

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 : 7-12

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	65	56	57
Eighth	65	59	41
Ninth	61	62	55
Tenth	51	60	59
Eleventh	51	44	51
Twelfth	44	48	39
Ungraded Secondary	0	30	20
Total K-12 Enrollment	337	359	322

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	0	0.0%	1	0.3%	2	0.6%
Black (Not Hispanic)	2	0.6%	1	0.3%	1	0.3%
Hispanic	6	1.8%	5	1.4%	4	1.2%
White (Not Hispanic)	329	97.6%	352	98.1%	315	97.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	20	14
Mathematics Grade 8	19	19	13
Science Grade 8	21	20	14
Social Studies Grade 8	20	0	14
English Grade 10	18	0	19
Mathematics Grade 10	16	16	15
Science Grade 10	18	21	14
Social Studies Grade 10	18	20	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	131	38.9%	103	28.7%	112	34.8%

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		94.5%		94.4%		93.3%
Student Suspensions	30	9.7%	34	10.1%	55	15.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.2%	19.2%	18.0%
Public Assistance	41-50%	41-50%	51-60%
Student Stability	100%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	32
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	40	21	53%	45	27	60%	32	23	72%
Students with Disabilities	1	0	0%	1	0	0%	2	0	0%
All Students	41	21	51%	46	27	59%	34	23	68%

*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	13	13	1	2	4	1
Percent	38%	38%	3%	6%	12%	3%

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)
2	0	0	2

*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			6		4	
	Entered GED Program*			5		3	
	Total Noncompleters			11		7	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			1		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	6	2.9%	9	3.9%	4	1.8%
	Entered GED Program*	6	2.9%	6	2.6%	3	1.4%
	Total Noncompleters	12	5.8%	15	6.4%	7	3.2%

*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%	18	72%
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%	58	90%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	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%	0	0%	1	#
Science	0	0%	1	#	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%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	2	#
Science	1	#	1	#	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%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	44	43	56	1	2	1
Number Scoring 55–100	44	39	49	#	#	#
Number Scoring 65–100	40	32	40	#	#	#
Number Scoring 85–100	9	11	8	#	#	#
Percentage of Tested Scoring 55–100	100%	91%	88%	#	#	#
Percentage of Tested Scoring 65–100	91%	74%	71%	#	#	#
Percentage of Tested Scoring 85–100	20%	26%	14%	#	#	#
Mathematics A						
Number Tested	12	17	58	2	1	7
Number Scoring 55–100	9	13	51	#	#	5
Number Scoring 65–100	8	9	46	#	#	5
Number Scoring 85–100	3	0	9	#	#	1
Percentage of Tested Scoring 55–100	75%	76%	88%	#	#	71%
Percentage of Tested Scoring 65–100	67%	53%	79%	#	#	71%
Percentage of Tested Scoring 85–100	25%	0%	16%	#	#	14%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	50	54	60	4	2	9
Number Scoring 55–100	50	52	48	#	#	6
Number Scoring 65–100	44	47	40	#	#	4
Number Scoring 85–100	16	13	10	#	#	0
Percentage of Tested Scoring 55–100	100%	96%	80%	#	#	67%
Percentage of Tested Scoring 65–100	88%	87%	67%	#	#	44%
Percentage of Tested Scoring 85–100	32%	24%	17%	#	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	46	42	48	1	2	1
Number Scoring 55–100	43	41	48	#	#	#
Number Scoring 65–100	38	35	47	#	#	#
Number Scoring 85–100	17	12	23	#	#	#
Percentage of Tested Scoring 55–100	93%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	83%	83%	98%	#	#	#
Percentage of Tested Scoring 85–100	37%	29%	48%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	37	56	47	1	4	6
Number Scoring 55–100	37	56	40	#	#	5
Number Scoring 65–100	37	54	32	#	#	4
Number Scoring 85–100	11	9	5	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	85%	#	#	83%
Percentage of Tested Scoring 65–100	100%	96%	68%	#	#	67%
Percentage of Tested Scoring 85–100	30%	16%	11%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	34	38	53	0	1	2
Number Scoring 55–100	33	36	51	0	#	#
Number Scoring 65–100	32	31	47	0	#	#
Number Scoring 85–100	19	13	17	0	#	#
Percentage of Tested Scoring 55–100	97%	95%	96%	0%	#	#
Percentage of Tested Scoring 65–100	94%	82%	89%	0%	#	#
Percentage of Tested Scoring 85–100	56%	34%	32%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		23	25		0	0
Number Scoring 55–100		23	22		0	0
Number Scoring 65–100		16	14		0	0
Number Scoring 85–100		2	3		0	0
Percentage of Tested Scoring 55–100		100%	88%		0%	0%
Percentage of Tested Scoring 65–100		70%	56%		0%	0%
Percentage of Tested Scoring 85–100		9%	12%		0%	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	9	11	5	0	0	0
Number Scoring 55–100	9	11	5	0	0	0
Number Scoring 65–100	8	11	5	0	0	0
Number Scoring 85–100	3	4	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	36%	60%	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	13	7	17	0	0	0
Number Scoring 55–100	13	7	17	0	0	0
Number Scoring 65–100	12	6	17	0	0	0
Number Scoring 85–100	4	2	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	86%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	29%	59%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	29	42	1	1	0	0
Number Scoring 55–100	27	39	#	#	0	0
Number Scoring 65–100	27	36	#	#	0	0
Number Scoring 85–100	13	21	#	#	0	0
Percentage of Tested Scoring 55–100	93%	93%	#	#	0%	0%
Percentage of Tested Scoring 65–100	93%	86%	#	#	0%	0%
Percentage of Tested Scoring 85–100	45%	50%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	28	20	27	1	0	0
Number Scoring 55–100	27	20	26	#	0	0
Number Scoring 65–100	24	20	25	#	0	0
Number Scoring 85–100	17	9	14	#	0	0
Percentage of Tested Scoring 55–100	96%	100%	96%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	100%	93%	#	0%	0%
Percentage of Tested Scoring 85–100	61%	45%	52%	#	0%	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	35	100%	15	100%	9	100%
Students with Disabilities	1	#	2	#	3	#

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	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 2003	General-Education Students	40	0%	33%	60%	8%
	Students with Disabilities	12	17%	58%	25%	0%
	All Students	52	4%	38%	52%	6%

(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	35	35	35	3	3	3	38	38	38
Number Scoring 55–64	#	#	#	#	#	#	2	3	0
Number Scoring 65–84	#	#	#	#	#	#	17	20	22
Number Scoring 85–100	#	#	#	#	#	#	16	13	15
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)