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IDENTIFIERS *New York City Board of Education; *School Performance Indicators

ABSTRACT

This report presents data on high school performance indicators for the 1999-00 school year in Queens, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

High Schools Performance Indicators Profile 1999-2000

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Queens Superintendency



02/16/2001

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Background Information

Location: Queens

Superintendent: John Lee

Time in Position: 3 years 10 months
(As of Feb 1, 2001)

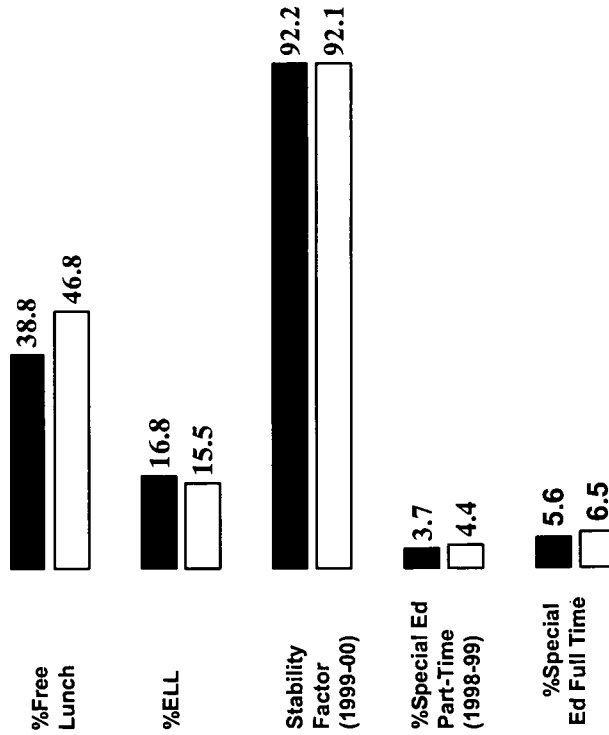


Schools in 1999 - 2000

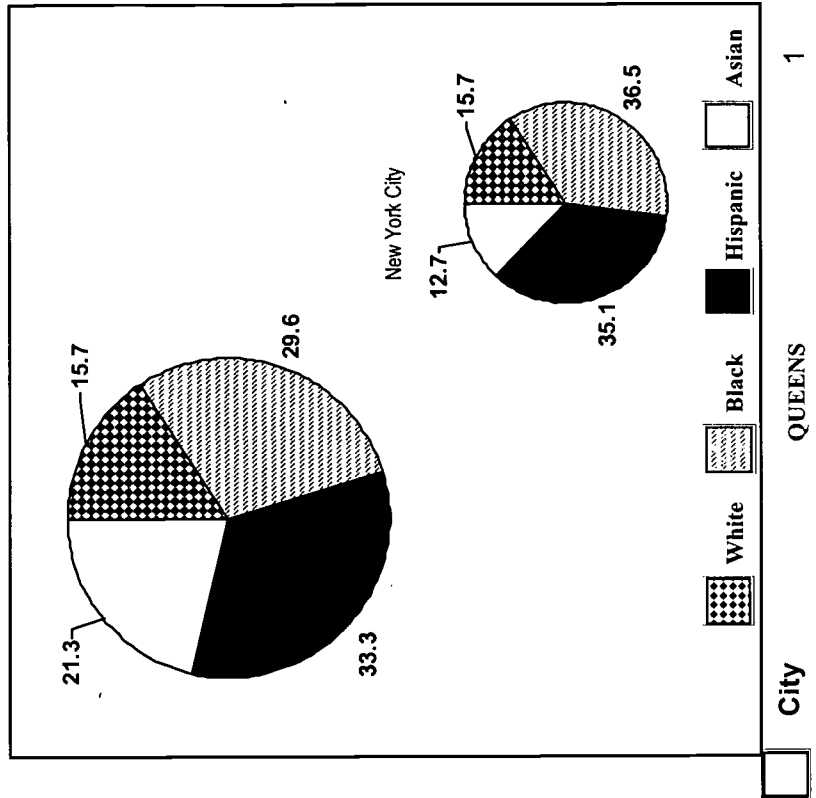
Number of Schools: 34
SURR: 0
Title 1: 5
School Wide Programs: 5

Student Profile, 1999 - 2000

Number of Students: 73,375



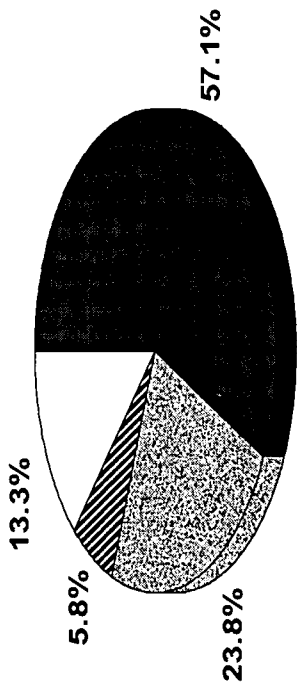
Ethnicity of Student Population Percent



State Accountability Indicators English Language Arts Class Of 2000 Cohort*

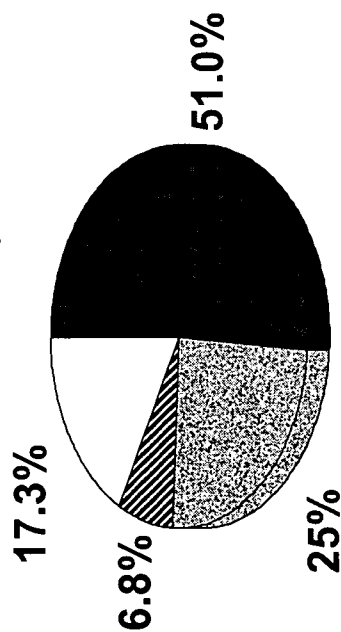
FULL COHORT

All Students: Gen. Ed., Spec. Ed., And English Language Learners



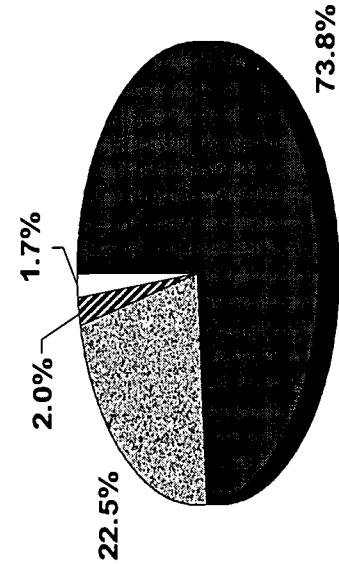
Number of Students = 14,010

New York City



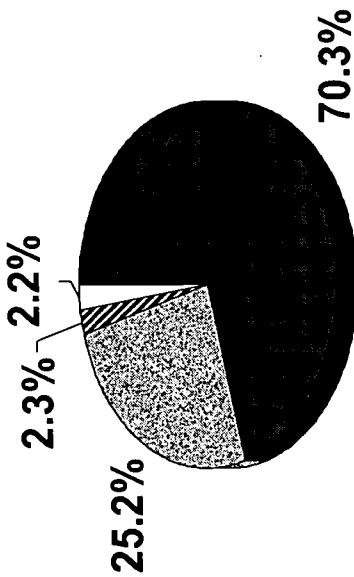
Queens

SENIORS IN THE COHORT



Number of Students = 8,431

New York City



Passed English Regents (score = 65-100)

