

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-05-03-0000

Name: Copiague Union Free School District

Superintendent: Dr. William R. Bolton

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	379	331	350
First	352	371	340
Second	329	344	379
Third	382	337	342
Fourth	339	389	328
Fifth	371	354	382
Sixth	341	361	355
Ungraded Elementary	94	109	105
Seventh	347	333	357
Eighth	283	338	320
Ninth	374	353	377
Tenth	280	295	302
Eleventh	246	264	278
Twelfth	233	211	242
Ungraded Secondary	148	150	178
Total K-12 Enrollment	4498	4540	4635

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	80	1.8%	83	1.8%	92	2.0%
Black (Not Hispanic)	1603	35.6%	1598	35.2%	1655	35.7%
Hispanic	1145	25.5%	1194	26.3%	1305	28.2%
White (Not Hispanic)	1670	37.1%	1665	36.7%	1583	34.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	27	24	25
Common Branch	23	24	24
English Grade 8	23	23	23
Mathematics Grade 8	22	21	23
Science Grade 8	23	25	25
Social Studies Grade 8	23	24	23
English Grade 10	23	20	20
Mathematics Grade 10	27	20	25
Science Grade 10	25	21	20
Social Studies Grade 10	23	22	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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	423	9.4%	355	7.8%	342	7.4%
Eligible for Free Lunch	1748	38.9%	1453	32.0%	1350	29.1%

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		93.0%		93.6%		93.7%
Student Suspensions	446	10.1%	351	7.8%	458	10.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	11.1%	9.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	312
Total Other Professional Staff	52
Total Paraprofessionals	40
Teaching Out of Certification*	5
Teachers with Temporary Licenses	1

*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	225	91	40%	185	104	56%	206	124	60%
Students with Disabilities	22	1	5%	20	1	5%	27	5	19%
All Students	247	92	37%	205	105	51%	233	129	55%

*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	98	90	8	9	24	4
Percent	42%	39%	3%	4%	10%	2%

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)
27	5	2	29

*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			3		26	
	Entered GED Program*			0		12	
	Total Noncompleters			3		38	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		1	
	Total Noncompleters			0		3	
All Students	Dropped Out	35	2.8%	3	0.2%	28	2.1%
	Entered GED Program*	28	2.3%	0	0.0%	13	1.0%
	Total Noncompleters	63	5.1%	3	0.2%	41	3.1%

*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		24	24
	Number of All Students		24	24
	Percent of Enrollment		2%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	91%	0	0%	0	0%
German	24	96%	0	0%	0	0%
Italian	35	86%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	157	94%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	4	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	0	0%

