



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **FLORAL PARK-BELLEROSE UNION
FREE SCHOOL DISTRICT**

District ID **28-02-22-02-0000**

Superintendent **LYNN POMBONYO**

Telephone **(516) 327-9300**

Grades **PK-6, UE**

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.

For more information:

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	174	163	145
Kindergarten	175	189	181
Grade 1	190	195	207
Grade 2	223	202	197
Grade 3	191	232	204
Grade 4	224	181	226
Grade 5	213	212	187
Grade 6	208	216	218
Ungraded Elementary	31	35	31
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	1455	1462	1451

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	21	21
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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.

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	41	3%	33	2%	35	2%
Reduced-Price Lunch	33	2%	40	3%	33	2%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	36	2%	45	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	0	0%
Black or African American	33	2%	40	3%	36	2%
Hispanic or Latino	146	10%	137	9%	135	9%
Asian or Native Hawaiian/Other Pacific Islander	145	10%	173	12%	179	12%
White	1131	78%	1111	76%	1101	76%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

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

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	0	0%	0	0%	1	0%

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 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.

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	109	110	101
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	6%	5%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	44%	46%	46%
Total Number of Core Classes*	N/A	400	131
Percent Not Taught by Highly Qualified Teachers	N/A	0%	0%
Total Number of Classes	231	252	256
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

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

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	23%	0%
Turnover Rate of All Teachers	11%	13%	9%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	12	10	11
Total Paraprofessionals*	46	52	58
Assistant Principals	2	2	2
Principals	2	2	2

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

$$2005-06\ PI + (200 - the\ 2005-06\ PI) \times 0.10$$

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ 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 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 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 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 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.

New York State Status

(Applies to New York State districts)

■ 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 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 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 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 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.

Summary

Overall Accountability Status (2007–08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	—	—				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	✓	✓				
Multiracial						
Other Groups						
Students with Disabilities	✓	✓				
Limited English Proficient	—	—				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✓ 6 of 6	✓ 6 of 6	✓ 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	

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (855:844)	✓	✓	100%	✓	188	118	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (23:21)	—	—	—	—	—	—	—
Hispanic or Latino (82:78)	✓	✓	100%	✓	183	111	
Asian or Native Hawaiian/Other Pacific Islander (95:95)	✓	✓	100%	✓	191	112	
White (655:650)	✓	✓	100%	✓	188	118	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (121:119)	✓	✓	99%	✓	145	112	
Limited English Proficient ⁵ (7:4)	—	—	—	—	—	—	—
Economically Disadvantaged (57:55)	✓	✓	100%	✓	176	109	
Final AYP Determination	✓ 6 of 6						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (856:840)	✓	✓	100%	✓	193	82	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (22:19)	—	—	—	—	—	—	—
Hispanic or Latino (83:78)	✓	✓	100%	✓	191	75	
Asian or Native Hawaiian/Other Pacific Islander (99:95)	✓	✓	100%	✓	197	76	
White (652:648)	✓	✓	100%	✓	193	82	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (120:118)	✓	✓	100%	✓	168	76	
Limited English Proficient ⁵ (7:4)	—	—	—	—	—	—	—
Economically Disadvantaged (55:53)	✓	✓	100%	✓	192	73	
Final AYP Determination	✓ 6 of 6						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (231:224)	✓	Qualified	✓	100%	✓	194	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)		–	–	–	–	–	–	–
Hispanic or Latino (29:26)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (23:21)		–	–	–	–	–	–	–
White (175:173)		Qualified	✓	100%	✓	195	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (33:32)		–	–	–	✓	172	100	
Limited English Proficient ⁴ (2:0)		–	–	–	–	–	–	–
Economically Disadvantaged (11:11)		–	–	–	–	–	–	–
Final AYP Determination	✓	1 of 1						

NOTES

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

3 School Accountability Status

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT**

District ID **28-02-22-02-0000**

2007–08 Accountability Status of Schools in Your District

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

Federal Title I Status

Good Standing

1 school identified 50% of total

JOHN LEWIS CHILDS SCHOOL

New York State Status

Good Standing

1 school identified 50% of total










FLORAL PARK BELLEROSE SCHOOL

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT**

District ID **28-02-22-02-0000**

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	89% 	204
Grade 4	93% 	229
Grade 5	90% 	194
Grade 6	84% 	220
Mathematics		
Grade 3	100% 	203
Grade 4	92% 	231
Grade 5	92% 	194
Grade 6	92% 	222
Science		
Grade 4	95% 	231

