



The New York State Accountability Report 2011-12

DISTRICT: UNIONDALE UNION FREE
SCHOOL DISTRICT
DISTRICT ID: 280202030000
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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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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): NO

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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	2954	100%
American Indian or Alaska Native	—	7	—
Black or African American	✓	1493	99%
Hispanic or Latino	✓	1382	100%
Asian or Native Hawaiian/Other Pacific Islander	—	38	—
White	—	20	—
Multiracial	—	14	—
Students With Disabilities	✓	287	99%
Limited English Proficient	✓	419	100%
Economically Disadvantaged	✓	1993	100%

✓ 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 ELA: Performance

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

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	✓	2813	149	148	148
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	1411	151	127	127
Hispanic or Latino	✓	1326	146	129	129
Asian or Native Hawaiian/Other Pacific Islander	✓	38	184	149	149
White	—	19	—	—	—
Multiracial	—	14	—	—	—
Students With Disabilities	✗	279	76	94	93
Limited English Proficient	✓	613‡	121‡	106	106
Economically Disadvantaged	✓	1887	147	131	131

✓ 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 limited English proficient students because the number of limited English proficient students 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	2947	100%
Not Black or African American	1461	100%
Not Hispanic or Latino	1572	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2916	100%
Not White	2934	100%
Not Multiracial	2940	100%
General Education	2667	100%
English Proficient	2535	100%
Not Economically Disadvantaged	961	99%
Male	1516	100%
Female	1438	100%
Migrant	1	—
Not Migrant	2953	100%

— 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	2808	149
Not Black or African American	1402	147
Not Hispanic or Latino	1487	152
Not Asian or Native Hawaiian/Other Pacific Islander	2775	149
Not White	2794	149
Not Multiracial	2799	149
General Education	2534	157
English Proficient	2439	157
Not Economically Disadvantaged	926	154
Male	1436	141
Female	1377	157
Migrant	0	—
Not Migrant	2813	149

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

Elementary/Middle-Level Math: AYP

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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): NO

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	2958	99%
American Indian or Alaska Native	—	7	—
Black or African American	✓	1497	99%
Hispanic or Latino	✓	1382	100%
Asian or Native Hawaiian/Other Pacific Islander	—	38	—
White	—	20	—
Multiracial	—	14	—
Students With Disabilities	✓	287	98%
Limited English Proficient	✓	421	100%
Economically Disadvantaged	✓	1998	100%

- ✓ 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

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	✗	2821	157	162	160
American Indian or Alaska Native	—	7	—	—	—
Black or African American	✓	1409	158	139	139
Hispanic or Latino	✓	1334	156	147	147
Asian or Native Hawaiian/Other Pacific Islander	✓	38	184	169	169
White	—	19	—	—	—
Multiracial	—	14	—	—	—
Students With Disabilities	✗	278	101	115	109
Limited English Proficient	✓	626‡	140‡	136	136
Economically Disadvantaged	✓	1896	156	148	148

✓ 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 limited English proficient students because the number of limited English proficient students 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	2951	99%
Not Black or African American	1461	100%
Not Hispanic or Latino	1576	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2920	99%
Not White	2938	99%
Not Multiracial	2944	99%
General Education	2671	100%
English Proficient	2537	99%
Not Economically Disadvantaged	960	99%
Male	1517	99%
Female	1441	100%
Migrant	1	—
Not Migrant	2957	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	2814	157
Not Black or African American	1412	157
Not Hispanic or Latino	1487	158
Not Asian or Native Hawaiian/Other Pacific Islander	2783	157
Not White	2802	157
Not Multiracial	2807	157
General Education	2543	163
English Proficient	2433	162
Not Economically Disadvantaged	925	159
Male	1440	153
Female	1381	161
Migrant	0	—
Not Migrant	2821	157

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

Elementary/Middle-Level Science: AYP

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	936	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	482	99%
Hispanic or Latino	✓	421	100%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	—	5	—
Multiracial	—	6	—
Students With Disabilities	✓	78	99%
Limited English Proficient	✓	132	100%
Economically Disadvantaged	✓	620	100%

- ✓ 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	872	177	175	175
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	442	178	156	156
Hispanic or Latino	✓	397	177	159	159
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	—	5	—	—	—
Multiracial	—	6	—	—	—
Students With Disabilities	✓	75	143	143	143
Limited English Proficient	✓	160‡	166‡	142	142
Economically Disadvantaged	✓	574	176	163	163

✓ 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 limited English proficient students because the number of limited English proficient students 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: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$

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."