 Passed English Regents (score = 55-64)

 Portfolio or safety net assessment

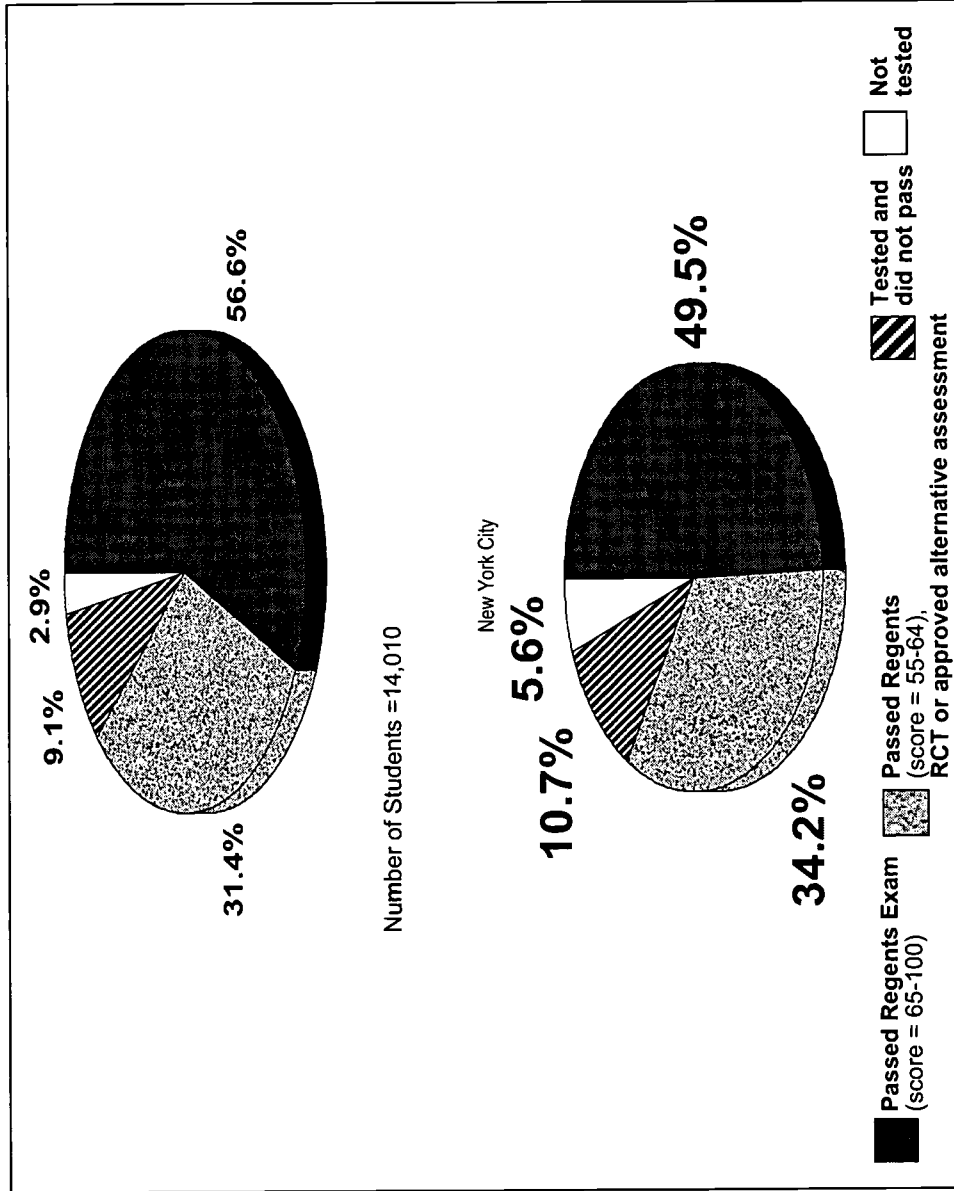
 Not tested

State Accountability Indicators Mathematics

Class of 2000 Cohort*
Queens

FULL COHORT

All Students: Gen. Ed., Spec. Ed., And English Language Learners

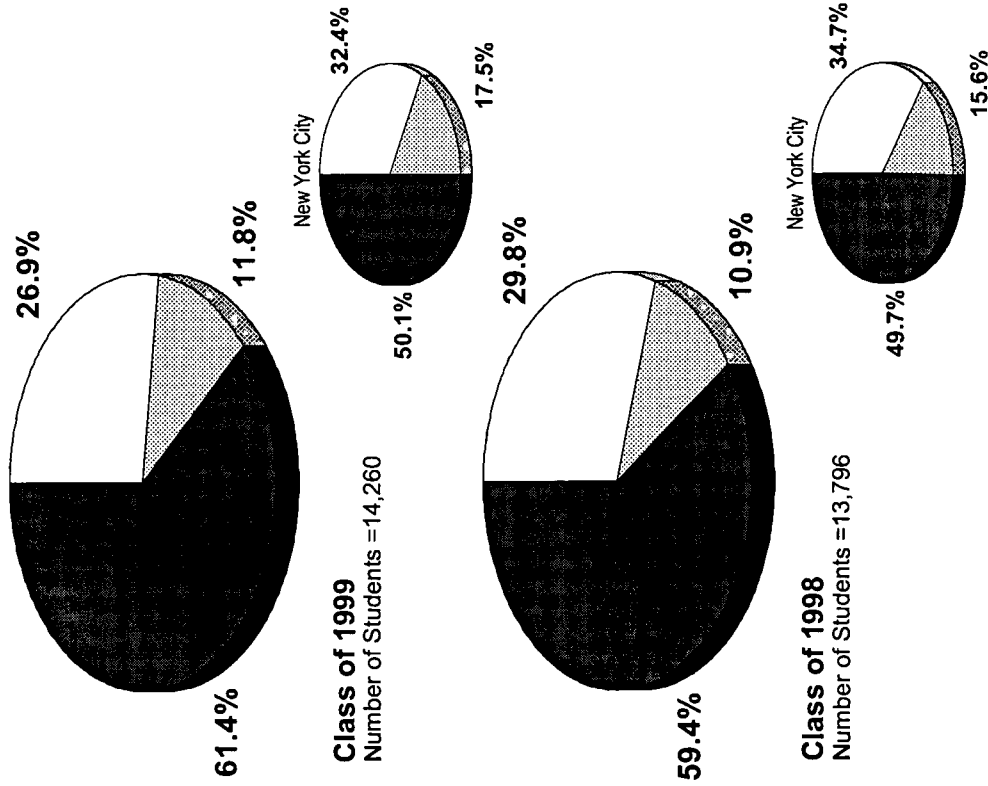


* See page 14 for description of cohort and assessments

Performance Indicators Cohort Graduation and Dropout Rates Queens

