



The New York State Accountability Report 2011-12

DISTRICT: BELLMORE-MERRICK CENTRAL
HS DISTRICT
DISTRICT ID: 280253070000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1877	99%
American Indian or Alaska Native	—	7	—
Black or African American	—	28	—
Hispanic or Latino	✓	54	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	95	100%
White	✓	1691	99%
Multiracial	—	2	—
Students With Disabilities	✓	483*	96%*
Limited English Proficient	—	7	—
Economically Disadvantaged	✓	103	97%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1846	172	147	147
American Indian or Alaska Native	—	4	—	—	—
Black or African American	—	26	—	—	—
Hispanic or Latino	✓	53	151	119	119
Asian or Native Hawaiian/Other Pacific Islander	✓	93	167	155	155
White	✓	1668	173	161	161
Multiracial	—	2	—	—	—
Students With Disabilities	✓	249†	121†	94	94
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	98	136	124	124

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1870	99%
Not Black or African American	1849	99%
Not Hispanic or Latino	1823	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1782	99%
Not White	186	99%
Not Multiracial	1875	99%
General Education	1638	100%
English Proficient	1870	99%
Not Economically Disadvantaged	1774	99%
Male	959	99%
Female	918	99%
Migrant	0	—
Not Migrant	1877	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1842	171
Not Black or African American	1820	172
Not Hispanic or Latino	1793	172
Not Asian or Native Hawaiian/Other Pacific Islander	1753	172
Not White	178	160
Not Multiracial	1844	172
General Education	1625	179
English Proficient	1843	172
Not Economically Disadvantaged	1748	174
Male	943	164
Female	903	180
Migrant	0	—
Not Migrant	1846	172

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1879	99%
American Indian or Alaska Native	—	7	—
Black or African American	—	28	—
Hispanic or Latino	✓	54	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	95	100%
White	✓	1693	99%
Multiracial	—	2	—
Students With Disabilities	✓	239	98%
Limited English Proficient	—	7	—
Economically Disadvantaged	✓	103	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1855	181	161	161
American Indian or Alaska Native	—	4	—	—	—
Black or African American	—	27	—	—	—
Hispanic or Latino	✓	53	158	137	137
Asian or Native Hawaiian/Other Pacific Islander	✓	93	186	175	175
White	✓	1676	181	171	171
Multiracial	—	2	—	—	—
Students With Disabilities	✓	260†	136†	115	115
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	99	156	141	141

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1872	99%
Not Black or African American	1851	99%
Not Hispanic or Latino	1825	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1784	99%
Not White	186	100%
Not Multiracial	1877	99%
General Education	1640	100%
English Proficient	1872	99%
Not Economically Disadvantaged	1776	99%
Male	958	99%
Female	921	99%
Migrant	0	—
Not Migrant	1879	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1851	181
Not Black or African American	1828	181
Not Hispanic or Latino	1802	181
Not Asian or Native Hawaiian/Other Pacific Islander	1762	180
Not White	179	174
Not Multiracial	1853	181
General Education	1623	188
English Proficient	1850	181
Not Economically Disadvantaged	1756	182
Male	949	176
Female	906	185
Migrant	0	—
Not Migrant	1855	181

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	945	99%
American Indian or Alaska Native	—	4	—
Black or African American	—	11	—
Hispanic or Latino	✓	54	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	50	98%
White	✓	826	100%
Multiracial	—	0	—
Students With Disabilities	✓	128	100%
Limited English Proficient	—	5	—
Economically Disadvantaged	✓	60	98%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	932	193	175	175
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	✓	51	186	152	152
Asian or Native Hawaiian/Other Pacific Islander	✓	48	192	173	173
White	✓	821	193	187	187
Multiracial	—	0	—	—	—
Students With Disabilities	✓	139†	166†	145	145
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	55	182	155	155

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	941	99%
Not Black or African American	934	99%
Not Hispanic or Latino	891	100%
Not Asian or Native Hawaiian/Other Pacific Islander	895	100%
Not White	119	98%
Not Multiracial	945	99%
General Education	817	99%
English Proficient	940	100%
Not Economically Disadvantaged	885	100%
Male	465	100%
Female	480	99%
Migrant	0	—
Not Migrant	945	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	931	193
Not Black or African American	921	193
Not Hispanic or Latino	881	193
Not Asian or Native Hawaiian/Other Pacific Islander	884	193
Not White	111	188
Not Multiracial	932	193
General Education	805	197
English Proficient	930	193
Not Economically Disadvantaged	877	194
Male	463	191
Female	469	194
Migrant	0	—
Not Migrant	932	193

