

CINCINNATUS HIGH SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

HS INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	3	2	3	—	1	3	3
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—
White	3	2	3	—	1	2	3
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	3	—	3	—	—	—	—
Economically Disadvantaged	4	4	4	—	2	1	3

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	42	188.1	190	3
	Math	42	156	190	3
	Science	42	223.8	190	3
	Social Studies	42	229.8	190	3
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Multiracial	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
White	ELA	40	186.3	188.4	3
	Math	40	153.8	188.4	3
	Science	40	222.5	188.4	3
	Social Studies	40	230	188.4	3
Students with Disabilities	ELA	12	108.3	131.9	3

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	12	100	131.9	3
	Science	12	179.2	131.9	3
	Social Studies	12	204.2	131.9	3
Economically Disadvantaged	ELA	30	175	183.5	4
	Math	30	155	183.5	4
	Science	30	218.3	183.5	4
	Social Studies	30	225	183.5	4

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.5%	31	83.9%	95%	82.3%	84.4%	89.7%	95%	2	3
	5-Year	97.1%	41	95.1%	96%	84.5%	86.4%	91.2%	96%	4	3
	6-Year	93.3%	34	97.1%	93.4%	84.6%	86.7%	91.9%	97%	4	3
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—
	6-Year	—	1	—	—	—	—	—	—	—	—
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
	5-Year	—	2	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
White	4-Year	97.4%	31	83.9%	95%	90%	90.8%	92.9%	95%	1	3
	5-Year	97%	38	97.4%	96%	91.3%	92.1%	94.1%	96%	4	3
	6-Year	95.5%	33	97%	95.6%	91%	92%	94.5%	97%	4	3
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	—	10	—	—	—	—	—	—	—	—
	5-Year	—	10	—	—	—	—	—	—	—	—
	6-Year	—	16	100%	—	—	—	—	—	—	—
Economically Disadvantaged	4-Year	100%	35	94.3%	95%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	94.9%	36	97.2%	94.9%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	92.7%	39	94.9%	92.9%	80%	82.8%	89.9%	97%	4	4

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	3
White	3
Students with Disabilities	3
Economically Disadvantaged	4

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	188.6	42	188.1	189.7%	189.4%	193.6	204.3	215	1	1
	Math	177.3	42	156	178.2%	149.1%	157.6	178.8	200	2	1
Hispanic or Latino	ELA	–	1	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–
Multiracial	ELA	–	1	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–
White	ELA	187.5	40	186.3	188.6%	207.8%	209	212	215	1	1
	Math	178.1	40	153.8	179%	166.4%	172	186	200	2*	1
Students with Disabilities	ELA	–	12	–	–	–	–	–	–	–	–
	Math	–	12	–	–	–	–	–	–	–	–
Economically Disadvantaged	ELA	177.9	30	175	179.4%	168.8%	176.5	195.8	215	2	2
	Math	182.4	30	155	183.1%	127.9%	139.9	170	200	3	2

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	24	159	36	22.6%	23.2%	23.4%	20.4%	12.7%	5%	3
Black or African American	—	1	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—
Multiracial	—	3	—	—	—	—	—	—	—	—
White	23.8	155	35	22.6%	23%	16.1%	14.3%	9.7%	5%	2
Students with Disabilities	—	34	—	—	—	—	—	—	—	—
Economically Disadvantaged	31.1	76	24	31.6%	30.1%	31.3%	26.9%	16%	5%	1

CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	146.8	147.8	147.9	128.2	136	155.5	175	3
Hispanic or Latino	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–
White	146.8	148.9	147.9	148.6	153	164	175	3
Students with Disabilities	–	–	–	–	–	–	–	–
Economically Disadvantaged	151.4	141.4	152.3	110.2	121	148	175	3

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	46	0	24	2	17	0
Hispanic or Latino	1	0	–	–	–	–
Multiracial	1	0	–	–	–	–
White	44	0	24	1	16	0
Students with Disabilities	14	0	–	–	–	–
Economically Disadvantaged	35	0	18	3	9	0

