

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-05-03-0000
 Name: Copiague Union Free School District
 Superintendent: William R. Bolton

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	331	350	382
First	371	340	355
Second	344	379	355
Third	337	342	381
Fourth	389	328	346
Fifth	354	382	338
Sixth	361	355	397
Ungraded Elementary	109	105	105
Seventh	333	357	373
Eighth	338	320	342
Ninth	353	377	400
Tenth	295	302	351
Eleventh	264	278	257
Twelfth	211	242	251
Ungraded Secondary	150	178	188
Total K-12 Enrollment	4540	4635	4821

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	83	1.8%	92	2.0%	107	2.2%
Black (Not Hispanic)	1598	35.2%	1655	35.7%	1691	35.1%
Hispanic	1194	26.3%	1305	28.2%	1462	30.3%
White (Not Hispanic)	1665	36.7%	1583	34.2%	1561	32.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	24	25	25
Common Branch	24	24	24
English Grade 8	23	23	18
Mathematics Grade 8	21	23	23
Science Grade 8	25	25	23
Social Studies Grade 8	24	23	23
English Grade 10	20	20	24
Mathematics Grade 10	20	25	22
Science Grade 10	21	20	20
Social Studies Grade 10	22	22	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	355	7.8%	342	7.4%	366	7.6%
Eligible for Free Lunch	1453	32.0%	1350	29.1%	1678	34.8%

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		93.6%		93.7%		93.6%
Student Suspensions	351	7.8%	458	10.1%	403	8.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.1%	9.6%	11.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	318
Total Other Professional Staff	52
Total Paraprofessionals	42
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	185	104	56%	206	124	60%	234	147	63%
Students with Disabilities	20	1	5%	27	5	19%	40	6	15%
All Students	205	105	51%	233	129	55%	274	153	56%

*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	116	129	6	3	17	3
Percent	42%	47%	2%	1%	6%	1%

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)
40	6	14	54

*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		26		23	1.5%
	Entered GED Program*	0		12		24	1.6%
	Total Noncompleters	3		38		47	3.1%
Students with Disabilities	Dropped Out	0		2		5	4.6%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		3		5	4.6%
All Students	Dropped Out	3	0.2%	28	2.1%	28	1.7%
	Entered GED Program*	0	0.0%	13	1.0%	24	1.5%
	Total Noncompleters	3	0.2%	41	3.1%	52	3.2%

*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	0	0	776
	Number of Students with Disabilities	24	24	83
	Number of All Students	24	24	859
	Percent of Enrollment	2%	2%	62%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	49		
Completed and Passed Regents Exams	37	76%	77%
Completed and had Course Average of 75% or More	39	80%	81%
Completed and Attained a HS Diploma or Equivalent	47	96%	96%
Completed and Whose Status is Known	48		
Completed and Were Successfully Placed	48	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	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	#	49	57%	40	30%
Science	18	100%	33	30%	45	22%
Reading	1	#	21	57%	6	33%
Writing	0	0%	30	90%	14	79%
Global Studies	22	100%	9	56%	22	64%
U.S. Hist & Gov't	0	0%	12	17%	16	13%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	8	75%	6	83%
Science	5	80%	12	17%	9	56%
Reading	11	82%	12	58%	2	#
Writing	2	#	9	89%	2	#
Global Studies	6	33%	9	11%	4	#
U.S. Hist & Gov't	3	#	14	21%	3	#