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

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

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

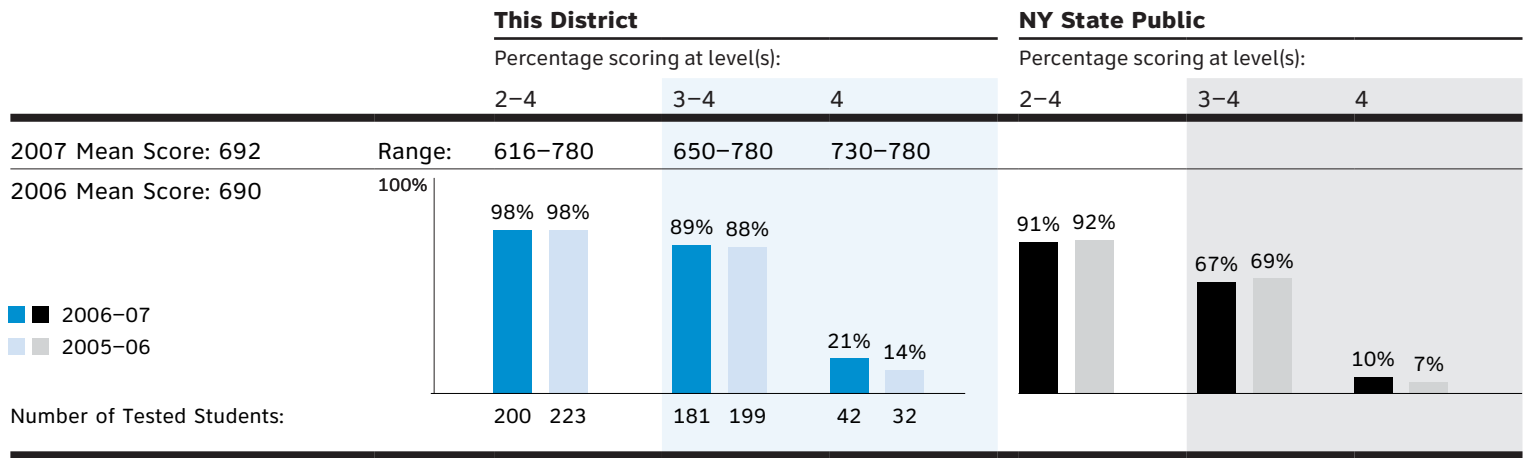
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	204	98%	89%	21%	227	98%	88%	14%
Female	100	99%	91%	25%	99	99%	91%	16%
Male	104	97%	87%	16%	128	98%	85%	13%
American Indian or Alaska Native								
Black or African American	4	—	—	—	7	100%	71%	14%
Hispanic or Latino	19	—	—	—	27	96%	81%	4%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	93%	23%	19	100%	89%	5%
White	151	98%	87%	22%	174	98%	89%	17%
Multiracial								
Small Group Totals	23	100%	91%	9%				
General-Education Students	180	99%	93%	23%	191	99%	94%	17%
Students with Disabilities	24	88%	58%	0%	36	92%	53%	0%
English Proficient	202	—	—	—	227	98%	88%	14%
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	14	100%	93%	14%	11	91%	82%	9%
Not Disadvantaged	190	98%	88%	21%	216	99%	88%	14%
Migrant								
Not Migrant	204	98%	89%	21%	227	98%	88%	14%