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	1016	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	21	—
Hispanic or Latino	✓	77	97%
Asian or Native Hawaiian/Other Pacific Islander	✓	40	95%
White	✓	877	100%
Multiracial	—	0	—
Students With Disabilities	✓	107	99%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	45	96%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	994	184	156	156
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	✓	73	170	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	38	184	156	156
White	✓	863	185	170	170
Multiracial	—	1	—	—	—
Students With Disabilities	✓	114†	129†	87	87
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	44	155	126	20

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	1015	100%
Not Black or African American	995	100%
Not Hispanic or Latino	939	100%
Not Asian or Native Hawaiian/Other Pacific Islander	976	100%
Not White	139	97%
Not Multiracial	1016	100%
General Education	909	100%
English Proficient	1005	100%
Not Economically Disadvantaged	971	100%
Male	541	99%
Female	475	100%
Migrant	0	—
Not Migrant	1016	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	993	183
Not Black or African American	976	184
Not Hispanic or Latino	921	185
Not Asian or Native Hawaiian/Other Pacific Islander	956	183
Not White	131	173
Not Multiracial	993	184
General Education	882	190
English Proficient	984	185
Not Economically Disadvantaged	950	185
Male	528	180
Female	466	188
Migrant	0	—
Not Migrant	994	184

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	1016	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	21	—
Hispanic or Latino	✓	77	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	40	100%
White	✓	877	100%
Multiracial	—	0	—
Students With Disabilities	✓	107	99%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	45	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	994	166	133	133
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	✓	73	138	97	97
Asian or Native Hawaiian/Other Pacific Islander	✓	38	166	148	148
White	✓	863	169	150	150
Multiracial	—	1	—	—	—
Students With Disabilities	✓	114†	110†	72	72
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	44	145	100	20

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{1(\text{Count at Level 1}) + 2(\text{Count at Level 2}) + 3(\text{Count at Level 3}) + 4(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level Math: Non-AYP Groups

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	1015	100%
Not Black or African American	995	100%
Not Hispanic or Latino	939	100%
Not Asian or Native Hawaiian/Other Pacific Islander	976	100%
Not White	139	99%
Not Multiracial	1016	100%
General Education	909	100%
English Proficient	1005	100%
Not Economically Disadvantaged	971	100%
Male	541	100%
Female	475	100%
Migrant	0	—
Not Migrant	1016	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	993	167
Not Black or African American	976	167
Not Hispanic or Latino	921	169
Not Asian or Native Hawaiian/Other Pacific Islander	956	167
Not White	131	149
Not Multiracial	993	167
General Education	882	174
English Proficient	984	167
Not Economically Disadvantaged	950	167
Male	528	161
Female	466	173
Migrant	0	—
Not Migrant	994	166

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	172	181	184	166	176
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	151	158	170	138	154
Asian or Native Hawaiian/Other Pacific Islander	167	186	184	166	176
White	173	181	185	169	177
Multiracial	—	—	—	—	—
Students With Disabilities	121	136	129	110	124
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	136	156	155	145	148

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	1031	95%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	✓	47	85%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	✓	49	90%	80%	8%
White	✓	920	97%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	102†	79%†	80%	80%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	26	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	1013	96%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	✓	47	94%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	25	—	—	—
White	✓	922	96%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	113†	85%†	80%	80%
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	—	24	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: BELLMORE-MERRICK CENTRAL HS DISTRICT

DISTRICT ID: 280253070000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	1031	95%	1013	96%
Not Black or African American	1016	96%	994	96%
Not Hispanic or Latino	984	96%	966	96%
Not Asian or Native Hawaiian/Other Pacific Islander	982	96%	988	96%
Not White	111	86%	91	93%
Not Multiracial	1031	95%	1013	96%
General Education	934	97%	910	97%
English Proficient	1028	96%	1009	96%
Not Economically Disadvantaged	1005	96%	989	96%
Male	503	94%	534	95%
Female	528	97%	479	97%
Migrant	0	—	0	—
Not Migrant	1031	95%	1013	96%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 71%, which exceeded the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.