

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	2002-03	2003-04	2004-05
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	98	97	98
Tenth	97	99	100
Eleventh	104	91	88
Twelfth	114	102	96
Ungraded Secondary	6	5	0
Total K-12 Enrollment	419	394	382

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	1.9%	7	1.8%	1	0.3%
Black (Not Hispanic)	1	0.2%	2	0.5%	4	1.0%
Hispanic	4	1.0%	10	2.5%	8	2.1%
White (Not Hispanic)	406	96.9%	375	95.2%	369	96.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	17	17	16
Mathematics Grade 10	14	17	18
Science Grade 10	18	17	12
Social Studies Grade 10	16	17	14

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.5%	0	0.0%	0	0.0%
Eligible for Free Lunch	31	7.4%	41	10.4%	38	10.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		96.8%		95.2%
Student Suspensions	27	6.5%	7	1.7%	5	1.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.6%	8.4%	10.0%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	97%	100%	95%

Staff Counts

Staff	2004-05
Total Teachers	29
Total Other Professional Staff	3
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	91	98	80
	Regents Diplomas	67	65	72
	% Regents Diplomas	74%	66%	90%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	4	6
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	17%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	1
All Students	Total Graduates*	99	102	86
	Regents Diplomas	67	65	73
	% Regents Diplomas	68%	64%	85%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	2	0	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	59	15	0	0	6	0	0	0
	Percent	74%	19%	0%	0%	7%	0%	0%	0%
Students with Disabilities	Number	0	3	0	0	3	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	59	18	0	0	9	0	0	0
	Percent	69%	21%	0%	0%	10%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		3	0.7%	0	0.0%
	Entered GED Program*	0		5	1.2%	1	0.3%
	Total Noncompleters	0		8	2.0%	1	0.3%
Students with Disabilities	Dropped Out	1		3	7.7%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		3	7.7%	0	0.0%
All Students	Dropped Out	1	0.2%	6	1.4%	0	0.0%
	Entered GED Program*	0	0.0%	5	1.1%	1	0.3%
	Total Noncompleters	1	0.2%	11	2.5%	1	0.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	380	100
	Number of Students with Disabilities	0	33	0
	Number of All Students	0	413	100
	Percent of Enrollment	0%	105%	26%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	80%	1	#
Science	0	0%	0	0%	2	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	100%	4	#
Science	0	0%	2	#	2	#
Reading	0	0%	3	#	3	#
Writing	1	#	3	#	4	#
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	0	0%	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	102	91	89	8	7	6
Number Scoring 55-100	101	87	86	8	4	5
Number Scoring 65-100	96	84	80	5	2	2
Number Scoring 85-100	61	56	44	1	1	0
Percentage of Tested Scoring 55-100	99%	96%	97%	100%	57%	83%
Percentage of Tested Scoring 65-100	94%	92%	90%	62%	29%	33%
Percentage of Tested Scoring 85-100	60%	62%	49%	12%	14%	0%
Mathematics A						
Number Tested	77	151	47	3	8	4
Number Scoring 55-100	67	142	40	#	6	#
Number Scoring 65-100	64	126	33	#	3	#
Number Scoring 85-100	29	36	5	#	1	#
Percentage of Tested Scoring 55-100	87%	94%	85%	#	75%	#
Percentage of Tested Scoring 65-100	83%	83%	70%	#	38%	#
Percentage of Tested Scoring 85-100	38%	24%	11%	#	12%	#
Mathematics B						
Number Tested	0	0	18	0	0	0
Number Scoring 55-100	0	0	11	0	0	0
Number Scoring 65-100	0	0	8	0	0	0
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	61%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	44%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	0%
Global History and Geography						
Number Tested	89	92	94	6	8	6
Number Scoring 55-100	81	84	87	3	5	2
Number Scoring 65-100	76	80	81	2	4	1
Number Scoring 85-100	39	42	46	0	0	0
Percentage of Tested Scoring 55-100	91%	91%	93%	50%	62%	33%
Percentage of Tested Scoring 65-100	85%	87%	86%	33%	50%	17%
Percentage of Tested Scoring 85-100	44%	46%	49%	0%	0%	0%
U.S. History and Government						
Number Tested	106	92	85	7	7	5
Number Scoring 55-100	103	90	83	7	6	3
Number Scoring 65-100	99	87	81	7	5	3
Number Scoring 85-100	46	52	49	0	1	0
Percentage of Tested Scoring 55-100	97%	98%	98%	100%	86%	60%
Percentage of Tested Scoring 65-100	93%	95%	95%	100%	71%	60%
Percentage of Tested Scoring 85-100	43%	57%	58%	0%	14%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	74	97	86	5	5	5
Number Scoring 55-100	73	95	84	5	3	4
Number Scoring 65-100	71	94	80	4	3	2
Number Scoring 85-100	18	35	25	0	0	0
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	60%	80%
Percentage of Tested Scoring 65-100	96%	97%	93%	80%	60%	40%
Percentage of Tested Scoring 85-100	24%	36%	29%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	54	46	47	4	1	1
Number Scoring 55-100	54	44	43	#	#	#
Number Scoring 65-100	45	40	37	#	#	#
Number Scoring 85-100	9	4	8	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	91%	#	#	#
Percentage of Tested Scoring 65-100	83%	87%	79%	#	#	#
Percentage of Tested Scoring 85-100	17%	9%	17%	#	#	#
Physical Setting/Chemistry						
Number Tested	66	31	34	0	0	0
Number Scoring 55-100	61	30	29	0	0	0
Number Scoring 65-100	48	25	23	0	0	0
Number Scoring 85-100	4	3	2	0	0	0
Percentage of Tested Scoring 55-100	92%	97%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	81%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	6%	10%	6%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	0		0	0
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%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	14	17	0	0	0	0
Number Scoring 55-100	14	17	0	0	0	0
Number Scoring 65-100	14	17	0	0	0	0
Number Scoring 85-100	6	11	0	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	65%	0%	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	34	33	30	0	0	1
Number Scoring 55-100	28	33	30	0	0	#
Number Scoring 65-100	25	33	29	0	0	#
Number Scoring 85-100	8	20	16	0	0	#
Percentage of Tested Scoring 55-100	82%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	74%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	24%	61%	53%	0%	0%	#
Comprehensive Latin						
Number Tested	18	3	0	0	0	0
Number Scoring 55-100	18	#	0	0	0	0
Number Scoring 65-100	17	#	0	0	0	0
Number Scoring 85-100	7	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	39%	#	0%	0%	0%	0%

(Form – H)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	82	82	82	7	7	7	89	89	89
Number Scoring 55–64	1	1	0	1	1	2	2	2	2
Number Scoring 65–84	37	30	45	2	4	4	39	34	49
Number Scoring 85–100	41	50	35	0	1	0	41	51	35
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)