

New York State School Report Card Comprehensive Information Report

BEDS Code : 11-01-01-04-0002
 Name : Cincinnatus Junior-Senior High School
 Principal: Ms. Karen Heffernan

Grade Range : 7-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	58	65	56
Eighth	62	65	59
Ninth	59	61	62
Tenth	55	51	60
Eleventh	40	51	44
Twelfth	35	44	48
Ungraded Secondary	0	0	30
Total K-12 Enrollment	309	337	359

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	1	0.3%
Black (Not Hispanic)	3	1.0%	2	0.6%	1	0.3%
Hispanic	2	0.6%	6	1.8%	5	1.4%
White (Not Hispanic)	304	98.4%	329	97.6%	352	98.1%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	22	20
Mathematics Grade 8	15	19	19
Science Grade 8	16	21	20
Social Studies Grade 8	16	20	0
English Grade 10	12	18	0
Mathematics Grade 10	20	16	16
Science Grade 10	17	18	21
Social Studies Grade 10	17	18	20

(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
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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.5%		94.4%
Student Suspensions	40	10.5%	30	9.7%	34	10.1%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	42.4%	38.9%	28.7%
Reduced Lunch	13.6%	14.2%	19.2%
Public Assistance	51-60%	41-50%	41-50%
Student Stability	94%	100%	98%

Staff Counts

Staff	2001–2002
Total Teachers	30
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching out of Certification*	3
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	34	18	53%	40	21	53%	45	27	60%
Students with Disabilities	3	2	67%	1	0	0%	1	0	0%
All Students	37	20	54%	41	21	51%	46	27	59%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	10	22	1	0	12	1
Percent	22%	48%	2%	0%	26%	2%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
1	0	2	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					6	2.6%
	Entered GED Program*					5	2.1%
	Total Noncompleters					11	4.7%
Students with Disabilities	Dropped Out					3	1.3%
	Entered GED Program*					1	0.4%
	Total Noncompleters					4	1.7%
All Students	Dropped Out	6	3.2%	6	2.9%	9	3.9%
	Entered GED Program*	4	2.1%	6	2.9%	6	2.6%
	Total Noncompleters	10	5.3%	12	5.8%	15	6.4%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	6	83%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	7	43%	0	0%	0	0%
U.S. Hist & Gov't	10	80%	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	2	100%	1	#	1	#
Reading	1	100%	0	0%	0	0%
Writing	1	100%	0	0%	0	0%
Global Studies	2	100%	0	0%	0	0%
U.S. Hist & Gov't	2	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	42	44	43	2	1	2
Number Scoring 55–100	42	44	39	#	#	#
Number Scoring 65–100	40	40	32	#	#	#
Number Scoring 85–100	0	9	11	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	91%	#	#	#
Percentage of Tested Scoring 65–100	95%	91%	74%	#	#	#
Percentage of Tested Scoring 85–100	0%	20%	26%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	37	50	4	2	1	0
Number Scoring 55–100	35	46	#	#	#	0
Number Scoring 65–100	31	43	#	#	#	0
Number Scoring 85–100	16	26	#	#	#	0
Percentage of Tested Scoring 55–100	95%	92%	#	#	#	0%
Percentage of Tested Scoring 65–100	84%	86%	#	#	#	0%
Percentage of Tested Scoring 85–100	43%	52%	#	#	#	0%
Mathematics A						
Number Tested	10	12	17	0	2	1
Number Scoring 55–100	8	9	13	0	#	#
Number Scoring 65–100	6	8	9	0	#	#
Number Scoring 85–100	0	3	0	0	#	#
Percentage of Tested Scoring 55–100	80%	75%	76%	0%	#	#
Percentage of Tested Scoring 65–100	60%	67%	53%	0%	#	#
Percentage of Tested Scoring 85–100	0%	25%	0%	0%	#	#
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	47	50	54	1	4	2
Number Scoring 55–100	46	50	52	#	#	#
Number Scoring 65–100	43	44	47	#	#	#
Number Scoring 85–100	17	16	13	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	91%	88%	87%	#	#	#
Percentage of Tested Scoring 85–100	36%	32%	24%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	45	0		3	0	
Number Scoring 55–100	34	0		#	0	
Number Scoring 65–100	26	0		#	0	
Number Scoring 85–100	4	0		#	0	
Percentage of Tested Scoring 55–100	76%	0%		#	0%	
Percentage of Tested Scoring 65–100	58%	0%		#	0%	
Percentage of Tested Scoring 85–100	9%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		46	42		1	2
Number Scoring 55–100		43	41		#	#
Number Scoring 65–100		38	35		#	#
Number Scoring 85–100		17	12		#	#
Percentage of Tested Scoring 55–100		93%	98%		#	#
Percentage of Tested Scoring 65–100		83%	83%		#	#
Percentage of Tested Scoring 85–100		37%	29%		#	#
Living Environment (first administered June 2001)						
Number Tested		37	56		1	4
Number Scoring 55–100		37	56		#	#
Number Scoring 65–100		37	54		#	#
Number Scoring 85–100		11	9		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		100%	96%		#	#
Percentage of Tested Scoring 85–100		30%	16%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		34	38		0	1
Number Scoring 55–100		33	36		0	#
Number Scoring 65–100		32	31		0	#
Number Scoring 85–100		19	13		0	#
Percentage of Tested Scoring 55–100		97%	95%		0%	#
Percentage of Tested Scoring 65–100		94%	82%		0%	#
Percentage of Tested Scoring 85–100		56%	34%		0%	#

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	59	50	43	34	47
2001	70	50	47	44	53
2002	68	62	46	50	57

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	3	1	2	4	3
2001	11	6	1	5	6
2002	13	3	3	3	6