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	43	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	1	—
White	✓	41	100%
English Language Learners	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	—	18	—

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	43	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	1	—
White	✓	41	100%
English Language Learners	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	—	18	—

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	6	20%	1	100%	0	0%
THIS DISTRICT	10	15%	1	50%	2	3%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
General Education	27	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
White	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Female	17	0	0%	0	0%	3	18%	4	24%	10	59%	17	100%
Male	13	1	8%	1	8%	6	46%	2	15%	3	23%	11	85%
Non-English Language Learners	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Economically Disadvantaged	10	0	0%	0	0%	3	30%	3	30%	4	40%	10	100%
Not Economically Disadvantaged	20	1	5%	1	5%	6	30%	3	15%	9	45%	18	90%
Not Migrant	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Not Homeless	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Not in Foster Care	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Parent Not in Armed Forces	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%

ANNUAL REGENTS ALGEBRA I (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%
General Education	22	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
White	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%
Female	11	0	0%	2	18%	4	36%	3	27%	2	18%	9	82%
Male	15	1	7%	4	27%	5	33%	4	27%	1	7%	10	67%
Non-English Language Learners	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%
Economically Disadvantaged	14	1	7%	4	29%	5	36%	4	29%	0	0%	9	64%
Not Economically Disadvantaged	12	0	0%	2	17%	4	33%	3	25%	3	25%	10	83%
Not Migrant	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%
Not Homeless	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%
Not in Foster Care	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%
Parent Not in Armed Forces	26	1	4%	6	23%	9	35%	7	27%	3	12%	19	73%

ANNUAL REGENTS GEOMETRY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
General Education	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
White	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Female	7	–	–	–	–	–	–	–	–	–	–	–	–
Male	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	7	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Not Homeless	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Not in Foster Care	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Parent Not in Armed Forces	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%

