The New York State District Report Card

Accountability and Overview Report 2006 – 07

District **GLEN COVE CITY SCHOOL DISTRICT**
District ID **28-01-00-01-0000**
Superintendent **LAURENCE ARONSTEIN**
Telephone **(516) 759-7217**
Grades **K-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.
This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.
This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.
This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District **GLEN COVE CITY SCHOOL DISTRICT**

District ID **28-01-00-01-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004–05	2005–06	2006–07
Pre-K	47	60	59
Kindergarten	228	220	234
Grade 1	221	222	217
Grade 2	213	211	213
Grade 3	222	202	204
Grade 4	209	222	201
Grade 5	241	201	215
Grade 6	201	231	204
Ungraded Elementary	46	50	7
Grade 7	238	194	236
Grade 8	211	233	199
Grade 9	265	221	248
Grade 10	240	254	222
Grade 11	236	237	241
Grade 12	238	253	188
Ungraded Secondary	7	9	20
Total K–12	3016	2960	2849

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size

	2004–05	2005–06	2006–07
Common Branch	22	21	21
Grade 8			
English	19	23	19
Mathematics	23	23	20
Science	21	24	20
Social Studies	21	24	20
Grade 10			
English	19	21	19
Mathematics	22	23	18
Science	24	23	17
Social Studies	24	20	18

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

District **GLEN COVE CITY SCHOOL DISTRICT**

District ID **28-01-00-01-0000**

Demographic Factors

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Eligible for Free Lunch	685	23%	669	23%	734	26%
Reduced-Price Lunch	273	9%	242	8%	241	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	345	11%	328	11%	401	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	3	0%	8	0%
Black or African American	391	13%	377	13%	356	12%
Hispanic or Latino	1085	36%	1106	37%	1107	39%
Asian or Native Hawaiian/Other Pacific Islander	115	4%	117	4%	123	4%
White	1422	47%	1357	46%	1238	43%
Multiracial**	N/A	N/A	N/A	N/A	17	1%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Annual Attendance Rate		91%		94%		94%
Student Suspensions	304	10%	278	9%	211	7%

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **GLEN COVE CITY SCHOOL DISTRICT**

District ID **28-01-00-01-0000**

Teacher Qualifications

	2004–05	2005–06	2006–07
Total Number of Teachers	247	260	238
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	0%	2%	2%
Percent with Fewer Than Three Years of Experience	4%	7%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	54%	57%
Total Number of Core Classes*	N/A	963	630
Percent Not Taught by Highly Qualified Teachers	N/A	1%	2%
Total Number of Classes	910	929	912
Percent Taught by Teachers Without Appropriate Certification	1%	2%	2%

* Data for 2004–05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003–04	2004–05	2005–06
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	26%	30%
Turnover Rate of All Teachers	17%	18%	18%

Staff Counts

	2004–05	2005–06	2006–07
Total Other Professional Staff	43	42	43
Total Paraprofessionals*	50	34	38
Assistant Principals	4	4	4
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

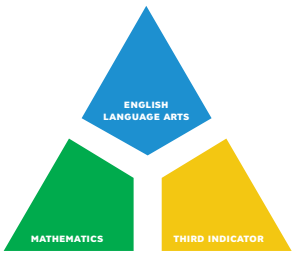
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **www.emsc.nysed.gov/irts/accountability/home.shtml**.

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.emsc.nysed.gov/irts.**

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 0.10

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: **www.emsc.nysed.gov/irts/school-accountability/about.shtml**.

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (**Year 1**) A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 1**) A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.
District in Need of Improvement (**Year 2**) A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 2**) A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.
District in Need of Improvement (**Year 3**) A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 3**) A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.
District in Need of Improvement (**Year 4**) A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 4**) A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.
District in Need of Improvement (**Year 5 and above**) A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 5 and above**) A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

2 District Accountability

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Summary

Overall Accountability Status (2007–08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✔	✔		–	–	
Hispanic or Latino	✔	✔		✔	✔	
Asian or Native Hawaiian/Other Pacific Islander	✔	✔		–	–	
White	✔	✔		✔	✔	
Multiracial						
Other Groups						
Students with Disabilities	✔	✔		✔	✔	
Limited English Proficient	✔	✔		–	–	
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✔ 8 of 8	✔ 8 of 8	✔ 1 of 1	✔ 5 of 5	✔ 5 of 5	✔ 1 of 1

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

Pending – Requires Special Evaluation

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (1297:1244)	✔	✔	99%	✔	174	119		
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (165:160)	✔	✔	99%	✔	158	114		
Hispanic or Latino (517:478)	✔	✔	99%	✔	160	117		
Asian or Native Hawaiian/Other Pacific Islander (49:47)	✔	✔	100%	✔	185	108		
White (560:553)	✔	✔	100%	✔	189	117		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (201:197)	✔	✔	99%	✔	139	114		
Limited English Proficient[5] (108:109)	✔	✔	97%	✔	134	112		
Economically Disadvantaged (570:531)	✔	✔	99%	✔	160	117		
Final AYP Determination	✔ 8 of 8							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (1302:1264)	✔	✔	100%	✔	174	83		
Ethnicity								
American Indian or Alaska Native (7:6)	–	–	–	–	–	–		–
Black or African American (168:161)	✔	✔	100%	✔	159	78		
Hispanic or Latino (516:499)	✔	✔	99%	✔	162	81		
Asian or Native Hawaiian/Other Pacific Islander (49:47)	✔	✔	100%	✔	194	72		
White (562:551)	✔	✔	100%	✔	188	81		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (199:194)	✔	✔	99%	✔	148	78		
Limited English Proficient[5] (108:132)	✔	✔	100%	✔	131	77		
Economically Disadvantaged (572:550)	✔	✔	100%	✔	163	81		
Final AYP Determination	✔ 8 of 8							

