The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **GLEN COVE CITY SCHOOL DISTRICT**
District ID **28-01-00-01-0000**
Superintendent **JOSEPH LARIA**
Telephone **(516) 801-7010**
Grades **PK-12**

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 the district's accountability status.

3 View School Accountability Status.
This section lists all schools in your district by 2011–12 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@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

	2008–09	2009–10	2010–11
Pre-K	64	65	63
Kindergarten	200	259	250
Grade 1	251	216	265
Grade 2	220	248	214
Grade 3	214	226	250
Grade 4	220	216	235
Grade 5	205	228	228
Grade 6	204	200	223
Ungraded Elementary	0	0	0
Grade 7	235	209	208
Grade 8	228	236	219
Grade 9	240	244	251
Grade 10	226	236	253
Grade 11	251	208	235
Grade 12	202	247	226
Ungraded Secondary	0	1	0
Total K–12	2896	2974	3057

Average Class Size

	2008–09	2009–10	2010–11
Common Branch	21	21	22
Grade 8			
English	21	22	20
Mathematics	23	24	22
Science	24	23	22
Social Studies	23	23	21
Grade 10			
English	19	24	24
Mathematics	22	20	23
Science	23	22	24
Social Studies	17	21	19

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 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

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Eligible for Free Lunch	778	27%	968	33%	929	30%
Reduced-Price Lunch	291	10%	349	12%	289	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	389	13%	409	14%	420	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	0%	14	0%	14	0%
Black or African American	352	12%	363	12%	404	13%
Hispanic or Latino	1228	42%	1306	44%	1360	44%
Asian or Native Hawaiian/Other Pacific Islander	115	4%	120	4%	128	4%
White	1185	41%	1168	39%	1150	38%
Multiracial	4	0%	3	0%	1	0%

* Available only at the school level.

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

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	227	8%	212	7%	259	9%

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

	2008–09	2009–10	2010–11
Total Number of Teachers	265	263	260
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	9%	4%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	57%	60%
Total Number of Core Classes	699	680	657
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	898	898	912
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

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. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	30%	19%
Turnover Rate of All Teachers	13%	11%	11%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who 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

	2008–09	2009–10	2010–11
Total Other Professional Staff	44	40	36
Total Paraprofessionals*	43	43	43
Assistant Principals	4	4	4
Principals	6	6	6

* Not available at the school level.

Staff Counts Information

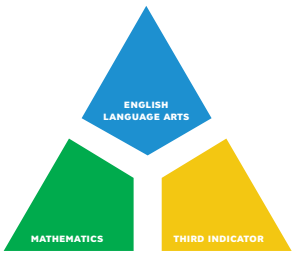
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

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 2010–11, 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: **http://www.p12.nysed.gov/irs/accountability/**.

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 2010–11 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 2007 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort
The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs 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.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.**

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at **www.p12.nysed.gov/irs**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)
A 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.p12.nysed.gov/irs.**

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = [(80 – percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009) × 0.20] + percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: **http://www.p12.nysed.gov/irs/accountability/**.

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 (2011–12)

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

2009–10	2010–11	2011–12
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	✔SH	✔		✘	✘	
Limited English Proficient	✘	✔		–	–	
Economically Disadvantaged	✔	✔		✘	✔	
Student groups making AYP in each subject	✘ 8 of 9	✔ 9 of 9	✔ 1 of 1	✘ 1 of 5	✘ 4 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 (2011–12)	^	Good Standing
Accountability Measures	8 of 9	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (1390:1320)	✔	✔	100%	✔	148	119		
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (155:149)	✔	✔	99%	✔	126	113		
Hispanic or Latino (665:617)	✔	✔	100%	✔	136	118		
Asian or Native Hawaiian/Other Pacific Islander (60:56)	✔	✔	100%	✔	173	109		
White (466:454)	✔	✔	100%	✔	166	117		
Multiracial (38:38)	✔	–	–	✔	168	106		
Other Groups								
Students with Disabilities (217:219)	✔SH	✔	99%	✔SH	103	114	102	113
Limited English Proficient (161:219)	✘	✔	99%	✘	108	114	114	117
Economically Disadvantaged (743:694)	✔	✔	100%	✔	135	118		
Final AYP Determination	✘ 8 of 9							
Non-Accountability Groups								
Female (673:644)			100%		155	118		
Male (717:676)			100%		141	118		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011–12)	^	Good Standing
Accountability Measures	9 of 9	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (1389:1342)	✔	✔	100%	✔	167	134		
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (154:148)	✔	✔	99%	✔	144	128		
Hispanic or Latino (665:639)	✔	✔	100%	✔	158	133		
Asian or Native Hawaiian/Other Pacific Islander (60:58)	✔	✔	100%	✔	184	124		
White (466:453)	✔	✔	100%	✔	183	132		
Multiracial (38:38)	✔	–	–	✔	174	121		
Other Groups								
Students with Disabilities (217:219)	✔	✔	99%	✔	133	129		
Limited English Proficient (161:244)	✔	✔	100%	✔	134	130		
Economically Disadvantaged (742:716)	✔	✔	100%	✔	154	133		
Final AYP Determination	✔ 9 of 9							
Non-Accountability Groups								
Female (673:651)			100%		169	133		
Male (716:691)			99%		165	133		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

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

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)	^	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 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	AYP Safe Harbor Qualification	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives State Standard	Progress Target 2010–11	Progress Target 2011–12
Accountability Groups									
All Students (465:450)	✔	Qualified	✔	100%	✔	184	100		
Ethnicity									
American Indian or Alaska Native (2:2)		–	–	–	–	–	–		–
Black or African American (47:44)		Qualified	✔	100%	✔	166	100		
Hispanic or Latino (231:225)		Qualified	✔	100%	✔	180	100		
Asian or Native Hawaiian/Other Pacific Islander (21:20)		–	–	–	–	–	–		–
White (149:144)		Qualified	✔	99%	✔	192	100		
Multiracial (15:15)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (78:80)		Qualified	✔	100%	✔	181	100		
Limited English Proficient (52:74)		Qualified	✔	100%	✔	162	100		
Economically Disadvantaged (250:242)		Qualified	✔	100%	✔	178	100		
Final AYP Determination	✔ 1 of 1								
Non-Accountability Groups									
Female (242:232)				100%		184	100		
Male (223:218)				100%		183	100		
Migrant (0:0)									

