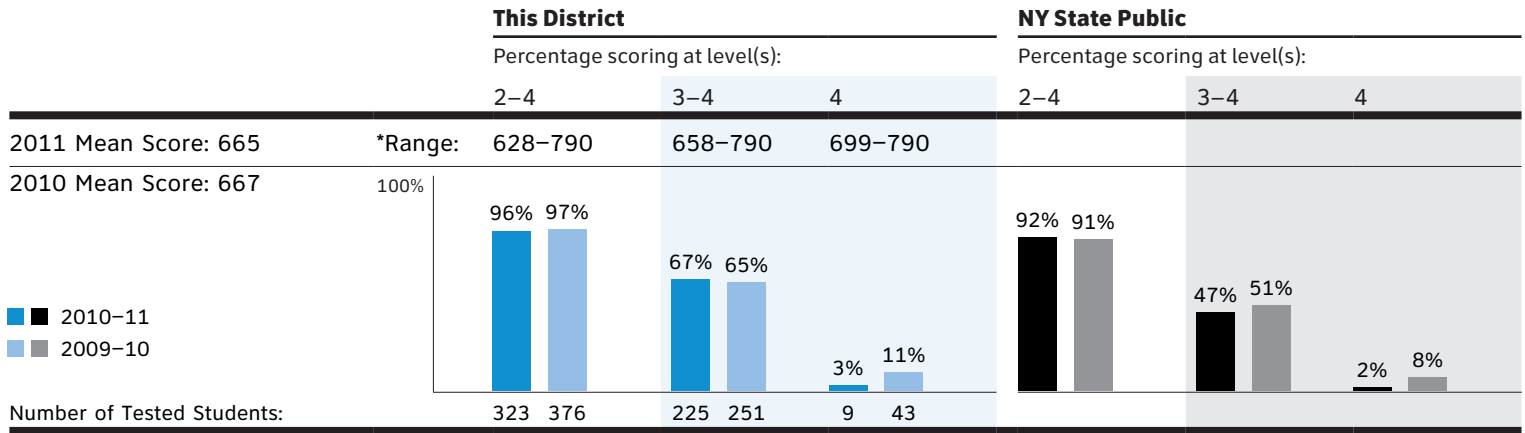
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	5	4	1	1	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	336	96%	67%	3%	386	97%	65%	11%
Female	183	98%	74%	4%	159	99%	77%	16%
Male	153	94%	59%	1%	227	96%	56%	8%
American Indian or Alaska Native								
Black or African American	11	100%	55%	0%	5	-	-	-
Hispanic or Latino	52	92%	58%	2%	48	96%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	4	-	-	-
White	263	97%	70%	3%	329	98%	66%	12%
Multiracial	1	-	-	-				
Small Group Totals	10	90%	50%	0%	9	100%	67%	11%
General-Education Students	277	99%	78%	3%	317	100%	76%	13%
Students with Disabilities	59	81%	17%	0%	69	86%	13%	1%
English Proficient	330	97%	68%	3%	386	97%	65%	11%
Limited English Proficient	6	50%	0%	0%				
Economically Disadvantaged	60	87%	38%	0%	70	97%	51%	6%
Not Disadvantaged	276	98%	73%	3%	316	97%	68%	12%
Migrant								
Not Migrant	336	96%	67%	3%	386	97%	65%	11%

NOTES

The - symbol indicates that data for a group of students have 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.

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Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	N/A	N/A	N/A	1	N/A	N/A	N/A

