



The New York State Accountability Report 2011-12

DISTRICT: NYC GEOG DIST #29 - QUEENS
DISTRICT ID: 342900010000
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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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
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 ELA: Participation

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓	15946	99%
American Indian or Alaska Native	✓	193	99%
Black or African American	✓	10889	99%
Hispanic or Latino	✓	2071	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	2376	100%
White	✓	392	98%
Multiracial	—	25	—
Students With Disabilities	✓	3020	97%
Limited English Proficient	✓	1125	99%
Economically Disadvantaged	✓	13378	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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✗	14981	139	149	140
American Indian or Alaska Native	✓	175	142	129	129
Black or African American	✓	10254	135	129	129
Hispanic or Latino	✓	1895	134	129	129
Asian or Native Hawaiian/Other Pacific Islander	✓	2274	159	163	157
White	✗	361	138	158	146
Multiracial	—	22	—	—	—
Students With Disabilities	✗	2847†	93†	99	99
Limited English Proficient	✓	1358‡	114‡	107	107
Economically Disadvantaged	✓	12574	139	133	133

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

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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	15753	99%
Not Black or African American	5057	99%
Not Hispanic or Latino	13875	99%
Not Asian or Native Hawaiian/Other Pacific Islander	13570	99%
Not White	15554	99%
Not Multiracial	15921	99%
General Education	12926	100%
English Proficient	14821	99%
Not Economically Disadvantaged	2568	98%
Male	8185	99%
Female	7761	99%
Migrant	0	—
Not Migrant	15946	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	14806	139
Not Black or African American	4727	147
Not Hispanic or Latino	13086	139
Not Asian or Native Hawaiian/Other Pacific Islander	12707	135
Not White	14620	139
Not Multiracial	14959	139
General Education	12219	150
English Proficient	14074	142
Not Economically Disadvantaged	2407	139
Male	7681	130
Female	7300	148
Migrant	0	—
Not Migrant	14981	139

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

Elementary/Middle-Level Math: AYP

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	X
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	✓
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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓	15948	99%
American Indian or Alaska Native	✓	192	99%
Black or African American	✓	10889	99%
Hispanic or Latino	✓	2073	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	2377	100%
White	✓	392	97%
Multiracial	—	25	—
Students With Disabilities	✓	3020	97%
Limited English Proficient	✓	1129	100%
Economically Disadvantaged	✓	13377	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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✗	15044	146	163	150
American Indian or Alaska Native	✓	177	149	144	144
Black or African American	✗	10256	139	141	141
Hispanic or Latino	✗	1926	145	148	148
Asian or Native Hawaiian/Other Pacific Islander	✗	2297	173	183	175
White	✗	366	149	168	155
Multiracial	—	22	—	—	—
Students With Disabilities	✗	2846†	106†	120	115
Limited English Proficient	✓	1443‡	137‡	137	137
Economically Disadvantaged	✗	12644	146	150	150

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

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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	15756	99%
Not Black or African American	5059	99%
Not Hispanic or Latino	13875	99%
Not Asian or Native Hawaiian/Other Pacific Islander	13571	99%
Not White	15556	99%
Not Multiracial	15923	99%
General Education	12928	100%
English Proficient	14819	99%
Not Economically Disadvantaged	2571	97%
Male	8186	99%
Female	7762	99%
Migrant	0	—
Not Migrant	15948	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	14867	146
Not Black or African American	4788	159
Not Hispanic or Latino	13118	146
Not Asian or Native Hawaiian/Other Pacific Islander	12747	141
Not White	14678	146
Not Multiracial	15022	146
General Education	12282	155
English Proficient	14053	147
Not Economically Disadvantaged	2400	141
Male	7714	142
Female	7330	149
Migrant	0	—
Not Migrant	15044	146

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

Elementary/Middle-Level Science: AYP

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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): 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 Science: Participation

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓	5443	95%
American Indian or Alaska Native	✓	59	92%
Black or African American	✓	3744	95%
Hispanic or Latino	✓	735	95%
Asian or Native Hawaiian/Other Pacific Islander	✓	776	98%
White	✓	118	96%
Multiracial	—	11	—
Students With Disabilities	✓	1014	92%
Limited English Proficient	✓	414	97%
Economically Disadvantaged	✓	4513	96%

✓ 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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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

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	X	4942	160	177	166
American Indian or Alaska Native	✓	51	167	161	161
Black or African American	X	3375	156	159	159
Hispanic or Latino	X	659	160	161	161
Asian or Native Hawaiian/Other Pacific Islander	✓	740	180	183	179
White	X	107	167	181	179
Multiracial	—	10	—	—	—
Students With Disabilities	X	907†	134†	150	146
Limited English Proficient	X	473‡	138‡	145	145
Economically Disadvantaged	X	4120	162	166	166

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

X 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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	5384	95%
Not Black or African American	1699	96%
Not Hispanic or Latino	4708	95%
Not Asian or Native Hawaiian/Other Pacific Islander	4667	95%
Not White	5325	95%
Not Multiracial	5432	95%
General Education	4429	96%
English Proficient	5029	95%
Not Economically Disadvantaged	930	92%
Male	2759	95%
Female	2684	96%
Migrant	0	—
Not Migrant	5443	95%

— 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	4891	160
Not Black or African American	1567	170
Not Hispanic or Latino	4283	160
Not Asian or Native Hawaiian/Other Pacific Islander	4202	157
Not White	4835	160
Not Multiracial	4932	160
General Education	4067	166
English Proficient	4580	163
Not Economically Disadvantaged	822	152
Male	2500	159
Female	2442	162
Migrant	0	—
Not Migrant	4942	160