Symbols

✔ Made AYP

✘ Did not make AYP

— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2011–12)	^	Good Standing
Accountability Measures	1 of 5	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (209:195)	✘	✔	99%	✘	174	175	175	177
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (25:23)	–	–	–	–	–	–		–
Hispanic or Latino (83:80)	✘	✔	98%	✘	160	172	172	164
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–		–
White (93:84)	✔	✔	100%	✔	192	172		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (33:30)	✘	–	–	✘	127	166	166	134
Limited English Proficient (9:9)	–	–	–	–	–	–		–
Economically Disadvantaged (78:72)	✘	✔	97%	✘	167	172	172	170
Final AYP Determination	✘ 1 of 5							
Non-Accountability Groups								
Female (96:89)			100%		179	172		
Male (113:106)			98%		170	173		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

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

Secondary-Level Mathematics

Accountability Status for This Subject (2011–12)	✔	Good Standing
Accountability Measures	4 of 5	Student groups making AYP in mathematics
	✘	Did not make AYP
Prospective Status		This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (209:195)	✔	✔	100%	✔	186	172		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (25:23)	–	–	–	–	–	–		–
Hispanic or Latino (83:80)	✔	✔	99%	✔	179	169		
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–		–
White (93:84)	✔	✔	100%	✔	194	169		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (33:30)	✘	–	–	✘	140	163	163	146
Limited English Proficient (9:9)	–	–	–	–	–	–		–
Economically Disadvantaged (78:72)	✔	✔	100%	✔	182	169		
Final AYP Determination	✘ 4 of 5							
Non-Accountability Groups								
Female (96:89)			100%		190	169		
Male (113:106)			99%		182	170		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

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

Graduation Rate

Accountability Status for This Indicator (2011–12)	^	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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation: AYP	Graduation: Met Criterion	Graduation: Graduation Rate	Objectives: State Standard	Objectives: Progress Target 2010–11
Accountability Groups					
All Students (236)	✔	✔	81%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (25)		–	–	–	
Hispanic or Latino (88)		✔	72%	80%	68%
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–	
White (113)		✔	91%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (57)		✔	72%	80%	16%
Limited English Proficient (4)		–	–	–	
Economically Disadvantaged (83)		✔	78%	80%	70%
Final AYP Determination	✔ 1 of 1				
Non-Accountability Groups					
Female (105)			88%	80%	
Male (131)			76%	80%	
Migrant (0)					

Symbols

✔ Made AYP

✘ Did not make AYP

— Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **84%** and, therefore, this district ***did not*** meet this goal. The aspirational goal does not impact accountability.

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

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

5 schools identified 83% of total

CONNOLLY SCHOOL
DEASY SCHOOL
GLEN COVE HIGH SCHOOL
GRIBBIN SCHOOL
LANDING SCHOOL

Improvement (year 1) Focused

1 school identified 17% of total

ROBERT M FINLEY MIDDLE SCHOOL

District **GLEN COVE CITY SCHOOL DISTRICT**

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

Summary of 2010–11 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	58%	244
Grade 4	57%	233
Grade 5	67%	229
Grade 6	42%	214
Grade 7	51%	198
Grade 8	47%	215
Mathematics		
Grade 3	74%	249
Grade 4	78%	235
Grade 5	77%	234
Grade 6	56%	218
Grade 7	62%	207
Grade 8	78%	221
Science		
Grade 4	97%	234
Grade 8	66%	175

	Percentage of students that scored at or above Level 3	2007 Total Cohort
Secondary Level	0% 50% 100%	
English	80%	209
Mathematics	87%	209

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs**.

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

This District's N/RC Category:

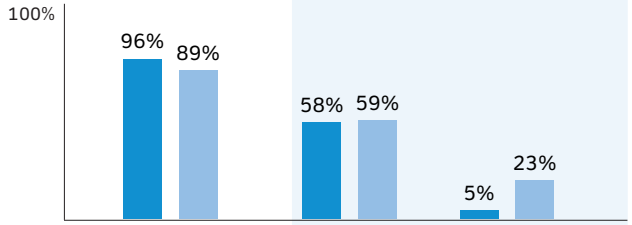
Average Need Districts

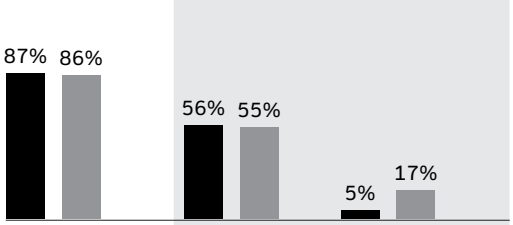
This is a school district with average student needs in relation to district resource capacity.