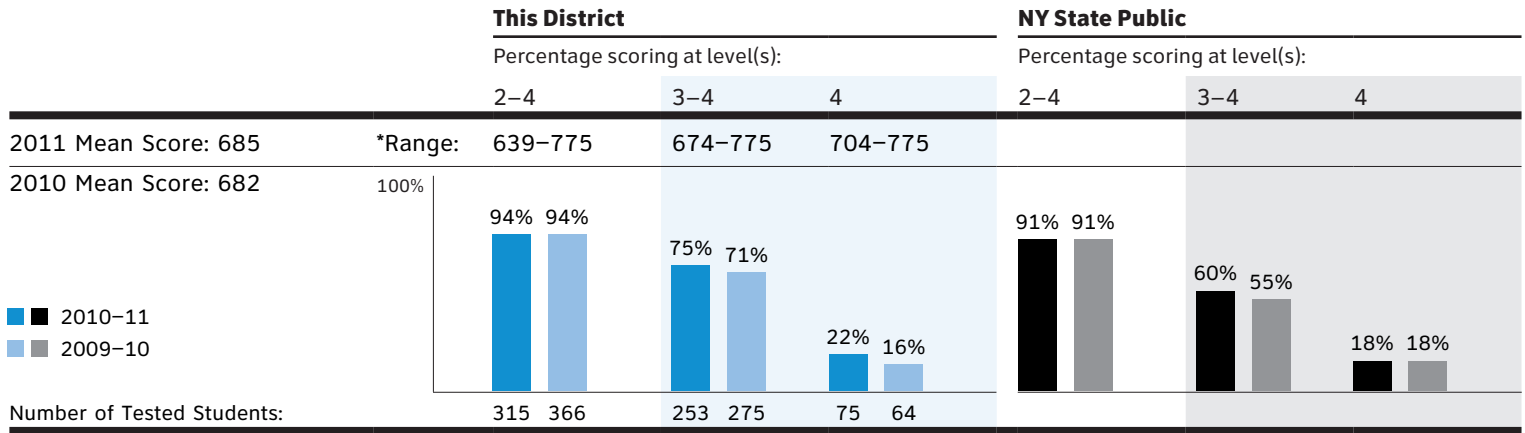
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	336	94%	75%	22%	388	94%	71%	16%
Female	180	93%	78%	28%	160	95%	73%	18%
Male	156	95%	72%	16%	228	94%	70%	16%
American Indian or Alaska Native								
Black or African American	10	80%	70%	30%	5	-	-	-
Hispanic or Latino	54	89%	63%	17%	49	88%	67%	16%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	4	-	-	-
White	262	95%	77%	23%	330	95%	72%	16%
Multiracial	1	-	-	-				
Small Group Totals	10	90%	90%	30%	9	89%	67%	22%
General-Education Students	276	99%	86%	27%	319	99%	80%	20%
Students with Disabilities	60	68%	28%	2%	69	71%	28%	1%
English Proficient	329	95%	76%	23%	387	-	-	-
Limited English Proficient	7	57%	29%	0%	1	-	-	-
Economically Disadvantaged	61	85%	62%	10%	71	92%	55%	8%
Not Disadvantaged	275	96%	78%	25%	317	95%	74%	18%
Migrant								
Not Migrant	336	94%	75%	22%	388	94%	71%	16%