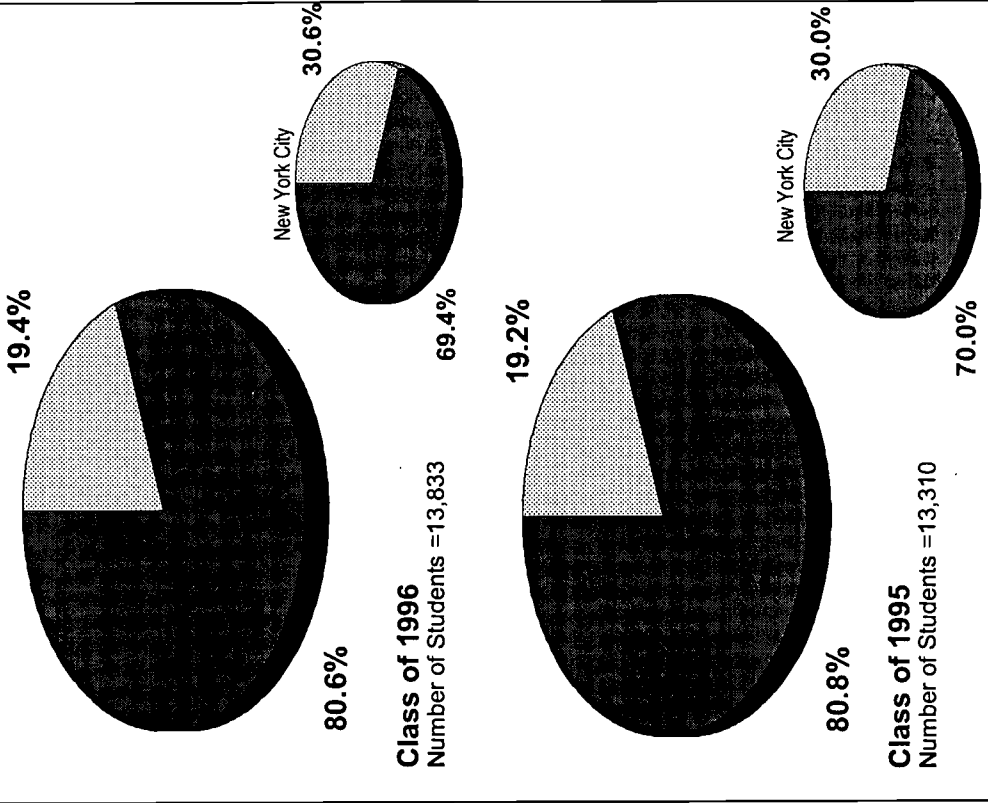
FOUR-YEAR OUTCOMES

General Education



SEVEN-YEAR OUTCOMES

General Education



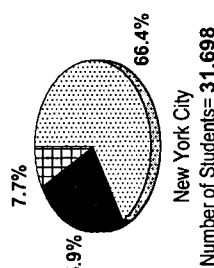
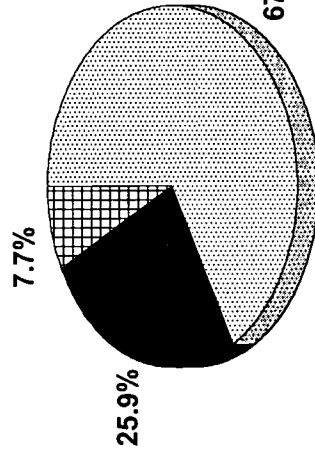
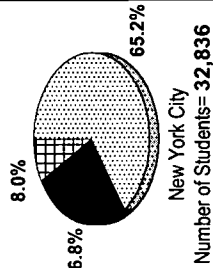
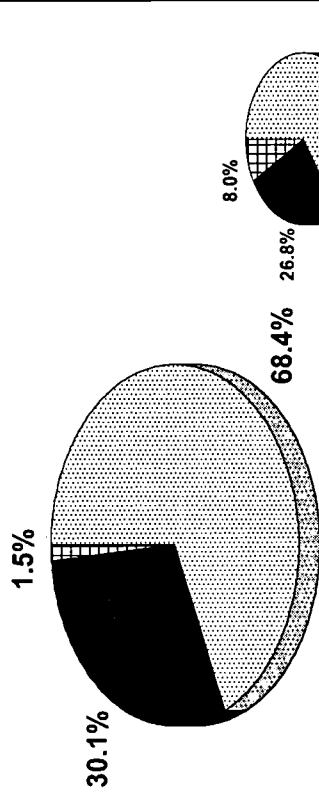
Still-Enrolled

Dropped Out

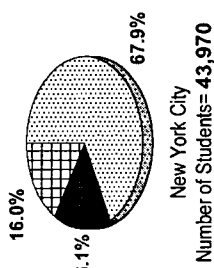
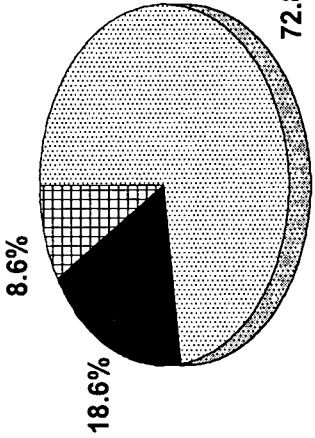
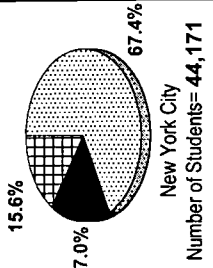
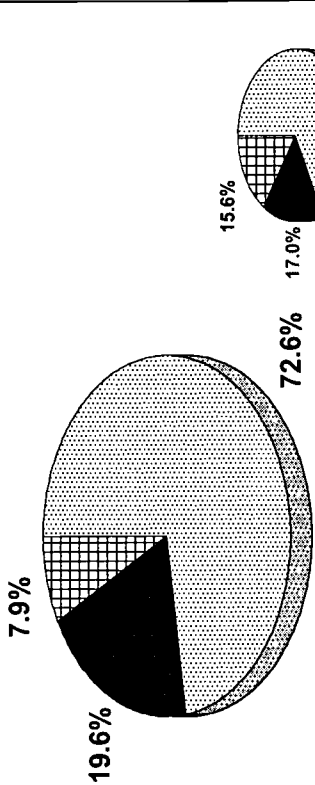
Graduated