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

✔ Made AYP

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (409:398)	✔	Qualified	✔	99%	✔	180	100		
Ethnicity									
American Indian or Alaska Native (2:2)		–	–	–	–	–	–		–
Black or African American (63:60)		Qualified	✔	97%	✔	172	100		
Hispanic or Latino (167:160)		Qualified	✔	98%	✔	168	100		
Asian or Native Hawaiian/Other Pacific Islander (16:15)		–	–	–	–	–	–		–
White (161:161)		Qualified	✔	100%	✔	193	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (55:52)		Qualified	✔	96%	✔	160	100		
Limited English Proficient[4] (41:45)		Qualified	✔	98%	✔	138	100		
Economically Disadvantaged (173:167)		Qualified	✔	98%	✔	169	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	5 of 5	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2003 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (201:198)	✔	✔	98%	✔	182	151		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (23:24)	–	–	–	–	–	–		–
Hispanic or Latino (55:57)	✔	✔	100%	✔	168	146		
Asian or Native Hawaiian/Other Pacific Islander (16:15)	–	–	–	–	–	–		–
White (107:102)	✔	✔	99%	✔	197	149		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (30:31)	✔	–	–	✔	174	142		
Limited English Proficient[4] (8:12)	–	–	–	–	–	–		–
Economically Disadvantaged (38:41)	✔	–	–	✔	176	144		
Final AYP Determination	✔ 5 of 5							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	5 of 5	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2003 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (201:198)	✔	✔	99%	✔	177	144		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (23:24)	–	–	–	–	–	–		–
Hispanic or Latino (55:57)	✔	✔	100%	✔	165	139		
Asian or Native Hawaiian/Other Pacific Islander (16:15)	–	–	–	–	–	–		–
White (107:102)	✔	✔	99%	✔	190	142		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (30:31)	✔	–	–	✔	158	135		
Limited English Proficient[4] (8:12)	–	–	–	–	–	–		–
Economically Disadvantaged (38:41)	✔	–	–	✔	176	137		
Final AYP Determination	✔ 5 of 5							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

Graduation Rate

Accountability Status for This Indicator (2007–08)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Graduation Rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (218)	✔	✔	81%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (23)		–	–	–		
Hispanic or Latino (61)		✔	72%	55%		
Asian or Native Hawaiian/Other Pacific Islander (12)		–	–	–		
White (122)		✔	89%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (37)		✔	70%	55%		
Limited English Proficient[3] (10)		–	–	–		
Economically Disadvantaged (45)		✔	84%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

[1] Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

[2] Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

[3] If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status	New York State Status
Good Standing	**Good Standing**
4 schools identified 67% of total	2 schools identified 33% of total
CONNOLLY SCHOOL	GLEN COVE HIGH SCHOOL
DEASY SCHOOL	GLEN COVE MIDDLE SCHOOL
GRIBBIN SCHOOL	
LANDING SCHOOL	

District **GLEN COVE CITY SCHOOL DISTRICT**

District ID **28-01-00-01-0000**

Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	86%	197
Grade 4	81%	196
Grade 5	81%	217
Grade 6	70%	203
Grade 7	66%	234
Grade 8	71%	198
Mathematics		
Grade 3	92%	199
Grade 4	88%	199
Grade 5	89%	224
Grade 6	73%	215
Grade 7	75%	243
Grade 8	52%	206
Science		
Grade 4	97%	198
Grade 8	60%	156

	Percentage of students that scored at or above Level 3	2003 Total Cohort
Secondary Level	0% 50% 100%	
English	83%	218
Mathematics	81%	218

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.emsc.nysed.gov/irts**.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 685	Range:	616–780	650–780	730–780			
2006 Mean Score: 671							
2006–07		99%	86%	15%	91%	67%	10%
2005–06		96%	70%	6%	92%	69%	7%
Number of Tested Students:		195 186	170 135	30 12			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**197**	**99%**	**86%**	**15%**	**193**	**96%**	**70%**	**6%**
Female	85	99%	91%	19%	89	97%	75%	3%
Male	112	99%	83%	13%	104	96%	65%	9%
American Indian or Alaska Native								
Black or African American	20	95%	75%	0%	28	86%	43%	4%
Hispanic or Latino	68	99%	78%	9%	64	97%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	22%	5	100%	100%	40%
White	100	100%	95%	22%	96	99%	83%	9%
Multiracial								
Small Group Totals								
General-Education Students	168	99%	91%	17%	172	99%	73%	7%
Students with Disabilities	29	97%	59%	3%	21	71%	48%	0%
English Proficient	177	99%	89%	16%	175	96%	75%	7%
Limited English Proficient	20	95%	65%	5%	18	100%	17%	0%
Economically Disadvantaged	84	98%	79%	6%	92	96%	55%	2%
Not Disadvantaged	113	100%	92%	22%	101	97%	83%	10%
Migrant								
Not Migrant	197	99%	86%	15%	193	96%	70%	6%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