NOTES

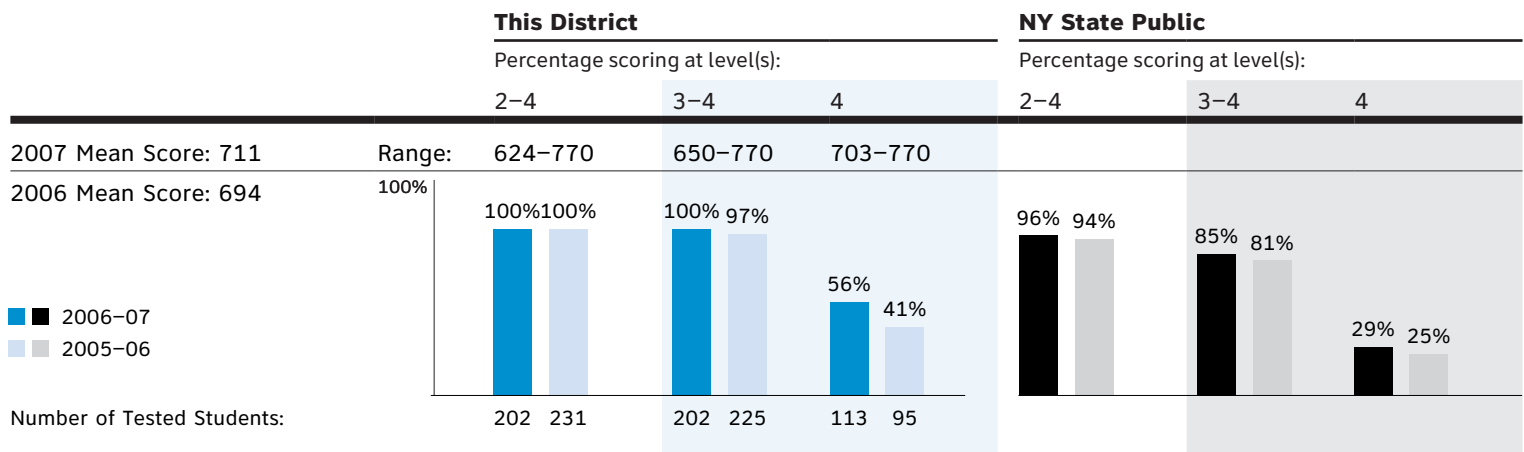
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203	100%	100%	56%	231	100%	97%	41%
Female	99	100%	100%	57%	102	100%	99%	43%
Male	104	99%	99%	55%	129	100%	96%	40%
American Indian or Alaska Native								
Black or African American	4	—	—	—	7	100%	86%	43%
Hispanic or Latino	19	—	—	—	29	100%	93%	21%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	97%	65%	21	100%	100%	38%
White	149	100%	100%	55%	174	100%	98%	45%
Multiracial								
Small Group Totals	23	100%	100%	48%				
General-Education Students	180	100%	100%	61%	194	100%	99%	47%
Students with Disabilities	23	96%	96%	13%	37	100%	89%	8%
English Proficient	201	—	—	—	227	—	—	—
Limited English Proficient	2	—	—	—	4	—	—	—
Economically Disadvantaged	13	100%	100%	54%	11	100%	100%	18%
Not Disadvantaged	190	99%	99%	56%	220	100%	97%	42%
Migrant								
Not Migrant	203	100%	100%	56%	231	100%	97%	41%

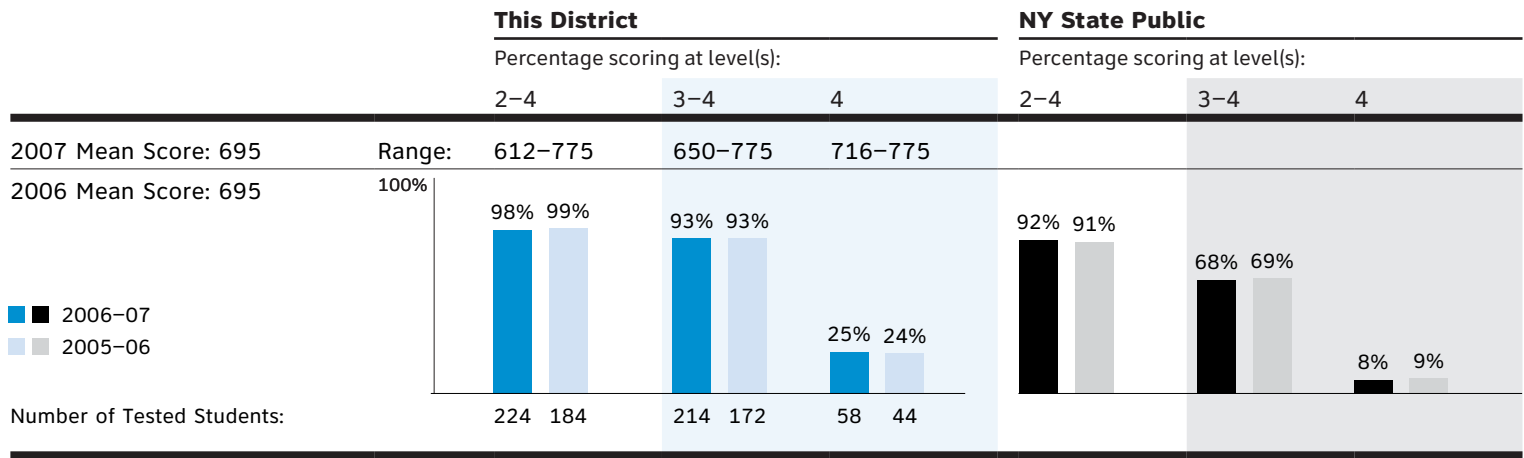
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Other Assessments

