

New York State District Report Card Comprehensive Information Report

BEDS Code: 22-22-01-06-0000

Name: Carthage Central School District

Superintendent: Dr. Carl P. Mangee

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	258	218	215
First	232	230	225
Second	222	222	231
Third	234	224	231
Fourth	236	227	222
Fifth	223	228	238
Sixth	245	221	243
Ungraded Elementary	0	10	0
Seventh	255	224	218
Eighth	232	244	223
Ninth	255	237	258
Tenth	245	241	244
Eleventh	231	215	217
Twelfth	194	221	194
Ungraded Secondary	0	23	0
Total K-12 Enrollment	3062	2985	2959

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	99	3.2%	64	2.1%	60	2.0%
Black (Not Hispanic)	242	7.9%	212	7.1%	192	6.5%
Hispanic	96	3.1%	86	2.9%	85	2.9%
White (Not Hispanic)	2625	85.7%	2623	87.9%	2622	88.6%

Average Class Size

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

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	26	0.9%	10	0.3%	9	0.3%
Eligible for Free Lunch	1007	32.9%	685	23.0%	618	20.9%

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		94.9%		93.6%		93.2%
Student Suspensions	143	4.6%	127	4.2%	142	4.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.7%	15.5%	11.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	218
Total Other Professional Staff	34
Total Paraprofessionals	70
Teaching Out of Certification*	6
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	140	86	61%	181	113	62%	163	92	56%
Students with Disabilities	8	1	12%	12	5	42%	7	0	0%
All Students	148	87	59%	193	118	61%	170	92	54%

*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	51	66	8	15	28	2
Percent	30%	39%	5%	9%	16%	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)
7	0	9	16

*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			16		13	
	Entered GED Program*			0		8	
	Total Noncompleters			16		21	
Students with Disabilities	Dropped Out			4		5	
	Entered GED Program*			0		5	
	Total Noncompleters			4		10	
All Students	Dropped Out	18	1.9%	20	2.1%	18	2.0%
	Entered GED Program*	0	0.0%	0	0.0%	13	1.4%
	Total Noncompleters	18	1.9%	20	2.1%	31	3.4%

*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		192	0
	Number of Students with Disabilities		40	0
	Number of All Students		232	0
	Percent of Enrollment		33%	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	85	98%	62	85%	62	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	83	88%	123	82%	93	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	2	#

