

New York State School Report Card Comprehensive Information Report

BEDS Code: 11-01-01-04-0002
 Name: Cincinnatus High School
 Principal: Karen Heffernan

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	56	57	0
Eighth	59	41	0
Ninth	62	55	52
Tenth	60	59	55
Eleventh	44	51	47
Twelfth	48	39	45
Ungraded Secondary	30	20	0
Total K-12 Enrollment	359	322	199

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	1	0.3%	2	0.6%	1	0.5%
Black (Not Hispanic)	1	0.3%	1	0.3%	1	0.5%
Hispanic	5	1.4%	4	1.2%	2	1.0%
White (Not Hispanic)	352	98.1%	315	97.8%	195	98.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	14	0
Mathematics Grade 8	19	13	0
Science Grade 8	20	14	0
Social Studies Grade 8	0	14	0
English Grade 10	0	19	16
Mathematics Grade 10	16	15	15
Science Grade 10	21	14	18
Social Studies Grade 10	20	21	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).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	103	28.7%	112	34.8%	70	35.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		93.3%		93.3%
Student Suspensions	34	10.1%	55	15.3%	16	5.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	19.2%	18.0%	13.1%
Public Assistance	41-50%	51-60%	41-50%
Student Stability	98%	97%	96%

Staff Counts

Staff	2003-04
Total Teachers	15
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	45	27	60%	32	23	72%	38	32	84%
Students with Disabilities	1	0	0%	2	0	0%	0	0	0%
All Students	46	27	59%	34	23	68%	38	32	84%

*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	9	20	1	1	7	0
Percent	24%	53%	3%	3%	18%	0%

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)
0	0	0	0

*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	6		4		4	2.2%
	Entered GED Program*	5		3		2	1.1%
	Total Noncompleters	11		7		6	3.3%
Students with Disabilities	Dropped Out	3		0		0	0.0%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	4		0		0	0.0%
All Students	Dropped Out	9	3.9%	4	1.8%	4	2.0%
	Entered GED Program*	6	2.6%	3	1.4%	2	1.0%
	Total Noncompleters	15	6.4%	7	3.2%	6	3.0%

*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)

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%	18	72%	16	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	58	90%	45	69%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	2	#	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	0	0%	1	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	0	0%
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	43	56	55	2	1	5
Number Scoring 55-100	39	49	53	#	#	5
Number Scoring 65-100	32	40	47	#	#	4
Number Scoring 85-100	11	8	16	#	#	1
Percentage of Tested Scoring 55-100	91%	88%	96%	#	#	100%
Percentage of Tested Scoring 65-100	74%	71%	85%	#	#	80%
Percentage of Tested Scoring 85-100	26%	14%	29%	#	#	20%
Mathematics A						
Number Tested	17	58	55	1	7	4
Number Scoring 55-100	13	51	51	#	5	#
Number Scoring 65-100	9	46	49	#	5	#
Number Scoring 85-100	0	9	12	#	1	#
Percentage of Tested Scoring 55-100	76%	88%	93%	#	71%	#
Percentage of Tested Scoring 65-100	53%	79%	89%	#	71%	#
Percentage of Tested Scoring 85-100	0%	16%	22%	#	14%	#
Mathematics B						
Number Tested	0	0	16	0	0	0
Number Scoring 55-100	0	0	16	0	0	0
Number Scoring 65-100	0	0	13	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	54	60	65	2	9	5
Number Scoring 55-100	52	48	59	#	6	4
Number Scoring 65-100	47	40	48	#	4	4
Number Scoring 85-100	13	10	12	#	0	0
Percentage of Tested Scoring 55-100	96%	80%	91%	#	67%	80%
Percentage of Tested Scoring 65-100	87%	67%	74%	#	44%	80%
Percentage of Tested Scoring 85-100	24%	17%	18%	#	0%	0%
U.S. History and Government						
Number Tested	42	48	50	2	1	5
Number Scoring 55-100	41	48	46	#	#	4
Number Scoring 65-100	35	47	39	#	#	4
Number Scoring 85-100	12	23	17	#	#	2
Percentage of Tested Scoring 55-100	98%	100%	92%	#	#	80%
Percentage of Tested Scoring 65-100	83%	98%	78%	#	#	80%
Percentage of Tested Scoring 85-100	29%	48%	34%	#	#	40%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	56	47	59	4	6	3
Number Scoring 55-100	56	40	52	#	5	#
Number Scoring 65-100	54	32	48	#	4	#
Number Scoring 85-100	9	5	5	#	0	#
Percentage of Tested Scoring 55-100	100%	85%	88%	#	83%	#
Percentage of Tested Scoring 65-100	96%	68%	81%	#	67%	#
Percentage of Tested Scoring 85-100	16%	11%	8%	#	0%	#
Physical Setting/Earth Science						
Number Tested	38	53	33	1	2	2
Number Scoring 55-100	36	51	30	#	#	#
Number Scoring 65-100	31	47	27	#	#	#
Number Scoring 85-100	13	17	7	#	#	#
Percentage of Tested Scoring 55-100	95%	96%	91%	#	#	#
Percentage of Tested Scoring 65-100	82%	89%	82%	#	#	#
Percentage of Tested Scoring 85-100	34%	32%	21%	#	#	#
Physical Setting/Chemistry						
Number Tested	23	25	20	0	0	0
Number Scoring 55-100	23	22	19	0	0	0
Number Scoring 65-100	16	14	13	0	0	0
Number Scoring 85-100	2	3	1	0	0	0
Percentage of Tested Scoring 55-100	100%	88%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	70%	56%	65%	0%	0%	0%
Percentage of Tested Scoring 85-100	9%	12%	5%	0%	0%	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55-100			6			0
Number Scoring 65-100			6			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			67%			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
Comprehensive French						
Number Tested	11	5	5	0	0	0
Number Scoring 55-100	11	5	5	0	0	0
Number Scoring 65-100	11	5	5	0	0	0
Number Scoring 85-100	4	3	4	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	36%	60%	80%	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 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	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 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	7	17	12	0	0	0
Number Scoring 55-100	7	17	11	0	0	0
Number Scoring 65-100	6	17	11	0	0	0
Number Scoring 85-100	2	10	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	59%	50%	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 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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	20	27	0	0	0	0
Number Scoring 55-100	20	26	0	0	0	0
Number Scoring 65-100	20	25	0	0	0	0
Number Scoring 85-100	9	14	0	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	52%	0%	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	15	100%	9	100%	23	96%
Students with Disabilities	2	#	3	#	2	#

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
Nov 2003	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 2004	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
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

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	49	49	49	0	0	0	49	49	49
Number Scoring 55–64	3	0	1	0	0	0	3	0	1
Number Scoring 65–84	32	21	23	0	0	0	32	21	23
Number Scoring 85–100	12	22	24	0	0	0	12	22	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)