

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	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	0	0	0
Eighth	0	0	0
Ninth	111	99	98
Tenth	118	103	97
Eleventh	110	105	104
Twelfth	98	104	114
Ungraded Secondary	8	2	6
Total K-12 Enrollment	445	413	419

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	8	1.8%	9	2.2%	8	1.9%
Black (Not Hispanic)	1	0.2%	2	0.5%	1	0.2%
Hispanic	2	0.4%	5	1.2%	4	1.0%
White (Not Hispanic)	434	97.5%	397	96.1%	406	96.9%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	18	17
Mathematics Grade 10	13	18	14
Science Grade 10	20	17	18
Social Studies Grade 10	19	18	16

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	3	0.7%	2	0.5%
Eligible for Free Lunch	45	10.1%	51	12.4%	31	7.4%

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		96.0%		94.0%		95.1%
Student Suspensions	5	1.1%	8	1.8%	27	6.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.5%	7.5%	7.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	29
Total Other Professional Staff	3
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	91	52	57%	99	99	100%	91	67	74%
Students with Disabilities	3	1	33%	3	3	100%	8	0	0%
All Students	94	53	56%	102	102	100%	99	67	68%

*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	64	18	1	1	12	3
Percent	65%	18%	1%	1%	12%	3%

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)
8	0	2	10

*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		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	1	0.2%	4	1.0%	1	0.2%
	Entered GED Program*	3	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.9%	4	1.0%	1	0.2%

*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		380	0
	Number of Students with Disabilities		31	0
	Number of All Students		411	0
	Percent of Enrollment		100%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	22	91%	0	0%	0	0%
Spanish	25	92%	0	0%	0	0%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	12	75%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	112	102	102	1	6	8
Number Scoring 55–100	112	101	101	#	5	8
Number Scoring 65–100	95	96	96	#	3	5
Number Scoring 85–100	53	60	61	#	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	#	83%	100%
Percentage of Tested Scoring 65–100	85%	94%	94%	#	50%	62%
Percentage of Tested Scoring 85–100	47%	59%	60%	#	0%	12%
Mathematics A						
Number Tested	0	66	77	0	2	3
Number Scoring 55–100	0	59	67	0	#	#
Number Scoring 65–100	0	48	64	0	#	#
Number Scoring 85–100	0	14	29	0	#	#
Percentage of Tested Scoring 55–100	0%	89%	87%	0%	#	#
Percentage of Tested Scoring 65–100	0%	73%	83%	0%	#	#
Percentage of Tested Scoring 85–100	0%	21%	38%	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	113	87	89	5	7	6
Number Scoring 55–100	112	84	81	5	7	3
Number Scoring 65–100	109	77	76	4	5	2
Number Scoring 85–100	55	33	39	0	0	0
Percentage of Tested Scoring 55–100	99%	97%	91%	100%	100%	50%
Percentage of Tested Scoring 65–100	96%	89%	85%	80%	71%	33%
Percentage of Tested Scoring 85–100	49%	38%	44%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	107	105	106	1	8	7
Number Scoring 55–100	98	95	103	#	4	7
Number Scoring 65–100	81	80	99	#	2	7
Number Scoring 85–100	49	35	46	#	0	0
Percentage of Tested Scoring 55–100	92%	90%	97%	#	50%	100%
Percentage of Tested Scoring 65–100	76%	76%	93%	#	25%	100%
Percentage of Tested Scoring 85–100	46%	33%	43%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	74	112	74	3	8	5
Number Scoring 55–100	73	112	73	#	8	5
Number Scoring 65–100	66	109	71	#	7	4
Number Scoring 85–100	30	43	18	#	2	0
Percentage of Tested Scoring 55–100	99%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	89%	97%	96%	#	88%	80%
Percentage of Tested Scoring 85–100	41%	38%	24%	#	25%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	72	50	54	0	1	4
Number Scoring 55–100	72	45	54	0	#	#
Number Scoring 65–100	66	43	45	0	#	#
Number Scoring 85–100	29	9	9	0	#	#
Percentage of Tested Scoring 55–100	100%	90%	100%	0%	#	#
Percentage of Tested Scoring 65–100	92%	86%	83%	0%	#	#
Percentage of Tested Scoring 85–100	40%	18%	17%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		63	66		0	0
Number Scoring 55–100		57	61		0	0
Number Scoring 65–100		44	48		0	0
Number Scoring 85–100		4	4		0	0
Percentage of Tested Scoring 55–100		90%	92%		0%	0%
Percentage of Tested Scoring 65–100		70%	73%		0%	0%
Percentage of Tested Scoring 85–100		6%	6%		0%	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	24	22	14	0	0	0
Number Scoring 55–100	24	22	14	0	0	0
Number Scoring 65–100	24	22	14	0	0	0
Number Scoring 85–100	14	8	6	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	58%	36%	43%	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	29	30	34	0	0	0
Number Scoring 55–100	28	30	28	0	0	0
Number Scoring 65–100	27	30	25	0	0	0
Number Scoring 85–100	21	18	8	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	74%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	60%	24%	0%	0%	0%
Comprehensive Latin						
Number Tested	20	28	18	0	0	0
Number Scoring 55–100	20	28	18	0	0	0
Number Scoring 65–100	18	27	17	0	0	0
Number Scoring 85–100	8	7	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	25%	39%	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	107	93	2	1	2	0
Number Scoring 55–100	94	86	#	#	#	0
Number Scoring 65–100	81	75	#	#	#	0
Number Scoring 85–100	41	31	#	#	#	0
Percentage of Tested Scoring 55–100	88%	92%	#	#	#	0%
Percentage of Tested Scoring 65–100	76%	81%	#	#	#	0%
Percentage of Tested Scoring 85–100	38%	33%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	66	71	66	1	0	0
Number Scoring 55–100	65	68	57	#	0	0
Number Scoring 65–100	63	65	56	#	0	0
Number Scoring 85–100	41	39	34	#	0	0
Percentage of Tested Scoring 55–100	98%	96%	86%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	92%	85%	#	0%	0%
Percentage of Tested Scoring 85–100	62%	55%	52%	#	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	18	100%	0	0%	29	93%
Students with Disabilities	1	#	0	0%	0	0%

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	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	98	98	98	12	12	12	110	110	110
Number Scoring 55–64	2	12	5	1	3	1	3	15	6
Number Scoring 65–84	39	41	54	5	2	5	44	43	59
Number Scoring 85–100	51	35	32	0	0	0	51	35	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)