Performance Indicators Types of Diplomas Queens


FOUR-YEAR OUTCOMES



SEVEN-YEAR OUTCOMES



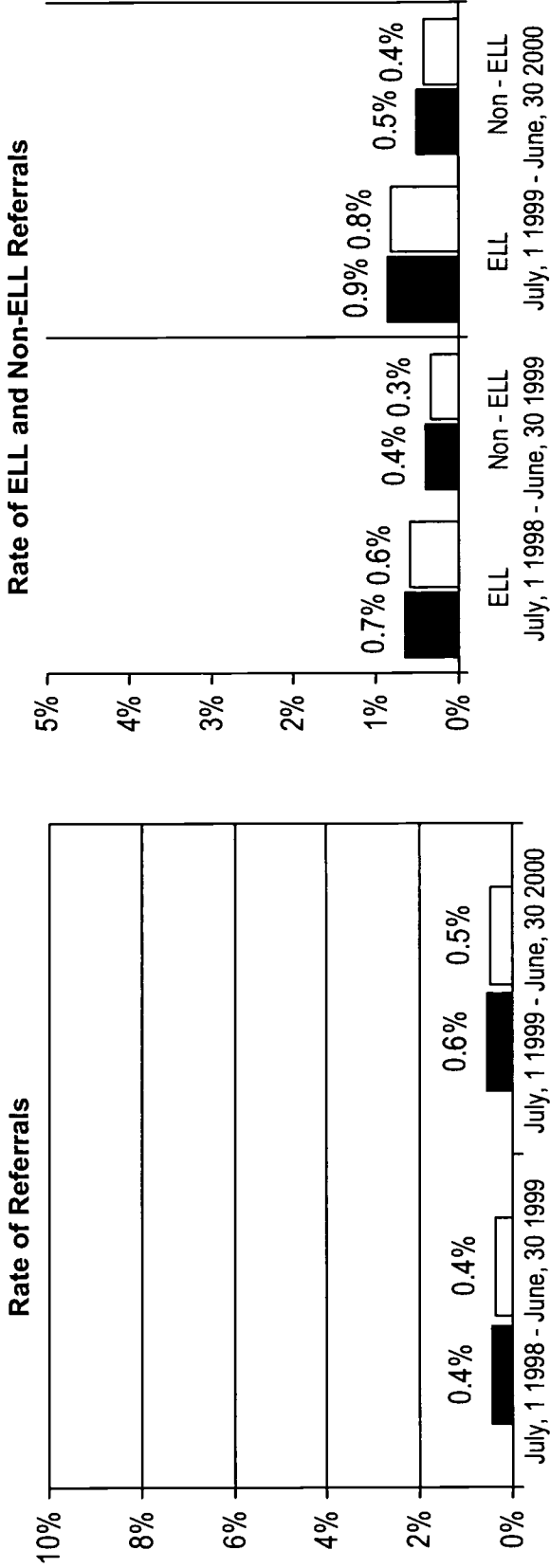
 **Local Diploma**
(includes Special Education Diploma)