ANNUAL REGENTS ALGEBRA II (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
General Education	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
White	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Female	8	–	–	–	–	–	–	–	–	–	–	–	–
Male	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Not Homeless	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Not in Foster Care	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Parent Not in Armed Forces	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	36	3	8%	1	3%	18	50%	14	39%	32	89%
General Education	29	0	0%	1	3%	15	52%	13	45%	28	97%
Students with Disabilities	7	3	43%	0	0%	3	43%	1	14%	4	57%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	35	–	–	–	–	–	–	–	–	–	–
Small Group Total	36	3	8%	1	3%	18	50%	14	39%	32	89%
Female	16	2	13%	0	0%	9	56%	5	31%	14	88%
Male	20	1	5%	1	5%	9	45%	9	45%	18	90%
Non-English Language Learners	36	3	8%	1	3%	18	50%	14	39%	32	89%
Economically Disadvantaged	20	3	15%	1	5%	11	55%	5	25%	16	80%
Not Economically Disadvantaged	16	0	0%	0	0%	7	44%	9	56%	16	100%
Not Migrant	36	3	8%	1	3%	18	50%	14	39%	32	89%
Not Homeless	36	3	8%	1	3%	18	50%	14	39%	32	89%
Not in Foster Care	36	3	8%	1	3%	18	50%	14	39%	32	89%
Parent Not in Armed Forces	36	3	8%	1	3%	18	50%	14	39%	32	89%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	25	0	0%	0	0%	13	52%	12	48%	25	100%
General Education	24	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	24	–	–	–	–	–	–	–	–	–	–
Small Group Total	25	0	0%	0	0%	13	52%	12	48%	25	100%
Female	12	0	0%	0	0%	6	50%	6	50%	12	100%
Male	13	0	0%	0	0%	7	54%	6	46%	13	100%
Non-English Language Learners	25	0	0%	0	0%	13	52%	12	48%	25	100%
Economically Disadvantaged	10	0	0%	0	0%	7	70%	3	30%	10	100%
Not Economically Disadvantaged	15	0	0%	0	0%	6	40%	9	60%	15	100%
Not Migrant	25	0	0%	0	0%	13	52%	12	48%	25	100%
Not Homeless	25	0	0%	0	0%	13	52%	12	48%	25	100%
Not in Foster Care	25	0	0%	0	0%	13	52%	12	48%	25	100%
Parent Not in Armed Forces	25	0	0%	0	0%	13	52%	12	48%	25	100%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	0	0%	6	43%	6	43%	2	14%	8	57%
General Education	13	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	14	0	0%	6	43%	6	43%	2	14%	8	57%
Female	10	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	14	0	0%	6	43%	6	43%	2	14%	8	57%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—
Not Migrant	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not Homeless	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not in Foster Care	14	0	0%	6	43%	6	43%	2	14%	8	57%
Parent Not in Armed Forces	14	0	0%	6	43%	6	43%	2	14%	8	57%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	10	0	0%	2	20%	6	60%	2	20%	8	80%
General Education	9	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	2	20%	6	60%	2	20%	8	80%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	7	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	10	0	0%	2	20%	6	60%	2	20%	8	80%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	—	—	—	—	—	—	—	—	—	—
Not Migrant	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not Homeless	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not in Foster Care	10	0	0%	2	20%	6	60%	2	20%	8	80%
Parent Not in Armed Forces	10	0	0%	2	20%	6	60%	2	20%	8	80%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	3	—	—	—	—	—	—	—	—	—	—
General Education	2	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	3	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	31	4	13%	5	16%	9	29%	13	42%	22	71%
General Education	25	1	4%	4	16%	9	36%	11	44%	20	80%
Students with Disabilities	6	3	50%	1	17%	0	0%	2	33%	2	33%
White	31	4	13%	5	16%	9	29%	13	42%	22	71%
Female	13	1	8%	4	31%	5	38%	3	23%	8	62%
Male	18	3	17%	1	6%	4	22%	10	56%	14	78%
Non-English Language Learners	31	4	13%	5	16%	9	29%	13	42%	22	71%
Economically Disadvantaged	17	4	24%	4	24%	3	18%	6	35%	9	53%
Not Economically Disadvantaged	14	0	0%	1	7%	6	43%	7	50%	13	93%
Not Migrant	31	4	13%	5	16%	9	29%	13	42%	22	71%
Not Homeless	31	4	13%	5	16%	9	29%	13	42%	22	71%
Not in Foster Care	31	4	13%	5	16%	9	29%	13	42%	22	71%
Parent Not in Armed Forces	31	4	13%	5	16%	9	29%	13	42%	22	71%

ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	29	0	0%	0	0%	5	17%	24	83%	29	100%
General Education	28	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	29	0	0%	0	0%	5	17%	24	83%	29	100%
Female	17	0	0%	0	0%	1	6%	16	94%	17	100%
Male	12	0	0%	0	0%	4	33%	8	67%	12	100%
Non-English Language Learners	29	0	0%	0	0%	5	17%	24	83%	29	100%
Economically Disadvantaged	10	0	0%	0	0%	2	20%	8	80%	10	100%
Not Economically Disadvantaged	19	0	0%	0	0%	3	16%	16	84%	19	100%
Not Migrant	29	0	0%	0	0%	5	17%	24	83%	29	100%
Not Homeless	29	0	0%	0	0%	5	17%	24	83%	29	100%
Not in Foster Care	29	0	0%	0	0%	5	17%	24	83%	29	100%
Parent Not in Armed Forces	29	0	0%	0	0%	5	17%	24	83%	29	100%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%
General Education	37	2	5%	35	95%	0	0%	0	0%	10	27%	25	68%	35	95%
Students with Disabilities	9	0	0%	9	100%	0	0%	2	22%	3	33%	4	44%	7	78%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%
Female	22	0	0%	22	100%	0	0%	2	9%	3	14%	17	77%	20	91%
Male	24	2	8%	22	92%	0	0%	0	0%	10	42%	12	50%	22	92%
Non-English Language Learners	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%
Economically Disadvantaged	21	2	10%	19	90%	0	0%	2	10%	4	19%	13	62%	17	81%
Not Economically Disadvantaged	25	0	0%	25	100%	0	0%	0	0%	9	36%	16	64%	25	100%
Not Migrant	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%
Not Homeless	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%
Not in Foster Care	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%
Parent Not in Armed Forces	46	2	4%	44	96%	0	0%	2	4%	13	28%	29	63%	42	91%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%
General Education	37	2	5%	35	95%	1	3%	0	0%	13	35%	21	57%	34	92%
Students with Disabilities	9	0	0%	9	100%	0	0%	2	22%	5	56%	2	22%	7	78%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%
Female	22	0	0%	22	100%	0	0%	1	5%	11	50%	10	45%	21	95%
Male	24	2	8%	22	92%	1	4%	1	4%	7	29%	13	54%	20	83%
Non-English Language Learners	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%
Economically Disadvantaged	21	2	10%	19	90%	1	5%	1	5%	8	38%	9	43%	17	81%
Not Economically Disadvantaged	25	0	0%	25	100%	0	0%	1	4%	10	40%	14	56%	24	96%
Not Migrant	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%
Not Homeless	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%
Not in Foster Care	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%
Parent Not in Armed Forces	46	2	4%	44	96%	1	2%	2	4%	18	39%	23	50%	41	89%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%
General Education	37	2	5%	35	95%	0	0%	0	0%	9	24%	26	70%	35	95%
Students with Disabilities	9	0	0%	9	100%	0	0%	3	33%	5	56%	1	11%	6	67%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%
Female	22	0	0%	22	100%	0	0%	2	9%	7	32%	13	59%	20	91%
Male	24	2	8%	22	92%	0	0%	1	4%	7	29%	14	58%	21	88%
Non-English Language Learners	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%
Economically Disadvantaged	21	2	10%	19	90%	0	0%	2	10%	7	33%	10	48%	17	81%
Not Economically Disadvantaged	25	0	0%	25	100%	0	0%	1	4%	7	28%	17	68%	24	96%
Not Migrant	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%
Not Homeless	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%
Not in Foster Care	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%
Parent Not in Armed Forces	46	2	4%	44	96%	0	0%	3	7%	14	30%	27	59%	41	89%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%
General Education	37	2	5%	35	95%	0	0%	0	0%	13	35%	22	59%	35	95%
Students with Disabilities	9	0	0%	9	100%	0	0%	2	22%	7	78%	0	0%	7	78%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%
Female	22	0	0%	22	100%	0	0%	2	9%	10	45%	10	45%	20	91%
Male	24	2	8%	22	92%	0	0%	0	0%	10	42%	12	50%	22	92%
Non-English Language Learners	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%
Economically Disadvantaged	21	2	10%	19	90%	0	0%	2	10%	9	43%	8	38%	17	81%
Not Economically Disadvantaged	25	0	0%	25	100%	0	0%	0	0%	11	44%	14	56%	25	100%
Not Migrant	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%
Not Homeless	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%
Not in Foster Care	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%
Parent Not in Armed Forces	46	2	4%	44	96%	0	0%	2	4%	20	43%	22	48%	42	91%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%
General Education	37	2	5%	35	95%	1	3%	0	0%	10	27%	24	65%	34	92%
Students with Disabilities	9	0	0%	9	100%	0	0%	1	11%	6	67%	2	22%	8	89%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%
Female	22	0	0%	22	100%	0	0%	1	5%	8	36%	13	59%	21	95%
Male	24	2	8%	22	92%	1	4%	0	0%	8	33%	13	54%	21	88%
Non-English Language Learners	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%
Economically Disadvantaged	21	2	10%	19	90%	1	5%	1	5%	7	33%	10	48%	17	81%
Not Economically Disadvantaged	25	0	0%	25	100%	0	0%	0	0%	9	36%	16	64%	25	100%
Not Migrant	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%
Not Homeless	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%
Not in Foster Care	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%
Parent Not in Armed Forces	46	2	4%	44	96%	1	2%	1	2%	16	35%	26	57%	42	91%

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