

# CINCINNATUS CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform services to students. The report card 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). Fundamentally, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

## 2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

---

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

## LOCAL SUPPORT AND IMPROVEMENT DISTRICT

MADE PROGRESS

NA

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (71.63 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	—	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	2	3	—	2
English Language Learner	—	—	—	—
Students with Disabilities	2	2	—	2
Economically Disadvantaged	2	3	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	198	124	2
	Math	196	101	
	Science	64	176	
	Combined	458	121	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Multiracial	ELA	2	—	—
	Math	3	—	
	Science	—	—	
	Combined	5	—	
White	ELA	193	124	2
	Math	190	102	
	Science	62	175	
	Combined	445	122	
Students with Disabilities	ELA	33	62	2
	Math	33	47	
	Science	10	140	
	Combined	76	66	
Economically Disadvantaged	ELA	116	108	2
	Math	116	85	
	Science	39	171	
	Combined	271	107	



## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	212	116	2
	Math	211	94	
	Science	73	154	
	Combined	496	112	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Science	3	—	
	Combined	11	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
White	ELA	205	117	3
	Math	204	95	
	Science	70	155	
	Combined	479	113	
Students with Disabilities	ELA	40	51	2
	Math	40	39	
	Science	11	127	
	Combined	91	55	
Economically Disadvantaged	ELA	127	98	3
	Math	126	78	
	Science	47	142	
	Combined	300	97	

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	304	88	28.9%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	4	—	—	—
White	294	84	28.6%	2
English Language Learner	—	—	—	—
Students with Disabilities	50	16	32%	2
Economically Disadvantaged	183	65	35.5%	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	237	88.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	4	—
Multiracial	—	3	—
White	X	230	89.1%
English Language Learner	—	0	—
Students with Disabilities	X	46	78.3%
Economically Disadvantaged	X	137	86.9%



## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	236	88.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	4	—
Multiracial	—	3	—
White	X	229	88.2%
English Language Learner	—	0	—
Students with Disabilities	X	46	78.3%
Economically Disadvantaged	X	136	87.5%

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	2	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	3	3	2	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	—	—	—	—	2
Economically Disadvantaged	4	4	3	—	3

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	22	175	171	3
	Math	25	170		
	Science	24	194		
	Social Studies	5	120		
White	ELA	22	175	171	3
	Math	25	170		
	Science	24	194		
	Social Studies	5	120		
Students with Disabilities	ELA	2	—	—	—
	Math	3	—		
	Science	2	—		
	Social Studies	—	—		
Economically Disadvantaged	ELA	10	185	180	4
	Math	13	165		
	Science	13	192		
	Social Studies	—	—		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	32	120	131	3
	Math	25	170		
	Science	32	145		
	Social Studies	29	21		
White	ELA	32	120	131	3
	Math	25	170		
	Science	32	145		
	Social Studies	29	21		
Students with Disabilities	ELA	6	33	—	—
	Math	3	—		
	Science	6	17		
	Social Studies	4	—		
Economically Disadvantaged	ELA	18	103	120	4
	Math	13	165		
	Science	18	139		
	Social Studies	17	0		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	55	49	89.1%	89.1%	2
	5-year	40	36	90%		
	6-year	34	30	88.2%		
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	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	53	47	88.7%	89%	2
	5-year	40	36	90%		
	6-year	34	30	88.2%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	18	—	—	—	—
	5-year	7	—	—		
	6-year	4	—	—		
Economically Disadvantaged	4-year	24	20	83.3%	86.7%	3
	5-year	20	18	90%		
	6-year	12	—	—		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	161	47	29.2%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	1	—	—	—
White	160	47	29.4%	2
English Language Learner	—	—	—	—
Students with Disabilities	37	16	43.2%	2
Economically Disadvantaged	85	32	37.6%	3

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	31	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	—	31	—
English Language Learner	—	0	—
Students with Disabilities	—	6	—
Economically Disadvantaged	—	18	—

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	24	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	—	24	—
English Language Learner	—	0	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	13	—

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 9, 2023, 2:32 PM EST