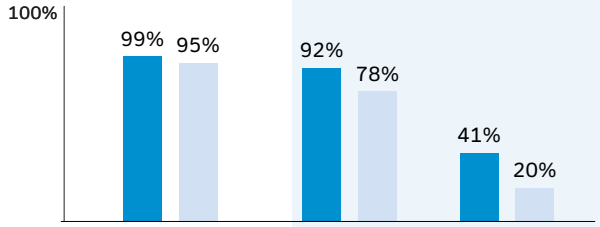
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 695	Range:	624–770	650–770	703–770			
2006 Mean Score: 674							
2006–07		99%	92%	41%	96%	85%	29%
2005–06		95%	78%	20%	94%	81%	25%
Number of Tested Students:		197 194	183 159	81 40			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**199**	**99%**	**92%**	**41%**	**205**	**95%**	**78%**	**20%**
Female	86	100%	94%	50%	96	94%	75%	17%
Male	113	98%	90%	34%	109	95%	80%	22%
American Indian or Alaska Native								
Black or African American	21	90%	67%	24%	28	89%	39%	0%
Hispanic or Latino	70	100%	91%	26%	76	92%	71%	13%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	56%	5	100%	100%	80%
White	99	100%	97%	54%	96	98%	93%	27%
Multiracial								
Small Group Totals								
General-Education Students	171	99%	95%	46%	182	96%	78%	20%
Students with Disabilities	28	100%	75%	7%	23	87%	74%	17%
English Proficient	176	99%	94%	45%	176	97%	84%	23%
Limited English Proficient	23	100%	78%	9%	29	79%	41%	0%
Economically Disadvantaged	87	98%	84%	30%	101	92%	65%	15%
Not Disadvantaged	112	100%	98%	49%	104	97%	89%	24%
Migrant								
Not Migrant	199	99%	92%	41%	205	95%	78%	20%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

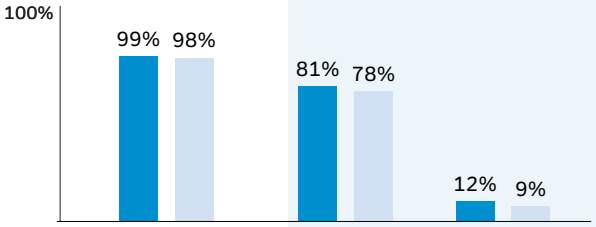
	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 676	Range:	612–775	650–775	716–775			
2006 Mean Score: 673		99% 98%	81% 78%	12% 9%	92% 91%	68% 69%	8% 9%
Number of Tested Students:		195 213	158 171	23 19			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**196**	**99%**	**81%**	**12%**	**218**	**98%**	**78%**	**9%**
Female	93	99%	86%	14%	110	98%	82%	14%
Male	103	100%	76%	10%	108	97%	75%	4%
American Indian or Alaska Native	2	–	–	–				
Black or African American	29	100%	55%	0%	27	93%	63%	4%
Hispanic or Latino	76	99%	74%	9%	71	97%	62%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	10	100%	100%	10%
White	81	100%	94%	16%	110	99%	91%	13%
Multiracial								
Small Group Totals	10	100%	100%	30%				
General-Education Students	173	99%	82%	13%	181	99%	83%	10%
Students with Disabilities	23	100%	70%	0%	37	89%	57%	0%
English Proficient	175	100%	84%	13%	207	98%	80%	9%
Limited English Proficient	21	95%	52%	0%	11	100%	55%	0%
Economically Disadvantaged	94	100%	68%	5%	89	96%	67%	4%
Not Disadvantaged	102	99%	92%	18%	129	99%	86%	12%
Migrant								
Not Migrant	196	99%	81%	12%	218	98%	78%	9%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 693	Range:	622–800	650–800	702–800			
2006 Mean Score: 680							
2006–07		100%	88%	36%	94%	80%	28%
2005–06		96%	81%	25%	93%	78%	26%
Number of Tested Students:		199 216	176 182	71 57			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**199**	**100%**	**88%**	**36%**	**224**	**96%**	**81%**	**25%**
Female	94	100%	85%	33%	111	95%	83%	26%
Male	105	100%	91%	38%	113	97%	80%	25%
American Indian or Alaska Native	2	–	–	–				
Black or African American	29	100%	69%	14%	27	93%	70%	11%
Hispanic or Latino	79	100%	87%	25%	76	93%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	10	100%	90%	70%
White	81	100%	95%	46%	111	99%	91%	36%
Multiracial								
Small Group Totals	10	100%	100%	100%				
General-Education Students	175	100%	89%	38%	187	98%	87%	29%
Students with Disabilities	24	100%	88%	21%	37	89%	54%	5%
English Proficient	175	100%	89%	39%	208	97%	84%	27%
Limited English Proficient	24	100%	83%	13%	16	88%	44%	0%
Economically Disadvantaged	97	100%	81%	21%	93	95%	74%	14%
Not Disadvantaged	102	100%	95%	50%	131	98%	86%	34%
Migrant								
Not Migrant	199	100%	88%	36%	224	96%	81%	25%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 88	Range:	45–100	65–100	85–100			
2006 Mean Score: 87							
2006–07		100%	97%	71%	97%	85%	49%
2005–06		100%	98%	70%	97%	86%	49%
Number of Tested Students:		198 223	192 218	141 156			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**198**	**100%**	**97%**	**71%**	**223**	**100%**	**98%**	**70%**
Female	93	100%	96%	69%	110	100%	98%	69%
Male	105	100%	98%	73%	113	100%	97%	71%
American Indian or Alaska Native	2	–	–	–				
Black or African American	29	100%	90%	38%	27	100%	100%	70%
Hispanic or Latino	78	100%	96%	65%	75	100%	96%	51%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	10	100%	100%	90%
White	81	100%	100%	86%	111	100%	98%	81%
Multiracial								
Small Group Totals	10	100%	100%	90%				
General-Education Students	174	100%	97%	72%	186	100%	97%	74%
Students with Disabilities	24	100%	100%	63%	37	100%	100%	51%
English Proficient	175	100%	98%	75%	207	100%	99%	74%
Limited English Proficient	23	100%	87%	43%	16	100%	81%	13%
Economically Disadvantaged	96	100%	94%	57%	93	100%	96%	55%
Not Disadvantaged	102	100%	100%	84%	130	100%	99%	81%
Migrant								
Not Migrant	198	100%	97%	71%	223	100%	98%	70%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 680	Range:	608–795	650–795	711–795			
2006 Mean Score: 677							
2006–07		100%	81%	13%	95%	68%	7%
2005–06		98%	84%	17%	94%	67%	12%
Number of Tested Students:		216 201	175 172	29 35			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**217**	**100%**	**81%**	**13%**	**205**	**98%**	**84%**	**17%**
Female	106	100%	84%	20%	98	98%	87%	16%
Male	111	99%	77%	7%	107	98%	81%	18%
American Indian or Alaska Native	1	–	–	–				
Black or African American	26	100%	73%	8%	27	–	–	–
Hispanic or Latino	76	99%	70%	7%	85	99%	79%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	4	–	–	–
White	108	100%	90%	19%	89	99%	92%	24%
Multiracial								
Small Group Totals	7	100%	86%	14%	31	94%	74%	13%
General-Education Students	180	100%	87%	16%	177	99%	88%	19%
Students with Disabilities	37	97%	49%	3%	28	89%	61%	4%
English Proficient	211	100%	81%	14%	197	98%	84%	18%
Limited English Proficient	6	100%	67%	0%	8	100%	88%	0%
Economically Disadvantaged	92	99%	70%	9%	100	97%	78%	9%
Not Disadvantaged	125	100%	89%	17%	105	99%	90%	25%
Migrant								
Not Migrant	217	100%	81%	13%	205	98%	84%	17%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

