The New York State District Report Card

Accountability and Overview Report 2007 – 08

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**

This District's Report Card

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

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

Use this report to:

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

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

3 View School Accountability Status.
This section lists all schools in your district by 2008–09 accountability status.

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

For more information:

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

District 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

	2005–06	2006–07	2007–08
Pre-K	163	145	161
Kindergarten	189	181	173
Grade 1	195	207	205
Grade 2	202	197	211
Grade 3	232	204	200
Grade 4	181	226	210
Grade 5	212	187	239
Grade 6	216	218	199
Ungraded Elementary	35	31	0
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	1462	1451	1437

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

	2005–06	2006–07	2007–08
Common Branch	21	21	21
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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

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

Demographic Factors

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Eligible for Free Lunch	33	2%	35	2%	41	3%
Reduced-Price Lunch	40	3%	33	2%	33	2%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	36	2%	45	3%	31	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	40	3%	36	2%	30	2%
Hispanic or Latino	137	9%	135	9%	144	10%
Asian or Native Hawaiian/Other Pacific Islander	173	12%	179	12%	184	13%
White	1111	76%	1101	76%	1079	75%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.
** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	0	0%	1	0%	0	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.

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

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

Teacher Qualifications

	2005–06	2006–07	2007–08
Total Number of Teachers	110	101	112
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	5%	10%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	46%	46%
Total Number of Core Classes	400	131	158
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	252	256	254
Percent Taught by Teachers Without Appropriate Certification	0%	0%	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. 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

	2004–05	2005–06	2006–07
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	0%	0%
Turnover Rate of All Teachers	13%	9%	10%

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

	2005–06	2006–07	2007–08
Total Other Professional Staff	10	11	12
Total Paraprofessionals*	52	58	58
Assistant Principals	2	2	2
Principals	2	2	2

* Not available at the school level.

Staff Counts Information

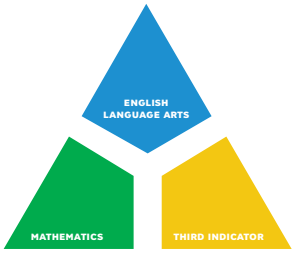
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

2006–07 PI + (200 – the 2006–07 PI) × 0.10

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

Understanding Your District Accountability Status

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

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

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

2 District Accountability

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

Summary

Overall Accountability Status (2008–09)

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

2006–07	2007–08	2008–09
YES	YES	YES

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

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

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)	^	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 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (855:842)	✔	✔	100%	✔	189	129		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (22:20)	–	–	–	–	–	–		–
Hispanic or Latino (84:79)	✔	✔	100%	✔	187	122		
Asian or Native Hawaiian/Other Pacific Islander (116:111)	✔	✔	100%	✔	187	123		
White (633:632)	✔	✔	100%	✔	190	129		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (94:94)	✔	✔	100%	✔	130	123		
Limited English Proficient[5] (9:4)	–	–	–	–	–	–		–
Economically Disadvantaged (50:50)	✔	✔	100%	✔	186	120		
Final AYP Determination	✔ 6 of 6							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)	^	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 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (849:837)	✔	✔	100%	✔	195	98		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (20:18)	–	–	–	–	–	–		–
Hispanic or Latino (82:79)	✔	✔	100%	✔	194	91		
Asian or Native Hawaiian/Other Pacific Islander (113:108)	✔	✔	100%	✔	197	92		
White (634:632)	✔	✔	100%	✔	195	98		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (93:93)	✔	✔	100%	✔	168	92		
Limited English Proficient[5] (8:5)	–	–	–	–	–	–		–
Economically Disadvantaged (47:47)	✔	✔	100%	✔	196	88		
Final AYP Determination	✔ 6 of 6							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)	^	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 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (206:205)	✔	Qualified	✔	100%	✔	196	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (5:5)		–	–	–	–	–	–		–
Hispanic or Latino (19:19)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (30:30)		Qualified	–	–	✔	193	100		
White (152:151)		Qualified	✔	100%	✔	195	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (19:19)		–	–	–	–	–	–		–
Limited English Proficient[4] (2:2)		–	–	–	–	–	–		–
Economically Disadvantaged (13:13)		–	–	–	–	–	–		–
Final AYP Determination	✔ 1 of 1								

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

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

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status	New York State Status
Good Standing	**Good Standing**
1 school identified 50% of total	1 school identified 50% of total
JOHN LEWIS CHILDS SCHOOL	FLORAL PARK BELLEROSE SCHOOL

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

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

Summary of 2007–08 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	90%	203
Grade 4	92%	207
Grade 5	92%	238
Grade 6	90%	200
Mathematics		
Grade 3	98%	201
Grade 4	95%	206
Grade 5	95%	240
Grade 6	97%	199
Science		
Grade 4	97%	206

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.

