



## **School Profile**

### **Mission Statement**

CIS will develop the potential of each learner by offering educational excellence in a stimulating environment of cultural diversity and mutual respect.

### **Accreditation**

CIS is fully authorized by the International Baccalaureate Organization (IBO) to deliver the PYP, MYP and DP programmes. Furthermore, CIS is accredited by the New English Association of Schools and Colleges Commission on International Education (NEASC/CIE). The school is also a member of the Council of International Schools.

### **Community**

CIS serves local and expatriate families from 82 different countries. Parents of our students are employed by large companies and government agencies with a minority being self-employed. It is a mobile community; the majority of students attend CIS for between 4 and 5 years. Our largest national groups are American (20%), British (10%), Danish (20%). The school is in its 57th year of operation.

### **Grading Policy**

CIS awards achievement grades once every semester using the 1 – 7 grading system of the IB. Assessment is criterion referenced using either MYP grade descriptors in Grades 7 – 10, or IB Diploma descriptors in Grades 11 & 12. In both cases, a grade of 3 is considered to be the minimum satisfactory grade. Student rankings are not used in our grading policy.

### **Faculty**

The High School consists of forty full time teaching staff with 8 departmental heads, two full time school counselors and four staff on our Learning Support Team. Faculty members represent 17 countries: Australia, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Ireland, Netherlands, New Zealand, Pakistan, Portugal, Spain, Switzerland, United Kingdom, United States of America

### **IB Diploma Programme**

CIS is proud to be one of the original IB member schools which started the programme in 1968. To obtain the full IB Diploma, students pursue studies in six academic subjects, at least three of which must be studied at Higher Level (HL), the remainder being studied at Standard Level (SL). The six areas of



study, or academic subject areas, form a circle, surrounding the three unique core components of the IB Diploma Programme: Theory of Knowledge, a two-year course, where students learn how to reflect critically on diverse ways of knowing and areas of knowledge. Extended Essay, where students have to write a research-based essay of up to 4000 words in length. CAS, a balanced programme of Creativity, Activity and Service. Students are required to engage in a wide range of CAS experiences over the two years of the IB Diploma Programme.

### **High School Diploma / IB Diploma Courses**

While CIS only offers Diploma Programme classes in the final two years of high school, it is not necessary for a student to take the full IB Diploma. Alternatively, a student might work towards a CIS High School Diploma by taking a number of Diploma Programme Courses, and might follow some, all, or none of the Core Requirements (the Extended Essay, TOK and CAS).

In this case, the student will receive an IB Diploma Certificate for any subjects taken at examination level, and the CIS High School Diploma providing graduation requirements are met. It may also be possible for students in Grades 11 and 12 to have online or tutored courses credited, or to enroll in language, arts, P.E. or technology courses not at the IB Diploma level. CIS aims to be flexible and to provide a suitable academic programme to meet the needs of all of our students. Student progress is monitored closely to ensure that courses selected are suitable to students' differing learning needs, tertiary study and career plans. Students receive an IB Diploma, and a CIS High School Diploma with their final semester grades in their specific IB subjects.

### **CIS Sports Affiliations**

NECIS is a sports association that is committed to providing quality sport competitions and exists in order to provide opportunities for international schools located in North Western Europe to meet in specified tournament activities on a competitive basis. Each school should work toward a common aim to achieve an efficient and well-balanced programme that promotes healthy competition, sportsmanship, and full participation.

Grades 9 - 12

NECIS core sports: volleyball, basketball and soccer.

Additional sports: swimming, track and field, cross country, tennis, golf and softball.

NECIS Member Schools

Copenhagen International School, International School of Amsterdam, International School of Hamburg, International School of Stavanger, Bonn International School, American International School of Rotterdam, International School of Dusseldorf, American School of the Hague, International School of Luxemburg.

### Academic Grading Scales

The following scale is used to convert grades into Grade Point Averages. This scale is based on best practice in International Schools. CIS does not rank students.