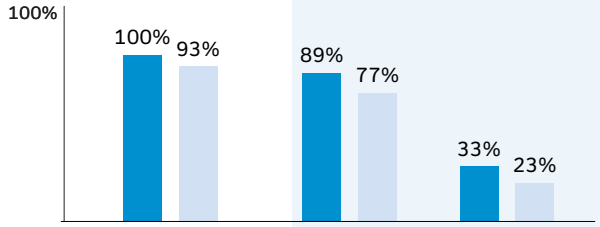
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 691	Range:	619–780	650–780	699–780			
2006 Mean Score: 671							
2006–07		100%	89%	33%	94%	76%	22%
2005–06		93%	77%	23%	90%	68%	19%
Number of Tested Students:		223 196	200 162	75 48			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**224**	**100%**	**89%**	**33%**	**210**	**93%**	**77%**	**23%**
Female	108	99%	90%	33%	102	89%	75%	19%
Male	116	100%	89%	34%	108	97%	80%	27%
American Indian or Alaska Native	1	–	–	–				
Black or African American	28	100%	89%	29%	27	–	–	–
Hispanic or Latino	80	99%	79%	25%	89	91%	72%	16%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	4	–	–	–
White	109	100%	96%	39%	90	97%	88%	31%
Multiracial								
Small Group Totals	7	100%	100%	57%	31	90%	61%	19%
General-Education Students	188	99%	93%	37%	182	95%	81%	26%
Students with Disabilities	36	100%	69%	17%	28	82%	50%	0%
English Proficient	214	100%	91%	35%	196	95%	81%	24%
Limited English Proficient	10	90%	60%	10%	14	64%	29%	0%
Economically Disadvantaged	97	99%	84%	25%	106	90%	69%	17%
Not Disadvantaged	127	100%	94%	40%	104	97%	86%	29%
Migrant								
Not Migrant	224	100%	89%	33%	210	93%	77%	23%