4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 686	Range:	616–780	650–780	720–780*			
2007 Mean Score: 692							
2007–08		97%	90%	21%	94%	70%	12%
2006–07		98%	89%	21%	91%	67%	10%
Number of Tested Students:		196 200	182 181	42 42			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**203**	**97%**	**90%**	**21%**	**204**	**98%**	**89%**	**21%**
Female	95	96%	92%	23%	100	99%	91%	25%
Male	108	97%	88%	19%	104	97%	87%	16%
American Indian or Alaska Native								
Black or African American	5	80%	80%	0%	4	–	–	–
Hispanic or Latino	18	89%	78%	11%	19	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	30	100%	90%	13%	30	97%	93%	23%
White	150	97%	91%	24%	151	98%	87%	22%
Multiracial								
Small Group Totals					23	100%	91%	9%
General-Education Students	179	100%	97%	23%	180	99%	93%	23%
Students with Disabilities	24	71%	33%	0%	24	88%	58%	0%
English Proficient	199	–	–	–	202	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	11	100%	73%	9%	14	100%	93%	14%
Not Disadvantaged	192	96%	91%	21%	190	98%	88%	21%
Migrant								
Not Migrant	203	97%	90%	21%	204	98%	89%	21%

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.

* Level 4 range is for 2007–08 only. The 2006–07 range is 730–780.

Other Assessments

	2007–08 School Year				2006–07 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	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	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 **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 712	Range:	624–770	650–770	703–770			
2007 Mean Score: 711							
2007–08		100%	98%	50%	98%	90%	26%
2006–07		100%	100%	56%	96%	85%	29%
Number of Tested Students:		200 202	196 202	101 113			

Results by Student Group

	2007–08 School Year				2006–07 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	**201**	**100%**	**98%**	**50%**	**203**	**100%**	**100%**	**56%**
Female	94	99%	98%	56%	99	100%	100%	57%
Male	107	100%	97%	45%	104	99%	99%	55%
American Indian or Alaska Native								
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	18	–	–	–	19	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	29	100%	97%	41%	31	97%	97%	65%
White	150	99%	98%	55%	149	100%	100%	55%
Multiracial								
Small Group Totals	22	100%	95%	32%	23	100%	100%	48%
General-Education Students	177	100%	100%	56%	180	100%	100%	61%
Students with Disabilities	24	96%	79%	4%	23	96%	96%	13%
English Proficient	198	–	–	–	201	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	10	100%	100%	30%	13	100%	100%	54%
Not Disadvantaged	191	99%	97%	51%	190	99%	99%	56%
Migrant								
Not Migrant	201	100%	98%	50%	203	100%	100%	56%

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

Other Assessments

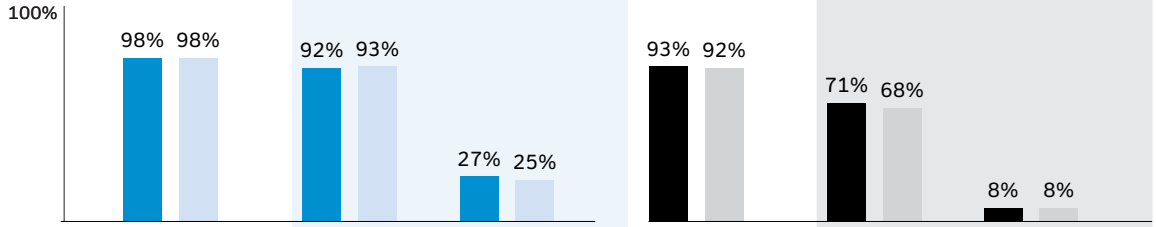
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	1	–	–	–

4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 694	Range:	612–775	650–775	716–775			
2007 Mean Score: 695							
Number of Tested Students:		202 224	190 214	55 58			