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
2011 Mean Score: 666	*Range:	644–780	663–780	694–780			
2010 Mean Score: 673							
2010–11		96%	58%	5%	87%	56%	5%
2009–10		89%	59%	23%	86%	55%	17%
Number of Tested Students:		234 196	141 129	11 51			





Results by Student Group

	2010–11 School Year				2009–10 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	**244**	**96%**	**58%**	**5%**	**220**	**89%**	**59%**	**23%**
Female	125	98%	62%	6%	124	94%	63%	26%
Male	119	94%	53%	3%	96	83%	53%	20%
American Indian or Alaska Native								
Black or African American	29	93%	41%	0%	37	92%	43%	19%
Hispanic or Latino	118	94%	48%	4%	106	84%	51%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	0%	10	100%	100%	60%
White	83	99%	72%	6%	67	94%	73%	36%
Multiracial	6	100%	100%	17%				
Small Group Totals								
General-Education Students	223	96%	59%	5%	181	94%	70%	28%
Students with Disabilities	21	100%	43%	0%	39	64%	8%	3%
English Proficient	214	97%	64%	5%	190	93%	66%	26%
Limited English Proficient	30	87%	13%	0%	30	67%	13%	7%
Economically Disadvantaged	130	95%	46%	2%	129	84%	47%	13%
Not Disadvantaged	114	97%	71%	7%	91	96%	76%	37%
Migrant								
Not Migrant	244	96%	58%	5%	220	89%	59%	23%

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.

* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year				2009–10 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	1	–	–	–	5	3	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	6	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	5	N/A	N/A	N/A	5	N/A	N/A	N/A

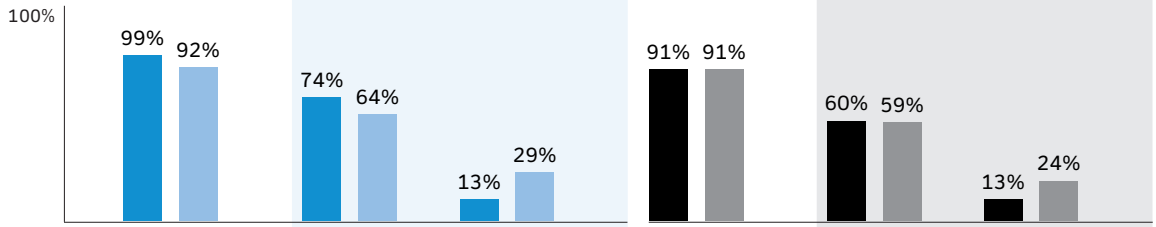
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2011 Mean Score: 691	*Range:	662–770	684–770	707–770			
2010 Mean Score: 699							
Number of Tested Students:		246 207	184 144	33 65			



Results by Student Group

	2010–11 School Year				2009–10 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	**249**	**99%**	**74%**	**13%**	**225**	**92%**	**64%**	**29%**
Female	127	98%	75%	13%	127	96%	69%	31%
Male	122	100%	73%	14%	98	87%	58%	26%
American Indian or Alaska Native								
Black or African American	29	97%	55%	0%	38	89%	45%	16%
Hispanic or Latino	123	98%	68%	10%	110	91%	58%	25%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	10	100%	100%	80%
White	83	100%	86%	22%	67	94%	79%	36%
Multiracial	6	100%	83%	17%				
Small Group Totals								
General-Education Students	228	99%	75%	14%	187	96%	74%	35%
Students with Disabilities	21	100%	62%	0%	38	71%	13%	0%
English Proficient	214	99%	79%	15%	191	95%	71%	32%
Limited English Proficient	35	97%	46%	0%	34	74%	26%	9%
Economically Disadvantaged	135	98%	66%	6%	132	89%	52%	19%
Not Disadvantaged	114	100%	83%	22%	93	96%	81%	43%
Migrant								
Not Migrant	249	99%	74%	13%	225	92%	64%	29%

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.

* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

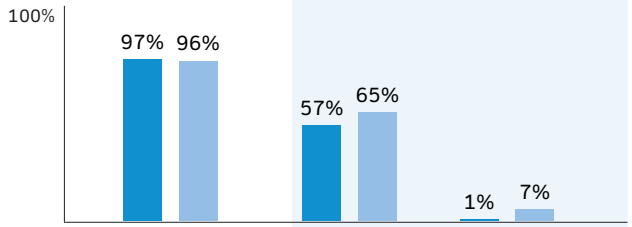
Other Assessments

	2010–11 School Year				2009–10 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	1	–	–	–	5	4	4	1

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
2011 Mean Score: 676	*Range:	637–775	671–775	722–775			
2010 Mean Score: 677		97% 96%	57% 65%	1% 7%	92% 92%	57% 57%	2% 6%
Number of Tested Students:		226 211	133 143	3 16			



Results by Student Group

	2010–11 School Year				2009–10 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	**233**	**97%**	**57%**	**1%**	**220**	**96%**	**65%**	**7%**
Female	134	98%	63%	1%	98	99%	73%	7%
Male	99	96%	49%	2%	122	93%	58%	7%
American Indian or Alaska Native					1	–	–	–
Black or African American	25	92%	40%	0%	30	87%	60%	0%
Hispanic or Latino	117	97%	48%	1%	95	95%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	10%	15	–	–	–
White	71	99%	73%	1%	79	100%	77%	10%
Multiracial	10	90%	60%	0%				
Small Group Totals					16	100%	94%	19%
General-Education Students	191	99%	67%	2%	191	97%	71%	8%
Students with Disabilities	42	86%	12%	0%	29	86%	24%	0%
English Proficient	209	97%	62%	1%	189	97%	72%	8%
Limited English Proficient	24	96%	17%	0%	31	90%	19%	0%
Economically Disadvantaged	138	96%	45%	0%	108	93%	56%	4%
Not Disadvantaged	95	99%	75%	3%	112	99%	74%	11%
Migrant								
Not Migrant	233	97%	57%	1%	220	96%	65%	7%

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.

* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year				2009–10 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	5	4	2	2	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	3	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	3	N/A	N/A	N/A	3	N/A	N/A	N/A

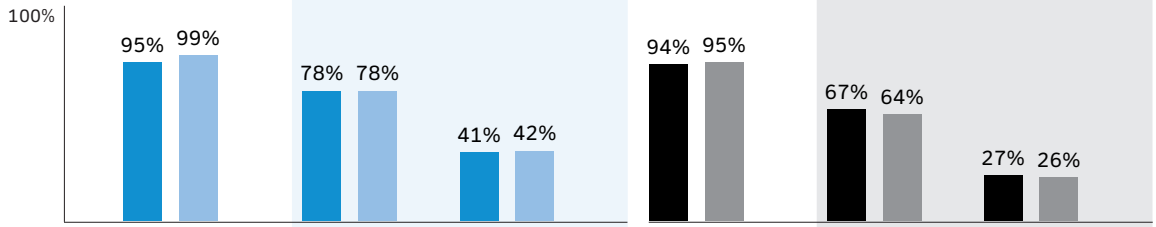
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2011 Mean Score: 699	*Range:	636–800	676–800	707–800			
2010 Mean Score: 704							
Number of Tested Students:		223 220	184 175	96 93			



Results by Student Group

	2010–11 School Year				2009–10 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	**235**	**95%**	**78%**	**41%**	**223**	**99%**	**78%**	**42%**
Female	136	96%	76%	40%	100	97%	76%	42%
Male	99	93%	81%	41%	123	100%	80%	41%
American Indian or Alaska Native					1	–	–	–
Black or African American	24	96%	67%	25%	30	97%	67%	13%
Hispanic or Latino	120	94%	73%	31%	98	98%	67%	26%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	80%	15	–	–	–
White	71	96%	89%	61%	79	100%	94%	66%
Multiracial	10	90%	80%	20%				
Small Group Totals					16	100%	94%	75%
General-Education Students	193	98%	83%	46%	194	99%	81%	47%
Students with Disabilities	42	81%	57%	17%	29	97%	62%	7%
English Proficient	208	97%	84%	45%	189	99%	85%	47%
Limited English Proficient	27	81%	37%	11%	34	94%	44%	15%
Economically Disadvantaged	140	93%	69%	29%	110	98%	72%	24%
Not Disadvantaged	95	98%	92%	59%	113	99%	85%	59%
Migrant								
Not Migrant	235	95%	78%	41%	223	99%	78%	42%

NOTES

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Other Assessments

	2010–11 School Year				2009–10 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	5	5	4	2	2	–	–	–

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
2011 Mean Score: 87	Range:	45–100	65–100	85–100			
2010 Mean Score: 89							
2010–11		100%	97%	70%	98%	88%	52%
2009–10		100%	95%	80%	97%	88%	55%
Number of Tested Students:		233 222	227 212	163 177			

Results by Student Group

	2010–11 School Year				2009–10 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**	**100%**	**97%**	**70%**	**222**	**100%**	**95%**	**80%**
Female	135	100%	96%	67%	99	100%	94%	79%
Male	99	99%	98%	73%	123	100%	97%	80%
American Indian or Alaska Native					1	–	–	–
Black or African American	23	100%	96%	48%	29	100%	86%	69%
Hispanic or Latino	120	99%	96%	65%	98	100%	95%	69%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	90%	15	–	–	–
White	71	100%	99%	83%	79	100%	99%	92%
Multiracial	10	100%	100%	60%				
Small Group Totals					16	100%	100%	100%
General-Education Students	192	99%	97%	72%	194	100%	95%	79%
Students with Disabilities	42	100%	95%	57%	28	100%	96%	86%
English Proficient	207	100%	98%	73%	188	100%	96%	86%
Limited English Proficient	27	96%	89%	44%	34	100%	91%	47%
Economically Disadvantaged	139	99%	96%	60%	110	100%	94%	74%
Not Disadvantaged	95	100%	99%	84%	112	100%	97%	86%
Migrant								
Not Migrant	234	100%	97%	70%	222	100%	95%	80%

NOTES

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Other Assessments

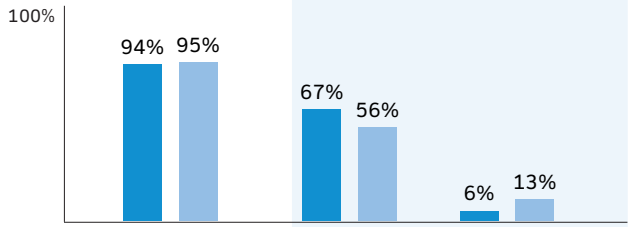
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	4	2	2	–	–	–

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
2011 Mean Score: 673	*Range:	648–795	668–795	700–795			
2010 Mean Score: 675							
2010–11		94%	67%	6%	89%	54%	4%
2009–10		95%	56%	13%	88%	52%	13%
Number of Tested Students:		215 214	153 127	13 29			



Results by Student Group

	2010–11 School Year				2009–10 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	**229**	**94%**	**67%**	**6%**	**225**	**95%**	**56%**	**13%**
Female	100	95%	71%	8%	110	95%	61%	15%
Male	129	93%	64%	4%	115	96%	52%	10%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	27	93%	48%	0%	34	91%	44%	9%
Hispanic or Latino	107	90%	56%	4%	96	93%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	23%	13	–	–	–
White	76	99%	83%	8%	81	100%	72%	17%
Multiracial	5	–	–	–				
Small Group Totals	6	100%	83%	0%	14	93%	64%	43%
General-Education Students	194	95%	74%	7%	193	95%	62%	14%
Students with Disabilities	35	86%	26%	0%	32	97%	25%	6%
English Proficient	204	97%	72%	6%	196	98%	64%	15%
Limited English Proficient	25	72%	24%	0%	29	76%	7%	0%
Economically Disadvantaged	119	93%	57%	4%	129	93%	47%	9%
Not Disadvantaged	110	95%	77%	7%	96	98%	70%	18%
Migrant								
Not Migrant	229	94%	67%	6%	225	95%	56%	13%

NOTES

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Other Assessments

	2010–11 School Year				2009–10 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	2	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	5	N/A	N/A	N/A	1	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
2011 Mean Score: 697	*Range:	640–780	676–780	707–780			
2010 Mean Score: 696							
2010–11		97%	77%	34%	94%	66%	23%
2009–10		99%	77%	32%	94%	65%	24%
Number of Tested Students:		228 225	181 174	80 72			