NOTES
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Other Assessments

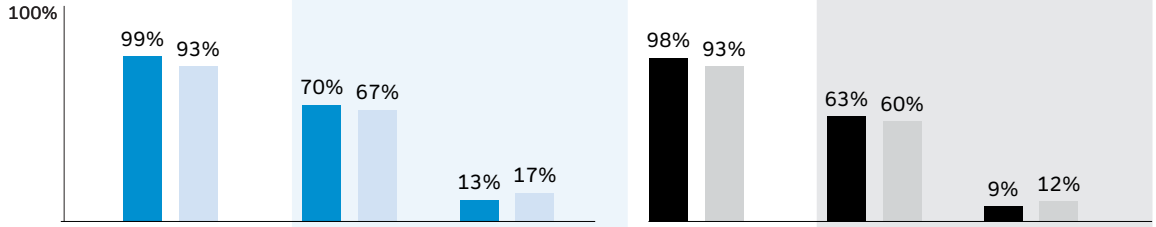
	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 670	Range:	598–785	650–785	705–785			
2006 Mean Score: 665							
Number of Tested Students:		201 212	142 153	27 40			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**203**	**99%**	**70%**	**13%**	**229**	**93%**	**67%**	**17%**
Female	101	98%	73%	16%	108	96%	69%	19%
Male	102	100%	67%	11%	121	89%	65%	16%
American Indian or Alaska Native	1	–	–	–				
Black or African American	26	96%	46%	8%	25	80%	44%	4%
Hispanic or Latino	85	100%	65%	7%	79	91%	54%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	10	100%	90%	40%
White	85	99%	82%	22%	115	96%	78%	24%
Multiracial								
Small Group Totals	7	100%	71%	0%				
General-Education Students	170	100%	77%	16%	191	99%	79%	21%
Students with Disabilities	33	94%	33%	0%	38	58%	5%	0%
English Proficient	199	–	–	–	224	92%	68%	18%
Limited English Proficient	4	–	–	–	5	100%	0%	0%
Economically Disadvantaged	91	99%	64%	4%	90	87%	48%	6%
Not Disadvantaged	112	99%	75%	21%	139	96%	79%	25%
Migrant								
Not Migrant	203	99%	70%	13%	229	93%	67%	17%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 674	Range:	616–780	650–780	696–780			
2006 Mean Score: 651							
2006–07		91%	73%	27%	91%	71%	20%
2005–06		87%	52%	8%	87%	60%	13%
Number of Tested Students:		195 207	157 125	57 20			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**215**	**91%**	**73%**	**27%**	**239**	**87%**	**52%**	**8%**
Female	103	89%	77%	27%	114	88%	52%	8%
Male	112	92%	70%	26%	125	86%	53%	9%
American Indian or Alaska Native	1	–	–	–				
Black or African American	27	93%	63%	7%	25	72%	36%	0%
Hispanic or Latino	93	87%	71%	22%	90	80%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	9	100%	89%	33%
White	87	94%	79%	37%	115	94%	70%	13%
Multiracial								
Small Group Totals	8	88%	63%	38%				
General-Education Students	182	94%	80%	31%	202	92%	59%	10%
Students with Disabilities	33	73%	33%	0%	37	57%	16%	0%
English Proficient	203	94%	77%	28%	223	88%	55%	9%
Limited English Proficient	12	42%	8%	0%	16	63%	13%	0%
Economically Disadvantaged	99	87%	72%	21%	102	76%	29%	0%
Not Disadvantaged	116	94%	74%	31%	137	94%	69%	15%
Migrant								
Not Migrant	215	91%	73%	27%	239	87%	52%	8%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 663	Range:	600–790	650–790	712–790			
2006 Mean Score: 651							
2006–07		95%	66%	9%	94%	58%	6%
2005–06		94%	59%	5%	92%	56%	8%
Number of Tested Students:		223 177	155 111	21 9			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**234**	**95%**	**66%**	**9%**	**188**	**94%**	**59%**	**5%**
Female	111	96%	72%	13%	92	98%	59%	5%
Male	123	94%	61%	6%	96	91%	59%	4%
American Indian or Alaska Native	2	–	–	–				
Black or African American	26	92%	54%	4%	34	85%	41%	0%
Hispanic or Latino	93	90%	46%	1%	68	96%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–	6	100%	33%	0%
White	102	100%	86%	18%	80	96%	79%	10%
Multiracial								
Small Group Totals	13	100%	77%	8%				
General-Education Students	196	97%	76%	11%	161	98%	67%	6%
Students with Disabilities	38	87%	16%	0%	27	70%	11%	0%
English Proficient	223	97%	70%	9%	187	–	–	–
Limited English Proficient	11	55%	0%	0%	1	–	–	–
Economically Disadvantaged	107	92%	51%	4%	71	87%	35%	1%
Not Disadvantaged	127	98%	79%	13%	117	98%	74%	7%
Migrant								
Not Migrant	234	95%	66%	9%	188	94%	59%	5%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

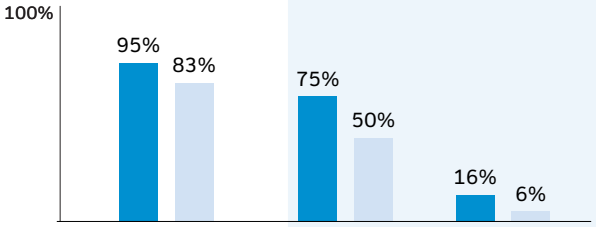
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

