



2002-2003 ANNUAL SCHOOL REPORT

Chancellor's HS District

H.S. 410

WILLIAM H. TAFT HIGH SCHOOL

New York City Public Schools

Joel I. Klein, Chancellor

Grade Levels: 9 through 12

Students on Oct. 31, 2002: 1,607

Students on June 1, 2003: 1,531

School Mission Statement

Principal's Statement

PRINCIPAL DID NOT PROVIDE STATEMENT

Special Academic Programs

Extracurricular Activities

Community Support

Parent/School Support

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STUDENTS

Enrollment (October 31)

	2001	2002	2003
Grade 9	1056	906	666
Grade 10	538	459	392
Grade 11	159	196	156
Grade 12	240	223	199
Ungraded	303	232	194
Total	2296	2016	1607

Special Education Enrollment

	2001	2002	2003
Self Contained*	298	226	168
All Others	110	92	74

These students are included in the enrollment information above.

*Data may not match the number of students in the Ungraded section because they represent different times in the school year and were compiled using different decision rules.

English Language Learners (ELLs) Enrollment

	2001	2002	2003
	709	484	394

These students are included in the general and special education enrollment information above.

Ethnicity and Gender

Percent of enrollment	This School	Similar Schools	City Schools
White	0.6	2.4	16.1
Black	35.7	40.2	35.1
Hispanic	62.3	52.4	34.7
Asian and others*	1.4	5.1	14.1
Male	55.0	51.9	50.4
Female	45.0	48.1	49.6

* Includes: Pacific Islanders, Alaskan Natives, and Native Americans.

Profile of Entering Ninth and Tenth Graders*

Characteristics	This School	Similar Schools	City Schools
	Percent	Percent	Percent
Gender Male	53.9	49.9	49.1
Female	46.1	50.1	50.9
Part-time special education	3.1	5.9	5.7
Full-time special education	1.9	0.9	0.5
ELL	25.4	21.7	13.9
Over-age for grade	55.5	40.2	25.6
Percent eligible for free lunch	32.6	33.7	29.5
Avg. daily attend. during prior sem.	83.7	75.8	92.4
Percent meeting standard in:			
ELA (tested only)	3.7	13.2	31.0
Mathematics (tested only)	5.3	12.4	31.0

*This information is for the students who were on register as new 9th and 10th graders on October 31, 2002 and came from another school.

Attendance

Percent of days students attended	2001	2002	2003
This school	71.6	70.3	66.6
Similar schools	74.2	77.1	77.9
City schools	82.5	83.7	84.7

Eligible for Free Lunch

Percent of enrollment	2001	2002	2003
This school	73.2	76.9	83.7
Similar schools	69.4	81.5	82.3
City schools	48.4	51.3	54.0

Student Stability

Percent of enrollment	2001	2002	2003
This school	80.3	85.7	94.6
Similar schools	88.2	88.2	90.9
City schools	91.7	92.2	93.0

Suspensions

Number per 1,000 students	2001	2002	2003
This school	NA	185.5	128.2
Similar schools	70.0	71.9	74.8
City schools	57.8	49.9	58.7

Involved in Police Department Incidents

Number per 1,000 students	Major Crimes	Other Crimes	Non Criminal
This school	2.3	15.2	65.4
Similar schools	3.3	9.8	30.8
City schools	2.0	6.7	16.5

Combined data for schools in the same location: William H Taft HS, Bronx HS of Business, HS of Medical Sciences, and Jonathan Levin HS Media & Comm

Recent Immigrants*

Percent of enrollment	2001	2002	2003
This school	12.0	11.9	12.5
Similar schools	11.6	11.8	12.5
City schools	9.3	9.2	9.7

* Students enrolled as of Oct. 31, 2002 who immigrated to the U.S. within the last three years.

Recent Immigrants' Place of Birth

Percent of students	2003
DOMINICAN REPUBLIC	0.5
GHANA	0.2
JAMAICA	0.1

Throughout this report Similar Schools are defined as those schools whose entering ninth and tenth graders have similar characteristics, including percent ELLs, over-age for grade, average daily attendance, and standardized test scores.

This school is in the High Need Similar Schools group.

Throughout this report, "City schools" refers to all NYC H.S.s.

Throughout this report, 2001, 2002, and 2003 refer to the 2000-01, 2001-02, and 2002-03 school years.

SCHOOL CHARACTERISTICS

NUMBER OF STAFF

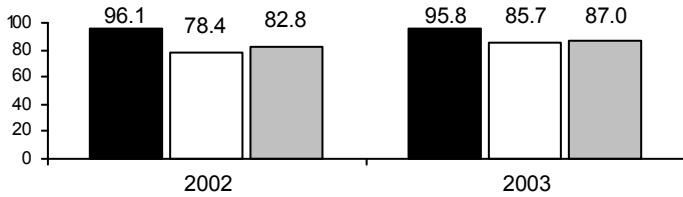
	2001	2002	2003
Teachers	NA	124	117
Administrators and other professionals	NA	29	25
Educational paraprofessionals	NA	0	0

Includes all full-time and part-time staff

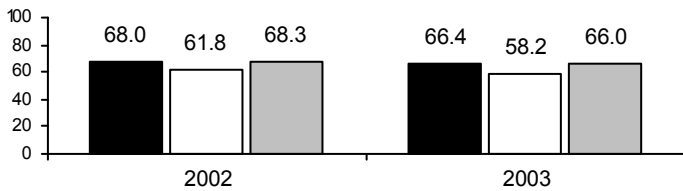
TEACHERS

■ This School □ Similar Schools ■ City Schools

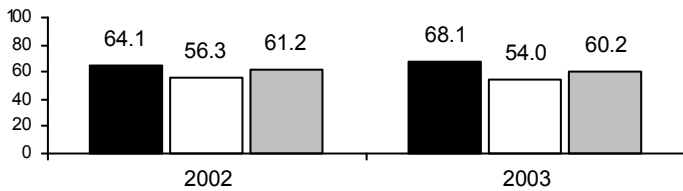
Percent Fully Licensed and Permanently Assigned to This School