Note: Equivalency with the US grade system follows recommendations made by the IB based upon suggestions made by the Franco-American Commission, Paris, and the collective wisdom of a number of colleagues and schools with experience of the systems. It is acknowledged that grading standards vary, and that admissions officers in other institutions may have their own equivalencies. The Copenhagen International School system of assessment is based firmly upon established IB assessment criteria.

Grade 9 & 10: IBMYP		
Achievement Grade	GPA	US Equivalent
7	4	A+
6	3.75	A
5	3.5	B
4	2.75	C
3	2	D
2	1	F
1	0	F

Grade 11 & 12: IBMYP			
Standard Level	GPA Standard Level (SL)	GPA Higher Level (HL)	US Equivalent
7	4.25	4.5	A+
6	4	4.25	A
5	3.75	4	B
4	3	3.25	C
3	2.25	2.5	D
2	1.25	1.5	F
1	0	0	F

## COURSES OFFERED

IB Diploma Programme					
Group 1: Language and Literature	Group 2: Language Acquisition	Group 3: Individuals and Societies	Group 4: Sciences	Group 5: Mathematics	Group 6: The Arts
English A HL/SL Language and Literature	Danish B HL/SL	Economics HL/SL	Biology HL/SL	Mathematics Analysis and Approaches HL/SL	Music HL/SL
Danish A HL/SL Literature	French B HL/SL	Geography HL/SL	Chemistry HL/SL	Mathematics Applications and Interpretations HL/SL	Theatre HL/SL
Self-taught Literature SL	German Ab Initio SL	History HL/SL	Computer Science HL/SL		Visual Arts HL/SL
	German B HL/SL		Physics HL/SL		
	Spanish B HL/SL				

## International Baccalaureate Diploma Results

Our students' diploma results remain consistently above the world average of 30 points.

Almost every year, several of our students score above 40 points, an exceptional achievement.

The number of students entering our Diploma Programme has been growing steadily over the past decade.

Year	Diploma candidates	Diplomas awarded	Pass rate (%)	Mean number of points per student	Max number of points per student
2020	61	55	90	34	45
2019	68	61	90	33	44
2018	50	44	88	35	43
2017	55	53	96	33	44
2016	61	57	93	33	44
2015	48	43	90	35	45
2014	56	48	86	33	43
2013	43	38	88	33	42
2012	46	43	93	33	44
2011	42	40	95	35	45
2010	45	42	93	33	43
2009	44	40	91	35	44

The number of students entering our Diploma Programme has been growing steadily over the past five years, but the school's Diploma results remain consistently above the world average.

Almost every year, several of our students score above 40 points, an exceptional achievement, while the average score per student is well above the world average of 30 points.

Year	Diploma candidates	Diplomas awarded	Pass rate (%)	Mean number of points per student	Max number of points per student
2020	61	55	90	34	45
2019	68	61	90	33	44
2018	50	44	88	35	43
2017	55	53	96	33	44
2016	61	57	93	33	44
2015	48	43	90	35	45
2014	56	48	86	33	43
2013	43	38	88	33	42
2012	46	43	93	33	44
2011	42	40	95	35	45
2010	45	42	93	33	43
2009	44	40	91	35	44
2008	41	35	85	33	40
2006	41	34	83	33	42
2006	37	31	84	34	43
2005	29	25	86	32	38



### CIS SAT Results 2016–19

*SAT data for the 19-20 academic year is not available at this time*

CIS SAT Results 2016–2019			
Year	Number of Students	Reading and Writing Mean	Math Mean
2018-2019	34	614	610
2017-2018	39	624	602
March 2016-2017 (Redesign)	19	628	613

### 2011-2020 University Offers

Each year roughly two-thirds of our graduating students choose to continue their formal education at universities around the world, while nearly one-third choose to continue their educational and personal growth through a gap year. Since 2011, our students have attended universities located in Australia, Canada, Denmark, Egypt, France, Germany, Hong Kong, Ireland, Japan, Portugal, Spain, Sweden, Switzerland, The Netherlands, The United Kingdom, and The United States.