 **Regents Diploma**
(includes Honors)

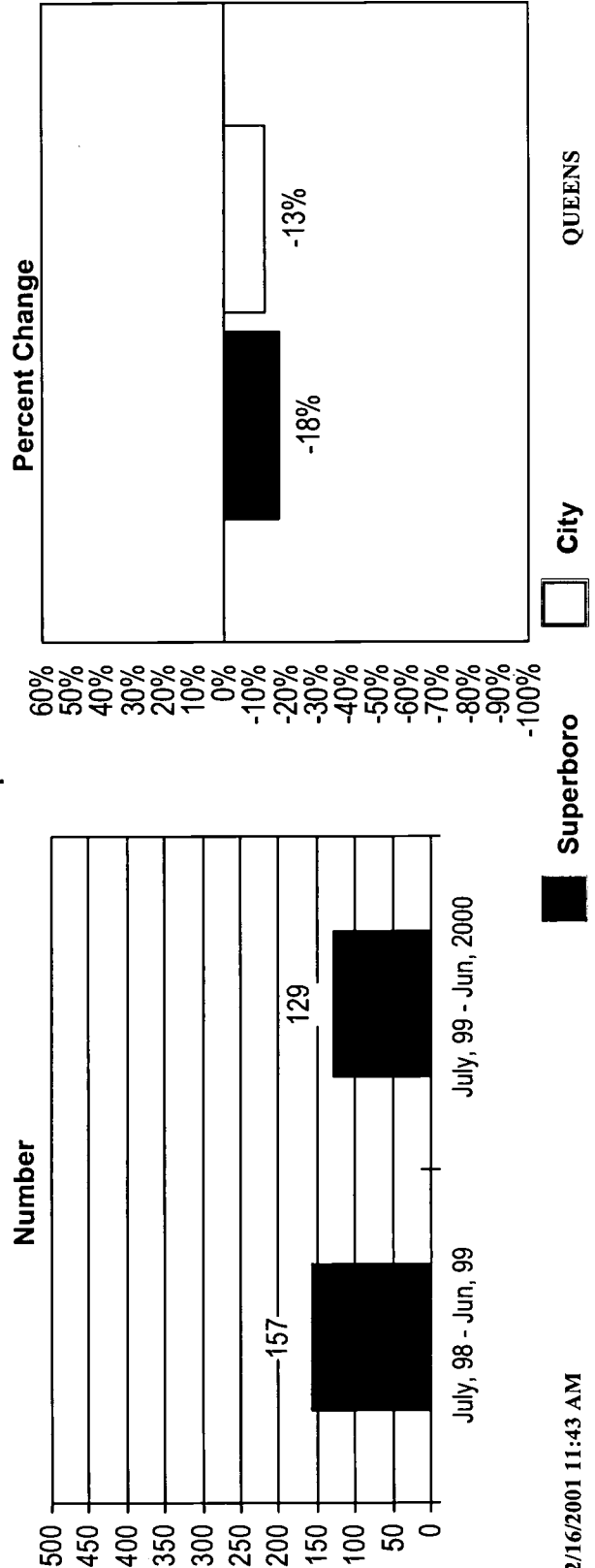
 **GED**

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Special Education Services

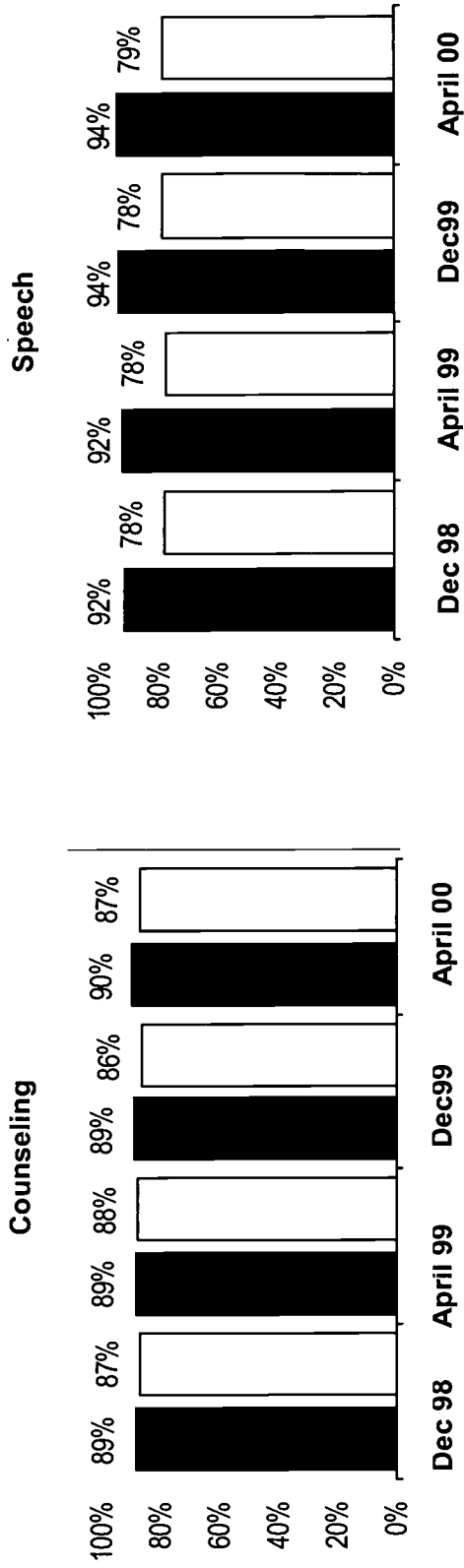


Decertifications from Special Education

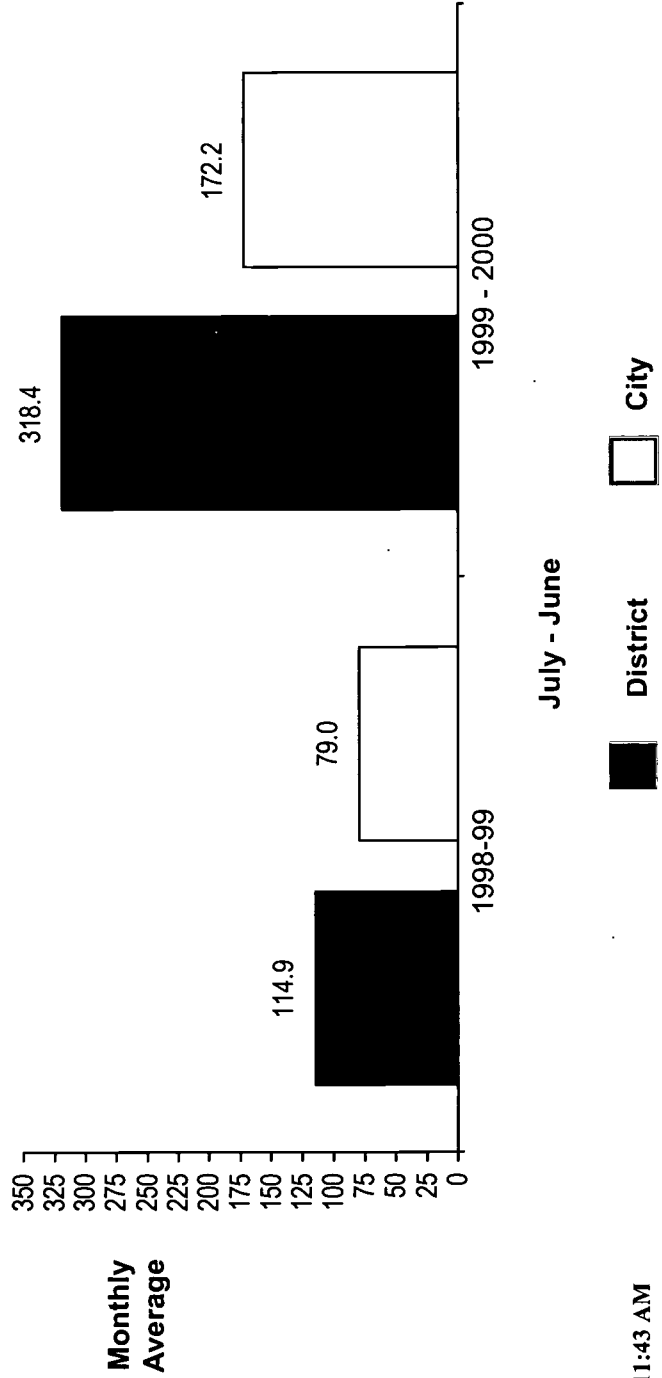


Special Education Services (Continued)

Related Services



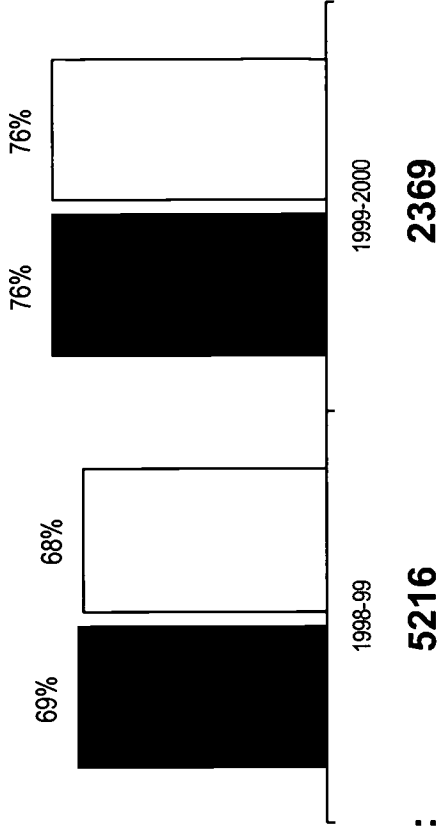
Average Monthly Number of Cases Awaiting Assessment for More than 30 Days