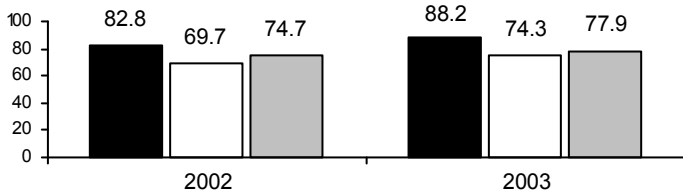
Percent More Than Two Years Teaching in This School



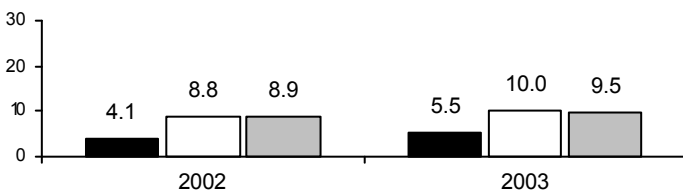
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



OTHER STAFF INFORMATION

	Number	Percent
Teachers teaching within certification area	NA	NA
Teachers teaching outside of certification area	NA	NA
Uncertified teachers	NA	NA

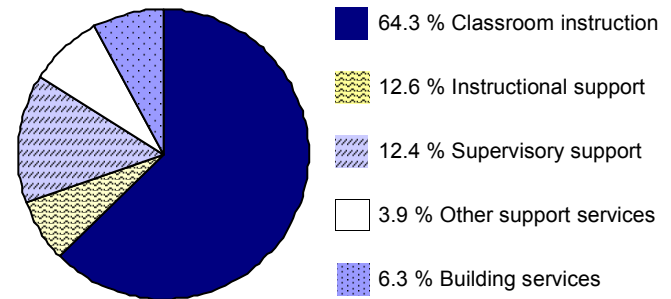
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	2001	2002	2003
This school	\$9,459	\$10,143	\$11,752
Similar schools	\$9,171	\$9,999	\$11,371
City schools	\$9,290	\$9,308	\$10,500

Note: The state calculation of school expenditures per student for direct and indirect services in 2003 was \$11,627 for all New York City schools. An average of \$12,871 was calculated for all New York State schools including those in New York City.

How money was spent in this school in 2003 (Direct Services Only)



0.4 % is used for district support.

OTHER SCHOOL INFORMATION

School Capacity

Percent of utilization*	2001	2002	2003
This school	92.3	84.4	72.1
Similar schools	101.7	102.0	105.5
City schools	109.0	107.8	108.5

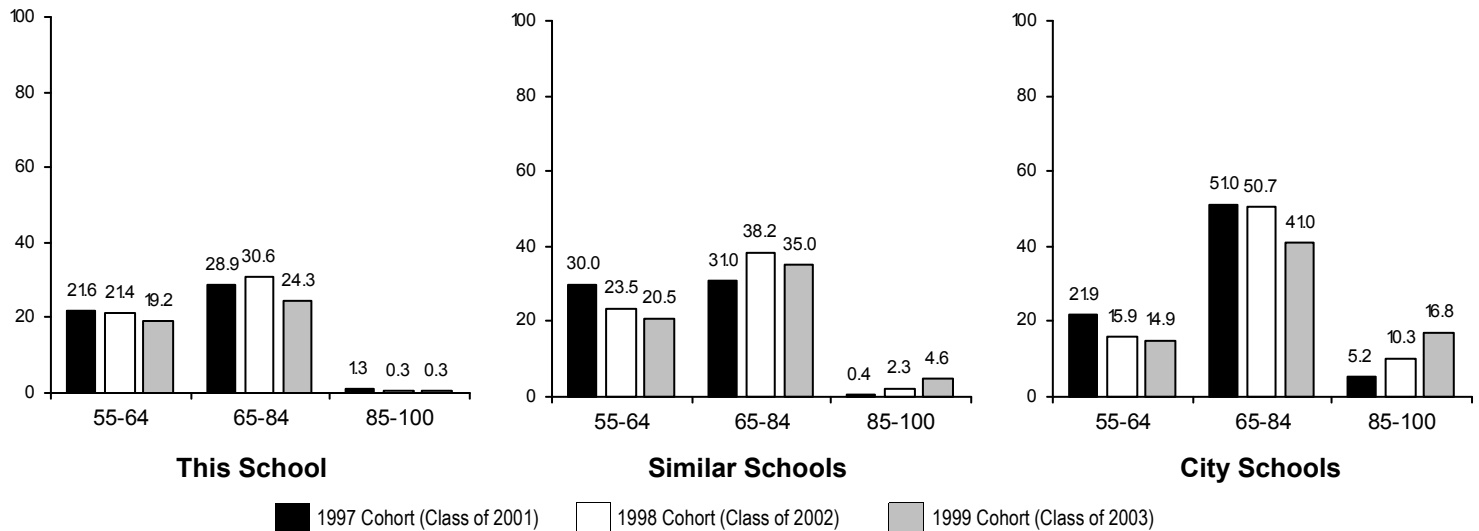
*When over 100%, school has exceeded official capacity.

HIGH SCHOOL ENGLISH ACHIEVEMENT AFTER FOUR YEARS OF INSTRUCTION

Performance on graduation assessment requirements after four years of high school is presented here for the Class of 2001, 2002, and 2003 Regents cohort students who entered the ninth grade in 1997-98, 1998-99, and 1999-00, respectively. While on the Regents, a score of 65 or above is passing, students can also graduate with a local diploma by scoring 55 to 64. Results are given below for the Regents examinations in English, for state approved alternative assessments (e.g., Advanced Placement Literature and Composition Examination, International Baccalaureate English A1 Standard Level Examination, etc.), and for component retests. The tables, but not the graphs, include data on Regents Competency Tests (RCTs).