Results by Student Group

	2007–08 School Year				2006–07 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**	**98%**	**92%**	**27%**	**229**	**98%**	**93%**	**25%**
Female	99	100%	94%	31%	104	99%	94%	29%
Male	108	95%	90%	22%	125	97%	93%	22%
American Indian or Alaska Native								
Black or African American	6	100%	100%	17%	4	–	–	–
Hispanic or Latino	18	100%	94%	6%	28	93%	86%	11%
Asian or Native Hawaiian/Other Pacific Islander	32	94%	91%	34%	21	–	–	–
White	151	98%	91%	28%	176	98%	94%	29%
Multiracial								
Small Group Totals					25	100%	100%	16%
General-Education Students	187	100%	98%	29%	196	100%	98%	29%
Students with Disabilities	20	75%	35%	0%	33	85%	64%	3%
English Proficient	206	–	–	–	228	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	13	100%	92%	0%	11	91%	82%	0%
Not Disadvantaged	194	97%	92%	28%	218	98%	94%	27%
Migrant								
Not Migrant	207	98%	92%	27%	229	98%	93%	25%

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

Other Assessments

	2007–08 School Year				2006–07 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	1	N/A	N/A	N/A

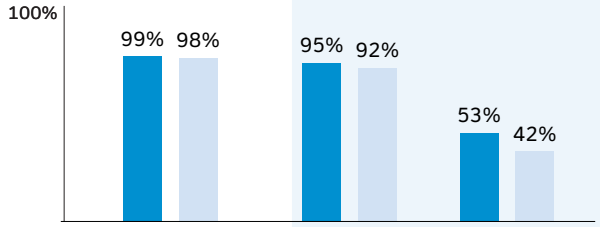
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

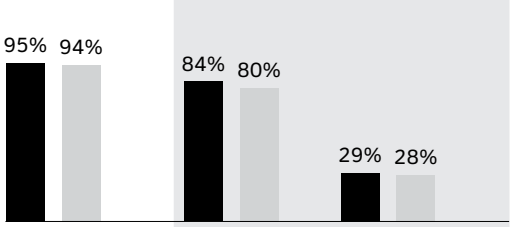
4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 705	Range:	622–800	650–800	702–800			
2007 Mean Score: 695							
2007–08		99%	95%	53%	95%	84%	29%
2006–07		98%	92%	42%	94%	80%	28%
Number of Tested Students:		203 226	195 213	110 96			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**206**	**99%**	**95%**	**53%**	**231**	**98%**	**92%**	**42%**
Female	99	100%	97%	58%	107	98%	93%	43%
Male	107	97%	93%	50%	124	98%	91%	40%
American Indian or Alaska Native								
Black or African American	5	100%	100%	20%	3	–	–	–
Hispanic or Latino	19	100%	100%	37%	30	93%	90%	10%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	97%	53%	23	–	–	–
White	152	99%	93%	57%	175	98%	92%	45%
Multiracial								
Small Group Totals					26	100%	96%	54%
General-Education Students	187	100%	98%	58%	197	100%	97%	49%
Students with Disabilities	19	84%	58%	11%	34	85%	62%	0%
English Proficient	204	–	–	–	229	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	13	100%	100%	38%	11	100%	100%	0%
Not Disadvantaged	193	98%	94%	54%	220	98%	92%	44%
Migrant								
Not Migrant	206	99%	95%	53%	231	98%	92%	42%

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

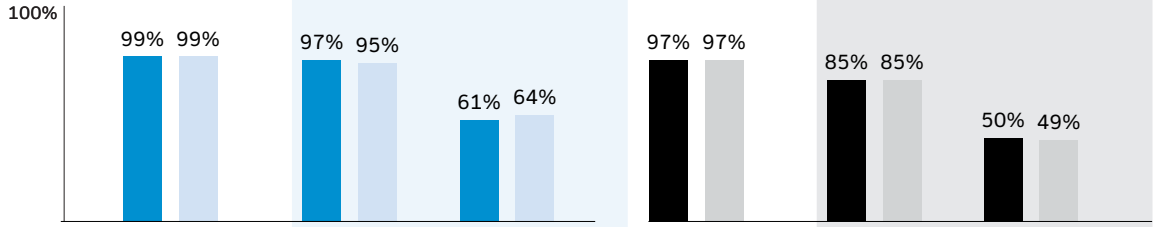
Other Assessments

	2007–08 School Year				2006–07 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	0				0			

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 85	Range:	45–100	65–100	85–100			
2007 Mean Score: 85							
Number of Tested Students:		203 228	200 220	125 148			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**206**	**99%**	**97%**	**61%**	**231**	**99%**	**95%**	**64%**
Female	99	100%	98%	64%	107	98%	95%	64%
Male	107	97%	96%	58%	124	99%	95%	64%
American Indian or Alaska Native								
Black or African American	5	100%	100%	20%	4	–	–	–
Hispanic or Latino	19	100%	100%	47%	29	97%	86%	52%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	97%	57%	23	–	–	–
White	152	99%	97%	64%	175	99%	96%	65%
Multiracial								
Small Group Totals					27	100%	100%	70%
General-Education Students	187	100%	99%	66%	198	99%	98%	73%
Students with Disabilities	19	84%	79%	11%	33	94%	79%	12%
English Proficient	204	–	–	–	229	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	13	100%	100%	46%	11	100%	82%	36%
Not Disadvantaged	193	98%	97%	62%	220	99%	96%	65%
Migrant								
Not Migrant	206	99%	97%	61%	231	99%	95%	64%

