

# New York State School Report Card Comprehensive Information Report

BEDS Code: 23-02-01-04-0001  
 Name: Copenhagen Junior-Senior High School  
 Principal: Lisa A. Parsons

Grade Range : 7-12

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	55	45	53
Eighth	43	55	44
Ninth	51	46	54
Tenth	40	51	48
Eleventh	41	44	49
Twelfth	41	38	44
Ungraded Secondary	0	0	0
Total K-12 Enrollment	271	279	292

## 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	0	0.0%	1	0.4%	2	0.7%
Black (Not Hispanic)	4	1.5%	2	0.7%	0	0.0%
Hispanic	2	0.7%	1	0.4%	1	0.3%
White (Not Hispanic)	265	97.8%	275	98.6%	289	99.0%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	16	0	0
Common Branch	0	0	0
English Grade 8	0	18	0
Mathematics Grade 8	14	18	15
Science Grade 8	14	18	15
Social Studies Grade 8	14	18	15
English Grade 10	14	17	15
Mathematics Grade 10	0	16	16
Science Grade 10	13	17	15
Social Studies Grade 10	14	18	15

(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
48	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 higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.4%	0	0.0%
Eligible for Free Lunch	64	23.6%	68	24.4%	88	30.1%

### 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		95.8%		91.3%		91.3%
Student Suspensions	10	3.6%	2	0.7%	12	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.6%	12.9%	22.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	95%	97%	91%

### Staff Counts

Staff	2002–2003
Total Teachers	22
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	33	18	55%	29	21	72%	36	30	83%
Students with Disabilities	8	2	25%	4	1	25%	4	0	0%
All Students	41	20	49%	33	22	67%	40	30	75%

\*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	13	22	0	1	4	0
Percent	33%	55%	0%	3%	10%	0%

## 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)
4	0	1	5

\*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			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	2	1.2%	2	1.1%	3	1.5%
	Entered GED Program*	1	0.6%	0	0.0%	1	0.5%
	Total Noncompleters	3	1.7%	2	1.1%	4	2.1%

\*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		86	79
	Number of Students with Disabilities		14	18
	Number of All Students		100	97
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		161	176
	Number of Students with Disabilities		18	19
	Number of All Students		179	195
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	39	82%	50	86%	43	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	6	50%	1	#	1	#

(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%	0	0%	1	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	4	#
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	38	42	47	4	4	5
Number Scoring 55–100	38	41	43	#	#	3
Number Scoring 65–100	37	38	42	#	#	2
Number Scoring 85–100	14	16	15	#	#	1
Percentage of Tested Scoring 55–100	100%	98%	91%	#	#	60%
Percentage of Tested Scoring 65–100	97%	90%	89%	#	#	40%
Percentage of Tested Scoring 85–100	37%	38%	32%	#	#	20%
<b>Mathematics A</b>						
Number Tested	0	45	50	0	2	6
Number Scoring 55–100	0	43	37	0	#	3
Number Scoring 65–100	0	42	29	0	#	2
Number Scoring 85–100	0	15	4	0	#	1
Percentage of Tested Scoring 55–100	0%	96%	74%	0%	#	50%
Percentage of Tested Scoring 65–100	0%	93%	58%	0%	#	33%
Percentage of Tested Scoring 85–100	0%	33%	8%	0%	#	17%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	33	0	0	2
Number Scoring 55–100	0	0	27	0	0	#
Number Scoring 65–100	0	0	19	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	58%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	47	52	47	6	6	5
Number Scoring 55–100	47	49	43	6	6	4
Number Scoring 65–100	40	45	35	1	4	4
Number Scoring 85–100	12	9	4	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	91%	100%	100%	80%
Percentage of Tested Scoring 65–100	85%	87%	74%	17%	67%	80%
Percentage of Tested Scoring 85–100	26%	17%	9%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	39	41	53	5	4	5
Number Scoring 55–100	36	39	53	4	#	5
Number Scoring 65–100	32	34	46	2	#	3
Number Scoring 85–100	18	9	14	1	#	1
Percentage of Tested Scoring 55–100	92%	95%	100%	80%	#	100%
Percentage of Tested Scoring 65–100	82%	83%	87%	40%	#	60%
Percentage of Tested Scoring 85–100	46%	22%	26%	20%	#	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	52	46	56	7	6	4
Number Scoring 55–100	50	46	55	6	6	#
Number Scoring 65–100	47	45	52	4	6	#
Number Scoring 85–100	9	5	18	1	1	#
Percentage of Tested Scoring 55–100	96%	100%	98%	86%	100%	#
Percentage of Tested Scoring 65–100	90%	98%	93%	57%	100%	#
Percentage of Tested Scoring 85–100	17%	11%	32%	14%	17%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	32	45	44	1	2	5
Number Scoring 55–100	32	45	41	#	#	4
Number Scoring 65–100	31	45	38	#	#	3
Number Scoring 85–100	16	20	10	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	93%	#	#	80%
Percentage of Tested Scoring 65–100	97%	100%	86%	#	#	60%
Percentage of Tested Scoring 85–100	50%	44%	23%	#	#	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		19	25		0	2
Number Scoring 55–100		19	25		0	#
Number Scoring 65–100		18	23		0	#
Number Scoring 85–100		2	4		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		95%	92%		0%	#
Percentage of Tested Scoring 85–100		11%	16%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<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	20	28	62	0	0	2
Number Scoring 55–100	20	28	62	0	0	#
Number Scoring 65–100	20	28	62	0	0	#
Number Scoring 85–100	17	20	31	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	85%	71%	50%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	48	0	0	2	0	0
Number Scoring 55–100	48	0	0	#	0	0
Number Scoring 65–100	44	0	0	#	0	0
Number Scoring 85–100	21	0	0	#	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	92%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	44%	0%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	21	28	9	1	0	0
Number Scoring 55–100	19	16	7	#	0	0
Number Scoring 65–100	19	15	5	#	0	0
Number Scoring 85–100	11	5	1	#	0	0
Percentage of Tested Scoring 55–100	90%	57%	78%	#	0%	0%
Percentage of Tested Scoring 65–100	90%	54%	56%	#	0%	0%
Percentage of Tested Scoring 85–100	52%	18%	11%	#	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	100%	44	100%	41	100%
Students with Disabilities	8	100%	5	100%	5	100%

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
<b>Nov 2002</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 2003</b>	General-Education Students	44	0%	5%	80%	16%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	44	0%	5%	80%	16%

(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
<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

## 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	36	36	36	5	5	5	41	41	41
Number Scoring 55–64	2	2	1	2	3	1	4	5	2
Number Scoring 65–84	23	24	19	2	1	2	25	25	21
Number Scoring 85–100	10	9	16	0	0	0	10	9	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)