Achievement on the Regents Examination in English after Four Years

All Students: General Education and Students with Disabilities



ACHIEVEMENT OF ENGLISH GRADUATION REQUIREMENT AFTER FOUR YEARS OF HIGH SCHOOL*

	Students in Cohort N	Highest Score From 0 to 54		Highest Score From 55 to 64		Highest Score From 65 to 84		Highest Score From 85 to 100		Approved Alternative Credit	
		N	%	N	%	N	%	N	%	N	%
1997 Cohort (Class of 2001)	305	41	13.4	66	21.6	88	28.9	4	1.3	0	0.0
1998 Cohort (Class of 2002)	359	62	17.3	77	21.4	110	30.6	1	0.3	0	0.0
1999 Cohort (Class of 2003)	313	72	23.0	60	19.2	76	24.3	1	0.3	0	0.0

* Assessments used to determine counts in this table include a Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Test (RCT) in Reading and Writing to Meet the Graduation Requirement*

	Total Students Tested N	Passed RCTs		Failed RCT in Reading and/or Writing	
		N	%	N	%
1997 Cohort (Class of 2001)	7	3	42.9	4	57.1
1998 Cohort (Class of 2002)	8	1	12.5	7	87.5
1999 Cohort (Class of 2003)	11	2	18.2	9	81.8

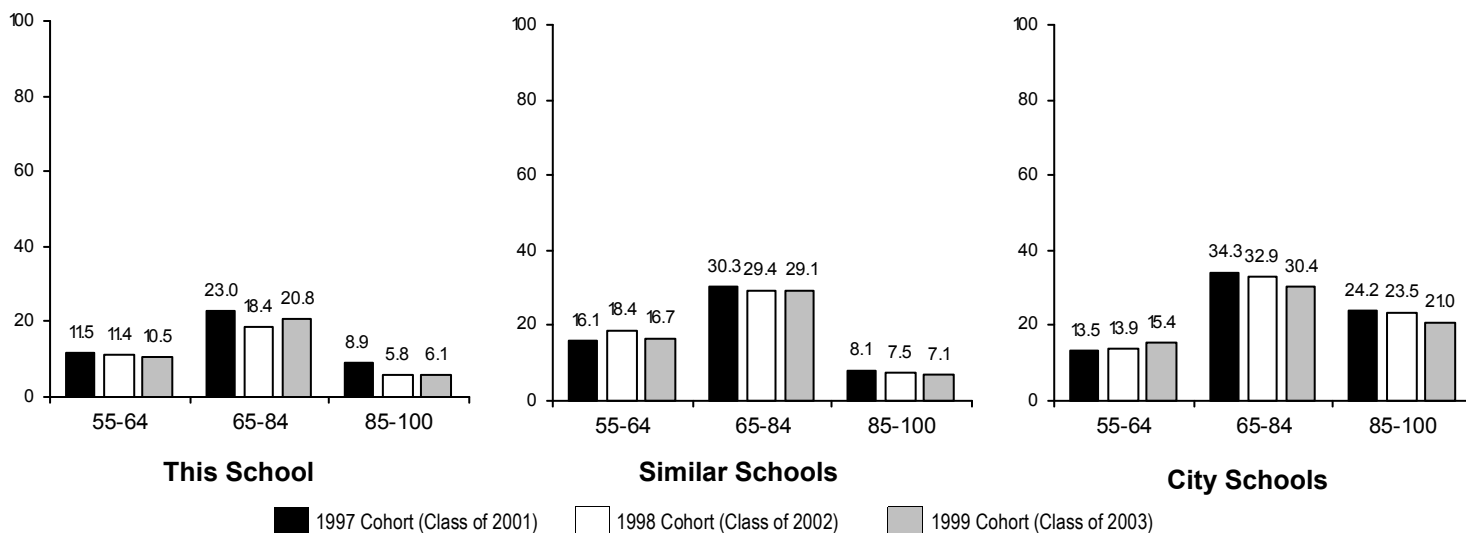
* Includes only those students eligible for the safety net who did not score 55 or higher on the Regents examination or approved alternative.

HIGH SCHOOL MATHEMATICS ACHIEVEMENT AFTER FOUR YEARS OF INSTRUCTION

Performance on graduation assessment requirements after four years of high school is presented here for the Class of 2001, 2002, and 2003 Regents cohort students who entered the ninth grade in 1997-98, 1998-99, and 1999-00, respectively. While on the Regents, a score of 65 or above is passing, students can also graduate with a local diploma by scoring 55 to 64. Results are given below for the Regents examinations in mathematics, for state approved alternative assessments (e.g., SATs, portfolio assessments, etc.), and for component retests. The tables, but not the graphs, include data on Regents Competency Tests (RCTs).

Achievement on the Regents Examination in Mathematics after Four Years

All Students: General Education and Students with Disabilities



ACHIEVEMENT OF MATHEMATICS GRADUATION REQUIREMENT AFTER FOUR YEARS OF HIGH SCHOOL*

	Students in Cohort N	Highest Score From 0 to 54		Highest Score From 55 to 64		Highest Score From 65 to 84		Highest Score From 85 to 100		Approved Alternative Credit	
		N	%	N	%	N	%	N	%	N	%
1997 Cohort (Class of 2001)	305	45	14.8	35	11.5	70	23.0	27	8.9	13	4.3
1998 Cohort (Class of 2002)	359	81	22.6	41	11.4	66	18.4	21	5.8	0	0.0
1999 Cohort (Class of 2003)	313	108	34.5	33	10.5	65	20.8	19	6.1	0	0.0

* Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test (RCT) in Mathematics to Meet the Graduation Requirement*

	Total Students Tested N	Passed RCTs		Failed the RCT	
		N	%	N	%
1997 Cohort (Class of 2001)	9	5	55.6	4	44.4
1998 Cohort (Class of 2002)	15	6	40.0	9	60.0
1999 Cohort (Class of 2003)	10	8	80.0	2	20.0

* Includes only those students eligible for the safety net who did not score 55 or higher on the Regents examination or approved alternative.

COHORT PERFORMANCE

Class of 2003 Subgroups

Subgroup performance on graduation assessment requirements after four years of high school is presented here for students in the Class of 2003 Regents cohort.