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

Other Assessments

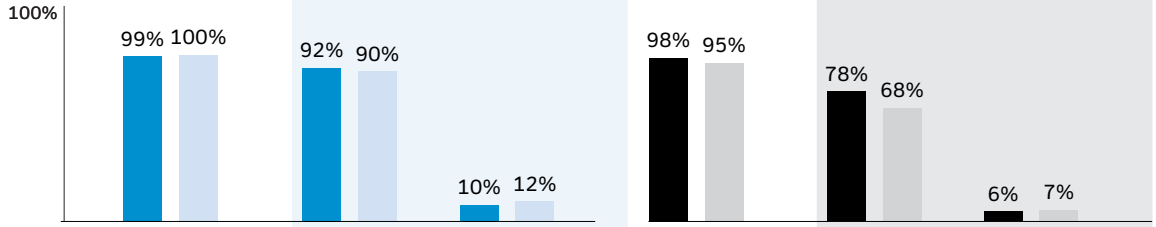
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 680	Range:	608–795	650–795	711–795			
2007 Mean Score: 683							
Number of Tested Students:		236 194	220 175	23 24			



Results by Student Group

	2007–08 School Year				2006–07 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	**238**	**99%**	**92%**	**10%**	**194**	**100%**	**90%**	**12%**
Female	107	100%	95%	14%	95	100%	89%	17%
Male	131	98%	90%	6%	99	100%	91%	8%
American Indian or Alaska Native								
Black or African American	4	–	–	–	8	100%	75%	0%
Hispanic or Latino	32	100%	88%	3%	15	100%	87%	7%
Asian or Native Hawaiian/Other Pacific Islander	25	–	–	–	24	100%	88%	17%
White	177	99%	93%	12%	147	100%	92%	13%
Multiracial								
Small Group Totals	29	100%	97%	0%				
General-Education Students	213	100%	96%	11%	166	100%	96%	14%
Students with Disabilities	25	92%	64%	0%	28	100%	57%	0%
English Proficient	238	99%	92%	10%	191	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	9	100%	89%	0%	18	100%	72%	11%
Not Disadvantaged	229	99%	93%	10%	176	100%	92%	13%
Migrant								
Not Migrant	238	99%	92%	10%	194	100%	90%	12%

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

Other Assessments

	2007–08 School Year				2006–07 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	0				2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	0	N/A	N/A	N/A

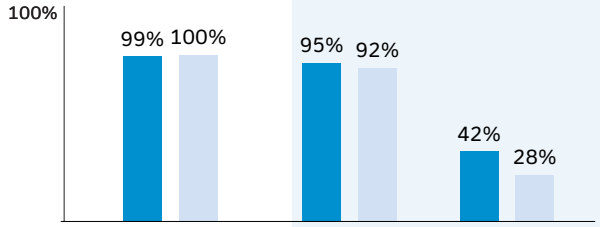
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

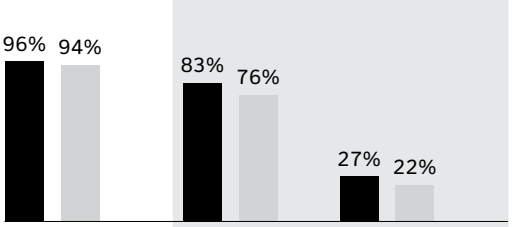
4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 693	Range:	619–780	650–780	699–780			
2007 Mean Score: 686							
Number of Tested Students:		237 194	227 178	101 55			





2007–08
2006–07

Results by Student Group

	2007–08 School Year				2006–07 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	**240**	**99%**	**95%**	**42%**	**194**	**100%**	**92%**	**28%**
Female	108	99%	96%	38%	96	100%	90%	29%
Male	132	98%	93%	45%	98	100%	94%	28%
American Indian or Alaska Native								
Black or African American	4	–	–	–	7	100%	86%	29%
Hispanic or Latino	33	97%	91%	12%	15	100%	87%	7%
Asian or Native Hawaiian/Other Pacific Islander	26	–	–	–	24	100%	96%	38%
White	177	99%	95%	46%	148	100%	92%	29%
Multiracial								
Small Group Totals	30	97%	93%	50%				
General-Education Students	215	100%	98%	47%	167	100%	94%	32%
Students with Disabilities	25	92%	68%	4%	27	100%	78%	7%
English Proficient	238	–	–	–	191	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	9	100%	89%	0%	17	100%	76%	12%
Not Disadvantaged	231	99%	95%	44%	177	100%	93%	30%
Migrant								
Not Migrant	240	99%	95%	42%	194	100%	92%	28%

