



The New York State Accountability Report 2011-12

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT
DISTRICT ID: 280410030000
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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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	1209	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	30	—
Hispanic or Latino	✓	231	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	145	100%
White	✓	800	100%
Multiracial	—	3	—
Students With Disabilities	✓	215	100%
Limited English Proficient	✓	92	99%
Economically Disadvantaged	✓	285	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 ELA: Performance

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	1183	161	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	30	143	113	20
Hispanic or Latino	✓	217	140	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	141	177	156	156
White	✓	792	164	160	160
Multiracial	—	3	—	—	—
Students With Disabilities	✓	228†	109†	94	94
Limited English Proficient	✓	149‡	127‡	101	101
Economically Disadvantaged	✓	270	140	127	127

✓ 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.

‡ 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: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	1209	100%
Not Black or African American	1179	100%
Not Hispanic or Latino	978	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1064	100%
Not White	409	100%
Not Multiracial	1206	100%
General Education	994	100%
English Proficient	1117	100%
Not Economically Disadvantaged	924	100%
Male	636	100%
Female	573	100%
Migrant	0	—
Not Migrant	1209	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	1183	161
Not Black or African American	1153	161
Not Hispanic or Latino	966	165
Not Asian or Native Hawaiian/Other Pacific Islander	1042	158
Not White	391	153
Not Multiracial	1180	161
General Education	971	173
English Proficient	1106	164
Not Economically Disadvantaged	913	167
Male	622	154
Female	561	167
Migrant	0	—
Not Migrant	1183	161

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

Elementary/Middle-Level Math: AYP

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	1208	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	30	—
Hispanic or Latino	✓	233	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	143	99%
White	✓	799	100%
Multiracial	—	3	—
Students With Disabilities	✓	215	99%
Limited English Proficient	✓	92	99%
Economically Disadvantaged	✓	286	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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1186	174	161	161
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	30	153	125	20
Hispanic or Latino	✓	219	157	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	139	192	176	176
White	✓	795	177	170	170
Multiracial	—	3	—	—	—
Students With Disabilities	✓	228†	137†	115	115
Limited English Proficient	✓	154‡	148‡	132	132
Economically Disadvantaged	✓	272	151	144	144

✓ 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.

‡ 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: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	1208	100%
Not Black or African American	1178	100%
Not Hispanic or Latino	975	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1065	100%
Not White	409	100%
Not Multiracial	1205	100%
General Education	993	100%
English Proficient	1116	100%
Not Economically Disadvantaged	922	100%
Male	634	100%
Female	574	100%
Migrant	0	—
Not Migrant	1208	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	1186	174
Not Black or African American	1156	175
Not Hispanic or Latino	967	178
Not Asian or Native Hawaiian/Other Pacific Islander	1047	172
Not White	391	168
Not Multiracial	1183	175
General Education	974	183
English Proficient	1104	178
Not Economically Disadvantaged	914	181
Male	623	172
Female	563	177
Migrant	0	—
Not Migrant	1186	174

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

Elementary/Middle-Level Science: AYP

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	397	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	12	—
Hispanic or Latino	✓	91	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	43	100%
White	✓	249	99%
Multiracial	—	2	—
Students With Disabilities	✓	86	99%
Limited English Proficient	—	34	—
Economically Disadvantaged	✓	104	99%

✓ 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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	387	184	173	173
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	✓	85	174	154	154
Asian or Native Hawaiian/Other Pacific Islander	✓	43	200	172	172
White	✓	245	187	184	184
Multiracial	—	2	—	—	—
Students With Disabilities	✓	90†	168†	144	144
Limited English Proficient	✓	46‡	172‡	136	1
Economically Disadvantaged	✓	101	170	158	158

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

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	397	99%
Not Black or African American	385	99%
Not Hispanic or Latino	306	99%
Not Asian or Native Hawaiian/Other Pacific Islander	354	99%
Not White	148	99%
Not Multiracial	395	99%
General Education	311	99%
English Proficient	363	99%
Not Economically Disadvantaged	293	99%
Male	211	99%
Female	186	99%
Migrant	0	—
Not Migrant	397	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	387	184
Not Black or African American	375	185
Not Hispanic or Latino	302	187
Not Asian or Native Hawaiian/Other Pacific Islander	344	182
Not White	142	179
Not Multiracial	385	184
General Education	302	189
English Proficient	357	186
Not Economically Disadvantaged	286	189
Male	206	186
Female	181	182
Migrant	0	—
Not Migrant	387	184