(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	234	236	293	18	2	11
Number Scoring 55-100	225	208	278	15	#	10
Number Scoring 65-100	189	184	262	12	#	8
Number Scoring 85-100	62	74	118	3	#	1
Percentage of Tested Scoring 55-100	96%	88%	95%	83%	#	91%
Percentage of Tested Scoring 65-100	81%	78%	89%	67%	#	73%
Percentage of Tested Scoring 85-100	26%	31%	40%	17%	#	9%
Mathematics A						
Number Tested	50	356	325	2	9	10
Number Scoring 55-100	48	276	304	#	2	1
Number Scoring 65-100	48	226	286	#	1	0
Number Scoring 85-100	22	20	68	#	0	0
Percentage of Tested Scoring 55-100	96%	78%	94%	#	22%	10%
Percentage of Tested Scoring 65-100	96%	63%	88%	#	11%	0%
Percentage of Tested Scoring 85-100	44%	6%	21%	#	0%	0%
Mathematics B						
Number Tested	0	0	3	0	0	1
Number Scoring 55-100	0	0	#	0	0	#
Number Scoring 65-100	0	0	#	0	0	#
Number Scoring 85-100	0	0	#	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	#
Global History and Geography						
Number Tested	293	270	310	11	7	1
Number Scoring 55-100	274	229	270	7	1	#
Number Scoring 65-100	250	201	250	4	1	#
Number Scoring 85-100	79	66	82	1	0	#
Percentage of Tested Scoring 55-100	94%	85%	87%	64%	14%	#
Percentage of Tested Scoring 65-100	85%	74%	81%	36%	14%	#
Percentage of Tested Scoring 85-100	27%	24%	26%	9%	0%	#
U.S. History and Government						
Number Tested	282	289	268	22	10	6
Number Scoring 55-100	256	265	241	18	5	5
Number Scoring 65-100	227	242	210	15	1	3
Number Scoring 85-100	42	96	62	2	1	0
Percentage of Tested Scoring 55-100	91%	92%	90%	82%	50%	83%
Percentage of Tested Scoring 65-100	80%	84%	78%	68%	10%	50%
Percentage of Tested Scoring 85-100	15%	33%	23%	9%	10%	0%

(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	284	277	303	16	6	3
Number Scoring 55-100	270	246	283	11	2	#
Number Scoring 65-100	255	217	241	11	1	#
Number Scoring 85-100	46	57	37	0	0	#
Percentage of Tested Scoring 55-100	95%	89%	93%	69%	33%	#
Percentage of Tested Scoring 65-100	90%	78%	80%	69%	17%	#
Percentage of Tested Scoring 85-100	16%	21%	12%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	224	296	276	1	3	3
Number Scoring 55-100	200	275	236	#	#	#
Number Scoring 65-100	149	246	198	#	#	#
Number Scoring 85-100	18	68	37	#	#	#
Percentage of Tested Scoring 55-100	89%	93%	86%	#	#	#
Percentage of Tested Scoring 65-100	67%	83%	72%	#	#	#
Percentage of Tested Scoring 85-100	8%	23%	13%	#	#	#
Physical Setting/Chemistry						
Number Tested	91	135	129	1	0	0
Number Scoring 55-100	83	132	117	#	0	0
Number Scoring 65-100	51	98	88	#	0	0
Number Scoring 85-100	1	10	15	#	0	0
Percentage of Tested Scoring 55-100	91%	98%	91%	#	0%	0%
Percentage of Tested Scoring 65-100	56%	73%	68%	#	0%	0%
Percentage of Tested Scoring 85-100	1%	7%	12%	#	0%	0%
Physical Setting/Physics						
Number Tested			41			0
Number Scoring 55-100			35			0
Number Scoring 65-100			30			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			85%			0%
Percentage of Tested Scoring 65-100			73%			0%
Percentage of Tested Scoring 85-100			5%			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	18	20	18	0	0	0
Number Scoring 55-100	17	20	16	0	0	0
Number Scoring 65-100	17	20	15	0	0	0
Number Scoring 85-100	6	17	8	0	0	0
Percentage of Tested Scoring 55-100	94%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	85%	44%	0%	0%	0%
Comprehensive Italian						
Number Tested	30	31	27	0	0	0
Number Scoring 55-100	29	29	26	0	0	0
Number Scoring 65-100	24	28	24	0	0	0
Number Scoring 85-100	2	8	11	0	0	0
Percentage of Tested Scoring 55-100	97%	94%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	90%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	26%	41%	0%	0%	0%
Comprehensive German						
Number Tested	19	20	18	1	0	0
Number Scoring 55-100	19	20	18	#	0	0
Number Scoring 65-100	19	19	18	#	0	0
Number Scoring 85-100	17	9	11	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	89%	45%	61%	#	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	116	185	204	1	1	1
Number Scoring 55-100	110	176	199	#	#	#
Number Scoring 65-100	108	165	186	#	#	#
Number Scoring 85-100	56	97	107	#	#	#
Percentage of Tested Scoring 55-100	95%	95%	98%	#	#	#
Percentage of Tested Scoring 65-100	93%	89%	91%	#	#	#
Percentage of Tested Scoring 85-100	48%	52%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	164	160	7	2	1	0
Number Scoring 55-100	142	138	4	#	#	0
Number Scoring 65-100	122	131	1	#	#	0
Number Scoring 85-100	60	51	0	#	#	0
Percentage of Tested Scoring 55-100	87%	86%	57%	#	#	0%
Percentage of Tested Scoring 65-100	74%	82%	14%	#	#	0%
Percentage of Tested Scoring 85-100	37%	32%	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%	24	92%	23	96%
Students with Disabilities	1	#	2	#	7	86%