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	47	53	57	3	6	6
Comprehensive French						
Number Tested	4	9	11	0	0	0
Number Scoring 55–100	#	9	11	0	0	0
Number Scoring 65–100	#	8	11	0	0	0
Number Scoring 85–100	#	3	4	0	0	0
Percentage of AGE Tested	#	17%	19%	0%	0%	0%
Percentage of AGE Scoring 55–100	#	17%	19%	0%	0%	0%
Percentage of AGE Scoring 65–100	#	15%	19%	0%	0%	0%
Percentage of AGE Scoring 85–100	#	6%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	89%	100%	0%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	47	53	57	3	6	6
Comprehensive Spanish						
Number Tested	12	13	7	0	0	0
Number Scoring 55–100	12	13	7	0	0	0
Number Scoring 65–100	10	12	6	0	0	0
Number Scoring 85–100	1	4	2	0	0	0
Percentage of AGE Tested	26%	25%	12%	0%	0%	0%
Percentage of AGE Scoring 55–100	26%	25%	12%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	23%	11%	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	8%	4%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	92%	86%	0%	0%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	47	53	57	3	6	6
Sequential Mathematics, Course II						
Number Tested	51	29	42	0	1	0
Number Scoring 55–100	43	27	39	0	#	0
Number Scoring 65–100	38	27	36	0	#	0
Number Scoring 85–100	23	13	21	0	#	0
Percentage of AGE Tested	109%	55%	74%	0%	#	0%
Percentage of AGE Scoring 55–100	91%	51%	68%	0%	#	0%
Percentage of AGE Scoring 65–100	81%	51%	63%	0%	#	0%
Percentage of AGE Scoring 85–100	49%	25%	37%	0%	#	0%
Percentage of Tested Scoring 65–100	75%	93%	86%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	33	28	20	0	1	0
Number Scoring 55–100	28	27	20	0	#	0
Number Scoring 65–100	25	24	20	0	#	0
Number Scoring 85–100	11	17	9	0	#	0
Percentage of AGE Tested	70%	53%	35%	0%	#	0%
Percentage of AGE Scoring 55–100	60%	51%	35%	0%	#	0%
Percentage of AGE Scoring 65–100	53%	45%	35%	0%	#	0%
Percentage of AGE Scoring 85–100	23%	32%	16%	0%	#	0%
Percentage of Tested Scoring 65–100	76%	86%	100%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	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 AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	47	53	57	3	6	6
Earth Science (last administered January 2001)						
Number Tested	39	4		2	0	
Number Scoring 55–100	39	#		#	0	
Number Scoring 65–100	33	#		#	0	
Number Scoring 85–100	14	#		#	0	
Percentage of AGE Tested	83%	#		#	0%	
Percentage of AGE Scoring 55–100	83%	#		#	0%	
Percentage of AGE Scoring 65–100	70%	#		#	0%	
Percentage of AGE Scoring 85–100	30%	#		#	0%	
Percentage of Tested Scoring 65–100	85%	#		#	0%	
Biology (last administered January 2001)						
Number Tested	49	0		2	0	
Number Scoring 55–100	46	0		#	0	
Number Scoring 65–100	42	0		#	0	
Number Scoring 85–100	7	0		#	0	
Percentage of AGE Tested	104%	0%		#	0%	
Percentage of AGE Scoring 55–100	98%	0%		#	0%	
Percentage of AGE Scoring 65–100	89%	0%		#	0%	
Percentage of AGE Scoring 85–100	15%	0%		#	0%	
Percentage of Tested Scoring 65–100	86%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	15	21	2	1	0	0
Number Scoring 55–100	15	19	#	#	0	0
Number Scoring 65–100	10	14	#	#	0	0
Number Scoring 85–100	2	3	#	#	0	0
Percentage of AGE Tested	32%	40%	#	#	0%	0%
Percentage of AGE Scoring 55–100	32%	36%	#	#	0%	0%
Percentage of AGE Scoring 65–100	21%	26%	#	#	0%	0%
Percentage of AGE Scoring 85–100	4%	6%	#	#	0%	0%
Percentage of Tested Scoring 65–100	67%	67%	#	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	47	53	57	3	6	6
Physics (last administered January 2002)						
Number Tested	9	8	0	0	0	0
Number Scoring 55–100	9	8	0	0	0	0
Number Scoring 65–100	8	7	0	0	0	0
Number Scoring 85–100	0	2	0	0	0	0
Percentage of AGE Tested	19%	15%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	19%	15%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	17%	13%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	4%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	88%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			23			0
Number Scoring 55–100			23			0
Number Scoring 65–100			16			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			40%			0%
Percentage of AGE Scoring 55–100			40%			0%
Percentage of AGE Scoring 65–100			28%			0%
Percentage of AGE Scoring 85–100			4%			0%
Percentage of Tested Scoring 65–100			70%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			11			0
Number Scoring 55–100			8			0
Number Scoring 65–100			6			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			19%			0%
Percentage of AGE Scoring 55–100			14%			0%
Percentage of AGE Scoring 65–100			11%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			55%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	58	98%	35	100%	15	100%
Students with Disabilities	1	#	1	#	2	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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
June 2002	General-Education Students	56	0%	27%	68%	5%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	64	0%	33%	63%	5%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	43	43	3	3	46	46
Number Scoring 55–64	#	#	#	#	2	5
Number Scoring 65–84	#	#	#	#	25	20
Number Scoring 85–100	#	#	#	#	14	16
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	40	3	43
Number Scoring 55–64	#	#	0
Number Scoring 65–84	#	#	23
Number Scoring 85–100	#	#	16
Approved Alternatives	#	#	0

(Form – O)