



The New York State Accountability Report 2011-12

DISTRICT: ROOSEVELT UNION FREE
SCHOOL DISTRICT
DISTRICT ID: 280208030000
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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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Brooklyn, NY 11217
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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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

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	✓	1237	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	666	97%
Hispanic or Latino	✓	466	99%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✗	104*	94%*
Multiracial	—	0	—
Students With Disabilities	✓	180	96%
Limited English Proficient	✓	220	99%
Economically Disadvantaged	✓	488	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.

* 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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1141	112	147	120
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	610	112	126	120
Hispanic or Latino	X	456	113	127	119
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	74	109	153	20
Multiracial	—	0	—	—	—
Students With Disabilities	X	171†	67†	93	77
Limited English Proficient	X	277‡	96‡	103	103
Economically Disadvantaged	X	478	116	129	122

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

X 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.

‡ 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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	1237	98%
Not Black or African American	571	98%
Not Hispanic or Latino	771	97%
Not Asian or Native Hawaiian/Other Pacific Islander	1236	98%
Not White	1133	98%
Not Multiracial	1237	98%
General Education	1057	98%
English Proficient	1017	98%
Not Economically Disadvantaged	749	97%
Male	687	97%
Female	550	99%
Migrant	0	—
Not Migrant	1237	98%

— 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	1141	112
Not Black or African American	531	112
Not Hispanic or Latino	685	111
Not Asian or Native Hawaiian/Other Pacific Islander	1140	112
Not White	1067	112
Not Multiracial	1141	112
General Education	973	120
English Proficient	947	119
Not Economically Disadvantaged	663	110
Male	633	106
Female	508	120
Migrant	0	—
Not Migrant	1141	112

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

Elementary/Middle-Level Math: AYP

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

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	✓	1239	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	670	97%
Hispanic or Latino	✓	466	99%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✗	102*	94%*
Multiracial	—	0	—
Students With Disabilities	✓	180	96%
Limited English Proficient	✓	218	99%
Economically Disadvantaged	✓	488	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.

* 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 Math: Performance

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1145	121	161	131
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	610	116	138	129
Hispanic or Latino	X	455	128	145	134
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	79	115	163	20
Multiracial	—	0	—	—	—
Students With Disabilities	X	171†	89†	114	97
Limited English Proficient	X	282‡	119‡	134	124
Economically Disadvantaged	X	477	123	146	131

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

X 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.

‡ 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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	1239	98%
Not Black or African American	569	98%
Not Hispanic or Latino	773	97%
Not Asian or Native Hawaiian/Other Pacific Islander	1238	98%
Not White	1137	98%
Not Multiracial	1239	98%
General Education	1059	98%
English Proficient	1021	97%
Not Economically Disadvantaged	751	97%
Male	687	97%
Female	552	99%
Migrant	0	—
Not Migrant	1239	98%

— 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	1145	121
Not Black or African American	535	126
Not Hispanic or Latino	690	116
Not Asian or Native Hawaiian/Other Pacific Islander	1144	121
Not White	1066	121
Not Multiracial	1145	121
General Education	977	126
English Proficient	946	123
Not Economically Disadvantaged	668	119
Male	634	118
Female	511	123
Migrant	0	—
Not Migrant	1145	121

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

Elementary/Middle-Level Science: AYP

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	✓	375	96%
American Indian or Alaska Native	—	0	—
Black or African American	✓	212	95%
Hispanic or Latino	✓	131	99%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	—	31	—
Multiracial	—	0	—
Students With Disabilities	✓	60	92%
Limited English Proficient	✓	69	97%
Economically Disadvantaged	✓	153	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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	✓	338	183	173	173
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	189	189	153	153
Hispanic or Latino	✓	127	181	156	156
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	—	21	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	55†	160†	141	141
Limited English Proficient	✓	74‡	164‡	139	139
Economically Disadvantaged	✓	147	183	159	159

✓ 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.

‡ 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	375	96%
Not Black or African American	163	96%
Not Hispanic or Latino	244	94%
Not Asian or Native Hawaiian/Other Pacific Islander	374	96%
Not White	344	97%
Not Multiracial	375	96%
General Education	315	97%
English Proficient	306	95%
Not Economically Disadvantaged	222	94%
Male	200	95%
Female	175	97%
Migrant	0	—
Not Migrant	375	96%

— 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	338	183
Not Black or African American	149	177
Not Hispanic or Latino	211	185
Not Asian or Native Hawaiian/Other Pacific Islander	337	183
Not White	317	186
Not Multiracial	338	183
General Education	285	188
English Proficient	277	190
Not Economically Disadvantaged	191	184
Male	180	181
Female	158	187
Migrant	0	—
Not Migrant	338	183