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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	934	99%
Not Black or African American	454	100%
Not Hispanic or Latino	515	99%
Not Asian or Native Hawaiian/Other Pacific Islander	916	99%
Not White	931	99%
Not Multiracial	930	99%
General Education	858	99%
English Proficient	804	99%
Not Economically Disadvantaged	316	98%
Male	479	99%
Female	457	100%
Migrant	0	—
Not Migrant	936	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	870	177
Not Black or African American	430	177
Not Hispanic or Latino	475	178
Not Asian or Native Hawaiian/Other Pacific Islander	852	177
Not White	867	178
Not Multiracial	866	177
General Education	797	181
English Proficient	756	181
Not Economically Disadvantaged	298	181
Male	440	178
Female	432	176
Migrant	0	—
Not Migrant	872	177

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

Secondary-Level ELA: AYP

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	528	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	322	99%
Hispanic or Latino	✓	191	99%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	—	5	—
Multiracial	—	1	—
Students With Disabilities	✓	42	100%
Limited English Proficient	✓	40	98%
Economically Disadvantaged	✓	233	99%

✓ 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	496	155	154	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	298	157	128	128
Hispanic or Latino	✓	181	148	129	129
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	—	7	—	—	—
Multiracial	—	1	—	—	—
Students With Disabilities	✓	46	80	83	77
Limited English Proficient	✓	43‡	91‡	86	82
Economically Disadvantaged	✓	233	157	134	134

✓ 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 limited English proficient students because the number of limited English proficient students 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	528	99%
Not Black or African American	206	99%
Not Hispanic or Latino	337	99%
Not Asian or Native Hawaiian/Other Pacific Islander	519	99%
Not White	523	99%
Not Multiracial	527	99%
General Education	486	99%
English Proficient	488	99%
Not Economically Disadvantaged	295	99%
Male	270	99%
Female	258	100%
Migrant	0	—
Not Migrant	528	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	496	155
Not Black or African American	198	151
Not Hispanic or Latino	315	158
Not Asian or Native Hawaiian/Other Pacific Islander	487	154
Not White	489	154
Not Multiracial	495	155
General Education	450	162
English Proficient	461	161
Not Economically Disadvantaged	263	153
Male	256	149
Female	240	161
Migrant	0	—
Not Migrant	496	155

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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): NO

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	✓	528	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	322	99%
Hispanic or Latino	✓	191	99%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	—	5	—
Multiracial	—	1	—
Students With Disabilities	✓	42	100%
Limited English Proficient	✓	40	98%
Economically Disadvantaged	✓	233	99%

✓ 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	496	110	131	116
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	298	111	97	97
Hispanic or Latino	✓	181	107	100	100
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	—	7	—	—	—
Multiracial	—	1	—	—	—
Students With Disabilities	✗	46	63	68	68
Limited English Proficient	✗	43‡	77‡	86	84
Economically Disadvantaged	✓	233	115	108	108

✓ 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 limited English proficient students because the number of limited English proficient students 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 Math: Non-AYP Groups

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	528	99%
Not Black or African American	206	100%
Not Hispanic or Latino	337	99%
Not Asian or Native Hawaiian/Other Pacific Islander	519	99%
Not White	523	99%
Not Multiracial	527	99%
General Education	486	99%
English Proficient	488	100%
Not Economically Disadvantaged	295	100%
Male	270	99%
Female	258	100%
Migrant	0	—
Not Migrant	528	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	496	110
Not Black or African American	198	108
Not Hispanic or Latino	315	112
Not Asian or Native Hawaiian/Other Pacific Islander	487	109
Not White	489	110
Not Multiracial	495	110
General Education	450	115
English Proficient	461	113
Not Economically Disadvantaged	263	105
Male	256	104
Female	240	117
Migrant	0	—
Not Migrant	496	110

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	149	157	155	110	143
American Indian or Alaska Native	—	—	—	—	—
Black or African American	151	158	157	111	144
Hispanic or Latino	146	156	148	107	139
Asian or Native Hawaiian/Other Pacific Islander	184	184	—	—	184
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	76	101	80	63	80
Limited English Proficient	121	140	91	77	107
Economically Disadvantaged	147	156	157	115	144

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

Graduation Rate: AYP

DISTRICT: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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: NO

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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	x	549	75%	80%	79%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	x	356	78%	80%	80%
Hispanic or Latino	x	184	68%	80%	76%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	—	3	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	x	58	43%	80%	45%
Limited English Proficient	✓	52‡	44%‡	80%	8%
Economically Disadvantaged	✓	239	81%	80%	80%

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

x 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 limited English proficient students because the number of limited English proficient students 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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

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	✓	492	83%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	319	85%	80%	80%
Hispanic or Latino	✓	161	80%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	—	3	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	37	54%	80%	69%
Limited English Proficient	✗	37‡	57%‡	80%	69%
Economically Disadvantaged	✓	203	90%	80%	80%

✓ 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 limited English proficient students because the number of limited English proficient students 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: UNIONDALE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280202030000

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	547	75%	492	83%
Not Black or African American	193	69%	173	80%
Not Hispanic or Latino	365	78%	331	85%
Not Asian or Native Hawaiian/Other Pacific Islander	545	75%	483	83%
Not White	546	75%	489	83%
Not Multiracial	549	75%	492	83%
General Education	491	79%	455	86%
English Proficient	506	78%	461	85%
Not Economically Disadvantaged	310	70%	289	79%
Male	273	70%	240	81%
Female	276	80%	252	85%
Migrant	1	—	0	—
Not Migrant	548	75%	492	83%

— 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 15%, which did not exceed 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%.