

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-05-03-0005
 Name: Walter G. O'Connell Copiague High School
 Principal: Michael C. Hodgkiss

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	353	377	400
Tenth	295	302	351
Eleventh	264	278	257
Twelfth	211	242	251
Ungraded Secondary	97	117	121
Total K-12 Enrollment	1220	1316	1380

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	18	1.5%	21	1.6%	28	2.0%
Black (Not Hispanic)	430	35.2%	472	35.9%	475	34.4%
Hispanic	290	23.8%	341	25.9%	359	26.0%
White (Not Hispanic)	482	39.5%	482	36.6%	518	37.5%

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	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
44	All schools in this group are secondary level schools in urban or suburban 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	96	7.9%	106	8.1%	101	7.3%
Eligible for Free Lunch	243	19.9%	243	18.5%	410	29.7%

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		91.1%		92.1%		90.7%
Student Suspensions	163	13.2%	209	17.1%	170	12.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.9%	4.5%	8.4%
Public Assistance	31-40%	31-40%	41-50%
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	91
Total Other Professional Staff	14
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	185	104	56%	203	124	61%	230	147	64%
Students with Disabilities	20	1	5%	24	5	21%	34	6	18%
All Students	205	105	51%	227	129	57%	264	153	58%

*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	126	5	3	13	1
Percent	44%	48%	2%	1%	5%	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)
34	6	7	41

*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		18	1.2%
	Entered GED Program*	0		12		24	1.6%
	Total Noncompleters	3		38		42	2.9%
Students with Disabilities	Dropped Out	0		1		2	4.1%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		2		2	4.1%
All Students	Dropped Out	3	0.2%	27	2.1%	20	1.3%
	Entered GED Program*	0	0.0%	13	1.0%	24	1.6%
	Total Noncompleters	3	0.2%	40	3.0%	44	2.9%

*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			
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	#	47	55%	38	26%
Science	18	100%	32	28%	43	19%
Reading	1	#	21	57%	5	20%
Writing	0	0%	29	93%	13	77%
Global Studies	22	100%	7	57%	21	62%
U.S. Hist & Gov't	0	0%	11	9%	16	13%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	2	#
Science	1	#	5	0%	4	#
Reading	11	82%	5	40%	1	#
Writing	1	#	4	#	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	1	#	9	11%	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	229	236	284	13	2	9
Number Scoring 55-100	223	208	275	13	#	9
Number Scoring 65-100	188	184	259	11	#	7
Number Scoring 85-100	61	74	118	2	#	1
Percentage of Tested Scoring 55-100	97%	88%	97%	100%	#	100%
Percentage of Tested Scoring 65-100	82%	78%	91%	85%	#	78%
Percentage of Tested Scoring 85-100	27%	31%	42%	15%	#	11%
Mathematics A						
Number Tested	49	349	316	1	3	9
Number Scoring 55-100	48	276	297	#	#	1
Number Scoring 65-100	48	226	284	#	#	0
Number Scoring 85-100	22	20	68	#	#	0
Percentage of Tested Scoring 55-100	98%	79%	94%	#	#	11%
Percentage of Tested Scoring 65-100	98%	65%	90%	#	#	0%
Percentage of Tested Scoring 85-100	45%	6%	22%	#	#	0%
Mathematics B						
Number Tested	0	0	2	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	287	264	303	5	2	1
Number Scoring 55-100	272	228	264	5	#	#
Number Scoring 65-100	249	200	246	3	#	#
Number Scoring 85-100	78	66	81	0	#	#
Percentage of Tested Scoring 55-100	95%	86%	87%	100%	#	#
Percentage of Tested Scoring 65-100	87%	76%	81%	60%	#	#
Percentage of Tested Scoring 85-100	27%	25%	27%	0%	#	#
U.S. History and Government						
Number Tested	279	284	261	19	6	5
Number Scoring 55-100	256	262	235	18	3	4
Number Scoring 65-100	227	240	206	15	0	3
Number Scoring 85-100	42	95	61	2	0	0
Percentage of Tested Scoring 55-100	92%	92%	90%	95%	50%	80%
Percentage of Tested Scoring 65-100	81%	85%	79%	79%	0%	60%
Percentage of Tested Scoring 85-100	15%	33%	23%	11%	0%	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	277	272	293	9	2	2
Number Scoring 55-100	265	246	278	6	#	#
Number Scoring 65-100	250	217	240	6	#	#
Number Scoring 85-100	46	57	37	0	#	#
Percentage of Tested Scoring 55-100	96%	90%	95%	67%	#	#
Percentage of Tested Scoring 65-100	90%	80%	82%	67%	#	#
Percentage of Tested Scoring 85-100	17%	21%	13%	0%	#	#
Physical Setting/Earth Science						
Number Tested	223	239	225	0	1	3
Number Scoring 55-100	200	219	185	0	#	#
Number Scoring 65-100	149	190	147	0	#	#
Number Scoring 85-100	18	27	15	0	#	#
Percentage of Tested Scoring 55-100	90%	92%	82%	0%	#	#
Percentage of Tested Scoring 65-100	67%	79%	65%	0%	#	#
Percentage of Tested Scoring 85-100	8%	11%	7%	0%	#	#
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	162	175	1	1	1
Number Scoring 55-100	110	153	170	#	#	#
Number Scoring 65-100	108	142	157	#	#	#
Number Scoring 85-100	56	75	80	#	#	#
Percentage of Tested Scoring 55-100	95%	94%	97%	#	#	#
Percentage of Tested Scoring 65-100	93%	88%	90%	#	#	#
Percentage of Tested Scoring 85-100	48%	46%	46%	#	#	#
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%	23	91%	23	96%
Students with Disabilities	0	0%	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	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	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	265	265	265	36	36	36	301	301	301
Number Scoring 55–64	20	8	11	9	6	5	29	14	16
Number Scoring 65–84	134	112	162	20	9	24	154	121	186
Number Scoring 85–100	79	91	60	3	5	1	82	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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			119			0
Beginning (0-18)			30			0
Intermediate (19-31)			28			0
Advanced (32-36)			40			0
Proficient (37-39)			21			0
Reading and Writing (Grade 9-12)						
Number Tested			119			0
Beginning (0-14)			36			0
Intermediate (15-24)			41			0
Advanced (25-32)			41			0
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 - L)