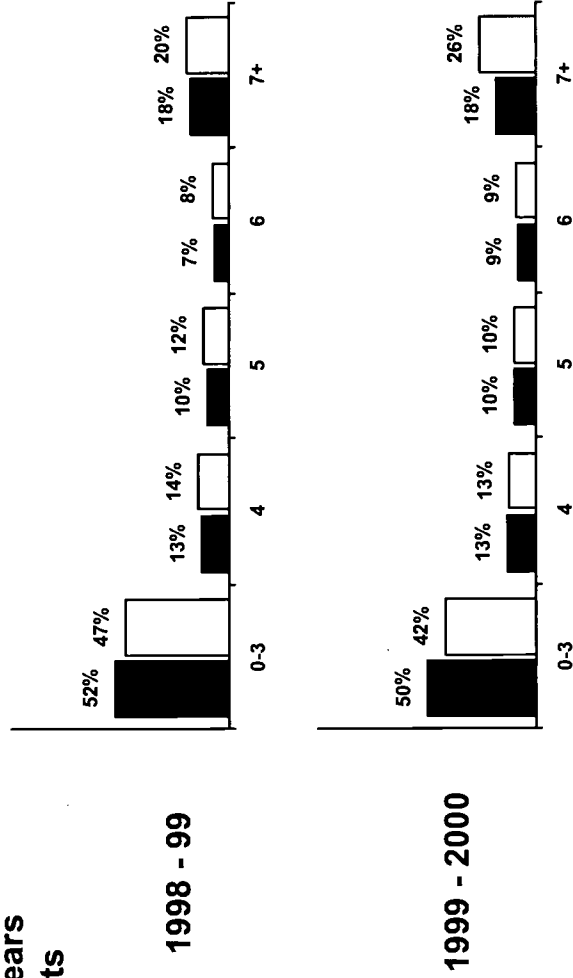
English Language Learners

Student Performance*

Percent (of students tested)
Showing Mandated Gains - LAB



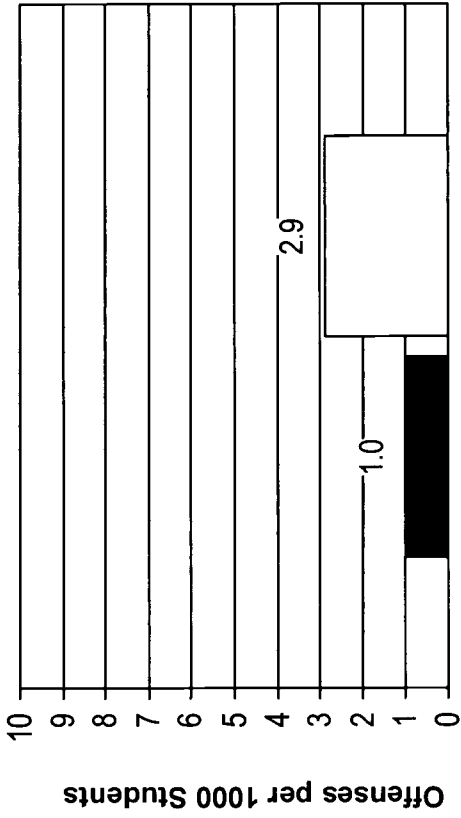
Population/Operations* ELL Student Years of Service Percent of all ELL students