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	308	5%	3%	51%	41%
	Students with Disabilities	52	38%	2%	44%	15%
	All Students	360	10%	3%	50%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	318	2%	26%	58%	13%
	Students with Disabilities	70	11%	60%	29%	0%
	All Students	388	4%	32%	53%	11%

(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	4	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
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	274	274	274	43	43	43	317	317	317
Number Scoring 55–64	20	8	13	9	7	5	29	15	18
Number Scoring 65–84	136	113	164	20	9	24	156	122	188
Number Scoring 85–100	80	91	60	3	5	1	83	96	61
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			167			9
Beginning (0-18)			7			1
Intermediate (19-31)			22			1
Advanced (32-36)			74			5
Proficient (37-39)			64			2
Reading and Writing (Grade K-1)						
Number Tested			167			9
Beginning (0-14)			55			3
Intermediate (15-24)			50			1
Advanced (25-32)			41			3
Proficient (33-35)			21			2
Listening and Speaking (Grade 2-4)						
Number Tested			125			20
Beginning (0-18)			16			3
Intermediate (19-31)			30			5
Advanced (32-36)			44			7
Proficient (37-39)			35			5
Reading and Writing (Grade 2-4)						
Number Tested			125			20
Beginning (0-14)			46			11
Intermediate (15-24)			50			9
Advanced (25-32)			21			0
Proficient (33-35)			8			0
Listening and Speaking (Grade 5-6)						
Number Tested			63			8
Beginning (0-18)			12			1
Intermediate (19-31)			8			0
Advanced (32-36)			11			2
Proficient (37-39)			32			5
Reading and Writing (Grade 5-6)						
Number Tested			63			8
Beginning (0-14)			17			1
Intermediate (15-24)			25			5
Advanced (25-32)			20			2
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			45			3
Beginning (0-18)			13			#
Intermediate (19-31)			7			#
Advanced (32-36)			15			#
Proficient (37-39)			10			#
Reading and Writing (Grade 7-8)						
Number Tested			45			3
Beginning (0-14)			13			#
Intermediate (15-24)			15			#
Advanced (25-32)			12			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 9-12)						
Number Tested			130			1
Beginning (0-18)			38			#
Intermediate (19-31)			28			#
Advanced (32-36)			43			#
Proficient (37-39)			21			#
Reading and Writing (Grade 9-12)						
Number Tested			130			1
Beginning (0-14)			41			#
Intermediate (15-24)			45			#
Advanced (25-32)			43			#
Proficient (33-35)			1			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)