

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-05-03-0005

Grade Range : 9-12

Name: Walter G. O'Connell Copiague High School

Principal: Michael Hodgkiss

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	374	353	377
Tenth	280	295	302
Eleventh	246	264	278
Twelfth	233	211	242
Ungraded Secondary	102	97	117
Total K-12 Enrollment	1235	1220	1316

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	19	1.5%	18	1.5%	21	1.6%
Black (Not Hispanic)	447	36.2%	430	35.2%	472	35.9%
Hispanic	311	25.2%	290	23.8%	341	25.9%
White (Not Hispanic)	458	37.1%	482	39.5%	482	36.6%

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	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	102	8.3%	96	7.9%	106	8.1%
Eligible for Free Lunch	321	26.0%	243	19.9%	243	18.5%

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		90.1%		91.1%		92.1%
Student Suspensions	210	16.7%	163	13.2%	209	17.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	8.8%	4.5%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	98%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	85
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	225	91	40%	185	104	56%	203	124	61%
Students with Disabilities	22	1	5%	20	1	5%	24	5	21%
All Students	247	92	37%	205	105	51%	227	129	57%

*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	97	88	7	9	23	3
Percent	43%	39%	3%	4%	10%	1%

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)
24	5	2	26

*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		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	35	2.8%	3	0.2%	27	2.1%
	Entered GED Program*	28	2.3%	0	0.0%	13	1.0%
	Total Noncompleters	63	5.1%	3	0.2%	40	3.0%

*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	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	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	0	0%	2	#	47	55%
Science	15	53%	18	100%	32	28%
Reading	0	0%	1	#	21	57%
Writing	0	0%	0	0%	29	93%
Global Studies	10	50%	22	100%	7	57%
U.S. Hist & Gov't	27	81%	0	0%	11	9%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	73	70%	0	0%	3	#
Science	55	40%	1	#	5	0%
Reading	11	82%	11	82%	5	40%
Writing	11	100%	1	#	4	#
Global Studies	18	61%	0	0%	3	#
U.S. Hist & Gov't	19	58%	1	#	9	11%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	241	229	236	15	13	2
Number Scoring 55–100	220	223	208	8	13	#
Number Scoring 65–100	190	188	184	6	11	#
Number Scoring 85–100	52	61	74	0	2	#
Percentage of Tested Scoring 55–100	91%	97%	88%	53%	100%	#
Percentage of Tested Scoring 65–100	79%	82%	78%	40%	85%	#
Percentage of Tested Scoring 85–100	22%	27%	31%	0%	15%	#
Mathematics A						
Number Tested	261	49	349	7	1	3
Number Scoring 55–100	216	48	276	6	#	#
Number Scoring 65–100	166	48	226	4	#	#
Number Scoring 85–100	36	22	20	2	#	#
Percentage of Tested Scoring 55–100	83%	98%	79%	86%	#	#
Percentage of Tested Scoring 65–100	64%	98%	65%	57%	#	#
Percentage of Tested Scoring 85–100	14%	45%	6%	29%	#	#
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	287	264	12	5	2
Number Scoring 55–100	291	272	228	9	5	#
Number Scoring 65–100	249	249	200	4	3	#
Number Scoring 85–100	51	78	66	0	0	#
Percentage of Tested Scoring 55–100	93%	95%	86%	75%	100%	#
Percentage of Tested Scoring 65–100	80%	87%	76%	33%	60%	#
Percentage of Tested Scoring 85–100	16%	27%	25%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	239	279	284	6	19	6
Number Scoring 55–100	207	256	262	3	18	3
Number Scoring 65–100	170	227	240	0	15	0
Number Scoring 85–100	59	42	95	0	2	0
Percentage of Tested Scoring 55–100	87%	92%	92%	50%	95%	50%
Percentage of Tested Scoring 65–100	71%	81%	85%	0%	79%	0%
Percentage of Tested Scoring 85–100	25%	15%	33%	0%	11%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	256	277	272	11	9	2
Number Scoring 55–100	248	265	246	8	6	#
Number Scoring 65–100	229	250	217	2	6	#
Number Scoring 85–100	31	46	57	0	0	#
Percentage of Tested Scoring 55–100	97%	96%	90%	73%	67%	#
Percentage of Tested Scoring 65–100	89%	90%	80%	18%	67%	#
Percentage of Tested Scoring 85–100	12%	17%	21%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	174	223	239	0	0	1
Number Scoring 55–100	149	200	219	0	0	#
Number Scoring 65–100	127	149	190	0	0	#
Number Scoring 85–100	19	18	27	0	0	#
Percentage of Tested Scoring 55–100	86%	90%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	73%	67%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	11%	8%	11%	0%	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	132	116	162	3	1	1
Number Scoring 55–100	128	110	153	#	#	#
Number Scoring 65–100	126	108	142	#	#	#
Number Scoring 85–100	64	56	75	#	#	#
Percentage of Tested Scoring 55–100	97%	95%	94%	#	#	#
Percentage of Tested Scoring 65–100	95%	93%	88%	#	#	#
Percentage of Tested Scoring 85–100	48%	48%	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	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%	23	91%
Students with Disabilities	9	89%	0	0%	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	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	264	264	264	34	34	34	298	298	298
Number Scoring 55–64	13	14	9	7	8	5	20	22	14
Number Scoring 65–84	178	179	184	16	9	16	194	188	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)