Subgroup Performance on Graduation Assessment Requirements

Category	English					Math				
	Number of Students in Cohort	Number of Students by Score			Percent Meeting Graduation Requirement	Number of Students in Cohort	Number of Students by Score			Percent Meeting Graduation Requirement
		Regents*		Passed RCTs ¹			Regents*		Passed RCTs ¹	
		55-64	65-100				55-64	65-100		
Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0.0	0	0	0	0	0.0
Black	114	20	34	1	48.3	114	12	35	3	43.9
Hispanic	190	38	39	1	41.1	190	21	44	5	36.8
Asian or Pacific Islander	7	2	2	0	57.1	7	0	4	0	57.1
White	0	0	0	0	0.0	0	0	0	0	0.0
Unspecified	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Small Group Totals ²	2	0	2	0	100.0	2	0	1	0	50.0
Educational Status										
General Education	292	57	76	0	45.6	292	31	83	0	39.0
Special Education	21	3	1	2	28.6	21	2	1	8	52.4
Gender										
Female	152	33	37	1	46.7	152	13	38	2	34.9
Male	161	27	40	1	42.2	161	20	46	6	44.7
English Proficiency Status										
English Proficient	267	58	71	2	49.1	267	28	75	7	41.2
ELLs	46	2	6	0	17.4	46	5	9	1	32.6
Income Level										
Low Income	223	48	57	2	48.0	223	26	62	7	42.6
Not Low Income	90	12	20	0	35.6	90	7	22	1	33.3
TOTAL ALL STUDENTS	313	60	77	2	44.4	313	33	84	8	39.9

* Includes students with component retest and approved alternative results. The State Education Department may approve an alternative assessment to the Regents, such as portfolio assessments, S.A.T.s, etc.

¹ Only students with disabilities and certain general education students may qualify for a local diploma by passing Regents Competency Tests (RCTs).

² Small Group Totals: In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

COHORT GRADUATION RATE

Students were counted as graduates in the first two columns of this table if they earned a local diploma, with or without a Regents endorsement, by June 30th of their fourth year after first entering Grade 9. Students were considered graduates in the second two columns if they earned a local diploma, with or without a Regents endorsement, by August 31st.

Category	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Number in Graduation Cohort	Graduation Rate %	Number in Graduation Cohort	Graduation Rate %
Race/Ethnicity				
American Indian/Alaskan Native	0	0	0	0
Black	125	16	118	32
Hispanic	237	10	219	22
Asian or Pacific Islander	6	0	7	14
White	0	0	0	0
Unspecified	NA	NA	NA	NA
Small Group Totals ²	3	0	3	0
Educational Status				
General Education	340	13	321	27
Special Education	31	3	26	4
Gender				
Female	181	12	169	28
Male	190	12	178	22
English Proficiency Status				
English Proficient	319	12	313	26
ELLs	52	13	34	21
Income Level				
Low Income	NA	NA	NA	NA
Not Low Income	NA	NA	NA	NA
TOTAL ALL STUDENTS	371	12	347	25

² Small Group Totals: In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

SCHOOL ACCOUNTABILITY STATUS

English Language Arts

For a school to make Adequate Yearly Progress (AYP) in 2002-03, every accountability group must make AYP.

For an accountability group to make AYP in 2002-03, it must make its Effective Annual Measurable Objective (AMO) or make safe harbor (2002-03 Performance and Standards). To make the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA Safe Harbor Target and the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

ELA Safe Harbor Targets: The secondary-level 2002-03 ELA Safe Harbor Target is calculated by using the following equation: 2001-02 PI + (200 – the 2001-02 PI) x 0.10. The 2003-04 ELA Safe Harbor Target is calculated by using the following equation: 2002-03 PI + (200 – the 2002-03 PI) x 0.10. The 2003-04 target is provided for groups whose PI was below the Effective AMO in 2002-03.

Accountability Group	2002-03 Performance*		2002-03 Standards			Made AYP in ELA in 2002-03	2003-04
	Count of 1999 Accountability Cohort Members ¹	Performance Index ²	Effective AMO ³	ELA Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor**		ELA Safe Harbor Target
All Students	313	69	136	95	Y	N	82
Students with Disabilities	21						
American Indian/Alaskan Native	1						
Black	114	78	132	106	Y	N	90
Hispanic	190	62	134	89	Y	N	76
Asian or Pacific Islander	7						
White	1						
ELLs	46	30	128	82	Y	N	47
Economically Disadvantaged	223	74	135	20	N	N	
Final AYP Determination							

* For schools with fewer than thirty 1999 accountability cohort members, 1998 and 1999 cohort data were combined to determine counts and PIs.

** Groups with a blank are not required to meet the graduation-rate qualification for safe harbor, because there were fewer than 30 members in the graduation-rate cohort. The members of the graduation-rate cohort are: the students from the previous year's (1998) Regents cohort, including those who had transferred out to GED programs.

¹ The 1999 accountability cohort consists of all students who first entered Grade 9 in the fall of 1999, and all ungraded special education students who reached their seventeenth birthday in the 1999-00 year, who were continuously enrolled in this school since October 3, 2001.

² This index is based on the performance levels of the tested cohort members.

³ This is the lowest PI that an accountability group of a given size can achieve to make AYP.

^a Federal Title I accountability status in secondary-level English language arts: Planning for Restructuring

State accountability status in secondary-level English language arts:

^a Schools that have a federal Title I accountability status must follow No Child Left Behind (NCLB) rules.

SCHOOL ACCOUNTABILITY STATUS

Mathematics

For a school to make Adequate Yearly Progress (AYP) in 2002-03, every accountability group must make AYP.

For an accountability group to make AYP in 2002-03, it must make its Effective Annual Measurable Objective (AMO) or make safe harbor (2002-03 Performance and Standards). To make the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its Math Safe Harbor Target and the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

MATH Safe Harbor Targets: The secondary-level 2002-03 Math Safe Harbor Target is calculated by using the following equation: 2001-02 PI + (200 – the 2001-02 PI) x 0.10. The 2003-04 Math Safe Harbor Target is calculated by using the following equation: 2002-03 PI + (200 – the 2002-03 PI) x 0.10. The 2003-04 target is provided for groups whose PI was below the Effective AMO in 2002-03.

Accountability Group	2002-03 Performance*		2002-03 Standards			Made AYP in Math in 2002-03	2003-04
	Count of 1999 Accountability Cohort Members ¹	Performance Index ²	Effective AMO ³	Math Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor**		Math Safe Harbor Target
All Students	313	67	126	75	Y	N	80
Students with Disabilities	21						
American Indian/Alaskan Native	1						
Black	114	75	122	84	Y	N	88
Hispanic	190	60	124	70	Y	N	74
Asian or Pacific Islander	7						
White	1			75			
ELLs	46	52	118	84	Y	N	67
Economically Disadvantaged	223	70	125	20	N	N	
Final AYP Determination							

* For schools with fewer than thirty 1999 accountability cohort members, 1998 and 1999 cohort data were combined to determine counts and PIs.

