

New York State School Report Card

Comprehensive Information Report

BEDS Code: 47-17-01-04-0003
 Name: Cooperstown Central High School
 Principal: Gary M. Kuch

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	0	0	0
Eighth	0	0	0
Ninth	99	98	97
Tenth	103	97	99
Eleventh	105	104	91
Twelfth	104	114	102
Ungraded Secondary	2	6	5
Total K-12 Enrollment	413	419	394

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	9	2.2%	8	1.9%	7	1.8%
Black (Not Hispanic)	2	0.5%	1	0.2%	2	0.5%
Hispanic	5	1.2%	4	1.0%	10	2.5%
White (Not Hispanic)	397	96.1%	406	96.9%	375	95.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	17	17
Mathematics Grade 10	18	14	17
Science Grade 10	17	18	17
Social Studies Grade 10	18	16	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	3	0.7%	2	0.5%	0	0.0%
Eligible for Free Lunch	51	12.4%	31	7.4%	41	10.4%

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		94.0%		95.1%		96.8%
Student Suspensions	8	1.8%	27	6.5%	7	1.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.5%	7.6%	8.4%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	98%	97%	100%

Staff Counts

Staff	2003-04
Total Teachers	29
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	99	99	100%	91	67	74%	98	65	66%
Students with Disabilities	3	3	100%	8	0	0%	4	0	0%
All Students	102	102	100%	99	67	68%	102	65	64%

*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	60	29	0	3	10	0
Percent	59%	28%	0%	3%	10%	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)
4	0	0	4

*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	3		0		3	0.7%
	Entered GED Program*	0		0		5	1.2%
	Total Noncompleters	3		0		8	2.0%
Students with Disabilities	Dropped Out	1		1		3	7.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		3	7.7%
All Students	Dropped Out	4	1.0%	1	0.2%	6	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	5	1.1%
	Total Noncompleters	4	1.0%	1	0.2%	11	2.5%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	380	0	380
	Number of Students with Disabilities	31	0	33
	Number of All Students	411	0	413
	Percent of Enrollment	100%	0%	105%

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; completion 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	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
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	0	0%	0	0%	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	2	#	1	#	5	80%
Science	3	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	2	#	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	75%	0	0%	6	100%
Science	1	#	0	0%	2	#
Reading	1	#	0	0%	3	#
Writing	0	0%	1	#	3	#
Global Studies	0	0%	2	#	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
Comprehensive English						
Number Tested	102	102	91	6	8	7
Number Scoring 55-100	101	101	87	5	8	4
Number Scoring 65-100	96	96	84	3	5	2
Number Scoring 85-100	60	61	56	0	1	1
Percentage of Tested Scoring 55-100	99%	99%	96%	83%	100%	57%
Percentage of Tested Scoring 65-100	94%	94%	92%	50%	62%	29%
Percentage of Tested Scoring 85-100	59%	60%	62%	0%	12%	14%
Mathematics A						
Number Tested	66	77	151	2	3	8
Number Scoring 55-100	59	67	142	#	#	6
Number Scoring 65-100	48	64	126	#	#	3
Number Scoring 85-100	14	29	36	#	#	1
Percentage of Tested Scoring 55-100	89%	87%	94%	#	#	75%
Percentage of Tested Scoring 65-100	73%	83%	83%	#	#	38%
Percentage of Tested Scoring 85-100	21%	38%	24%	#	#	12%
Mathematics 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%
Global History and Geography						
Number Tested	87	89	92	7	6	8
Number Scoring 55-100	84	81	84	7	3	5
Number Scoring 65-100	77	76	80	5	2	4
Number Scoring 85-100	33	39	42	0	0	0
Percentage of Tested Scoring 55-100	97%	91%	91%	100%	50%	62%
Percentage of Tested Scoring 65-100	89%	85%	87%	71%	33%	50%
Percentage of Tested Scoring 85-100	38%	44%	46%	0%	0%	0%
U.S. History and Government						
Number Tested	105	106	92	8	7	7
Number Scoring 55-100	95	103	90	4	7	6
Number Scoring 65-100	80	99	87	2	7	5
Number Scoring 85-100	35	46	52	0	0	1
Percentage of Tested Scoring 55-100	90%	97%	98%	50%	100%	86%
Percentage of Tested Scoring 65-100	76%	93%	95%	25%	100%	71%
Percentage of Tested Scoring 85-100	33%	43%	57%	0%	0%	14%

(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	112	74	97	8	5	5
Number Scoring 55–100	112	73	95	8	5	3
Number Scoring 65–100	109	71	94	7	4	3
Number Scoring 85–100	43	18	35	2	0	0
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	60%
Percentage of Tested Scoring 65–100	97%	96%	97%	88%	80%	60%
Percentage of Tested Scoring 85–100	38%	24%	36%	25%	0%	0%
Physical Setting/Earth Science						
Number Tested	50	54	46	1	4	1
Number Scoring 55–100	45	54	44	#	#	#
Number Scoring 65–100	43	45	40	#	#	#
Number Scoring 85–100	9	9	4	#	#	#
Percentage of Tested Scoring 55–100	90%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	86%	83%	87%	#	#	#
Percentage of Tested Scoring 85–100	18%	17%	9%	#	#	#
Physical Setting/Chemistry						
Number Tested	63	66	31	0	0	0
Number Scoring 55–100	57	61	30	0	0	0
Number Scoring 65–100	44	48	25	0	0	0
Number Scoring 85–100	4	4	3	0	0	0
Percentage of Tested Scoring 55–100	90%	92%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	73%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	6%	10%	0%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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	22	14	17	0	0	0
Number Scoring 55–100	22	14	17	0	0	0
Number Scoring 65–100	22	14	17	0	0	0
Number Scoring 85–100	8	6	11	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%	43%	65%	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	30	34	33	0	0	0
Number Scoring 55–100	30	28	33	0	0	0
Number Scoring 65–100	30	25	33	0	0	0
Number Scoring 85–100	18	8	20	0	0	0
Percentage of Tested Scoring 55–100	100%	82%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	74%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	24%	61%	0%	0%	0%
Comprehensive Latin						
Number Tested	28	18	3	0	0	0
Number Scoring 55–100	28	18	#	0	0	0
Number Scoring 65–100	27	17	#	0	0	0
Number Scoring 85–100	7	7	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	94%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	39%	#	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	71	66	4	0	0	0
Number Scoring 55–100	68	57	#	0	0	0
Number Scoring 65–100	65	56	#	0	0	0
Number Scoring 85–100	39	34	#	0	0	0
Percentage of Tested Scoring 55–100	96%	86%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	85%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	52%	#	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	0	0%	29	93%	16	94%
Students with Disabilities	0	0%	0	0%	1	#

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	98	98	98	3	3	3	101	101	101
Number Scoring 55–64	#	#	#	#	#	#	6	2	4
Number Scoring 65–84	#	#	#	#	#	#	40	52	60
Number Scoring 85–100	#	#	#	#	#	#	34	46	37
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)