The New York State Accountability Report 2011-12

SCHOOL:	**QUOGUE ELEMENTARY SCHOOL**
SCHOOL ID:	**580903020001**
DISTRICT:	**QUOGUE UNION FREE SCHOOL DISTRICT**
DISTRICT ID:	**580903020000**
PRINCIPAL:	**RICHARD BENSON**
SUPERINTENDENT:	**RICHARD BENSON**
PHONE:	**631-653-4285**

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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	✔	65	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✔	60	100%
Multiracial	—	0	—
Students With Disabilities	—	5	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	64	197	138	138
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✔	59	200	151	151
Multiracial	—	0	—	—	—
Students With Disabilities	—	5	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.

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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	65	100%
Not Black or African American	63	100%
Not Hispanic or Latino	64	100%
Not Asian or Native Hawaiian/Other Pacific Islander	63	100%
Not White	5	—
Not Multiracial	65	100%
General Education	60	100%
English Proficient	65	100%
Not Economically Disadvantaged	65	100%
Male	36	—
Female	29	—
Migrant	0	—
Not Migrant	65	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	64	197
Not Black or African American	62	198
Not Hispanic or Latino	63	197
Not Asian or Native Hawaiian/Other Pacific Islander	62	198
Not White	5	—
Not Multiracial	64	197
General Education	59	197
English Proficient	64	197
Not Economically Disadvantaged	64	197
Male	35	197
Female	29	—
Migrant	0	—
Not Migrant	64	197

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

Elementary/Middle-Level Math: AYP

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	✔	65	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✔	60	100%
Multiracial	—	0	—
Students With Disabilities	—	5	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	✔	64	195	152	152
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✔	59	198	161	161
Multiracial	—	0	—	—	—
Students With Disabilities	—	5	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.

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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	65	100%
Not Black or African American	63	100%
Not Hispanic or Latino	64	100%
Not Asian or Native Hawaiian/Other Pacific Islander	63	100%
Not White	5	—
Not Multiracial	65	100%
General Education	60	100%
English Proficient	65	100%
Not Economically Disadvantaged	65	100%
Male	36	—
Female	29	—
Migrant	0	—
Not Migrant	65	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	64	195
Not Black or African American	62	197
Not Hispanic or Latino	63	195
Not Asian or Native Hawaiian/Other Pacific Islander	62	197
Not White	5	—
Not Multiracial	64	195
General Education	59	195
English Proficient	64	195
Not Economically Disadvantaged	64	195
Male	35	194
Female	29	—
Migrant	0	—
Not Migrant	64	195

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

Elementary/Middle-Level Science: AYP

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: NOT APPLICABLE

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	—	19	—
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	18	—
Multiracial	—	0	—
Students With Disabilities	—	3	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	✔	35*	200*	163*	163*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1*	—*	—*	—*
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✔	32*	200*	174*	1*
Multiracial	—	0	—	—	—
Students With Disabilities	—	4*	—*	—*	—*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.
* The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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	19	—
Not Black or African American	18	—
Not Hispanic or Latino	19	—
Not Asian or Native Hawaiian/Other Pacific Islander	19	—
Not White	1	—
Not Multiracial	19	—
General Education	16	—
English Proficient	19	—
Not Economically Disadvantaged	19	—
Male	8	—
Female	11	—
Migrant	0	—
Not Migrant	19	—

— 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	35	200
Not Black or African American	34	200
Not Hispanic or Latino	35	200
Not Asian or Native Hawaiian/Other Pacific Islander	35	200
Not White	3	—
Not Multiracial	35	200
General Education	31	200
English Proficient	35	200
Not Economically Disadvantaged	35	200
Male	18	—
Female	17	—
Migrant	0	—
Not Migrant	35	200

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

Unweighted Combined ELA and Math PIs

SCHOOL: QUOGUE ELEMENTARY SCHOOL

SCHOOL ID: 580903020001
DISTRICT: QUOGUE UNION FREE SCHOOL DISTRICT

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) ÷ 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	197	195	—	—	196
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	200	198	—	—	199
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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