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

Secondary-Level ELA: AYP

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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): NO

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NO**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	X	456*	89%*
American Indian or Alaska Native	—	2	—
Black or African American	X	318*	91%*
Hispanic or Latino	X	129*	86%*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	7	—
Multiracial	—	0	—
Students With Disabilities	—	23	—
Limited English Proficient	—	21	—
Economically Disadvantaged	X	67*	90%*

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

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

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

* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Secondary-Level ELA: Performance

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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 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	X	203	116	151	121
American Indian or Alaska Native	—	2	—	—	—
Black or African American	X	138	108	125	121
Hispanic or Latino	✓	58	131	124	122
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	5	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	26	—	—	—
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	55	115	128	20

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

X 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.

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	454	89%
Not Black or African American	138	87%
Not Hispanic or Latino	327	91%
Not Asian or Native Hawaiian/Other Pacific Islander	456	89%
Not White	449	89%
Not Multiracial	456	89%
General Education	406	89%
English Proficient	418	90%
Not Economically Disadvantaged	389	89%
Male	241	84%
Female	111	98%
Migrant	0	—
Not Migrant	456	89%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	201	116
Not Black or African American	65	134
Not Hispanic or Latino	145	110
Not Asian or Native Hawaiian/Other Pacific Islander	203	116
Not White	198	115
Not Multiracial	203	116
General Education	177	124
English Proficient	188	119
Not Economically Disadvantaged	148	117
Male	101	108
Female	102	125
Migrant	0	—
Not Migrant	203	116

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NO**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✗	456*	92%*
American Indian or Alaska Native	—	2	—
Black or African American	✗	318*	91%*
Hispanic or Latino	✓	129*	95%*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	7	—
Multiracial	—	0	—
Students With Disabilities	—	23	—
Limited English Proficient	—	21	—
Economically Disadvantaged	✓	56	95%

✓ 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.

* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Secondary-Level Math: Performance

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	x	203	80	128	105
American Indian or Alaska Native	—	2	—	—	—
Black or African American	x	138	78	94	94
Hispanic or Latino	x	58	84	95	95
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	5	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	26	—	—	—
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	55	75	102	20

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

x 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.

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	454	92%
Not Black or African American	138	94%
Not Hispanic or Latino	327	91%
Not Asian or Native Hawaiian/Other Pacific Islander	456	92%
Not White	449	92%
Not Multiracial	456	92%
General Education	406	92%
English Proficient	418	93%
Not Economically Disadvantaged	400	92%
Male	241	87%
Female	111	100%
Migrant	0	—
Not Migrant	456	92%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	201	80
Not Black or African American	65	85
Not Hispanic or Latino	145	78
Not Asian or Native Hawaiian/Other Pacific Islander	203	80
Not White	198	80
Not Multiracial	203	80
General Education	177	83
English Proficient	188	82
Not Economically Disadvantaged	148	82
Male	101	74
Female	102	85
Migrant	0	—
Not Migrant	203	80

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	112	121	116	80	107
American Indian or Alaska Native	—	—	—	—	—
Black or African American	112	116	108	78	104
Hispanic or Latino	113	128	131	84	114
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	109	115	—	—	112
Multiracial	—	—	—	—	—
Students With Disabilities	67	89	—	—	78
Limited English Proficient	96	119	—	—	108
Economically Disadvantaged	116	123	115	75	107

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

Graduation Rate: AYP

DISTRICT: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	✓	219	62%	80%	61%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	163	64%	80%	67%
Hispanic or Latino	✓	56	54%	80%	45%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	0	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	44†	41%†	80%	46%
Limited English Proficient	—	18	—	—	—
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.

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	X	225	59%	80%	65%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	166	65%	80%	69%
Hispanic or Latino	X	57	40%	80%	50%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	2	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	42	36%	80%	58%
Limited English Proficient	—	16	—	—	—
Economically Disadvantaged	X	72	74%	80%	75%

✓ 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.

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: ROOSEVELT UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280208030000

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	219	62%	225	59%
Not Black or African American	56	54%	59	41%
Not Hispanic or Latino	163	64%	168	65%
Not Asian or Native Hawaiian/Other Pacific Islander	219	62%	225	59%
Not White	219	62%	223	59%
Not Multiracial	219	62%	225	59%
General Education	178	66%	183	64%
English Proficient	201	63%	209	62%
Not Economically Disadvantaged	195	66%	153	52%
Male	118	53%	124	56%
Female	101	72%	101	62%
Migrant	0	—	0	—
Not Migrant	219	62%	225	59%

— 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 3%, 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%.