NOTES

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Other Assessments

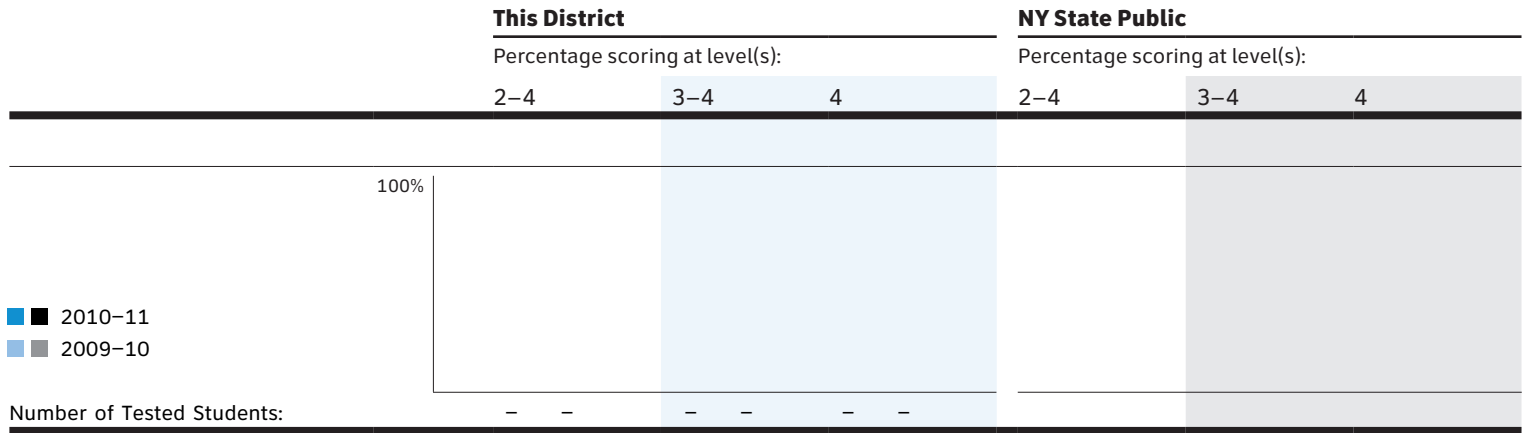
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	3	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 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	99%	90%	48%	380	100%	94%	54%
Female	175	99%	90%	53%	157	100%	94%	52%
Male	151	99%	91%	42%	223	100%	94%	56%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	11	100%	73%	18%	4	-	-	-
Hispanic or Latino	53	94%	85%	38%	48	100%	88%	50%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	4	-	-	-
White	253	100%	92%	51%	324	100%	95%	55%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	8	100%	88%	50%
General-Education Students	275	100%	97%	55%	313	100%	99%	63%
Students with Disabilities	51	92%	57%	8%	67	99%	70%	15%
English Proficient	319	99%	92%	49%	380	100%	94%	54%
Limited English Proficient	7	86%	29%	0%	-	-	-	-
Economically Disadvantaged	57	95%	75%	19%	68	100%	93%	41%
Not Disadvantaged	269	100%	94%	54%	312	100%	94%	57%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	326	99%	90%	48%	380	100%	94%	54%

NOTES

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Other Assessments

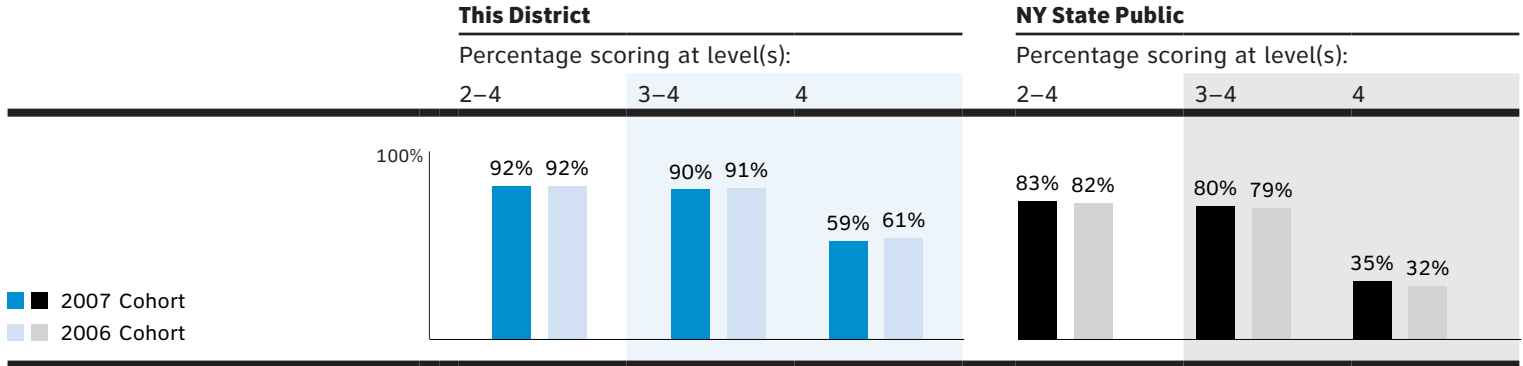
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	3	-	-	-
Regents Science	1	-	-	-	1	-	-	-