Results by Student Group

	2010–11 School Year				2009–10 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**	**97%**	**77%**	**34%**	**227**	**99%**	**77%**	**32%**
Female	101	98%	76%	40%	111	100%	77%	34%
Male	133	97%	78%	30%	116	98%	76%	29%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	27	96%	56%	22%	34	100%	71%	24%
Hispanic or Latino	111	95%	68%	23%	97	98%	64%	25%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	64%	13	–	–	–
White	76	100%	96%	53%	82	100%	91%	39%
Multiracial	5	–	–	–				
Small Group Totals	6	100%	67%	0%	14	100%	93%	57%
General-Education Students	199	98%	80%	39%	195	99%	81%	35%
Students with Disabilities	35	94%	60%	6%	32	100%	50%	9%
English Proficient	204	100%	81%	38%	197	100%	83%	36%
Limited English Proficient	30	83%	53%	7%	30	93%	33%	7%
Economically Disadvantaged	123	98%	70%	28%	130	98%	68%	24%
Not Disadvantaged	111	96%	86%	41%	97	100%	89%	42%
Migrant								
Not Migrant	234	97%	77%	34%	227	99%	77%	32%

NOTES

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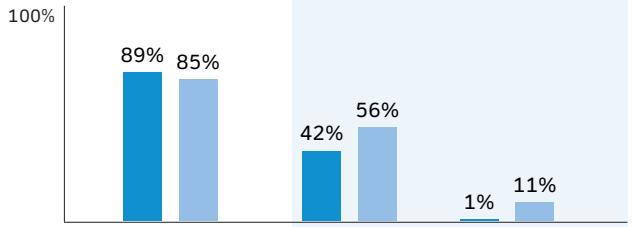
Other Assessments

	2010–11 School Year				2009–10 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	2	–	–	–	4	–	–	–

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
2011 Mean Score: 659	*Range:	644–785	662–785	694–785			
2010 Mean Score: 668							
2010–11		89%	42%	1%	88%	56%	4%
2009–10		85%	56%	11%	89%	54%	7%
Number of Tested Students:		190 164	90 109	3 21			



Results by Student Group

	2010–11 School Year				2009–10 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	**214**	**89%**	**42%**	**1%**	**193**	**85%**	**56%**	**11%**
Female	102	92%	47%	2%	87	89%	67%	17%
Male	112	86%	38%	1%	106	82%	48%	6%
American Indian or Alaska Native	3	–	–	–				
Black or African American	25	92%	36%	0%	28	71%	39%	11%
Hispanic or Latino	98	86%	30%	0%	72	76%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	10	70%	40%	10%	8	100%	88%	38%
White	71	96%	61%	3%	85	95%	71%	13%
Multiracial	7	–	–	–				
Small Group Totals	10	80%	50%	0%				
General-Education Students	180	92%	47%	2%	154	94%	69%	14%
Students with Disabilities	34	71%	15%	0%	39	51%	8%	0%
English Proficient	198	93%	45%	2%	177	90%	61%	12%
Limited English Proficient	16	38%	0%	0%	16	31%	6%	0%
Economically Disadvantaged	120	85%	34%	3%	96	74%	40%	4%
Not Disadvantaged	94	94%	52%	0%	97	96%	73%	18%
Migrant								
Not Migrant	214	89%	42%	1%	193	85%	56%	11%

NOTES

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Other Assessments

	2010–11 School Year				2009–10 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	2	–	–	–	5	4	1	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	4	N/A	N/A	N/A	2	N/A	N/A	N/A

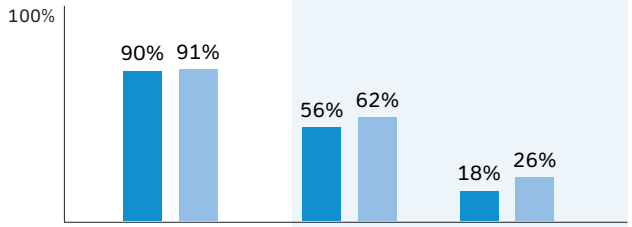
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2011 Mean Score: 676	*Range:	640–780	674–780	700–780			
2010 Mean Score: 680							
2010–11		90%	56%	18%	92%	63%	26%
2009–10		91%	62%	26%	92%	61%	27%
Number of Tested Students:		197 180	121 122	39 51			



Results by Student Group

	2010–11 School Year				2009–10 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	**218**	**90%**	**56%**	**18%**	**198**	**91%**	**62%**	**26%**
Female	104	90%	58%	18%	89	96%	70%	27%
Male	114	90%	54%	18%	109	87%	55%	25%
American Indian or Alaska Native	3	–	–	–				
Black or African American	25	100%	36%	16%	29	72%	31%	10%
Hispanic or Latino	102	83%	48%	11%	74	89%	50%	12%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	50%	30%	8	100%	100%	50%
White	71	97%	73%	27%	87	98%	78%	40%
Multiracial	7	–	–	–				
Small Group Totals	10	100%	60%	20%				
General-Education Students	184	95%	63%	21%	158	97%	73%	32%
Students with Disabilities	34	68%	18%	3%	40	65%	15%	0%
English Proficient	198	95%	61%	20%	180	92%	68%	28%
Limited English Proficient	20	45%	5%	0%	18	78%	0%	0%
Economically Disadvantaged	124	85%	44%	14%	98	85%	45%	10%
Not Disadvantaged	94	97%	71%	23%	100	97%	78%	41%
Migrant								
Not Migrant	218	90%	56%	18%	198	91%	62%	26%

NOTES

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Other Assessments

	2010–11 School Year				2009–10 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	2	–	–	–	5	5	3	0