### **Copenhagen International School and COVID-19**

Friday, March 13, 2020 - Copenhagen International School officially closed

Monday, March 16, 2020 - Remote teaching and learning began for all grade levels

Wednesday, April 15, 2020 - Early Years and Primary students returned to on-campus emergency learning

Monday, May 18, 2020 - students grades 6 - 10 returned to on-campus emergency learning

Thursday, May 28, 2020 - students in grade 11 returned to on-campus emergency learning

School day start/end time, and instructional time Pre-COVID:  
Start time: 8:30  
End time: 15:30

Remote Learning (off campus)  
Student Log in Time: 8:30  
End Time: Varied

Emergency Learning (on-campus)  
Start time: 9:15  
End time: 15:30

#### Remote learning specifics:

For MYP classes (Class of 2022 and 2023) student schedules consisted of 3 blocks of 75 minutes from the end of March until the return to school in May. Grade 11s (Class of 2021) had 4 blocks of 75 minutes.

#### Emergency learning specifics:

Copenhagen International School retained the 9 day rotation and 4 block day that the students were familiar with. Instructional time was decreased from 90 minutes to 60 minutes to allow for hand washing and sanitation of classrooms.

#### After-school activities and/or sports:

All after school activities, clubs and sports, which normally take place after the school day, were cancelled for the remainder of the 19-20 school year. Students were expected to leave campus at 15:30, apart from Wednesdays, when Advisory for grade 11 students (Class of 2021) ran from 15.30 to 16.00.

#### Absent students:

If students were unable to attend school, we did not provide remote (hybrid) learning. Absent students were expected to keep up with lessons and tasks through the usual online portals and teacher communication.





Semester 2 emergency learning, assessments, and report changes:  
Report cards were made available for all students and parents on Thursday, June 18.

Class of 2021 implications:

IBDP English orals were completed on-campus and in-person by June 2, 2020.

The Grade 11 Assessment Week, planned for June 8th to 12th, took place as planned - students took their assessments remotely.

The IBDP Group 4 Project was introduced and explained in person (as opposed to virtually) to the students on Wednesday 27th May and during Advisory on Wednesday 3rd June. However, the Project itself was completed virtually. The Group 4 Project is a required aspect of the IB Diploma.

Class of 2022 and 2023 implications:

Report cards serve the purpose of providing documented evidence of a student's achievement level at the end of the semester. We believe it was problematic to ensure the validity and reliability of assessment grades, recognising that the complexity of the final grade calculation on all criteria was not straightforward in the remote learning environment. For some subjects, not all criteria was possible to assess in the same ways remotely.

Also, in anticipation of returning to school, we wanted students to have the opportunity to reconnect with teachers and revisit learning that might not have been fully understood, without the pressure of completing multiple assessment tasks in order to provide information for the report card.

Therefore, the Class of 2022 and 2023 Semester 2 report card included:

Subject / course description

Approaches to Learning skills feedback

Complete/Incomplete credit for the subject

A comment on achievements and goals for next steps from each subject teacher

Criteria that would prompt a conversation regarding non-completion included a student:

Not attending classes regularly

Not submitting tasks

Submitting work of minimal quality; not reflective of what teachers might see when on campus



## Administration

Director:  
Sandy Mackenzie

High School Principal:  
Stephen McIlroy

IBDP Coordinator:  
Mary Donnellan

IBMYP Coordinator:  
Tammy Debets

Contact:  
HighSchoolOffice@cis.dk

## Support Staff

Director of Student Support:  
Jan Bakken

School Counselors:

Sidsel Hansen  
Danish Universities  
Social/Emotional

Amanda Lopez  
CAS  
University/College/GapYear

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