

# New York State School Report Card Comprehensive Information Report

BEDS Code: 23-02-01-04-0001  
 Name: Copenhagen Junior-Senior High School  
 Principal: Patricia L. Gibbons

Grade Range : 7-12

## 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	45	53	56
Eighth	55	44	57
Ninth	46	54	45
Tenth	51	48	54
Eleventh	44	49	45
Twelfth	38	44	48
Ungraded Secondary	0	0	0
Total K-12 Enrollment	279	292	305

## 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	0.4%	2	0.7%	0	0.0%
Black (Not Hispanic)	2	0.7%	0	0.0%	3	1.0%
Hispanic	1	0.4%	1	0.3%	3	1.0%
White (Not Hispanic)	275	98.6%	289	99.0%	299	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	18	0	19
Mathematics Grade 8	18	15	0
Science Grade 8	18	15	18
Social Studies Grade 8	18	15	18
English Grade 10	17	15	18
Mathematics Grade 10	16	16	16
Science Grade 10	17	15	14
Social Studies Grade 10	18	15	17

(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
47	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 middle 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	1	0.4%	0	0.0%	0	0.0%
Eligible for Free Lunch	68	24.4%	88	30.1%	77	25.3%

### 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		91.3%		91.3%		91.0%
Student Suspensions	2	0.7%	12	4.3%	5	1.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.9%	22.3%	13.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	91%	98%

### Staff Counts

Staff	2003-04
Total Teachers	22
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	29	21	72%	36	30	83%	41	35	85%
Students with Disabilities	4	1	25%	4	0	0%	5	2	40%
All Students	33	22	67%	40	30	75%	46	37	80%

\*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	11	24	1	1	9	0
Percent	24%	52%	2%	2%	20%	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)
5	2	1	6

\*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	1		2		1	0.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		2		1	0.6%
Students with Disabilities	Dropped Out	1		1		1	5.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	1		2		1	5.0%
All Students	Dropped Out	2	1.1%	3	1.5%	2	1.0%
	Entered GED Program*	0	0.0%	1	0.5%	0	0.0%
	Total Noncompleters	2	1.1%	4	2.1%	2	1.0%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	86	79	95
	Number of Students with Disabilities	14	18	18
	Number of All Students	100	97	113
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	161	176	163
	Number of Students with Disabilities	18	19	29
	Number of All Students	179	195	192
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# 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%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	50	86%	43	100%	48	92%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	3	#

# 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%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	0	0%
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	1	#	1	#
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
<b>Comprehensive English</b>						
Number Tested	42	47	47	4	5	7
Number Scoring 55-100	41	43	46	#	3	6
Number Scoring 65-100	38	42	43	#	2	5
Number Scoring 85-100	16	15	10	#	1	0
Percentage of Tested Scoring 55-100	98%	91%	98%	#	60%	86%
Percentage of Tested Scoring 65-100	90%	89%	91%	#	40%	71%
Percentage of Tested Scoring 85-100	38%	32%	21%	#	20%	0%
<b>Mathematics A</b>						
Number Tested	45	50	62	2	6	4
Number Scoring 55-100	43	37	61	#	3	#
Number Scoring 65-100	42	29	58	#	2	#
Number Scoring 85-100	15	4	13	#	1	#
Percentage of Tested Scoring 55-100	96%	74%	98%	#	50%	#
Percentage of Tested Scoring 65-100	93%	58%	94%	#	33%	#
Percentage of Tested Scoring 85-100	33%	8%	21%	#	17%	#
<b>Mathematics B</b>						
Number Tested	0	33	33	0	2	1
Number Scoring 55-100	0	27	21	0	#	#
Number Scoring 65-100	0	19	18	0	#	#
Number Scoring 85-100	0	1	1	0	#	#
Percentage of Tested Scoring 55-100	0%	82%	64%	0%	#	#
Percentage of Tested Scoring 65-100	0%	58%	55%	0%	#	#
Percentage of Tested Scoring 85-100	0%	3%	3%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	52	47	61	6	5	5
Number Scoring 55-100	49	43	59	6	4	4
Number Scoring 65-100	45	35	47	4	4	2
Number Scoring 85-100	9	4	20	0	0	0
Percentage of Tested Scoring 55-100	94%	91%	97%	100%	80%	80%
Percentage of Tested Scoring 65-100	87%	74%	77%	67%	80%	40%
Percentage of Tested Scoring 85-100	17%	9%	33%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	41	53	46	4	5	4
Number Scoring 55-100	39	53	44	#	5	#
Number Scoring 65-100	34	46	37	#	3	#
Number Scoring 85-100	9	14	9	#	1	#
Percentage of Tested Scoring 55-100	95%	100%	96%	#	100%	#
Percentage of Tested Scoring 65-100	83%	87%	80%	#	60%	#
Percentage of Tested Scoring 85-100	22%	26%	20%	#	20%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	46	56	50	6	4	1
Number Scoring 55-100	46	55	47	6	#	#
Number Scoring 65-100	45	52	46	6	#	#
Number Scoring 85-100	5	18	5	1	#	#
Percentage of Tested Scoring 55-100	100%	98%	94%	100%	#	#
Percentage of Tested Scoring 65-100	98%	93%	92%	100%	#	#
Percentage of Tested Scoring 85-100	11%	32%	10%	17%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	45	44	48	2	5	3
Number Scoring 55-100	45	41	47	#	4	#
Number Scoring 65-100	45	38	43	#	3	#
Number Scoring 85-100	20	10	14	#	1	#
Percentage of Tested Scoring 55-100	100%	93%	98%	#	80%	#
Percentage of Tested Scoring 65-100	100%	86%	90%	#	60%	#
Percentage of Tested Scoring 85-100	44%	23%	29%	#	20%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	19	25	22	0	2	1
Number Scoring 55-100	19	25	22	0	#	#
Number Scoring 65-100	18	23	20	0	#	#
Number Scoring 85-100	2	4	2	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	95%	92%	91%	0%	#	#
Percentage of Tested Scoring 85-100	11%	16%	9%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			13			1
Number Scoring 55-100			12			#
Number Scoring 65-100			12			#
Number Scoring 85-100			2			#
Percentage of Tested Scoring 55-100			92%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			15%			#

\* 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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	28	62	36	0	2	0
Number Scoring 55-100	28	62	36	0	#	0
Number Scoring 65-100	28	62	36	0	#	0
Number Scoring 85-100	20	31	25	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	71%	50%	69%	0%	#	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	28	9	0	0	0	0
Number Scoring 55-100	16	7	0	0	0	0
Number Scoring 65-100	15	5	0	0	0	0
Number Scoring 85-100	5	1	0	0	0	0
Percentage of Tested Scoring 55-100	57%	78%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	54%	56%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	11%	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	44	100%	41	100%	46	96%
Students with Disabilities	5	100%	5	100%	4	#

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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	49	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	52	0%	13%	77%	10%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	39	39	39	6	6	6	45	45	45
Number Scoring 55–64	2	4	1	1	2	2	3	6	3
Number Scoring 65–84	28	23	17	4	2	0	32	25	17
Number Scoring 85–100	9	12	20	0	1	2	9	13	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)