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
2011 Mean Score: 665	*Range:	642–790	665–790	698–790			
2010 Mean Score: 666							
2010–11		91%	51%	3%	91%	48%	4%
2009–10		94%	51%	6%	90%	50%	11%
Number of Tested Students:		181 192	100 105	5 13			

Results by Student Group

	2010–11 School Year				2009–10 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**	**91%**	**51%**	**3%**	**204**	**94%**	**51%**	**6%**
Female	91	95%	60%	4%	95	97%	58%	7%
Male	107	89%	42%	1%	109	92%	46%	6%
American Indian or Alaska Native					2	–	–	–
Black or African American	22	82%	23%	0%	30	87%	30%	3%
Hispanic or Latino	82	87%	39%	1%	82	91%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	0%	11	–	–	–
White	82	98%	66%	5%	79	99%	63%	9%
Multiracial	5	100%	60%	0%				
Small Group Totals					13	100%	85%	0%
General-Education Students	161	98%	61%	3%	179	97%	58%	7%
Students with Disabilities	37	62%	5%	0%	25	76%	8%	0%
English Proficient	184	94%	54%	3%	193	96%	54%	7%
Limited English Proficient	14	57%	0%	0%	11	55%	0%	0%
Economically Disadvantaged	95	88%	36%	0%	100	91%	38%	4%
Not Disadvantaged	103	94%	64%	5%	104	97%	64%	9%
Migrant								
Not Migrant	198	91%	51%	3%	204	94%	51%	6%

NOTES

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Other Assessments

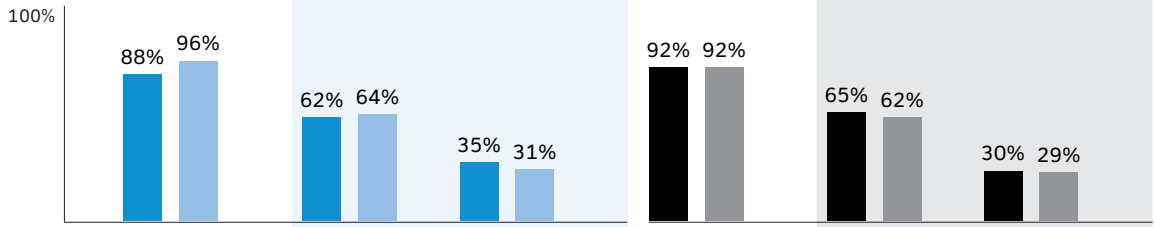
	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	4	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	9	N/A	N/A	N/A	4	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	9	N/A	N/A	N/A	4	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.

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
2011 Mean Score: 678	*Range:	639–800	670–800	694–800			
2010 Mean Score: 679							
Number of Tested Students:		183 199	128 132	72 64			



Results by Student Group

	2010–11 School Year				2009–10 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	**207**	**88%**	**62%**	**35%**	**207**	**96%**	**64%**	**31%**
Female	95	91%	67%	41%	97	98%	62%	30%
Male	112	87%	57%	29%	110	95%	65%	32%
American Indian or Alaska Native					2	–	–	–
Black or African American	22	82%	27%	9%	30	83%	30%	13%
Hispanic or Latino	91	82%	51%	24%	85	96%	60%	22%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	86%	71%	11	–	–	–
White	82	96%	82%	49%	79	100%	75%	37%
Multiracial	5	100%	60%	60%				
Small Group Totals					13	100%	100%	92%
General-Education Students	170	92%	72%	42%	182	96%	65%	33%
Students with Disabilities	37	70%	16%	0%	25	96%	52%	16%
English Proficient	183	93%	68%	39%	192	97%	67%	33%
Limited English Proficient	24	54%	17%	0%	15	87%	20%	7%
Economically Disadvantaged	105	81%	45%	19%	102	93%	55%	24%
Not Disadvantaged	102	96%	79%	51%	105	99%	72%	38%
Migrant								
Not Migrant	207	88%	62%	35%	207	96%	64%	31%

NOTES

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Other Assessments

	2010–11 School Year				2009–10 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	5	5	5	1	4	–	–	–

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
2011 Mean Score: 655	*Range:	628–790	658–790	699–790			
2010 Mean Score: 664							
2010–11		93%	47%	1%	92%	47%	2%
2009–10		92%	53%	13%	91%	51%	8%
Number of Tested Students:		201 214	100 123	3 30			

Results by Student Group

	2010–11 School Year				2009–10 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**	**93%**	**47%**	**1%**	**232**	**92%**	**53%**	**13%**
Female	102	96%	51%	2%	113	95%	60%	14%
Male	113	91%	42%	1%	119	90%	46%	12%
American Indian or Alaska Native	1	–	–	–				
Black or African American	22	77%	14%	0%	33	94%	52%	6%
Hispanic or Latino	102	93%	42%	1%	90	90%	34%	7%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	0%	7	100%	86%	43%
White	75	97%	56%	1%	102	93%	68%	19%
Multiracial	5	–	–	–				
Small Group Totals	6	100%	67%	17%				
General-Education Students	188	96%	52%	2%	197	96%	61%	15%
Students with Disabilities	27	78%	11%	0%	35	69%	9%	0%
English Proficient	200	96%	50%	2%	223	94%	55%	13%
Limited English Proficient	15	60%	0%	0%	9	44%	0%	0%
Economically Disadvantaged	99	91%	33%	0%	92	89%	37%	4%
Not Disadvantaged	116	96%	58%	3%	140	94%	64%	19%
Migrant								
Not Migrant	215	93%	47%	1%	232	92%	53%	13%

NOTES

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* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year				2009–10 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	4	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	3	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	7	N/A	N/A	N/A	3	N/A	N/A	N/A