** Groups with a blank are not required to meet the graduation-rate qualification for safe harbor, because there were fewer than 30 members in the graduation-rate cohort. The members of the graduation-rate cohort are: the students from the previous year's (1998) Regents cohort, including those who had transferred out to GED programs.

¹ The 1999 accountability cohort consists of all students who first entered Grade 9 in the fall of 1999, and all ungraded special education students who reached their seventeenth birthday in the 1999-00 year, who were continuously enrolled in this school since October 3, 2001.

² This index is based on the performance levels of the tested cohort members.

³ This is the lowest PI that an accountability group of a given size can achieve to make AYP.

^a **Federal Title I accountability status in secondary-level mathematics: Planning for Restructuring**

State accountability status in secondary-level mathematics:

^a Schools that have a federal Title I accountability status must follow No Child Left Behind (NCLB) rules.

SCHOOL ACCOUNTABILITY STATUS

Graduation Rate

2002-03 Graduation Rate AYP: In order to make the graduation rate AYP, the percentage of all students earning a Local Diploma in each school must equal or exceed the Graduation Rate Standard, which was 55 percent in 2002-03.

Qualification for Safe Harbor in Secondary-Level ELA and/or Math: For an accountability group to be considered Qualified for Safe Harbor in Secondary-Level ELA and/or Math, the Percent Earning a Local Diploma by August 31, 2002 must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for that group.

Graduation-Rate Progress Targets: The 2002-03 Graduation-Rate Progress Target is calculated by adding one point to the Percent Earning a Local Diploma by June 30, 2002. The 2003-04 Graduation-Rate Target is calculated by adding one point to the Percent Earning a Local Diploma by August 31, 2002. This target is provided for each group whose Percent Earning a Local Diploma by August 31, 2002 is below the Graduation-Rate Standard in 2002-03. Groups with fewer than 30 cohort members are not subject to this criterion.

Accountability Group	2002-03 Performance ¹		2002-03 Standards		Made AYP in Graduation Rate in 2002-03	2002-03	2003-04
	Count of 1998 Graduation-Rate Cohort Members	Percent Earning a Local Diploma by August 31, 2002	Graduation-Rate Standard	Graduation-Rate Progress Target		Qualified for Safe Harbor in Secondary-Level ELA and/or Math	Graduation-Rate Progress Target
All Students	347	25	55	13	Y	Y	26
Students with Disabilities	26			4			
American Indian/Alaskan Native	1			1			
Black	118	32	55	17		Y	33
Hispanic	219	22	55	11		Y	23
Asian or Pacific Islander	7			1			
White	2			1			
ELLs	34	21	55	14		Y	22
Economically Disadvantaged	101	9	55	1		Y	10
Final AYP Determination					N		

¹ The 2002-03 Performance is based on the graduation rate of the 1998 Regents cohort (class of 2002), including students who had transferred to GED programs.

^a Federal Title I accountability status for graduation rate:

State accountability status for graduation rate: In Good Standing

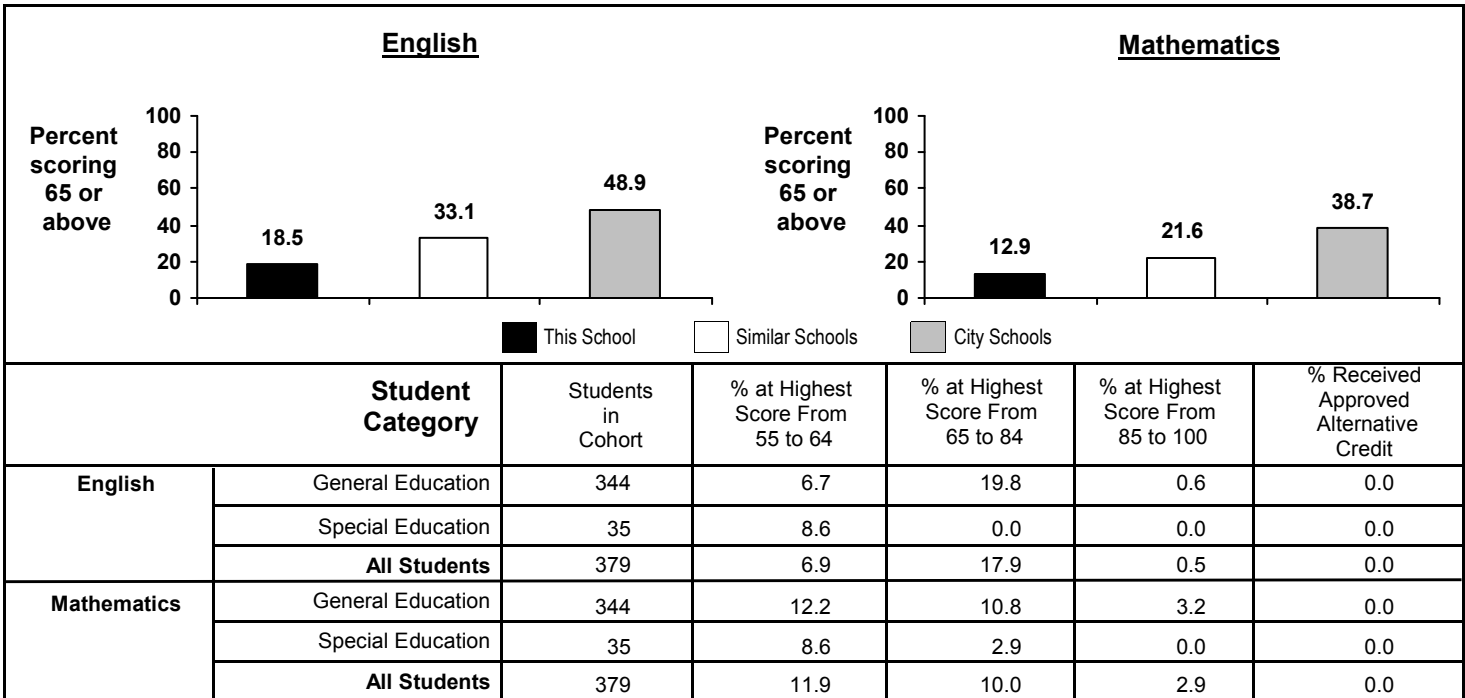
^a Schools that have a federal Title I accountability status must follow No Child Left Behind (NCLB) rules.