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

Secondary-Level ELA: AYP

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	—
Multiracial	—
Students With Disabilities	X
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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓	811	99%
American Indian or Alaska Native	—	8	—
Black or African American	✓	697	99%
Hispanic or Latino	✓	66	100%
Asian or Native Hawaiian/Other Pacific Islander	—	35	—
White	—	2	—
Multiracial	—	3	—
Students With Disabilities	✓	92	97%
Limited English Proficient	—	18	—
Economically Disadvantaged	✓	507	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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	833	123	155	135
American Indian or Alaska Native	—	7	—	—	—
Black or African American	✗	719	121	130	130
Hispanic or Latino	✓	72	138	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	31	152	155	149
White	—	2	—	—	—
Multiracial	—	2	—	—	—
Students With Disabilities	✗	153†	70†	89	87
Limited English Proficient	—	17	—	—	—
Economically Disadvantaged	✗	524	128	136	136

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level ELA: Non-AYP Groups

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	803	99%
Not Black or African American	114	98%
Not Hispanic or Latino	745	99%
Not Asian or Native Hawaiian/Other Pacific Islander	776	99%
Not White	809	99%
Not Multiracial	808	99%
General Education	719	99%
English Proficient	793	99%
Not Economically Disadvantaged	304	99%
Male	447	99%
Female	364	99%
Migrant	0	—
Not Migrant	811	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	826	123
Not Black or African American	114	137
Not Hispanic or Latino	761	122
Not Asian or Native Hawaiian/Other Pacific Islander	802	122
Not White	831	123
Not Multiracial	831	123
General Education	684	135
English Proficient	816	125
Not Economically Disadvantaged	309	114
Male	490	114
Female	343	135
Migrant	0	—
Not Migrant	833	123

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓
Asian or Native Hawaiian/Other Pacific Islander	X
White	—
Multiracial	—
Students With Disabilities	X
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 Math: Participation

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✓	811	100%
American Indian or Alaska Native	—	8	—
Black or African American	✓	697	100%
Hispanic or Latino	✓	66	100%
Asian or Native Hawaiian/Other Pacific Islander	—	35	—
White	—	2	—
Multiracial	—	3	—
Students With Disabilities	✓	92	100%
Limited English Proficient	—	18	—
Economically Disadvantaged	✓	507	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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	✗	833	94	132	105
American Indian or Alaska Native	—	7	—	—	—
Black or African American	✗	719	92	99	99
Hispanic or Latino	✓	72	103	97	97
Asian or Native Hawaiian/Other Pacific Islander	✗	31	116	147	127
White	—	2	—	—	—
Multiracial	—	2	—	—	—
Students With Disabilities	✗	153†	68†	74	74
Limited English Proficient	—	17	—	—	—
Economically Disadvantaged	✗	524	96	110	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 students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level Math: Non-AYP Groups

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	803	100%
Not Black or African American	114	99%
Not Hispanic or Latino	745	99%
Not Asian or Native Hawaiian/Other Pacific Islander	776	99%
Not White	809	100%
Not Multiracial	808	100%
General Education	719	99%
English Proficient	793	100%
Not Economically Disadvantaged	304	100%
Male	447	99%
Female	364	100%
Migrant	0	—
Not Migrant	811	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	826	94
Not Black or African American	114	104
Not Hispanic or Latino	761	93
Not Asian or Native Hawaiian/Other Pacific Islander	802	93
Not White	831	94
Not Multiracial	831	94
General Education	684	100
English Proficient	816	94
Not Economically Disadvantaged	309	90
Male	490	93
Female	343	95
Migrant	0	—
Not Migrant	833	94

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	139	146	123	94	126
American Indian or Alaska Native	142	149	—	—	146
Black or African American	135	139	121	92	122
Hispanic or Latino	134	145	138	103	130
Asian or Native Hawaiian/Other Pacific Islander	159	173	152	116	150
White	138	149	—	—	144
Multiracial	—	—	—	—	—
Students With Disabilities	93	106	70	68	84
Limited English Proficient	114	137	—	—	126
Economically Disadvantaged	139	146	128	96	127

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

Graduation Rate: AYP

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	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	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	993	64%	80%	67%
American Indian or Alaska Native	—	9	—	—	—
Black or African American	X	829	65%	80%	69%
Hispanic or Latino	X	91	58%	80%	60%
Asian or Native Hawaiian/Other Pacific Islander	✓	50	72%	80%	71%
White	—	14	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	213†	31%†	80%	31%
Limited English Proficient	X	38‡	34%‡	80%	46%
Economically Disadvantaged	X	566	70%	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.

† 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.

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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	947	70%	80%	74%
American Indian or Alaska Native	—	6	—	—	—
Black or African American	X	780	71%	80%	74%
Hispanic or Latino	X	96	59%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander	X	46	78%	80%	80%
White	—	12	—	—	—
Multiracial	—	7	—	—	—
Students With Disabilities	X	211†	29%†	80%	38%
Limited English Proficient	X	39‡	44%‡	80%	53%
Economically Disadvantaged	X	580	79%	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 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.

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: NYC GEOG DIST #29 - QUEENS

DISTRICT ID: 342900010000

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	984	64%	941	70%
Not Black or African American	164	62%	167	64%
Not Hispanic or Latino	902	65%	851	71%
Not Asian or Native Hawaiian/Other Pacific Islander	943	64%	901	70%
Not White	979	64%	935	70%
Not Multiracial	993	64%	940	70%
General Education	785	73%	742	82%
English Proficient	960	65%	914	71%
Not Economically Disadvantaged	427	56%	367	56%
Male	504	58%	499	67%
Female	489	70%	448	74%
Migrant	0	—	0	—
Not Migrant	993	64%	947	70%

— 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 9%, 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%.