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	229	98%	93%	25%	185	99%	93%	24%
Female	104	99%	94%	29%	92	99%	95%	25%
Male	125	97%	93%	22%	93	100%	91%	23%
American Indian or Alaska Native								
Black or African American	4	—	—	—	7	100%	86%	43%
Hispanic or Latino	28	93%	86%	11%	13	92%	85%	15%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	24	100%	92%	21%
White	176	98%	94%	29%	141	100%	94%	24%
Multiracial								
Small Group Totals	25	100%	100%	16%				
General-Education Students	196	100%	98%	29%	159	100%	97%	27%
Students with Disabilities	33	85%	64%	3%	26	96%	69%	4%
English Proficient	228	—	—	—	185	99%	93%	24%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	11	91%	82%	0%	16	100%	88%	13%
Not Disadvantaged	218	98%	94%	27%	169	99%	93%	25%
Migrant								
Not Migrant	229	98%	93%	25%	185	99%	93%	24%

NOTES

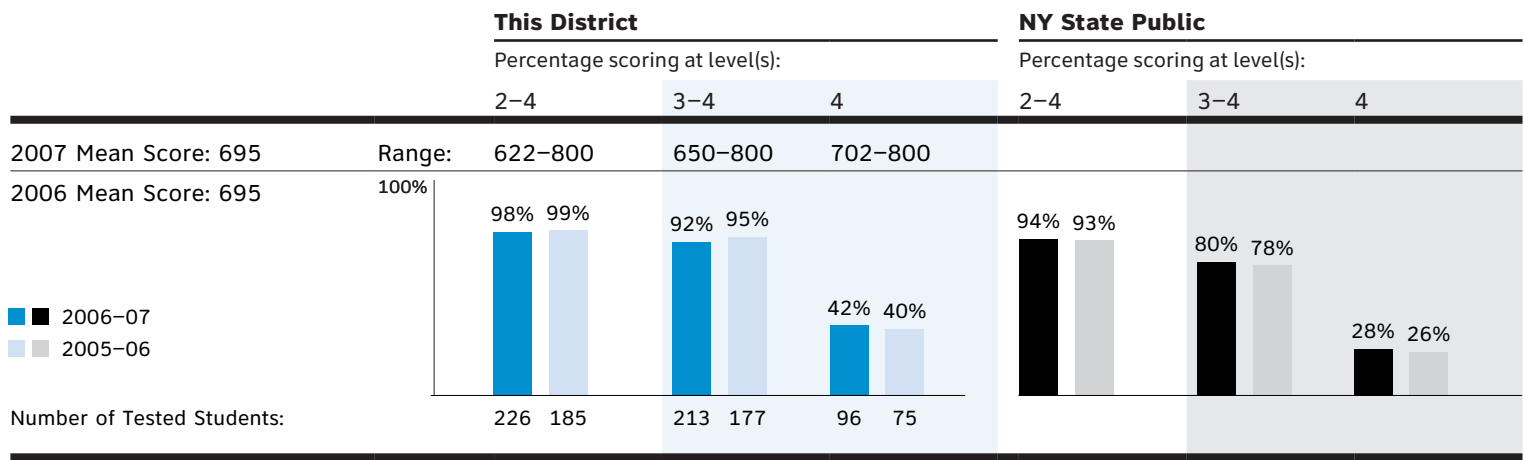
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	231	98%	92%	42%	187	99%	95%	40%
Female	107	98%	93%	43%	92	98%	93%	38%
Male	124	98%	91%	40%	95	100%	96%	42%
American Indian or Alaska Native								
Black or African American	3	—	—	—	7	100%	86%	43%
Hispanic or Latino	30	93%	90%	10%	14	100%	86%	21%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	24	100%	96%	42%
White	175	98%	92%	45%	142	99%	96%	42%
Multiracial								
Small Group Totals	26	100%	96%	54%				
General-Education Students	197	100%	97%	49%	159	99%	96%	45%
Students with Disabilities	34	85%	62%	0%	28	96%	86%	14%
English Proficient	229	—	—	—	184	—	—	—
Limited English Proficient	2	—	—	—	3	—	—	—
Economically Disadvantaged	11	100%	100%	0%	17	94%	82%	12%
Not Disadvantaged	220	98%	92%	44%	170	99%	96%	43%
Migrant								
Not Migrant	231	98%	92%	42%	187	99%	95%	40%