COHORT PERFORMANCE

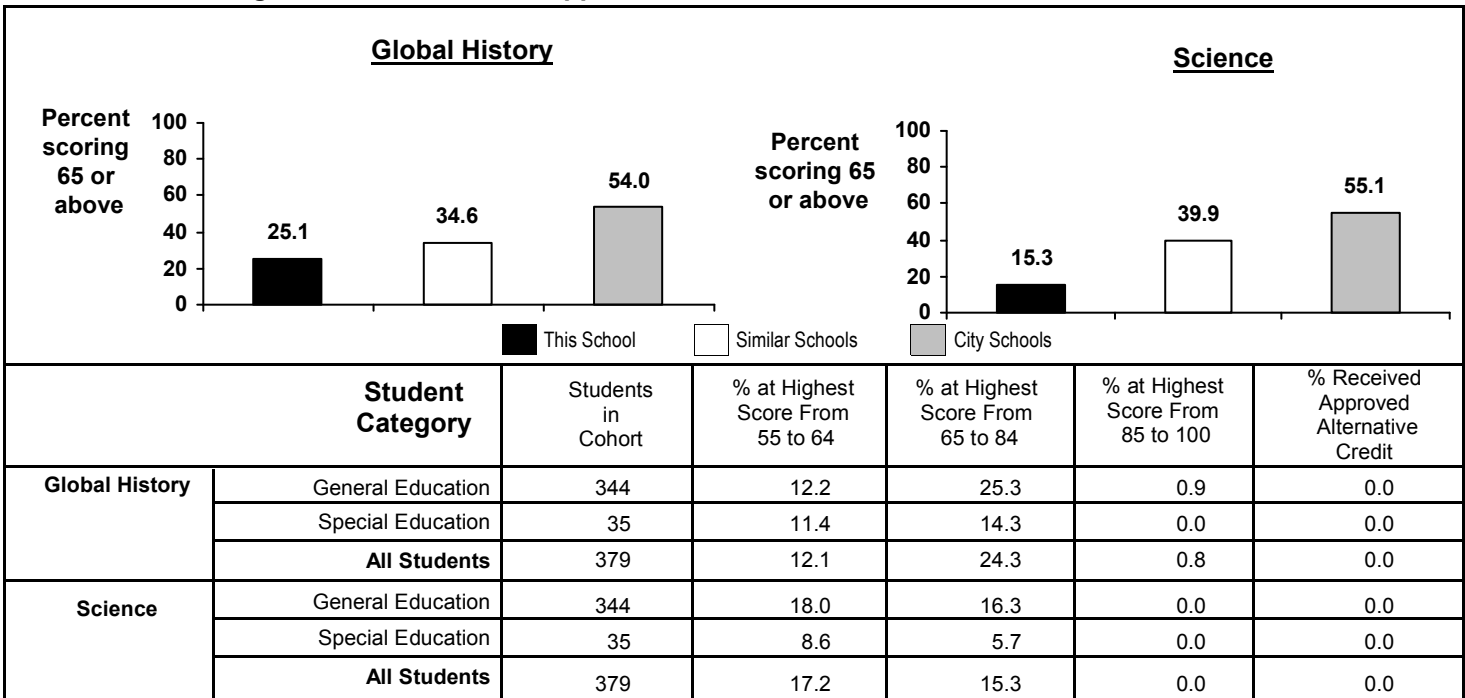
Class of 2004

Performance on graduation assessment requirements after three years of high school is presented here for the Class of 2004 Regents cohort students who entered the ninth grade in 2000-01. While on the Regents, a score of 65 or above is passing, students can also graduate with a local diploma by scoring 55 to 64. Results are given below for the Regents examinations in English, mathematics, global history, and science. The phase-in of Regents requirements leads to the larger number of subjects presented here compared to results for prior years. Results for state approved alternative assessments (e.g., portfolio assessments, International Baccalaureate English A1 Standard Level Examination, etc.) and component retests are included. Results for students in the Class of 2003 for English and mathematics are presented elsewhere in this report.

Performance on Regents Examinations or Approved Alternative After THREE Years



Performance on Regents Examinations or Approved Alternative After THREE Years



Note: Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

SCHOOL REGISTRATION REVIEW (SURR)

HIGH SCHOOL

This school is presently identified as a School Under Registration Review (SURR). Commissioner's Regulations require the Commissioner to, annually, place under Registration Review those schools that are determined to be farthest from State standards and most in need of improvement. The Commissioner establishes a timeline by which each SURR must meet performance targets in its area(s) of identification. A school that meets these targets may be removed from registration review, except that, in the school's first year of identification, the school must not only achieve its performance targets, but also meet all State standards in its area(s) of identification. The Commissioner may recommend that the Board of Regents revoke the registration of a school that does not perform satisfactorily. Revocation of registration will prevent the school from further operation as a public school. When circumstances warrant, the Commissioner may extend the time frame for a school to make the required progress.

When a school is identified for registration review, a team of experts visits the school and prepares a report. Each school's district develops a Corrective Action Plan and each school develops a Comprehensive Education Plan to address the recommendations contained in the report. Both the State Education Department and the local school district provide additional support and resources to assist in the school's improvement.

A school identified as a SURR may also be identified as a School In Need of Improvement for failure to make the Adequate Yearly Progress required by the No Child Left Behind Act. In this case, the SURR may also be required to offer School Choice and/or Supplemental Educational Services.

The following charts display the school's performance on state English Language Arts and Mathematics tests for the period from 2001-2002 to the end of the target timeline, including the year in which the school was identified, the subsequent history of measured performance, and the minimum and target levels established for the school.

English Language Arts Performance

High School ELA Measured by the Regents English Performance					
School Year	2001-2002	2002-2003	2003-2004	2004-2005**	2005-2006**
Target (%)	68	102	102	TBD	TBD
Results (%)	52.6	69			
Minimum (%)	57	82	82	TBD	TBD
This school was identified for SURR in this subject in 1999-2000 and was given performance targets based on its performance in 1998-1999. Its target must be met by a date to be determined.					