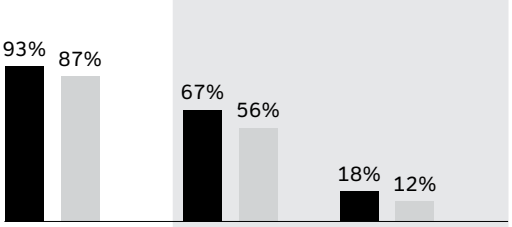
4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 665	Range:	611–800	650–800	693–800			
2006 Mean Score: 641							
Number of Tested Students:		230 170	182 102	40 12			





2006–07
2005–06

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**243**	**95%**	**75%**	**16%**	**205**	**83%**	**50%**	**6%**
Female	114	97%	81%	16%	95	87%	48%	5%
Male	129	92%	70%	17%	110	79%	51%	6%
American Indian or Alaska Native	3	–	–	–				
Black or African American	26	96%	65%	0%	35	74%	31%	3%
Hispanic or Latino	101	88%	58%	5%	81	75%	38%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–	6	100%	50%	0%
White	102	100%	91%	29%	83	93%	69%	8%
Multiracial								
Small Group Totals	14	100%	93%	36%				
General-Education Students	206	95%	81%	19%	174	88%	57%	7%
Students with Disabilities	37	95%	43%	0%	31	55%	10%	0%
English Proficient	222	99%	80%	18%	191	88%	53%	6%
Limited English Proficient	21	48%	19%	0%	14	7%	0%	0%
Economically Disadvantaged	111	92%	61%	3%	83	72%	27%	4%
Not Disadvantaged	132	97%	86%	28%	122	90%	66%	7%
Migrant								
Not Migrant	243	95%	75%	16%	205	83%	50%	6%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

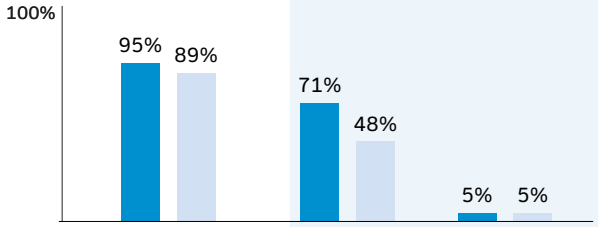
	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

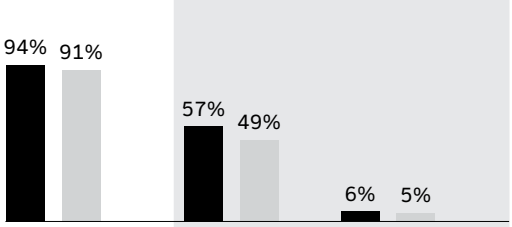
4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 663	Range:	602–790	650–790	715–790			
2006 Mean Score: 649							
2006–07		95%	71%	5%	94%	57%	6%
2005–06		89%	48%	5%	91%	49%	5%
Number of Tested Students:		188 202	141 108	10 11			





Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**198**	**95%**	**71%**	**5%**	**227**	**89%**	**48%**	**5%**
Female	92	97%	76%	7%	97	93%	49%	4%
Male	106	93%	67%	4%	130	86%	46%	5%
American Indian or Alaska Native								
Black or African American	32	97%	56%	3%	25	68%	20%	0%
Hispanic or Latino	79	90%	58%	1%	80	88%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	9	100%	56%	11%
White	80	99%	88%	8%	113	94%	67%	8%
Multiracial								
Small Group Totals								
General-Education Students	172	96%	78%	6%	175	95%	60%	6%
Students with Disabilities	26	88%	27%	0%	52	69%	6%	0%
English Proficient	187	98%	75%	5%	227	89%	48%	5%
Limited English Proficient	11	36%	0%	0%				
Economically Disadvantaged	71	92%	46%	1%	78	85%	29%	0%
Not Disadvantaged	127	97%	85%	7%	149	91%	57%	7%
Migrant								
Not Migrant	198	95%	71%	5%	227	89%	48%	5%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 652	Range:	616–775	650–775	701–775			
2006 Mean Score: 647							
2006–07		87%	52%	11%	88%	59%	12%
2005–06		86%	47%	5%	85%	54%	10%
Number of Tested Students:		179 206	108 112	23 13			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**206**	**87%**	**52%**	**11%**	**240**	**86%**	**47%**	**5%**
Female	97	90%	56%	12%	105	90%	43%	6%
Male	109	84%	50%	10%	135	82%	50%	5%
American Indian or Alaska Native								
Black or African American	33	79%	36%	9%	24	83%	25%	0%
Hispanic or Latino	85	80%	36%	7%	91	78%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%	9	89%	78%	33%
White	80	96%	71%	14%	116	92%	61%	8%
Multiracial								
Small Group Totals								
General-Education Students	180	88%	57%	12%	190	89%	54%	7%
Students with Disabilities	26	81%	19%	4%	50	74%	18%	0%
English Proficient	189	92%	57%	12%	228	87%	49%	6%
Limited English Proficient	17	29%	6%	6%	12	58%	8%	0%
Economically Disadvantaged	77	74%	29%	4%	88	76%	33%	1%
Not Disadvantaged	129	95%	67%	16%	152	91%	55%	8%
Migrant								
Not Migrant	206	87%	52%	11%	240	86%	47%	5%