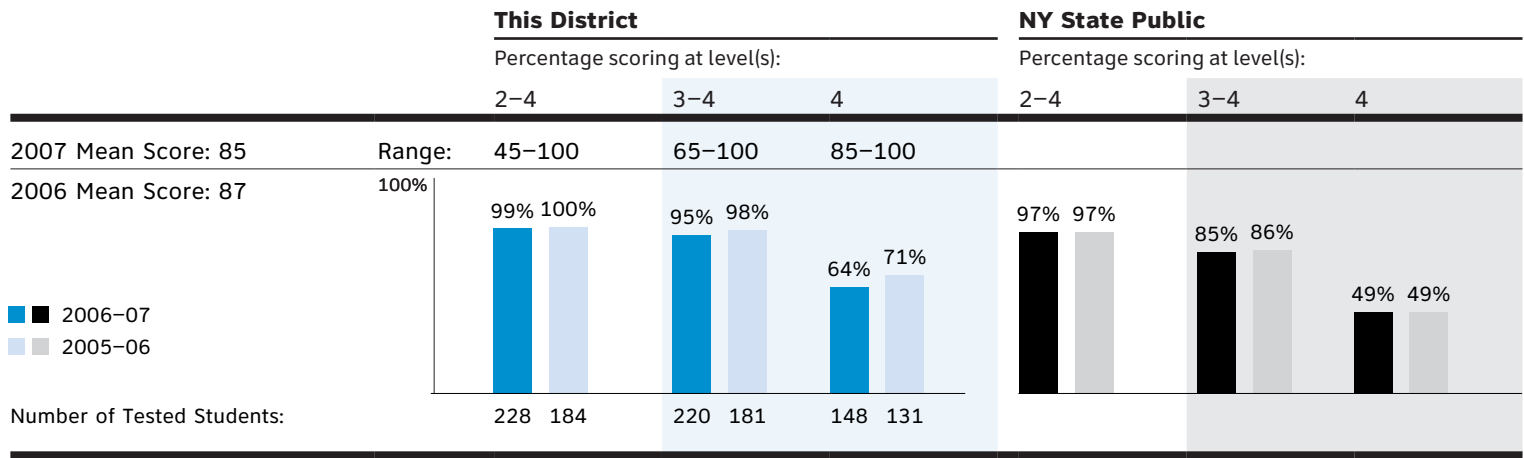
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Other Assessments

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

This District's Results in Grade 4 Science



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	231	99%	95%	64%	184	100%	98%	71%
Female	107	98%	95%	64%	89	100%	99%	71%
Male	124	99%	95%	64%	95	100%	98%	72%
American Indian or Alaska Native								
Black or African American	4	—	—	—	7	100%	100%	71%
Hispanic or Latino	29	97%	86%	52%	15	100%	93%	40%
Asian or Native Hawaiian/Other								
Pacific Islander	23	—	—	—	22	100%	100%	77%
White	175	99%	96%	65%	140	100%	99%	74%
Multiracial								
Small Group Totals	27	100%	100%	70%				
General-Education Students	198	99%	98%	73%	156	100%	99%	77%
Students with Disabilities	33	94%	79%	12%	28	100%	96%	39%
English Proficient	229	—	—	—	181	—	—	—
Limited English Proficient	2	—	—	—	3	—	—	—
Economically Disadvantaged	11	100%	82%	36%	16	100%	100%	44%
Not Disadvantaged	220	99%	96%	65%	168	100%	98%	74%
Migrant								
Not Migrant	231	99%	95%	64%	184	100%	98%	71%