Mathematics Performance

High School Math Measured by the Regents Math Performance					
School Year	2001-2002	2002-2003	2003-2004	2004-2005**	2005-2006**
Target (%)	69.6	102	102	TBD	TBD
Results (%)	37.3	67			
Minimum (%)	59.4	82	82	TBD	TBD
This school was identified for SURR in this subject in 2000-2001 and was given performance targets based on its performance in 1999-2000. Its target must be met by a date to be determined.					

In ELA and Math, high school measured performance is reported as a performance index, with a range from 0 to 200. Therefore, all subsequent targets are also reported in performance indices. The target is based on the previous year's performance indicator.

* In order to be considered for removal from SURR status in its first year of identification, a school must achieve the State standard in its area(s) of identification.

** High School performance targets may change once the federal accountability system is fully implemented.

PERFORMANCE OF ALL STUDENTS ON REGENTS EXAMINATIONS

	2001-2002				2002-2003			
	Number	55 - 100	65 - 100 ¹	85 - 100 ²	Number	55 - 100	65 - 100 ¹	85 - 100 ²
	Tested	Percent	Percent	Percent	Tested	Percent	Percent	Percent
ENGLISH								
This School	417	43.4	19.7	0.7	498	32.7	21.5	0.4
Similar Schools	8327	58.4	34.4	4.7	9147	61.2	43.7	5.7
City Schools	59170	74.2	55.2	16.1	61947	75.2	61.2	17.9
MATH A								
This School	545	11.9	4.2	0.2	704	17.9	5.7	0.1
Similar Schools	6820	34.4	18.9	2.9	11143	43.0	27.1	2.7
City Schools	39724	50.8	33.2	8.1	68525	59.5	42.9	9.8
Does not include the students who took the Regents local version of Math A.								
MATH B								
This School	3	33.3	0.0	0.0	9	88.9	44.4	0.0
Similar Schools	234	70.1	55.6	12.0	273	59.3	36.3	4.0
City Schools	530	76.0	65.7	18.7	2362	69.7	52.9	10.1
CHEMISTRY								
This School	160	26.9	8.8	0.0	178	14.6	1.7	0.0
Similar Schools	2408	41.6	18.3	0.7	2518	43.1	23.9	1.5
City Schools	27596	69.2	42.3	4.3	27258	68.8	46.3	6.9
LIVING ENVIRONMENT								
This School	355	55.8	28.5	0.3	340	40.9	20.3	0.3
Similar Schools	7367	79.8	60.6	3.2	9650	67.5	48.5	2.2
City Schools	56342	86.0	70.8	9.4	60434	80.0	64.3	10.0
Does not include the students who took the Regents local version of Biology.								
GLOBAL HISTORY AND GEOGRAPHY								
This School	487	54.4	28.5	1.0	423	36.4	22.7	1.9
Similar Schools	9518	60.3	34.8	2.1	10496	53.6	39.5	4.7
City Schools	63670	73.4	53.5	10.8	70854	68.4	56.3	14.5
U.S. HISTORY AND GOVERNMENT								
This School	341	67.2	34.6	0.6	322	66.1	39.8	5.3
Similar Schools	7780	67.5	43.2	4.0	8468	73.3	53.9	7.0
City Schools	55596	82.0	64.3	18.5	57301	85.5	71.1	21.7
LANGUAGES OTHER THAN ENGLISH								
This School	51	100.0	98.0	78.4	54	100.0	98.1	68.5
Similar Schools	2308	98.6	97.3	75.3	2492	98.9	96.9	72.9
City Schools	23067	98.1	95.6	65.9	22830	98.4	96.2	66.4

These data are based on all students, including general education and special education students, regardless of services received.

¹ 65 - 100 is the range of passing scores.

² 85 - 100 is the range of passing with distinction scores.

PERFORMANCE ON REGENTS COMPETENCY TESTS (RCTs)

	<u>2001-2002</u>				<u>2002-2003</u>			
	GENERAL EDUCATION		SPECIAL EDUCATION		GENERAL EDUCATION		SPECIAL EDUCATION	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
MATH								
This School	18	27.8	40	17.5	7	14.3	84	34.5
Similar Schools	280	31.8	1086	27.1	159	47.8	1326	37.6
City Schools	2814	56.5	5182	35.9	1593	67.4	6639	45.0
SCIENCE								
This School	108	49.1	41	14.6	20	30.0	34	14.7
Similar Schools	1349	43.4	1020	22.6	401	45.1	1068	16.4
City Schools	7175	48.7	5381	23.6	2398	53.5	6008	24.4
READING								
This School	9	33.3	49	14.3	2	50.0	49	26.5
Similar Schools	73	31.5	542	31.0	46	37.0	774	35.9
City Schools	824	59.6	3259	42.1	258	51.9	4181	43.1
WRITING								
This School	2	100.0	17	52.9	2	0.0	19	31.6
Similar Schools	39	56.4	367	46.0	23	34.8	334	39.5
City Schools	371	61.5	2196	56.4	150	48.0	1961	48.4
GLOBAL STUDIES								
This School	40	25.0	42	16.7	4	0.0	38	5.3
Similar Schools	650	22.3	830	10.4	165	32.1	845	12.7
City Schools	3910	32.4	4317	15.8	995	39.7	4739	19.7
U.S. HISTORY AND GOVERNMENT								
This School	64	37.5	18	33.3	3	33.3	24	20.8
Similar Schools	953	34.0	437	24.9	188	35.1	502	18.1
City Schools	5739	40.1	2431	32.2	1459	45.7	2750	30.9

Note: All special education and some general education students may qualify for a local diploma by passing Regents competency tests.

