

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-22-01-06-0001  
 Name: Carthage Senior High School  
 Principal: Peter J. Turner

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	237	258	239
Tenth	241	244	255
Eleventh	215	217	221
Twelfth	221	194	212
Ungraded Secondary	23	0	0
Total K-12 Enrollment	937	913	927

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	26	2.8%	28	3.1%	33	3.6%
Black (Not Hispanic)	50	5.3%	49	5.4%	54	5.8%
Hispanic	26	2.8%	26	2.8%	24	2.6%
White (Not Hispanic)	835	89.1%	810	88.7%	816	88.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	23	22	21
Mathematics Grade 10	23	22	16
Science Grade 10	21	20	22
Social Studies Grade 10	21	23	24

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	1	0.1%	3	0.3%
<b>Eligible for Free Lunch</b>	149	15.9%	113	12.4%	285	30.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		84.8%		92.8%		93.2%
<b>Student Suspensions</b>	55	6.0%	74	7.9%	90	9.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.2%	8.5%	15.6%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	100%	97%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	57
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	180	113	63%	163	92	56%	162	113	70%
Students with Disabilities	12	5	42%	7	0	0%	12	4	33%
All Students	192	118	61%	170	92	54%	174	117	67%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	52	81	2	19	16	4
Percent	30%	47%	1%	11%	9%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
12	4	9	21

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	16		12		12	1.5%
	Entered GED Program*	0		8		18	2.3%
	Total Noncompleters	16		20		30	3.8%
Students with Disabilities	Dropped Out	4		5		10	7.5%
	Entered GED Program*	0		5		5	3.8%
	Total Noncompleters	4		10		15	11.3%
All Students	Dropped Out	20	2.1%	17	1.9%	22	2.4%
	Entered GED Program*	0	0.0%	13	1.4%	23	2.5%
	Total Noncompleters	20	2.1%	30	3.3%	45	4.8%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	200
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	0	225
	Percent of Enrollment	0%	0%	24%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	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%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	34	88%	0	0%
Science	0	0%	9	44%	1	#
Reading	0	0%	0	0%	5	80%
Writing	0	0%	0	0%	5	60%
Global Studies	3	#	0	0%	5	100%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	191	215	200	9	18	14
Number Scoring 55-100	188	207	195	8	13	13
Number Scoring 65-100	175	197	185	5	8	9
Number Scoring 85-100	96	80	98	1	1	0
Percentage of Tested Scoring 55-100	98%	96%	97%	89%	72%	93%
Percentage of Tested Scoring 65-100	92%	92%	93%	56%	44%	64%
Percentage of Tested Scoring 85-100	50%	37%	49%	11%	6%	0%
<b>Mathematics A</b>						
Number Tested	293	270	235	14	21	21
Number Scoring 55-100	237	233	230	5	12	19
Number Scoring 65-100	179	200	209	4	9	10
Number Scoring 85-100	68	39	71	0	0	2
Percentage of Tested Scoring 55-100	81%	86%	98%	36%	57%	90%
Percentage of Tested Scoring 65-100	61%	74%	89%	29%	43%	48%
Percentage of Tested Scoring 85-100	23%	14%	30%	0%	0%	10%
<b>Mathematics B</b>						
Number Tested	0	121	122	0	3	5
Number Scoring 55-100	0	92	107	0	#	4
Number Scoring 65-100	0	73	95	0	#	4
Number Scoring 85-100	0	10	31	0	#	1
Percentage of Tested Scoring 55-100	0%	76%	88%	0%	#	80%
Percentage of Tested Scoring 65-100	0%	60%	78%	0%	#	80%
Percentage of Tested Scoring 85-100	0%	8%	25%	0%	#	20%
<b>Global History and Geography</b>						
Number Tested	226	230	224	17	21	18
Number Scoring 55-100	221	218	205	16	16	12
Number Scoring 65-100	197	206	179	12	11	9
Number Scoring 85-100	54	102	91	2	1	0
Percentage of Tested Scoring 55-100	98%	95%	92%	94%	76%	67%
Percentage of Tested Scoring 65-100	87%	90%	80%	71%	52%	50%
Percentage of Tested Scoring 85-100	24%	44%	41%	12%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	175	204	197	10	13	12
Number Scoring 55-100	166	201	188	8	13	12
Number Scoring 65-100	151	193	172	4	13	8
Number Scoring 85-100	28	98	88	1	1	4
Percentage of Tested Scoring 55-100	95%	99%	95%	80%	100%	100%
Percentage of Tested Scoring 65-100	86%	95%	87%	40%	100%	67%
Percentage of Tested Scoring 85-100	16%	48%	45%	10%	8%	33%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	219	206	189	13	20	14
Number Scoring 55-100	219	205	188	13	19	13
Number Scoring 65-100	218	203	184	12	19	12
Number Scoring 85-100	90	83	67	5	1	3
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	95%	93%
Percentage of Tested Scoring 65-100	100%	99%	97%	92%	95%	86%
Percentage of Tested Scoring 85-100	41%	40%	35%	38%	5%	21%
<b>Physical Setting/Earth Science</b>						
Number Tested	187	185	217	20	20	33
Number Scoring 55-100	170	161	179	18	13	14
Number Scoring 65-100	156	134	146	15	11	8
Number Scoring 85-100	45	38	40	1	2	1
Percentage of Tested Scoring 55-100	91%	87%	82%	90%	65%	42%
Percentage of Tested Scoring 65-100	83%	72%	67%	75%	55%	24%
Percentage of Tested Scoring 85-100	24%	21%	18%	5%	10%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	115	168	160	5	4	3
Number Scoring 55-100	98	152	157	5	#	#
Number Scoring 65-100	63	97	126	3	#	#
Number Scoring 85-100	6	19	23	0	#	#
Percentage of Tested Scoring 55-100	85%	90%	98%	100%	#	#
Percentage of Tested Scoring 65-100	55%	58%	79%	60%	#	#
Percentage of Tested Scoring 85-100	5%	11%	14%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			29			0
Number Scoring 55-100			28			0
Number Scoring 65-100			25			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			24%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	47	72	33	1	0	0
Number Scoring 55-100	47	72	33	#	0	0
Number Scoring 65-100	45	72	33	#	0	0
Number Scoring 85-100	9	44	23	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	19%	61%	70%	#	0%	0%
<b>Comprehensive Italian</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 German</b>						
Number Tested	1	0	2	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	84	54	75	1	0	0
Number Scoring 55-100	83	54	74	#	0	0
Number Scoring 65-100	81	53	71	#	0	0
Number Scoring 85-100	31	34	33	#	0	0
Percentage of Tested Scoring 55-100	99%	100%	99%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	98%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	37%	63%	44%	#	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	104	7	0	2	0	0
Number Scoring 55-100	96	7	0	#	0	0
Number Scoring 65-100	90	6	0	#	0	0
Number Scoring 85-100	49	1	0	#	0	0
Percentage of Tested Scoring 55-100	92%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	87%	86%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	47%	14%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	100%	40	95%	38	100%
Students with Disabilities	6	100%	7	71%	9	89%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	165	165	165	22	22	22	187	187	187
Number Scoring 55–64	6	1	2	1	1	0	7	2	2
Number Scoring 65–84	108	69	88	8	9	9	116	78	97
Number Scoring 85–100	46	89	74	2	2	3	48	91	77
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)