

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-01-00-01-0007

Grade Range : 9-12

Name: Glen Cove High School

Principal: Joseph Hinton

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	225	244	244
Tenth	219	269	259
Eleventh	264	199	229
Twelfth	189	219	188
Ungraded Secondary	24	36	26
Total K-12 Enrollment	921	967	946

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	52	5.6%	60	6.2%	53	5.6%
Black (Not Hispanic)	130	14.1%	131	13.5%	124	13.1%
Hispanic	255	27.7%	281	29.1%	270	28.5%
White (Not Hispanic)	484	52.6%	495	51.2%	499	52.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	21	19
Mathematics Grade 10	23	17	20
Science Grade 10	16	21	22
Social Studies Grade 10	21	23	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	108	11.7%	79	8.2%	87	9.2%
Eligible for Free Lunch	72	7.8%	107	11.1%	83	8.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.9%		92.3%		93.2%
Student Suspensions	229	25.0%	220	23.9%	102	10.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	4.7%	5.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	79%	100%

Staff Counts

Staff	2002–2003
Total Teachers	82
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	139	86	62%	176	102	58%	154	97	63%
Students with Disabilities	13	4	31%	16	3	19%	24	6	25%
All Students	152	90	59%	192	105	55%	178	103	58%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	92	64	5	6	7	4
Percent	52%	36%	3%	3%	4%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
24	6	9	33