INTRODUCTION TO OCCUPATIONS EXAMINATIONS

General Education Students

Special Education Students

	2001		2002		2003		2001		2002		2003	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
This school	53	86.8	43	88.4	47	89.4	2	100.0	1	100.0	3	100.0
Similar schools	1407	76.0	961	65.6	1011	43.7	112	59.8	190	31.6	111	21.6
City schools	9100	85.7	8291	82.9	7832	65.5	505	65.3	1014	43.9	806	24.2

SPECIAL EDUCATION STUDENTS

Full-Time Participants

Percent of school enrollment	2001	2002	2003
This school	12.9	11.2	10.5
Similar schools	8.2	8.7	5.9
City schools	5.9	5.9	5.9

Movement to Less Restrictive Environment

Percent of special education students	This School	Similar Schools	City Schools
Movement from full time to part time or general education	0.0	2.4	3.4
Movement from part time to general education	2.9	5.8	7.6

Part-Time Participants

Percent of school enrollment	2001	2002	2003
This school	4.7	4.5	4.6
Similar schools	5.5	5.7	5.9
City schools	5.0	5.1	5.5

Participation in Non-Integrated Settings

Percent of school days spent in integrated settings	This School	Similar Schools	City Schools
Greater than 60 percent	68.6	51.0	45.8
20 to 60 percent	0.0	5.9	5.3
Less than 20 percent	31.4	43.1	48.9

ENGLISH LANGUAGE LEARNERS (ELLs)

Participants

Percent of school enrollment	2001	2002	2003
This school	30.8	24.0	24.5
Similar schools	22.8	22.8	20.7
City schools	16.3	14.0	0.0

Student Achievement

Percent of tested ELLs passing regents examinations

	2002			2003		
	This School	Similar Schools	City Schools	This School	Similar Schools	City Schools
English	0.0	10.6	17.4	6.7	21.4	32.5
Math A	2.5	22.2	28.4	2.8	28.7	36.3
Math B	0.0	66.7	65.8	0.0	40.0	55.9
Chemistry	3.8	21.0	24.9	2.2	27.2	35.9
Living Environment	27.3	44.5	45.9	19.4	38.9	43.2
Global History	18.0	28.9	34.6	13.5	35.2	41.1
U.S History	33.9	31.2	35.2	26.4	47.6	54.0

Student Movement Toward English Proficiency

Attaining English Proficiency

Percent of ELLs	2001	2002	2003 *
This school	29.2	13.0	0.9
Similar schools	14.4	14.2	4.4
City schools	15.3	16.7	7.2

* Note: In 2003, the NYSED introduced a new assessment for English Language Learners to measure English proficiency, the NYS English as a Second Language Achievement Test (NYSESLAT). Since the NYSESLAT is a new test with new scoring methods, direct comparisons cannot be made with previous tests.

DROPOUTS AND GRADUATES

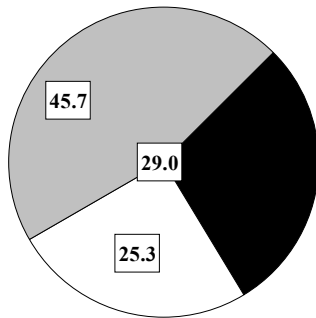
2003 NYC COHORT

The chart below presents data for students who entered a NYC public high school as 9th graders in Sept. 1999, or 10th graders in Sept. 2000, or 11th graders in Sept. 2001. For this group, unlike the 2003 Regents Cohort, graduation dates beyond four years of high school are counted. Included are graduates: students receiving a diploma, including a HS equivalency diploma; dropouts: students who left school before graduating and did not enroll in another school; and students still enrolled: students continuing to work toward a high school diploma. All data include part-time special education students and English Language Learners (ELLs).

Status of the 2003 NYC Cohort

Percent of students, after 4 years, who either graduated, dropped out, or were still enrolled in this school as of summer 2003.

No. of Students = 372



■ Graduated □ Dropped Out ■ Still Enrolled

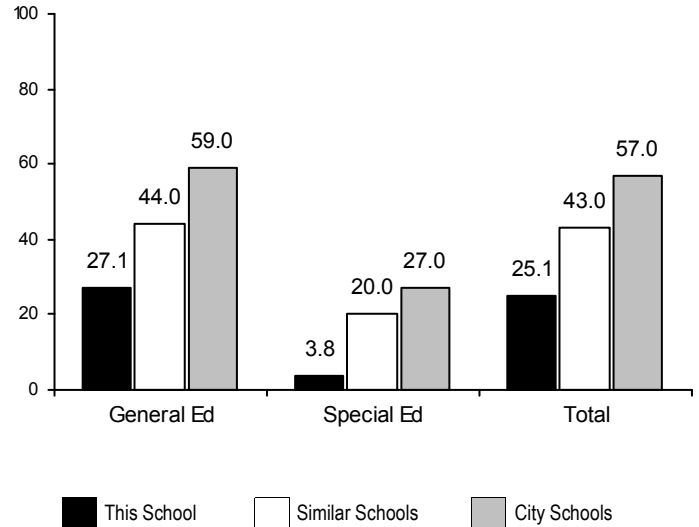
Citywide : ■ 53.4% □ 20.3% ■ 26.3%

This chart does not include the students who were discharged to other school systems.

1998 COHORT FOR CLASS OF 2003

The Graduation-Rate requirement for the Class of 2003 is based on the 1998 Regents cohort (Class of 2002). The graph and table below contain data for all students – including those who had transferred to GED programs – who earned a diploma, with or without a Regents endorsement, no later than August 31, 2002.

1998 Cohort Graduation Rates



TYPES OF DIPLOMAS: CLASS OF 2003 GRADUATES

	This School Percent	Similar Schools Percent	City Schools Percent
Local Diploma (including Special Education Diplomas)	95.4	87.3	60.9
Regents Diploma (including Honors)	0.9	10.9	34
G.E.D.	3.7	1.8	5.1

1998 Cohort Graduation Rates

Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a + b)	Number Graduated	% Graduated
322	25	347	87	25.1

OTHER INDICATORS

SCHOLASTIC APTITUDE TEST (SAT) IN 2002-2003

Percent of 11th and 12th graders taking SAT

	This School	Similar Schools	City Schools
11th and 12th grade enrollment	355	9593	83558
Percent taking SAT	25.4	29.5	37.5

Average SAT Scores*

SAT Section	This School	Similar Schools	City Schools
Verbal	337	362	443
Mathematics	376	387	472

* Scores on each segment of this test range from 200 to 800.

STUDENT PLANS AFTER GRADUATION

Post-high school plans of the 2003 graduates*

	This School Percent	Similar Schools Percent	City Schools Percent
4-Year college	20.2	35.4	54.1
2-Year college	27.0	21.5	16.0
Employment	0.6	1.2	1.2
Military services	2.5	2.0	1.3
Other	49.7	39.9	27.3

*These are student reports. Does not include IEP diplomas or local certificates.