(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%	2	#	49	57%
Science	15	53%	18	100%	33	30%
Reading	0	0%	1	#	21	57%
Writing	0	0%	0	0%	30	90%
Global Studies	10	50%	22	100%	9	56%
U.S. Hist & Gov't	27	81%	0	0%	12	17%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	73	70%	7	57%	8	75%
Science	55	40%	5	80%	12	17%
Reading	11	82%	11	82%	12	58%
Writing	11	100%	2	#	9	89%
Global Studies	18	61%	6	33%	9	11%
U.S. Hist & Gov't	19	58%	3	#	14	21%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	241	234	236	15	18	2
Number Scoring 55–100	220	225	208	8	15	#
Number Scoring 65–100	190	189	184	6	12	#
Number Scoring 85–100	52	62	74	0	3	#
Percentage of Tested Scoring 55–100	91%	96%	88%	53%	83%	#
Percentage of Tested Scoring 65–100	79%	81%	78%	40%	67%	#
Percentage of Tested Scoring 85–100	22%	26%	31%	0%	17%	#
Mathematics A						
Number Tested	261	50	356	7	2	9
Number Scoring 55–100	216	48	276	6	#	2
Number Scoring 65–100	166	48	226	4	#	1
Number Scoring 85–100	36	22	20	2	#	0
Percentage of Tested Scoring 55–100	83%	96%	78%	86%	#	22%
Percentage of Tested Scoring 65–100	64%	96%	63%	57%	#	11%
Percentage of Tested Scoring 85–100	14%	44%	6%	29%	#	0%
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	312	293	270	12	11	7
Number Scoring 55–100	291	274	229	9	7	1
Number Scoring 65–100	249	250	201	4	4	1
Number Scoring 85–100	51	79	66	0	1	0
Percentage of Tested Scoring 55–100	93%	94%	85%	75%	64%	14%
Percentage of Tested Scoring 65–100	80%	85%	74%	33%	36%	14%
Percentage of Tested Scoring 85–100	16%	27%	24%	0%	9%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	239	282	289	6	22	10
Number Scoring 55–100	207	256	265	3	18	5
Number Scoring 65–100	170	227	242	0	15	1
Number Scoring 85–100	59	42	96	0	2	1
Percentage of Tested Scoring 55–100	87%	91%	92%	50%	82%	50%
Percentage of Tested Scoring 65–100	71%	80%	84%	0%	68%	10%
Percentage of Tested Scoring 85–100	25%	15%	33%	0%	9%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	256	284	277	11	16	6
Number Scoring 55–100	248	270	246	8	11	2
Number Scoring 65–100	229	255	217	2	11	1
Number Scoring 85–100	31	46	57	0	0	0
Percentage of Tested Scoring 55–100	97%	95%	89%	73%	69%	33%
Percentage of Tested Scoring 65–100	89%	90%	78%	18%	69%	17%
Percentage of Tested Scoring 85–100	12%	16%	21%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	174	224	296	0	1	3
Number Scoring 55–100	149	200	275	0	#	#
Number Scoring 65–100	127	149	246	0	#	#
Number Scoring 85–100	19	18	68	0	#	#
Percentage of Tested Scoring 55–100	86%	89%	93%	0%	#	#
Percentage of Tested Scoring 65–100	73%	67%	83%	0%	#	#
Percentage of Tested Scoring 85–100	11%	8%	23%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		91	135		1	0
Number Scoring 55–100		83	132		#	0
Number Scoring 65–100		51	98		#	0
Number Scoring 85–100		1	10		#	0
Percentage of Tested Scoring 55–100		91%	98%		#	0%
Percentage of Tested Scoring 65–100		56%	73%		#	0%
Percentage of Tested Scoring 85–100		1%	7%		#	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	15	18	20	0	0	0
Number Scoring 55–100	15	17	20	0	0	0
Number Scoring 65–100	15	17	20	0	0	0
Number Scoring 85–100	11	6	17	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	73%	33%	85%	0%	0%	0%
Comprehensive Italian						
Number Tested	33	30	31	0	0	0
Number Scoring 55–100	32	29	29	0	0	0
Number Scoring 65–100	30	24	28	0	0	0
Number Scoring 85–100	7	2	8	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	80%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	7%	26%	0%	0%	0%
Comprehensive German						
Number Tested	19	19	20	0	1	0
Number Scoring 55–100	19	19	20	0	#	0
Number Scoring 65–100	19	19	19	0	#	0
Number Scoring 85–100	19	17	9	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	100%	89%	45%	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	155	116	185	3	1	1
Number Scoring 55–100	151	110	176	#	#	#
Number Scoring 65–100	149	108	165	#	#	#
Number Scoring 85–100	87	56	97	#	#	#
Percentage of Tested Scoring 55–100	97%	95%	95%	#	#	#
Percentage of Tested Scoring 65–100	96%	93%	89%	#	#	#
Percentage of Tested Scoring 85–100	56%	48%	52%	#	#	#
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	280	237	76	6	6	2
Number Scoring 55–100	212	134	44	6	3	#
Number Scoring 65–100	180	98	36	6	1	#
Number Scoring 85–100	59	13	2	1	0	#
Percentage of Tested Scoring 55–100	76%	57%	58%	100%	50%	#
Percentage of Tested Scoring 65–100	64%	41%	47%	100%	17%	#
Percentage of Tested Scoring 85–100	21%	5%	3%	17%	0%	#
Sequential Mathematics, Course III						
Number Tested	133	164	160	2	2	1
Number Scoring 55–100	110	142	138	#	#	#
Number Scoring 65–100	96	122	131	#	#	#
Number Scoring 85–100	49	60	51	#	#	#
Percentage of Tested Scoring 55–100	83%	87%	86%	#	#	#
Percentage of Tested Scoring 65–100	72%	74%	82%	#	#	#
Percentage of Tested Scoring 85–100	37%	37%	32%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	48	90%	0	0%	24	92%
Students with Disabilities	9	89%	1	#	2	#

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	362	4%	9%	69%	19%
	Students with Disabilities	40	15%	18%	60%	8%
	All Students	402	5%	10%	68%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	297	0%	21%	67%	12%
	Students with Disabilities	52	13%	69%	15%	2%
	All Students	349	2%	28%	59%	11%

(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	4	1	0	0	1	3
Secondary Level						
English Language Arts	5	0	0	0	3	2
Social Studies	5	0	0	0	3	2
Mathematics	5	0	0	0	2	3
Science	5	0	0	1	2	2

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	267	267	267	34	34	34	301	301	301
Number Scoring 55–64	14	14	10	7	8	5	21	22	15
Number Scoring 65–84	178	180	184	16	9	16	194	189	200
Number Scoring 85–100	52	47	42	2	2	0	54	49	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)