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			24		75	
	Entered GED Program*			15		1	
	Total Noncompleters			39		76	
Students with Disabilities	Dropped Out			4		15	
	Entered GED Program*			2		0	
	Total Noncompleters			6		15	
All Students	Dropped Out	5	0.5%	28	2.9%	90	9.5%
	Entered GED Program*	10	1.1%	17	1.8%	1	0.1%
	Total Noncompleters	15	1.6%	45	4.7%	91	9.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		765	932
	Number of Students with Disabilities		135	14
	Number of All Students		900	946
	Percent of Enrollment		93%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	0	0%
Science	25	76%	23	91%	2	#
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	3	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	80%	32	75%	10	80%
Science	17	29%	26	46%	18	78%
Reading	1	#	0	0%	7	57%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	11	9%	3	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	226	176	200	20	26	30
Number Scoring 55–100	218	165	179	19	21	21
Number Scoring 65–100	188	156	169	14	18	16
Number Scoring 85–100	53	79	75	1	6	1
Percentage of Tested Scoring 55–100	96%	94%	90%	95%	81%	70%
Percentage of Tested Scoring 65–100	83%	89%	84%	70%	69%	53%
Percentage of Tested Scoring 85–100	23%	45%	38%	5%	23%	3%
Mathematics A						
Number Tested	0	32	200	0	8	27
Number Scoring 55–100	0	10	164	0	3	14
Number Scoring 65–100	0	5	147	0	1	14
Number Scoring 85–100	0	2	28	0	0	1
Percentage of Tested Scoring 55–100	0%	31%	82%	0%	38%	52%
Percentage of Tested Scoring 65–100	0%	16%	73%	0%	12%	52%
Percentage of Tested Scoring 85–100	0%	6%	14%	0%	0%	4%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	163	223	247	20	35	27
Number Scoring 55–100	160	198	218	20	24	19
Number Scoring 65–100	149	179	207	20	19	19
Number Scoring 85–100	64	52	100	4	0	4
Percentage of Tested Scoring 55–100	98%	89%	88%	100%	69%	70%
Percentage of Tested Scoring 65–100	91%	80%	84%	100%	54%	70%
Percentage of Tested Scoring 85–100	39%	23%	40%	20%	0%	15%
U.S. History and Government (first administered June 2001)						
Number Tested	213	185	183	19	23	27
Number Scoring 55–100	206	176	175	19	20	24
Number Scoring 65–100	176	152	170	12	14	22
Number Scoring 85–100	99	63	95	2	2	5
Percentage of Tested Scoring 55–100	97%	95%	96%	100%	87%	89%
Percentage of Tested Scoring 65–100	83%	82%	93%	63%	61%	81%
Percentage of Tested Scoring 85–100	46%	34%	52%	11%	9%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	166	221	206	13	41	28
Number Scoring 55–100	160	149	172	13	19	24
Number Scoring 65–100	135	135	155	8	16	20
Number Scoring 85–100	11	11	20	0	3	2
Percentage of Tested Scoring 55–100	96%	67%	83%	100%	46%	86%
Percentage of Tested Scoring 65–100	81%	61%	75%	62%	39%	71%
Percentage of Tested Scoring 85–100	7%	5%	10%	0%	7%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	123	185	177	8	24	23
Number Scoring 55–100	115	156	147	6	17	16
Number Scoring 65–100	109	139	126	4	9	14
Number Scoring 85–100	49	58	50	0	1	4
Percentage of Tested Scoring 55–100	93%	84%	83%	75%	71%	70%
Percentage of Tested Scoring 65–100	89%	75%	71%	50%	38%	61%
Percentage of Tested Scoring 85–100	40%	31%	28%	0%	4%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		115	110		4	4
Number Scoring 55–100		104	87		#	#
Number Scoring 65–100		73	67		#	#
Number Scoring 85–100		13	9		#	#
Percentage of Tested Scoring 55–100		90%	79%		#	#
Percentage of Tested Scoring 65–100		63%	61%		#	#
Percentage of Tested Scoring 85–100		11%	8%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	15	29	22	0	1	1
Number Scoring 55–100	14	29	21	0	#	#
Number Scoring 65–100	14	29	21	0	#	#
Number Scoring 85–100	6	9	18	0	#	#
Percentage of Tested Scoring 55–100	93%	100%	95%	0%	#	#
Percentage of Tested Scoring 65–100	93%	100%	95%	0%	#	#
Percentage of Tested Scoring 85–100	40%	31%	82%	0%	#	#
Comprehensive Italian						
Number Tested	18	26	43	1	3	2
Number Scoring 55–100	18	24	43	#	#	#
Number Scoring 65–100	17	24	42	#	#	#
Number Scoring 85–100	12	14	31	#	#	#
Percentage of Tested Scoring 55–100	100%	92%	100%	#	#	#
Percentage of Tested Scoring 65–100	94%	92%	98%	#	#	#
Percentage of Tested Scoring 85–100	67%	54%	72%	#	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	93	91	90	3	2	11
Number Scoring 55–100	93	88	90	#	#	11
Number Scoring 65–100	91	87	90	#	#	11
Number Scoring 85–100	58	58	71	#	#	8
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	100%
Percentage of Tested Scoring 65–100	98%	96%	100%	#	#	100%
Percentage of Tested Scoring 85–100	62%	64%	79%	#	#	73%
Comprehensive Latin						
Number Tested	0	0	2	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	164	196	6	9	13	0
Number Scoring 55–100	133	136	1	8	7	0
Number Scoring 65–100	106	112	1	4	4	0
Number Scoring 85–100	30	41	0	1	2	0
Percentage of Tested Scoring 55–100	81%	69%	17%	89%	54%	0%
Percentage of Tested Scoring 65–100	65%	57%	17%	44%	31%	0%
Percentage of Tested Scoring 85–100	18%	21%	0%	11%	15%	0%
Sequential Mathematics, Course III						
Number Tested	116	114	128	3	6	5
Number Scoring 55–100	105	98	103	#	5	4
Number Scoring 65–100	97	89	94	#	5	3
Number Scoring 85–100	20	48	38	#	2	2
Percentage of Tested Scoring 55–100	91%	86%	80%	#	83%	80%
Percentage of Tested Scoring 65–100	84%	78%	73%	#	83%	60%
Percentage of Tested Scoring 85–100	17%	42%	30%	#	33%	40%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	3	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	165	165	165	32	32	32	197	197	197
Number Scoring 55–64	8	12	14	3	7	3	11	19	17
Number Scoring 65–84	69	70	77	14	13	13	83	83	90
Number Scoring 85–100	66	64	53	4	2	1	70	66	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)