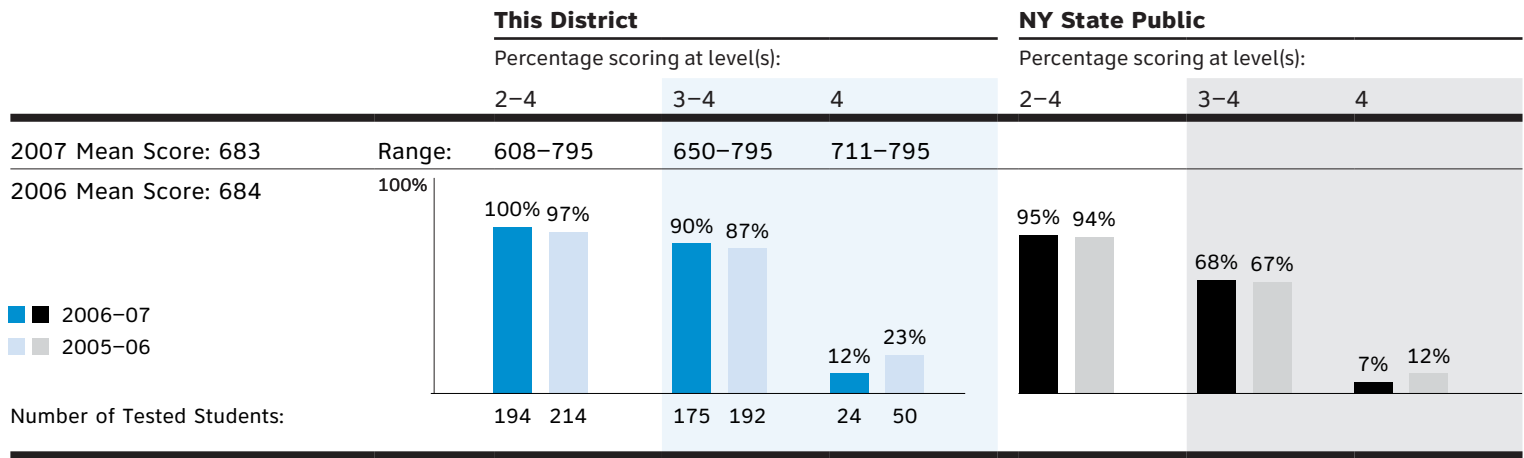
NOTES

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Other Assessments

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	194	100%	90%	12%	220	97%	87%	23%
Female	95	100%	89%	17%	100	96%	85%	24%
Male	99	100%	91%	8%	120	98%	89%	22%
American Indian or Alaska Native								
Black or African American	8	100%	75%	0%	5	100%	80%	20%
Hispanic or Latino	15	100%	87%	7%	17	94%	82%	12%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	88%	17%	19	100%	95%	21%
White	147	100%	92%	13%	179	97%	87%	24%
Multiracial								
Small Group Totals								
General-Education Students	166	100%	96%	14%	183	100%	95%	27%
Students with Disabilities	28	100%	57%	0%	37	84%	49%	0%
English Proficient	191	-	-	-	220	97%	87%	23%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	18	100%	72%	11%	10	90%	70%	30%
Not Disadvantaged	176	100%	92%	13%	210	98%	88%	22%
Migrant								
Not Migrant	194	100%	90%	12%	220	97%	87%	23%

NOTES

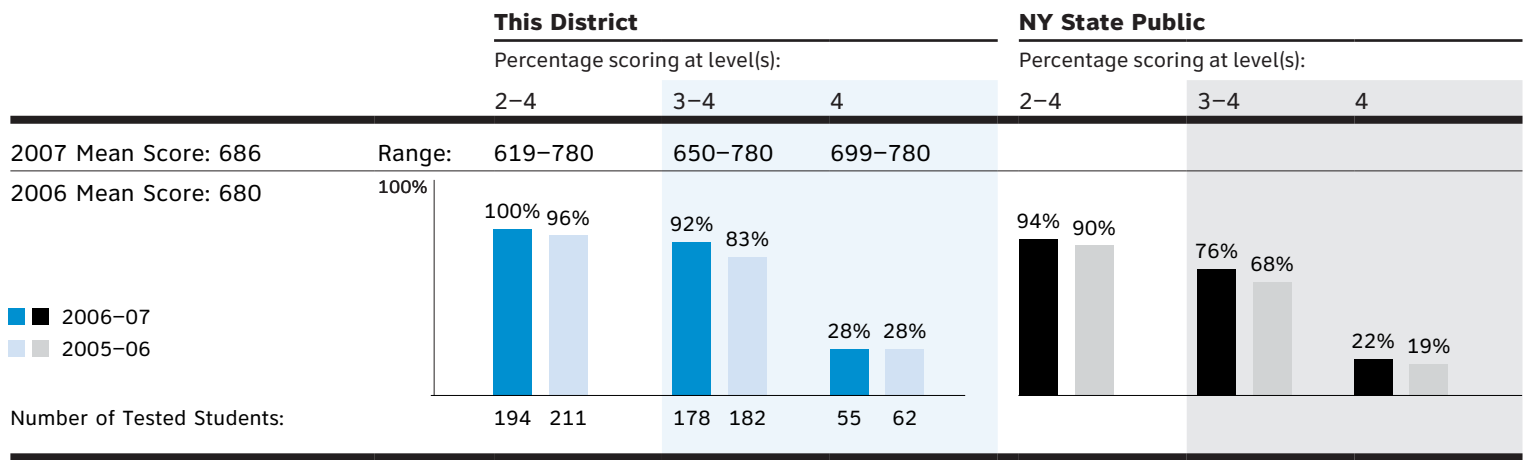
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