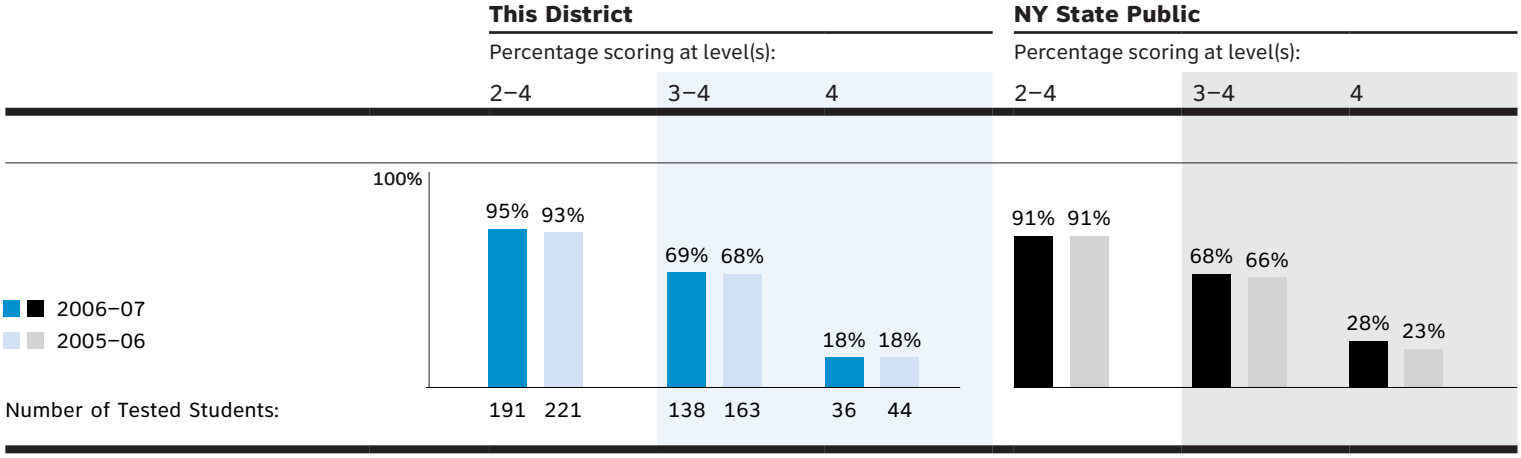
NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**156**	**94%**	**60%**	**4%**	**190**	**91%**	**61%**	**4%**
Female	73	96%	62%	4%	88	93%	57%	2%
Male	83	92%	58%	5%	102	89%	64%	5%
American Indian or Alaska Native								
Black or African American	28	96%	50%	7%	23	91%	52%	0%
Hispanic or Latino	75	89%	47%	0%	82	83%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	0%	5	100%	80%	0%
White	47	98%	81%	11%	80	99%	84%	8%
Multiracial								
Small Group Totals								
General-Education Students	132	95%	65%	5%	142	90%	65%	4%
Students with Disabilities	24	88%	29%	0%	48	94%	48%	2%
English Proficient	140	96%	66%	5%	177	95%	64%	4%
Limited English Proficient	16	69%	6%	0%	13	38%	8%	0%
Economically Disadvantaged	70	91%	41%	1%	75	85%	43%	1%
Not Disadvantaged	86	95%	74%	7%	115	95%	72%	5%
Migrant								
Not Migrant	156	94%	60%	4%	190	91%	61%	4%

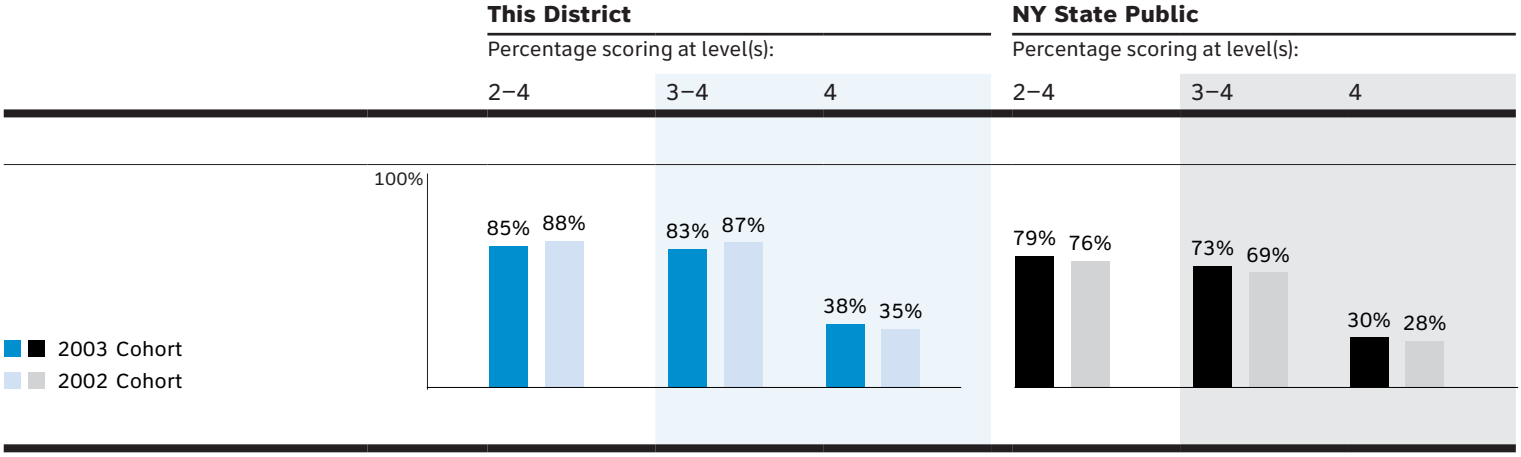
NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	45	45	45	29	48	48	48	37