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

Other Assessments

	2007–08 School Year				2006–07 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	0				2	–	–	–

4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 677	Range:	598–785	650–785	705–785			
2007 Mean Score: 677							
2007–08		100%	90%	7%	98%	67%	5%
2006–07		100%	84%	16%	98%	63%	9%
Number of Tested Students:		200 220	180 185	13 35			

Results by Student Group

	2007–08 School Year				2006–07 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	**200**	**100%**	**90%**	**7%**	**220**	**100%**	**84%**	**16%**
Female	98	100%	90%	9%	94	100%	89%	22%
Male	102	100%	90%	4%	126	100%	80%	11%
American Indian or Alaska Native								
Black or African American	7	100%	71%	0%	7	100%	71%	29%
Hispanic or Latino	14	100%	93%	0%	19	100%	74%	11%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	85%	8%	19	100%	89%	32%
White	153	100%	92%	7%	175	100%	85%	14%
Multiracial								
Small Group Totals								
General-Education Students	178	100%	94%	7%	190	100%	93%	18%
Students with Disabilities	22	100%	55%	0%	30	100%	30%	0%
English Proficient	200	100%	90%	7%	220	100%	84%	16%
Limited English Proficient								
Economically Disadvantaged	17	100%	88%	0%	12	100%	58%	8%
Not Disadvantaged	183	100%	90%	7%	208	100%	86%	16%
Migrant								
Not Migrant	200	100%	90%	7%	220	100%	84%	16%

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

Other Assessments

	2007–08 School Year				2006–07 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	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

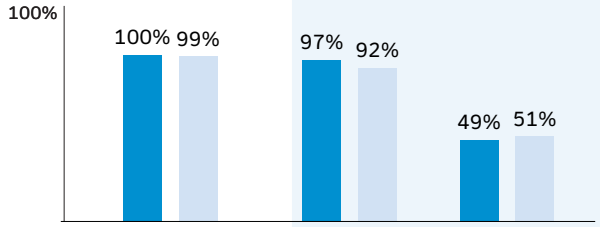
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

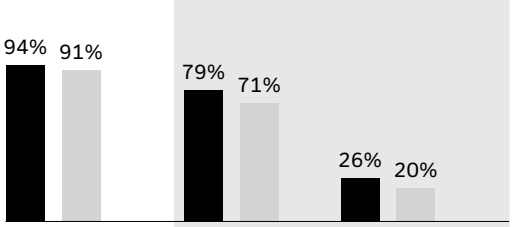
4 Overview of District Performance

District **FLORAL PARK-BELLEROSE UNION FREE SCHOOL DISTRICT** District ID **28-02-22-02-0000**

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
2008 Mean Score: 701	Range:	616–780	650–780	696–780			
2007 Mean Score: 701							
2007–08		100%	97%	49%	94%	79%	26%
2006–07		99%	92%	51%	91%	71%	20%
Number of Tested Students:		199 220	194 205	97 113			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**199**	**100%**	**97%**	**49%**	**222**	**99%**	**92%**	**51%**
Female	97	100%	96%	49%	95	99%	93%	48%
Male	102	100%	99%	48%	127	99%	92%	53%
American Indian or Alaska Native								
Black or African American	7	100%	86%	57%	7	100%	100%	57%
Hispanic or Latino	12	100%	100%	25%	19	95%	89%	32%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	96%	52%	20	100%	100%	70%
White	153	100%	98%	50%	176	99%	91%	51%
Multiracial								
Small Group Totals								
General-Education Students	177	100%	98%	54%	191	100%	97%	57%
Students with Disabilities	22	100%	91%	9%	31	94%	61%	13%
English Proficient	198	–	–	–	222	99%	92%	51%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	15	100%	93%	33%	12	92%	92%	25%
Not Disadvantaged	184	100%	98%	50%	210	100%	92%	52%
Migrant								
Not Migrant	199	100%	97%	49%	222	99%	92%	51%

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

Other Assessments

	2007–08 School Year				2006–07 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	1	–	–	–	2	–	–	–