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

Secondary-Level ELA: AYP

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	204	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	5	—
Hispanic or Latino	✓	41	98%
Asian or Native Hawaiian/Other Pacific Islander	—	22	—
White	✓	136	100%
Multiracial	—	0	—
Students With Disabilities	—	23	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	43	98%

✓ 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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	202	173	151	151
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✓	40	158	122	122
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✓	134	178	165	165
Multiracial	—	0	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	45	167	127	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.

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

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 ELA: Non-AYP Groups

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	204	100%
Not Black or African American	199	100%
Not Hispanic or Latino	163	100%
Not Asian or Native Hawaiian/Other Pacific Islander	182	99%
Not White	68	99%
Not Multiracial	204	100%
General Education	181	100%
English Proficient	202	100%
Not Economically Disadvantaged	161	100%
Male	106	99%
Female	98	100%
Migrant	0	—
Not Migrant	204	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	202	173
Not Black or African American	197	174
Not Hispanic or Latino	162	177
Not Asian or Native Hawaiian/Other Pacific Islander	179	173
Not White	68	165
Not Multiracial	202	173
General Education	179	179
English Proficient	197	177
Not Economically Disadvantaged	157	175
Male	103	167
Female	99	180
Migrant	0	—
Not Migrant	202	173

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	204	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	5	—
Hispanic or Latino	✓	41	98%
Asian or Native Hawaiian/Other Pacific Islander	—	22	—
White	✓	136	99%
Multiracial	—	0	—
Students With Disabilities	—	23	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	43	98%

✓ 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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	202	155	128	128
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✓	40	140	93	93
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✓	134	156	145	145
Multiracial	—	0	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	45	162	101	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.

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

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	204	99%
Not Black or African American	199	99%
Not Hispanic or Latino	163	99%
Not Asian or Native Hawaiian/Other Pacific Islander	182	99%
Not White	68	99%
Not Multiracial	204	99%
General Education	181	100%
English Proficient	202	99%
Not Economically Disadvantaged	161	99%
Male	106	98%
Female	98	100%
Migrant	0	—
Not Migrant	204	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	202	155
Not Black or African American	197	155
Not Hispanic or Latino	162	159
Not Asian or Native Hawaiian/Other Pacific Islander	179	152
Not White	68	153
Not Multiracial	202	155
General Education	179	163
English Proficient	197	156
Not Economically Disadvantaged	157	153
Male	103	152
Female	99	158
Migrant	0	—
Not Migrant	202	155

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	161	174	173	155	166
American Indian or Alaska Native	—	—	—	—	—
Black or African American	143	153	—	—	148
Hispanic or Latino	140	157	158	140	149
Asian or Native Hawaiian/Other Pacific Islander	177	192	—	—	185
White	164	177	178	156	169
Multiracial	—	—	—	—	—
Students With Disabilities	109	137	—	—	123
Limited English Proficient	127	148	—	—	138
Economically Disadvantaged	140	151	167	162	155

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

Graduation Rate: AYP

DISTRICT: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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

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	✓	202	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	✓	33	85%	80%	54%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✓	146	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	45†	82%†	80%	65%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	19	—	—	—

✓ 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 graduation 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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	✓	210	89%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✗	36	64%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	155	94%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	42	74%	80%	80%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	28	—	—	—

✓ 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.

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 graduation 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: MINEOLA UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280410030000

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	202	94%	210	89%
Not Black or African American	194	94%	205	89%
Not Hispanic or Latino	169	96%	174	94%
Not Asian or Native Hawaiian/Other Pacific Islander	187	94%	196	88%
Not White	56	91%	55	75%
Not Multiracial	202	94%	210	89%
General Education	161	97%	168	92%
English Proficient	199	94%	207	89%
Not Economically Disadvantaged	183	95%	182	89%
Male	107	93%	108	88%
Female	95	96%	102	89%
Migrant	0	—	0	—
Not Migrant	202	94%	210	89%

— 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 54%, 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%.