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	421	92%	90%	59%	397	92%	91%	61%
Female	191	94%	93%	70%	193	95%	94%	70%
Male	230	90%	88%	50%	204	89%	88%	52%
American Indian or Alaska Native								
Black or African American	14	-	-	-	8	-	-	-
Hispanic or Latino	65	86%	83%	43%	50	92%	90%	44%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	338	93%	91%	63%	335	92%	91%	63%
Multiracial								
Small Group Totals	18	94%	94%	50%	12	92%	92%	83%
General-Education Students	360	96%	96%	68%	340	97%	97%	69%
Students with Disabilities	61	64%	57%	10%	57	58%	56%	14%
English Proficient	419	-	-	-	397	92%	91%	61%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	57	79%	75%	30%	47	89%	87%	51%
Not Disadvantaged	364	94%	93%	64%	350	92%	91%	63%
Migrant								
Not Migrant	421	92%	90%	59%	397	92%	91%	61%

NOTES

The - symbol indicates that data for a group of students have 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.

* 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.

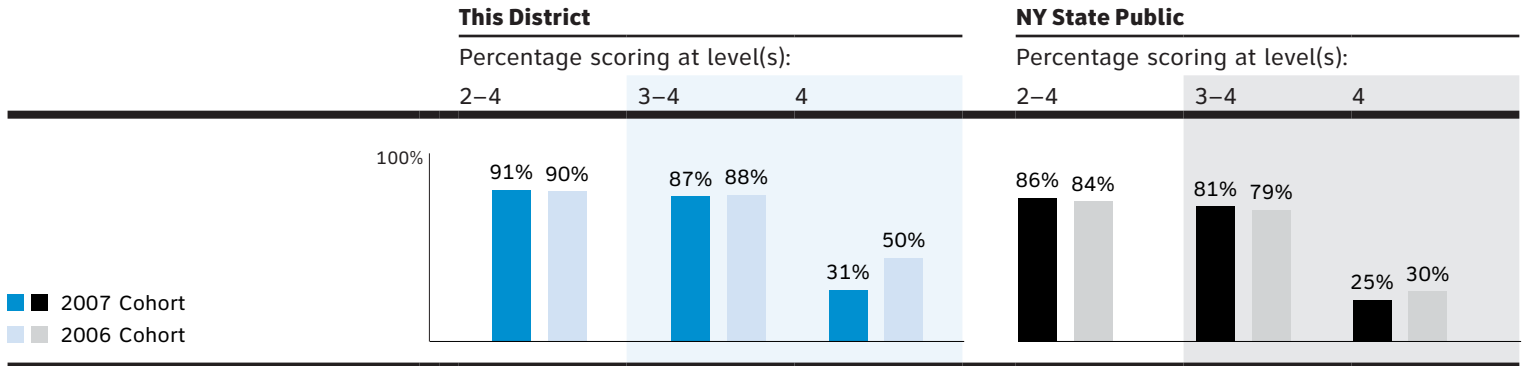
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **CARMEL CENTRAL SCHOOL DISTRICT**

District ID **48-01-02-06-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

Student Group	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	421	91%	87%	31%	397	90%	88%	50%
Female	191	95%	93%	35%	193	94%	91%	56%
Male	230	88%	83%	27%	204	87%	84%	44%
American Indian or Alaska Native								
Black or African American	14	-	-	-	8	-	-	-
Hispanic or Latino	65	86%	82%	22%	50	88%	80%	34%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	338	92%	88%	33%	335	90%	89%	52%
Multiracial								
Small Group Totals	18	94%	94%	22%	12	92%	83%	50%
General-Education Students	360	96%	94%	36%	340	98%	96%	57%
Students with Disabilities	61	66%	46%	0%	57	46%	37%	5%
English Proficient	419	-	-	-	397	90%	88%	50%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	57	82%	75%	12%	47	85%	83%	40%
Not Disadvantaged	364	93%	89%	34%	350	91%	88%	51%
Migrant								
Not Migrant	421	91%	87%	31%	397	90%	88%	50%

NOTES

The - symbol indicates that data for a group of students have 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.

* 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.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.