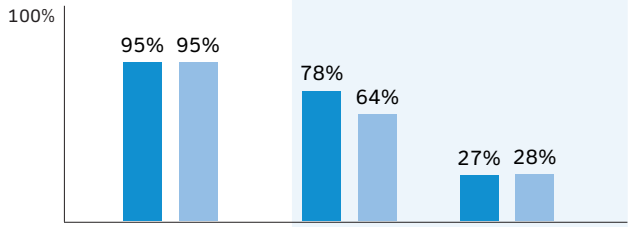
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2011 Mean Score: 688	*Range:	639–775	674–775	704–775			
2010 Mean Score: 687							
2010–11		95%	78%	27%	91%	60%	18%
2009–10		95%	64%	28%	91%	55%	18%
Number of Tested Students:		211 223	172 150	60 65			



Results by Student Group

	2010–11 School Year				2009–10 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	**221**	**95%**	**78%**	**27%**	**235**	**95%**	**64%**	**28%**
Female	103	95%	83%	25%	115	98%	71%	31%
Male	118	96%	73%	29%	120	92%	57%	24%
American Indian or Alaska Native	1	–	–	–				
Black or African American	22	86%	50%	9%	33	94%	58%	27%
Hispanic or Latino	108	94%	75%	20%	93	94%	52%	18%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	64%	7	100%	100%	43%
White	74	99%	88%	35%	102	96%	75%	35%
Multiracial	5	–	–	–				
Small Group Totals	6	100%	83%	50%				
General-Education Students	194	96%	80%	30%	201	97%	69%	32%
Students with Disabilities	27	89%	63%	7%	34	82%	35%	3%
English Proficient	199	98%	82%	30%	223	95%	64%	29%
Limited English Proficient	22	73%	36%	0%	12	92%	58%	8%
Economically Disadvantaged	105	93%	67%	24%	95	95%	56%	23%
Not Disadvantaged	116	97%	88%	30%	140	95%	69%	31%
Migrant								
Not Migrant	221	95%	78%	27%	235	95%	64%	28%

NOTES

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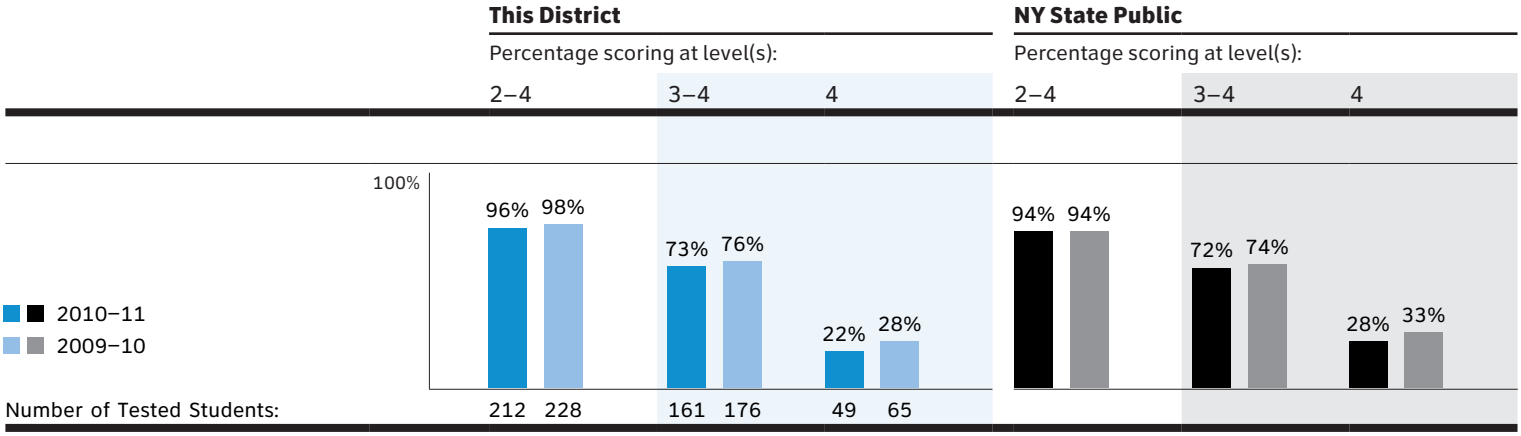
* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year				2009–10 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	4	–	–	–	3	–	–	–

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

	2010–11 School Year				2009–10 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	**175**	**95%**	**66%**	**10%**	**180**	**98%**	**69%**	**13%**
Female	80	96%	65%	9%	76	97%	67%	4%
Male	95	94%	67%	12%	104	98%	70%	19%
American Indian or Alaska Native	1	–	–	–				
Black or African American	21	95%	33%	5%	28	–	–	–
Hispanic or Latino	95	93%	61%	8%	86	95%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	4	–	–	–
White	50	98%	86%	14%	62	100%	84%	11%
Multiracial	3	–	–	–				
Small Group Totals	9	100%	89%	22%	32	100%	69%	22%
General-Education Students	149	94%	68%	11%	145	97%	73%	15%
Students with Disabilities	26	100%	54%	4%	35	100%	51%	3%
English Proficient	153	98%	75%	12%	168	99%	71%	13%
Limited English Proficient	22	73%	9%	0%	12	83%	33%	8%
Economically Disadvantaged	95	93%	54%	5%	84	98%	62%	10%
Not Disadvantaged	80	98%	81%	16%	96	98%	75%	16%
Migrant								
Not Migrant	175	95%	66%	10%	180	98%	69%	13%