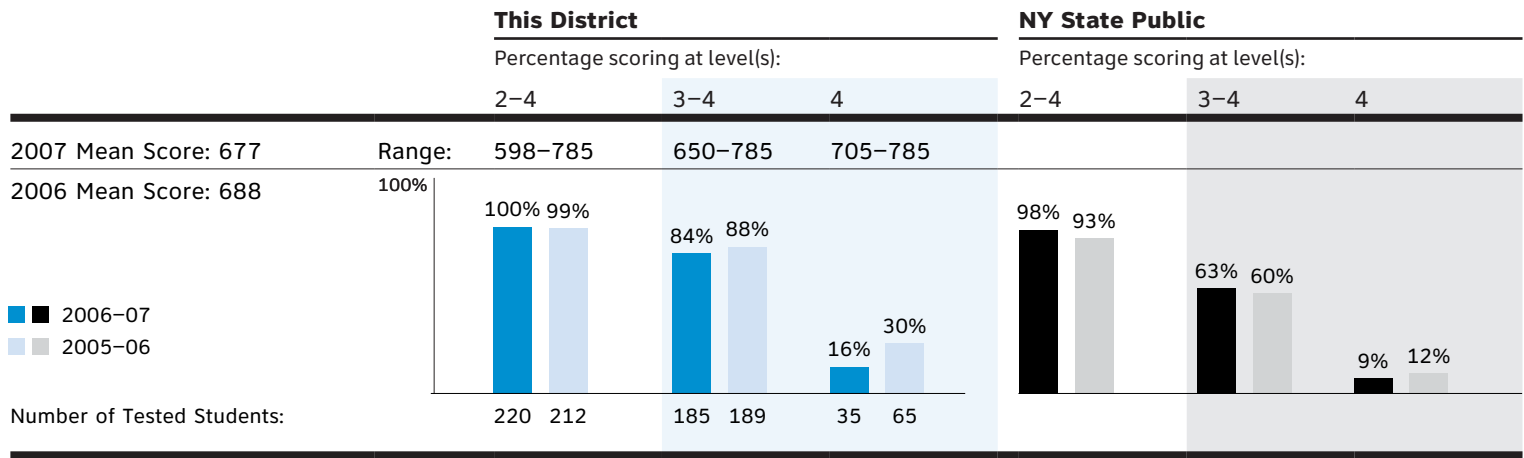
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	194	100%	92%	28%	219	96%	83%	28%
Female	96	100%	90%	29%	100	96%	79%	31%
Male	98	100%	94%	28%	119	97%	87%	26%
American Indian or Alaska Native								
Black or African American	7	100%	86%	29%	5	100%	80%	40%
Hispanic or Latino	15	100%	87%	7%	17	94%	71%	6%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	38%	19	100%	95%	47%
White	148	100%	92%	29%	178	96%	83%	28%
Multiracial								
Small Group Totals								
General-Education Students	167	100%	94%	32%	182	99%	92%	34%
Students with Disabilities	27	100%	78%	7%	37	81%	41%	3%
English Proficient	191	—	—	—	219	96%	83%	28%
Limited English Proficient	3	—	—	—				
Economically Disadvantaged	17	100%	76%	12%	10	100%	70%	10%
Not Disadvantaged	177	100%	93%	30%	209	96%	84%	29%
Migrant								
Not Migrant	194	100%	92%	28%	219	96%	83%	28%