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**218**	**85%**	**83%**	**38%**	**233**	**88%**	**87%**	**35%**
Female	114	91%	89%	50%	113	94%	92%	45%
Male	104	78%	77%	24%	120	83%	83%	25%
American Indian or Alaska Native								
Black or African American	29	62%	59%	10%	24	88%	88%	13%
Hispanic or Latino	65	77%	74%	15%	71	77%	73%	15%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	63%	12	92%	92%	58%
White	108	94%	94%	55%	126	94%	94%	48%
Multiracial								
Small Group Totals								
General-Education Students	180	88%	86%	43%	195	90%	88%	39%
Students with Disabilities	38	71%	71%	11%	38	82%	82%	13%
English Proficient	204	87%	86%	40%	220	90%	90%	37%
Limited English Proficient	14	50%	43%	0%	13	54%	31%	0%
Economically Disadvantaged	45	82%	78%	20%	46	91%	87%	20%
Not Disadvantaged	173	86%	84%	42%	187	88%	87%	39%
Migrant					1	–	–	–
Not Migrant					232	–	–	–

NOTES
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Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

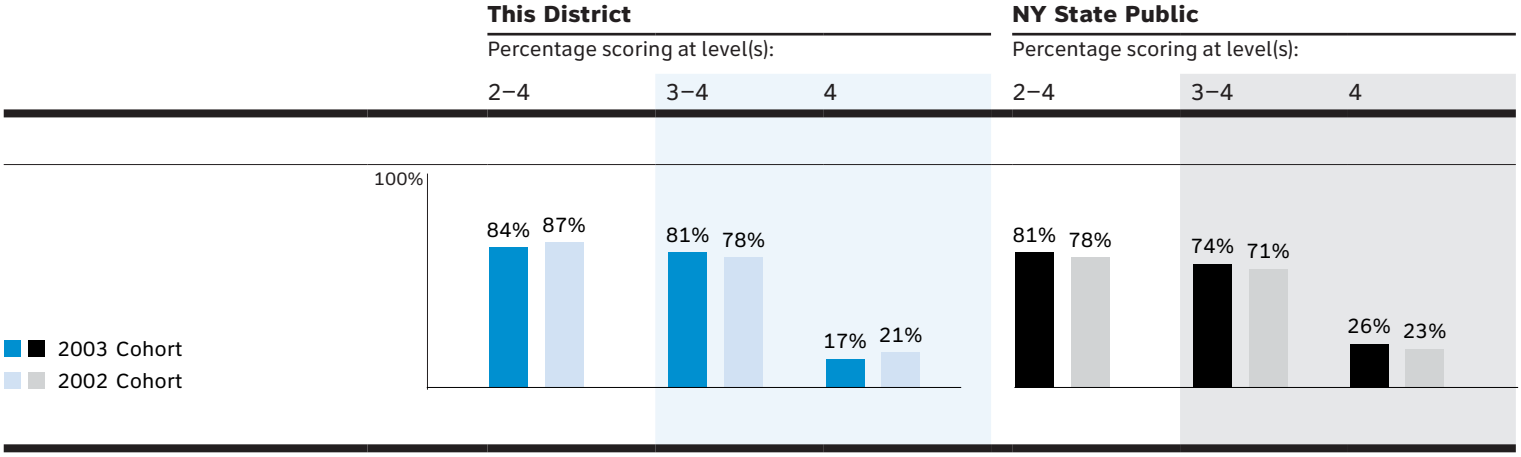
** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

4 Overview of District Performance

District **GLEN COVE CITY SCHOOL DISTRICT** District ID **28-01-00-01-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**218**	**84%**	**81%**	**17%**	**233**	**87%**	**78%**	**21%**
Female	114	91%	86%	18%	113	91%	83%	23%
Male	104	77%	76%	15%	120	83%	73%	19%
American Indian or Alaska Native								
Black or African American	29	66%	59%	0%	24	83%	67%	4%
Hispanic or Latino	65	78%	71%	6%	71	75%	62%	15%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	50%	12	100%	100%	42%
White	108	92%	92%	23%	126	93%	87%	25%
Multiracial								
Small Group Totals								
General-Education Students	180	88%	84%	18%	195	90%	83%	23%
Students with Disabilities	38	66%	66%	11%	38	71%	55%	13%
English Proficient	204	86%	84%	18%	220	88%	80%	22%
Limited English Proficient	14	57%	36%	0%	13	62%	54%	0%
Economically Disadvantaged	45	87%	76%	11%	46	93%	87%	15%
Not Disadvantaged	173	84%	83%	18%	187	85%	76%	22%
Migrant					1	–	–	–
Not Migrant					232	–	–	–

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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