NOTES

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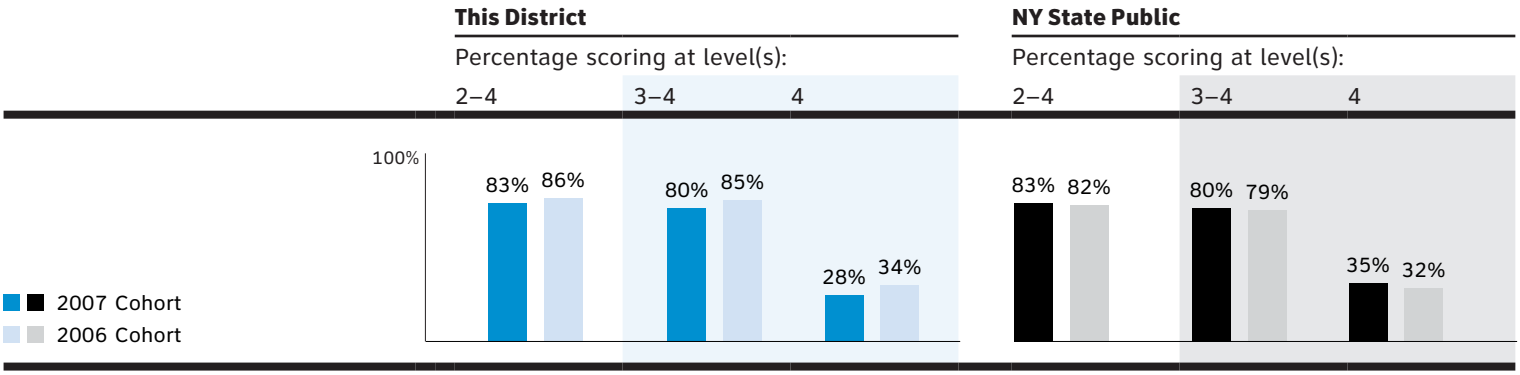
Other Assessments

	2010–11 School Year				2009–10 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	4	–	–	–	3	–	–	–
Regents Science	46	46	45	31	52	52	52	42

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

	2007 Cohort				2006 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	**209**	**83%**	**80%**	**28%**	**241**	**86%**	**85%**	**34%**
Female	96	84%	83%	31%	106	90%	90%	38%
Male	113	82%	77%	26%	135	83%	81%	31%
American Indian or Alaska Native								
Black or African American	24	75%	67%	33%	25	72%	72%	20%
Hispanic or Latino	89	75%	71%	18%	93	78%	77%	17%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	50%	10	100%	100%	50%
White	88	92%	91%	35%	113	94%	93%	50%
Multiracial								
Small Group Totals								
General-Education Students	174	89%	87%	33%	184	90%	89%	41%
Students with Disabilities	35	57%	46%	6%	57	74%	72%	11%
English Proficient	197	85%	83%	30%	233	88%	87%	35%
Limited English Proficient	12	50%	33%	0%	8	25%	25%	0%
Economically Disadvantaged	79	81%	76%	18%	83	93%	92%	28%
Not Disadvantaged	130	85%	82%	35%	158	82%	82%	37%
Migrant								
Not Migrant	209	83%	80%	28%	241	86%	85%	34%

NOTES

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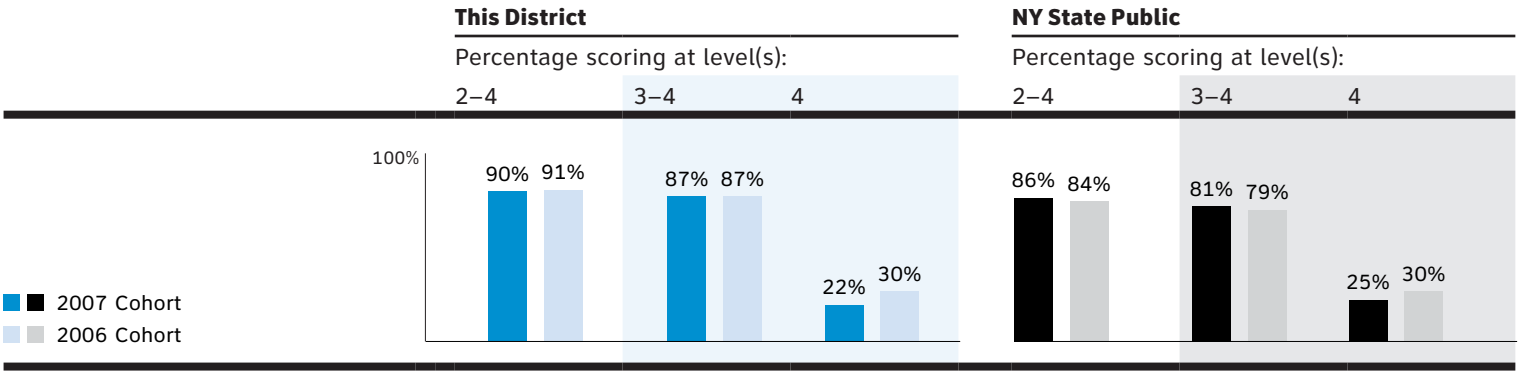
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report.*

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

	2007 Cohort				2006 Cohort**			
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All Students	**209**	**90%**	**87%**	**22%**	**241**	**91%**	**87%**	**30%**
Female	96	93%	90%	25%	106	92%	91%	24%
Male	113	88%	84%	20%	135	90%	84%	36%
American Indian or Alaska Native								
Black or African American	24	83%	79%	25%	25	80%	72%	12%
Hispanic or Latino	89	88%	81%	15%	93	85%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%	10	100%	100%	60%
White	88	94%	93%	28%	113	97%	96%	41%
Multiracial								
Small Group Totals								
General-Education Students	174	96%	94%	25%	184	94%	92%	38%
Students with Disabilities	35	63%	51%	9%	57	81%	70%	7%
English Proficient	197	92%	88%	24%	233	92%	88%	31%
Limited English Proficient	12	67%	58%	0%	8	50%	38%	13%
Economically Disadvantaged	79	89%	82%	19%	83	95%	88%	29%
Not Disadvantaged	130	92%	89%	25%	158	89%	86%	31%
Migrant								
Not Migrant	209	90%	87%	22%	241	91%	87%	30%

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