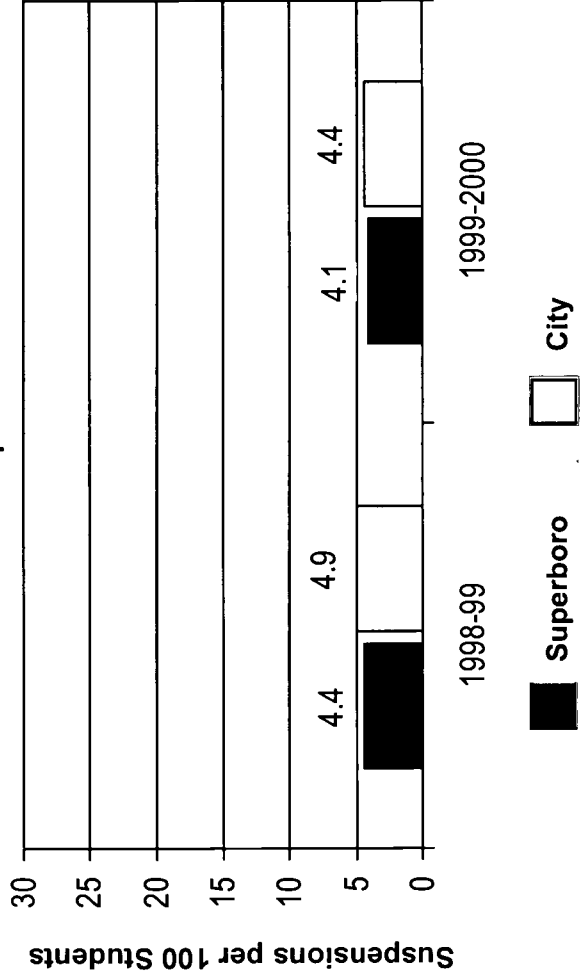
School Discipline/Climmate

Board of Ed. Student Incidents

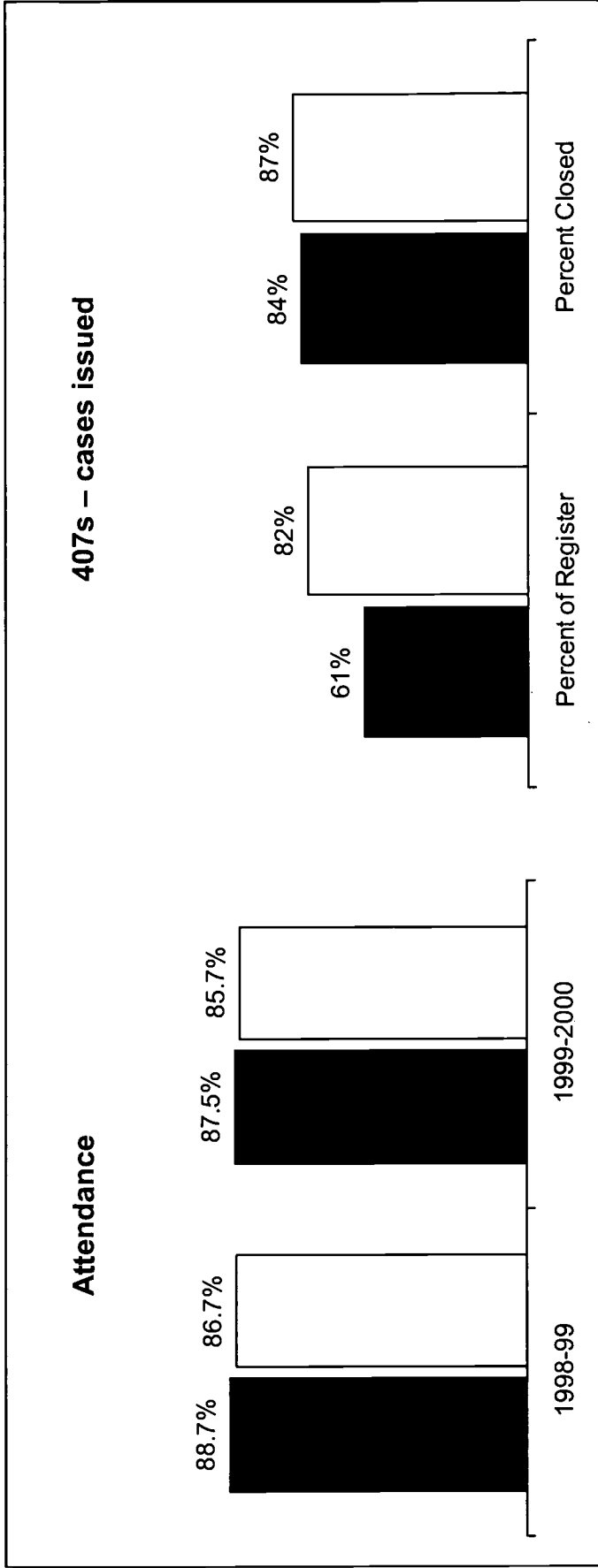
Dec. 21, 1999 - May 31, 2000



Student Suspensions

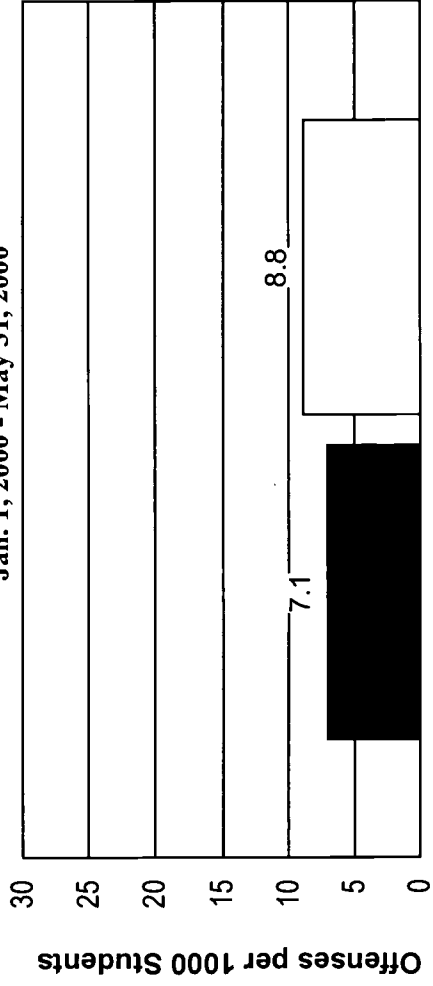


Administration



Police Department Incidents

Jan. 1, 2000 - May 31, 2000

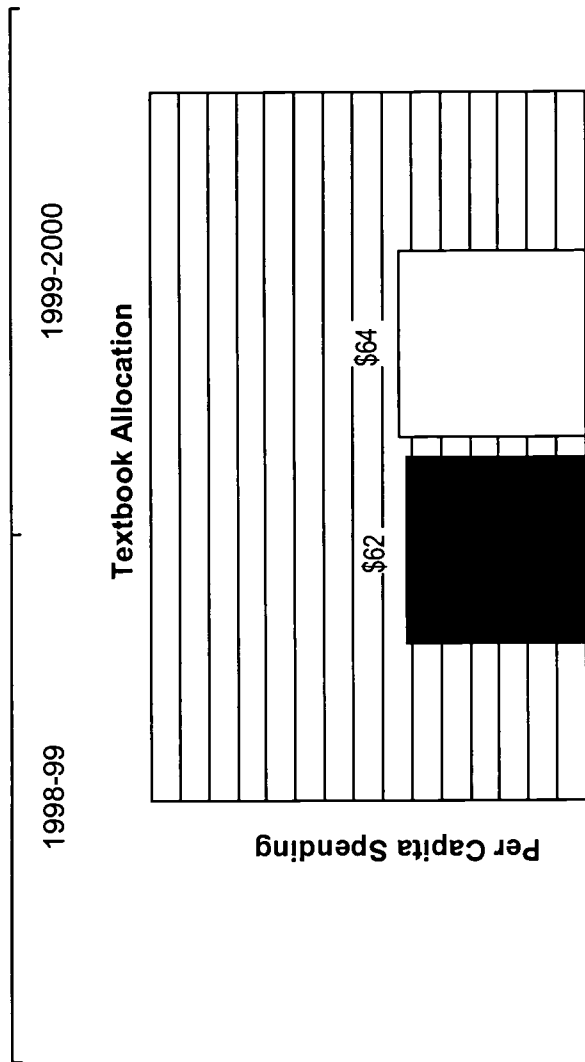


Fiscal Management

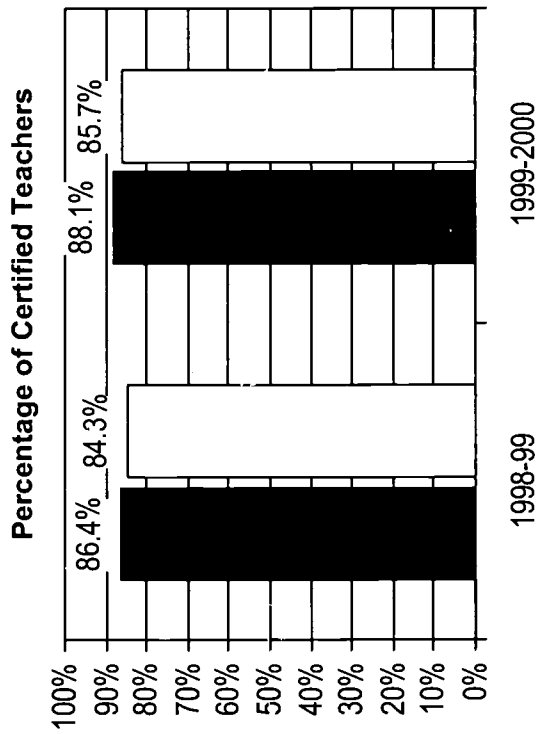
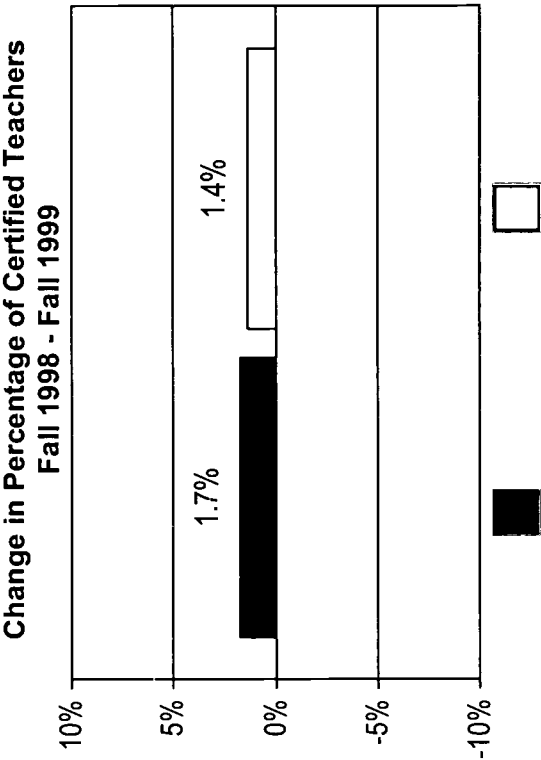
Timeliness of Payments to Vendors

Average Days From Invoice to Post Date

Not Applicable

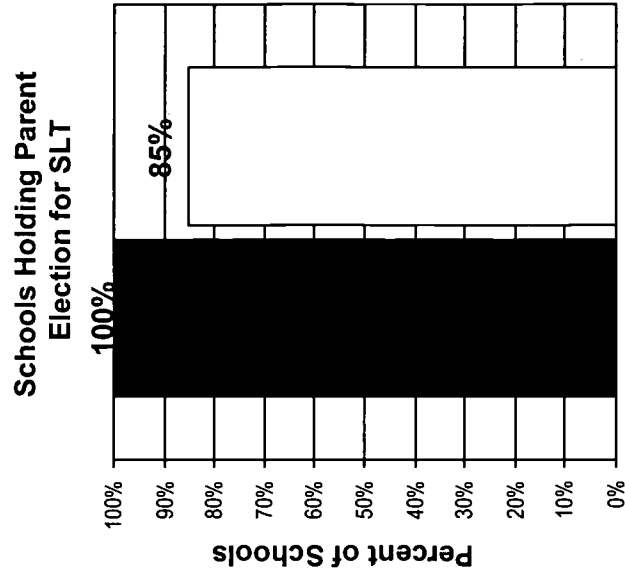
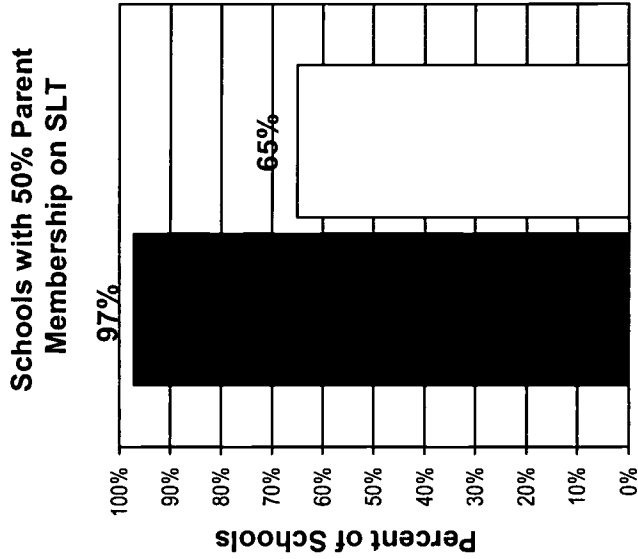
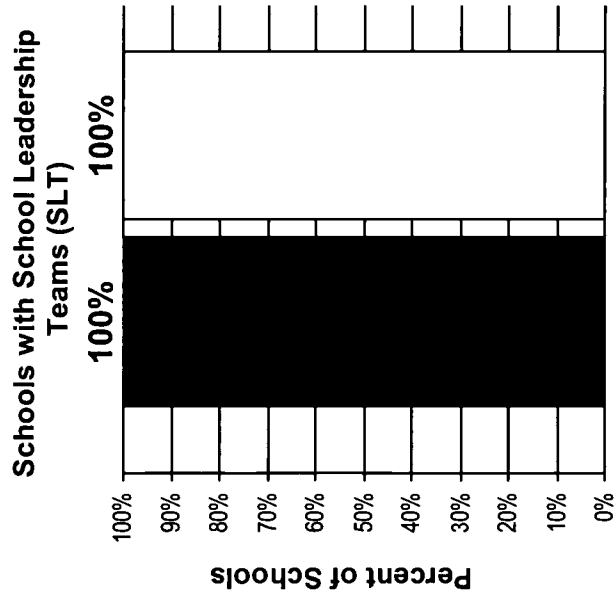


RECRUITMENT



Change in Percentage of Certified Teachers in SURR Schools
Fall 1998 - Fall 1999

Community Parent Relationships



Regents Cohort Explanation

STUDENTS ASSIGNED TO THE COHORT

All students (general education, English language learners, and special education) in a New York City high school:

- Who entered grade 9 *anywhere* in fall 1996 or spring 1997;
- Who were enrolled in a school in this superintendency on June 18, 1999 regardless of their grade level at that time.

AND

Exclusions from the 2000 Cohort

- Special education students who were either in ungraded classes or were pursuing an IEP diploma.
- All students who transferred to another high school anywhere (including New York City Public Schools), a criminal justice facility, or an approved alternative high school equivalency preparation program, after June 18, 1999.
- Students who left the U.S. after June 18, 1999 and deceased students.

NOTE: Students who dropped out after June 18, 1999 remain in the cohort.

ASSESSMENTS THAT COUNT TOWARD MEETING THE ENGLISH EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in English;
- Satisfactory scores on an SED-approved alternative assessment;
- For special education students, passing scores on *both* the reading and writing RCTs, even if students have failed the English Regents;
- For special education students who are English language learners, passing scores on *both* the LAB English reading sub-test and Native-language-arts writing test.

ASSESSMENTS THAT COUNT TOWARD MEETING THE MATHEMATICS EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in Mathematics;
- Scores of 55 or higher on the Regents Competency Test in Mathematics;
- Satisfactory scores on an SED-approved alternative assessment.



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