



## **Mission Statement**

Copenhagen International School 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 (CIS).

## **Community**

Copenhagen International School 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 58th year of operation.

## **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.

## **Faculty**

Grades 9 - 12 of the Secondary 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 seven schools which trialled the first IB Diploma exams 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 Diploma Programme: Theory of Knowledge, a two-year course, where students learn how to reflect critically on themselves as knowers within a range of knowledge communities, the Extended Essay, where students have to write a research-based essay of up to 4000 words in length and 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 both 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 suited to students' differing learning needs, tertiary study and career plans. Almost all students graduate with a CIS High School Diploma, and then receive their IB Diploma following final external examinations which take place in May of their senior year.

## 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 6 – 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.

## Academic Grading Scales

The following scale is used to convert grades into Grade Point Averages. 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: IB - Middle Years Programme		
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: IB - Diploma Programme			
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 Danish 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
2021	68	64	94	36	45
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

**Class of 2021 Final Plans Data**

Final Plans by Location		Final Plans by Type		<b>2011-2021 University Offers</b>  Each year roughly half of our graduating students choose to continue their formal education at universities around the world, while the other half chooses 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.
Australia	-1%	Culinary Institute	1.3%	
Canada	2.6%	Traditional College/University	46.8%	
Denmark	3.9%	Gap Year	51.9%	
Germany	2.6%			
France	-1%			
Italy	1.3%			
Netherlands	13%			
Spain	-1%			
United Kingdom	10.4%			
United States	10.4%			
Gap Year	51.9%			

**SAT Results**

<b>CIS SAT Results 2016–2021</b>			
Year	Number of Students	Reading and Writing Mean	Math Mean
2020-2021	Unavailable due to COVID-19		
2019-2020			
2018-2019	34	614	610
2017-2018	39	624	602
March 2016-2017 (Redesign)	19	628	613



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

### **2019 - 2020 School Year Disruptions**

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

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

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, 2020

**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

### **2020 - 2021 School Year Disruptions**

Monday, 7 December 2020 - Copenhagen International School partially closed/emergency learning in place for all grades

*Friday, 11 December 2020 - Monday, 4 January 2021 - Holiday Break (No School)*

Tuesday, 5 January 2021 - Copenhagen International School resumed all classes online “remote learning” due to government restrictions

Monday, 15 March 2021 - School groups allowed to meet outside for social well-being; remote learning continued

Tuesday, 6 April 2021 - Students grades 6 - 12 returned to on-campus emergency learning at 50% time

Monday, 10 May - All students grades 6 - 12 return to on-campus learning full time

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 20 - 21 school year.

Absent students:

If students were unable to attend school, either remotely or in-person, we did not provide hybrid learning. Absent students were expected to keep up with lessons and tasks through the usual online portals and teacher communication.

### **7 December 2020 - 11 December 2020**

Grades 6 - 10 (Classes of 2027 - 2023)

- Remote learning: student log-in time 8:30 am - end of school day varied by student schedule
- Followed normal schedule of classes; every class a virtual check-in; 4 blocks of 90 minute classes.
- Grade 6 - 8 Advisory check-in every day
- Grade 6 - 10 Advisories met on Wednesday

Grades 11 - 12 (Classes of 2022 & 2021)

- Examinations were held in school as scheduled

**5 January 2021 - 5 April 2021**

Remote learning in place for grades 6 - 12.

**Lesson format**

Learning was synchronous with students through *Google Meet*. All classes met online each lesson. Lessons lasted 60 minutes (MYP) or 70 minutes (DP) and were connected to current learning. Teachers were not expected to be in front of students for the whole lesson time, but available should students have questions.

<b>MYP Grades 6-10</b>									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
8:30 - 9:00	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning
9:00am-10:00am	A	E	I	D	H	C	G	B	F
10:00	Break (30 minutes)			Break (30 minutes)			Break (30 minutes)		
10:30am-11:30am	B	F	A	E	I	D	H	C	G
11:45am-12noon	Advisory check-in		Advisory check-in		Advisory check-in		Advisory check-in		Advisory check-in
12 noon	Lunch (60 minutes)			Lunch (60 minutes)			Lunch (60 minutes)		
1:00pm-2:00pm	C	G	B	F	A	E	I	D	H
2:00pm	Break (30 minutes)			Break (30 minutes)			Break (30 minutes)		
2:30pm-3:30pm	D	H	C	G	B	F	A	E	I
3:30pm	End of school day								

<b>DP Grades 11-12</b>									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
8:30 - 9:00	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning
9:00am-10:10am	A	E	I blocks: E / H	D	H	C	G	B	F
10:10	Break (20 minutes)			Break (20 minutes)			Break (20 minutes)		
10:30am-11:40am	B	F	A	E	I blocks: C / G	D	H	C	G
11:45am-12noon	Advisory check-in		Advisory check-in		Advisory check-in		Advisory check-in		Advisory check-in
12:00	Lunch (60 minutes)			Lunch (60 minutes)			Lunch (60 minutes)		
1:00pm-2:10pm	C	G	B	F	A	E	I blocks: D / F	D	H
2:10pm	Break (20 minutes)			Break (20 minutes)			Break (20 minutes)		
2:30pm-3:40pm	D	H	C	G	B	F	A	E	I blocks: A / B
3:40pm	End of school day								

### **Semester 1 Report Cards**

Semester 1 ended on Friday, January 15.

For MYP (grades 6 - 10), students received a grade for each of the criteria reflecting their level of performance and AtL grades.

All students received a grade for each criteria.

The only written comments were for CAS and Extended Essay (DP/Grades 11 & 12)

### **6 April 2021 - 7 May 2021**

Students grades 6 - 12 returned 50% of the time; one week on campus and the next off campus.

DP/Grade 11 & 12 students (Classes of 2022 & 2021):

- All students tested and all teachers of DP students tested
- Normal class groups continued

MYP students (Grades 6 - 10)

- Students assigned to a 'bubble'; no crossover classes
- Day A and Day B
  - 4 blocks per day, 80 minute classes
  - No rotation of classes

Implications to Learning:

- Language team taught all MYP classes remotely; either as synchronous or asynchronous learning
- No core/extended Grade 9/10 Math
- MYP teachers began teaching new groups of students
- Design and PHE was only taught when students were in school - there was no remote learning classes for these subjects
- Advisors changed

- Advisory took place every other day

### **10 May 2021**

All students, grade 6 - 12 returned to on-campus learning, full time

#### Schedule and rotation

- We maintained the A Day, B Day schedule as established since 6 April
- We maintained a rotation where students had one week in PHE, Design and Advisory, and the other week, language classes.
- Teacher blocks continued without changes
- Students remained in the same colour bubble
- Remote learning ceased - all classes were held on campus for instruction
- Language classes continued in bubbles with both synchronous and asynchronous learning though classes took place on campus

#### **Semester 2 emergency learning, assessments, and report changes:**

There were no modifications made to end of year assessments or report cards.

Report cards were made available to students and parents on Thursday, 16 June 2021.



**Administration**

Director:  
Sandy Mackenzie

Secondary School Principal:  
Stephen McIlroy

Secondary School Deputy Principal:  
Katie Ham

IBDP Coordinator:  
Mary Donnellan

IBMYP Coordinator:  
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**Support Staff**

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