NOTES

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	220	100%	84%	16%	214	99%	88%	30%
Female	94	100%	89%	22%	95	100%	91%	36%
Male	126	100%	80%	11%	119	98%	87%	26%
American Indian or Alaska Native								
Black or African American	7	100%	71%	29%	6	100%	67%	0%
Hispanic or Latino	19	100%	74%	11%	16	100%	88%	38%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	89%	32%	34	97%	88%	26%
White	175	100%	85%	14%	158	99%	89%	32%
Multiracial								
Small Group Totals								
General-Education Students	190	100%	93%	18%	184	100%	95%	35%
Students with Disabilities	30	100%	30%	0%	30	93%	50%	3%
English Proficient	220	100%	84%	16%	214	99%	88%	30%
Limited English Proficient								
Economically Disadvantaged	12	100%	58%	8%	11	100%	73%	0%
Not Disadvantaged	208	100%	86%	16%	203	99%	89%	32%
Migrant								
Not Migrant	220	100%	84%	16%	214	99%	88%	30%

NOTES

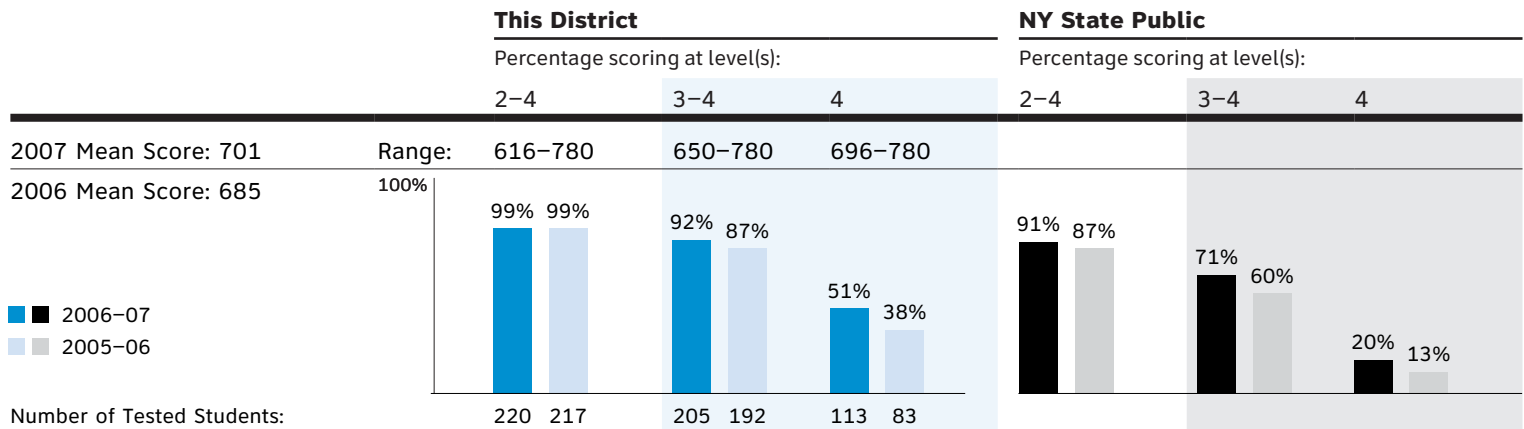
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Other Assessments

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

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	222	99%	92%	51%	220	99%	87%	38%
Female	95	99%	93%	48%	100	99%	86%	34%
Male	127	99%	92%	53%	120	98%	88%	41%
American Indian or Alaska Native								
Black or African American	7	100%	100%	57%	6	83%	50%	0%
Hispanic or Latino	19	95%	89%	32%	17	100%	94%	29%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	70%	37	100%	81%	41%
White	176	99%	91%	51%	160	99%	89%	39%
Multiracial								
Small Group Totals								
General-Education Students	191	100%	97%	57%	190	99%	93%	43%
Students with Disabilities	31	94%	61%	13%	30	93%	50%	3%
English Proficient	222	99%	92%	51%	215	99%	88%	38%
Limited English Proficient					5	100%	60%	20%
Economically Disadvantaged	12	92%	92%	25%	12	100%	67%	17%
Not Disadvantaged	210	100%	92%	52%	208	99%	88%	39%
Migrant								
Not Migrant	222	99%	92%	51%	220	99%	87%	38%

NOTES

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Other Assessments

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