

# New York State School Report Card Comprehensive Information Report

BEDS Code: 48-01-02-06-0005  
 Name: Carmel Senior High School  
 Principal: Kevin Carroll

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	424	411	458
Tenth	369	420	381
Eleventh	336	342	383
Twelfth	317	307	319
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1446	1480	1541

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	14	1.0%	23	1.6%	19	1.2%
Black (Not Hispanic)	24	1.7%	32	2.2%	32	2.1%
Hispanic	94	6.5%	102	6.9%	131	8.5%
White (Not Hispanic)	1314	90.9%	1323	89.4%	1359	88.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	17	20
Mathematics Grade 10	21	22	22
Science Grade 10	19	19	21
Social Studies Grade 10	20	19	21

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

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

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

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	0.6%	17	1.2%	18	1.2%
Eligible for Free Lunch	34	2.4%	71	4.8%	45	2.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.1%		94.6%
Student Suspensions	162	12.1%	102	7.0%	178	12.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	3.4%	1.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	95%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	100
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	266	175	66%	268	177	66%	286	203	71%
Students with Disabilities	27	5	19%	19	0	0%	32	5	16%
All Students	293	180	61%	287	177	62%	318	208	65%

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

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	193	92	6	1	24	2
Percent	61%	29%	2%	0%	8%	1%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
32	5	3	35

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			14		10	
	Entered GED Program*			13		11	
	Total Noncompleters			27		21	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			4		0	
	Total Noncompleters			5		2	
All Students	Dropped Out	17	1.2%	15	1.0%	12	0.8%
	Entered GED Program*	35	2.4%	17	1.1%	11	0.7%
	Total Noncompleters	52	3.6%	32	2.2%	23	1.5%

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

(Form – C)

# Career Development and Occupational Studies (CDOS)

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

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

## Students Developing a Career Plan, 4-12

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

## Second Language Proficiency Examinations

### General-Education Students

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

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	79%	40	70%	41	80%
Science	18	83%	43	40%	35	60%
Reading	45	87%	43	84%	36	72%
Writing	18	100%	39	87%	34	94%
Global Studies	9	44%	6	17%	14	36%
U.S. Hist & Gov't	5	20%	15	67%	16	38%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	276	334	340	24	36	37
Number Scoring 55–100	267	311	322	19	20	26
Number Scoring 65–100	242	302	314	11	18	22
Number Scoring 85–100	111	185	189	0	4	5
Percentage of Tested Scoring 55–100	97%	93%	95%	79%	56%	70%
Percentage of Tested Scoring 65–100	88%	90%	92%	46%	50%	59%
Percentage of Tested Scoring 85–100	40%	55%	56%	0%	11%	14%
<b>Mathematics A</b>						
Number Tested	0	96	399	0	13	35
Number Scoring 55–100	0	37	321	0	6	12
Number Scoring 65–100	0	12	265	0	2	9
Number Scoring 85–100	0	0	58	0	0	1
Percentage of Tested Scoring 55–100	0%	39%	80%	0%	46%	34%
Percentage of Tested Scoring 65–100	0%	12%	66%	0%	15%	26%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	373	366	381	37	43	44
Number Scoring 55–100	354	335	344	24	29	28
Number Scoring 65–100	322	305	313	17	18	17
Number Scoring 85–100	127	111	125	3	0	1
Percentage of Tested Scoring 55–100	95%	92%	90%	65%	67%	64%
Percentage of Tested Scoring 65–100	86%	83%	82%	46%	42%	39%
Percentage of Tested Scoring 85–100	34%	30%	33%	8%	0%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	304	346	352	21	29	41
Number Scoring 55–100	277	323	339	9	19	32
Number Scoring 65–100	249	309	322	8	16	24
Number Scoring 85–100	136	155	167	1	3	5
Percentage of Tested Scoring 55–100	91%	93%	96%	43%	66%	78%
Percentage of Tested Scoring 65–100	82%	89%	91%	38%	55%	59%
Percentage of Tested Scoring 85–100	45%	45%	47%	5%	10%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	284	291	337	8	13	9
Number Scoring 55–100	284	291	336	8	13	8
Number Scoring 65–100	279	290	326	8	13	7
Number Scoring 85–100	95	140	134	1	2	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	89%
Percentage of Tested Scoring 65–100	98%	100%	97%	100%	100%	78%
Percentage of Tested Scoring 85–100	33%	48%	40%	12%	15%	22%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	238	267	304	30	24	35
Number Scoring 55–100	223	257	285	20	19	27
Number Scoring 65–100	210	245	258	15	12	19
Number Scoring 85–100	91	96	128	1	2	9
Percentage of Tested Scoring 55–100	94%	96%	94%	67%	79%	77%
Percentage of Tested Scoring 65–100	88%	92%	85%	50%	50%	54%
Percentage of Tested Scoring 85–100	38%	36%	42%	3%	8%	26%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		217	211		6	4
Number Scoring 55–100		209	204		6	#
Number Scoring 65–100		176	170		6	#
Number Scoring 85–100		24	26		1	#
Percentage of Tested Scoring 55–100		96%	97%		100%	#
Percentage of Tested Scoring 65–100		81%	81%		100%	#
Percentage of Tested Scoring 85–100		11%	12%		17%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	13	19	23	0	0	0
Number Scoring 55–100	13	19	23	0	0	0
Number Scoring 65–100	13	19	23	0	0	0
Number Scoring 85–100	9	15	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	79%	74%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	40	83	58	0	0	0
Number Scoring 55–100	40	83	58	0	0	0
Number Scoring 65–100	40	83	57	0	0	0
Number Scoring 85–100	29	60	35	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	72%	60%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	134	189	185	0	1	3
Number Scoring 55–100	134	188	184	0	#	#
Number Scoring 65–100	134	186	183	0	#	#
Number Scoring 85–100	111	120	119	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	99%	0%	#	#
Percentage of Tested Scoring 85–100	83%	63%	64%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	319	292	34	0	8	1
Number Scoring 55–100	295	261	19	0	5	#
Number Scoring 65–100	273	235	14	0	2	#
Number Scoring 85–100	130	95	2	0	0	#
Percentage of Tested Scoring 55–100	92%	89%	56%	0%	62%	#
Percentage of Tested Scoring 65–100	86%	80%	41%	0%	25%	#
Percentage of Tested Scoring 85–100	41%	33%	6%	0%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	199	245	224	0	4	3
Number Scoring 55–100	173	217	203	0	#	#
Number Scoring 65–100	169	207	188	0	#	#
Number Scoring 85–100	66	98	73	0	#	#
Percentage of Tested Scoring 55–100	87%	89%	91%	0%	#	#
Percentage of Tested Scoring 65–100	85%	84%	84%	0%	#	#
Percentage of Tested Scoring 85–100	33%	40%	33%	0%	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	97%	77	99%	81	93%
Students with Disabilities	0	0%	18	94%	16	69%

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

### Elementary-Level Social Studies

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

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	289	289	289	38	38	38	327	327	327
Number Scoring 55–64	6	2	7	9	4	2	15	6	9
Number Scoring 65–84	150	142	159	15	13	15	165	155	174
Number Scoring 85–100	119	129	112	5	3	6	124	132	118
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)