(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%	1	#	1	#
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	82%	6	100%	34	88%
Science	4	#	0	0%	9	44%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	210	191	215	18	9	18
Number Scoring 55–100	208	188	207	18	8	13
Number Scoring 65–100	203	175	197	16	5	8
Number Scoring 85–100	93	96	80	0	1	1
Percentage of Tested Scoring 55–100	99%	98%	96%	100%	89%	72%
Percentage of Tested Scoring 65–100	97%	92%	92%	89%	56%	44%
Percentage of Tested Scoring 85–100	44%	50%	37%	0%	11%	6%
Mathematics A						
Number Tested	13	293	270	0	14	21
Number Scoring 55–100	10	237	233	0	5	12
Number Scoring 65–100	9	179	200	0	4	9
Number Scoring 85–100	1	68	39	0	0	0
Percentage of Tested Scoring 55–100	77%	81%	86%	0%	36%	57%
Percentage of Tested Scoring 65–100	69%	61%	74%	0%	29%	43%
Percentage of Tested Scoring 85–100	8%	23%	14%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	121	0	0	3
Number Scoring 55–100	0	0	92	0	0	#
Number Scoring 65–100	0	0	73	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	76%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	60%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	201	226	230	14	17	21
Number Scoring 55–100	198	221	218	13	16	16
Number Scoring 65–100	183	197	206	10	12	11
Number Scoring 85–100	65	54	102	0	2	1
Percentage of Tested Scoring 55–100	99%	98%	95%	93%	94%	76%
Percentage of Tested Scoring 65–100	91%	87%	90%	71%	71%	52%
Percentage of Tested Scoring 85–100	32%	24%	44%	0%	12%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	233	175	204	20	10	13
Number Scoring 55–100	216	166	201	16	8	13
Number Scoring 65–100	196	151	193	11	4	13
Number Scoring 85–100	96	28	98	2	1	1
Percentage of Tested Scoring 55–100	93%	95%	99%	80%	80%	100%
Percentage of Tested Scoring 65–100	84%	86%	95%	55%	40%	100%
Percentage of Tested Scoring 85–100	41%	16%	48%	10%	10%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	194	219	206	13	13	20
Number Scoring 55–100	194	219	205	13	13	19
Number Scoring 65–100	193	218	203	13	12	19
Number Scoring 85–100	33	90	83	0	5	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	95%
Percentage of Tested Scoring 65–100	99%	100%	99%	100%	92%	95%
Percentage of Tested Scoring 85–100	17%	41%	40%	0%	38%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	224	229	217	15	20	20
Number Scoring 55–100	214	212	193	13	18	13
Number Scoring 65–100	199	198	166	11	15	11
Number Scoring 85–100	77	84	69	2	1	2
Percentage of Tested Scoring 55–100	96%	93%	89%	87%	90%	65%
Percentage of Tested Scoring 65–100	89%	86%	76%	73%	75%	55%
Percentage of Tested Scoring 85–100	34%	37%	32%	13%	5%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		115	168		5	4
Number Scoring 55–100		98	152		5	#
Number Scoring 65–100		63	97		3	#
Number Scoring 85–100		6	19		0	#
Percentage of Tested Scoring 55–100		85%	90%		100%	#
Percentage of Tested Scoring 65–100		55%	58%		60%	#
Percentage of Tested Scoring 85–100		5%	11%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	40	47	72	0	1	0
Number Scoring 55–100	39	47	72	0	#	0
Number Scoring 65–100	35	45	72	0	#	0
Number Scoring 85–100	11	9	44	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	88%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	28%	19%	61%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	72	84	54	1	1	0
Number Scoring 55–100	72	83	54	#	#	0
Number Scoring 65–100	72	81	53	#	#	0
Number Scoring 85–100	34	31	34	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	96%	98%	#	#	0%
Percentage of Tested Scoring 85–100	47%	37%	63%	#	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	168	35	0	5	1	0
Number Scoring 55–100	136	27	0	3	#	0
Number Scoring 65–100	115	23	0	1	#	0
Number Scoring 85–100	48	4	0	1	#	0
Percentage of Tested Scoring 55–100	81%	77%	0%	60%	#	0%
Percentage of Tested Scoring 65–100	68%	66%	0%	20%	#	0%
Percentage of Tested Scoring 85–100	29%	11%	0%	20%	#	0%
Sequential Mathematics, Course III						
Number Tested	120	104	7	4	2	0
Number Scoring 55–100	109	96	7	#	#	0
Number Scoring 65–100	100	90	6	#	#	0
Number Scoring 85–100	56	49	1	#	#	0
Percentage of Tested Scoring 55–100	91%	92%	100%	#	#	0%
Percentage of Tested Scoring 65–100	83%	87%	86%	#	#	0%
Percentage of Tested Scoring 85–100	47%	47%	14%	#	#	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	29	100%	52	100%	40	95%
Students with Disabilities	0	0%	6	100%	7	71%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	206	4%	14%	70%	12%
	Students with Disabilities	35	17%	29%	54%	0%
	All Students	241	6%	16%	68%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	178	1%	35%	53%	11%
	Students with Disabilities	39	26%	56%	15%	3%
	All Students	217	5%	39%	46%	10%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	167	167	167	21	21	21	188	188	188
Number Scoring 55–64	11	14	2	2	3	0	13	17	2
Number Scoring 65–84	98	104	109	9	5	11	107	109	120
Number Scoring 85–100	55	24	50	0	0	0	55	24	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)