



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>PS 103 HECTOR FONTANEZ</b>
<b>SCHOOL ID:</b>	<b>321100010103</b>
<b>DISTRICT:</b>	<b>NYC GEOG DIST #11 - BRONX</b>
<b>DISTRICT ID:</b>	<b>321100010000</b>
<b>PRINCIPAL:</b>	<b>FARID REYES</b>
<b>SUPERINTENDENT:</b>	<b>ELIZABETH WHITE</b>
<b>PHONE:</b>	<b>718-655-0261</b>

**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:**  
Office of Accountability  
New York State Education Department  
55 Hanson Place  
Brooklyn, NY 11217  
Email: [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov)

# 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](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: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

**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	✗
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: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	✓	526	100%
American Indian or Alaska Native	—	20	—
Black or African American	✓	270	100%
Hispanic or Latino	✓	211	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	—	16	—
Multiracial	—	0	—
Students With Disabilities	✓	86	100%
Limited English Proficient	✓	90	100%
Economically Disadvantaged	✓	526	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 ELA: Performance

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	491	129	145	136
American Indian or Alaska Native	—	18	—	—	—
Black or African American	✓	251	135	123	123
Hispanic or Latino	✗	200	117	124	124
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	—	14	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	83†	81†	90	90
Limited English Proficient	✗	100‡	97‡	100	100
Economically Disadvantaged	✓	491	129	129	129

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

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

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

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

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

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

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

# Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	506	100%
Not Black or African American	256	100%
Not Hispanic or Latino	315	100%
Not Asian or Native Hawaiian/Other Pacific Islander	517	100%
Not White	510	100%
Not Multiracial	526	100%
General Education	440	100%
English Proficient	436	100%
Not Economically Disadvantaged	0	—
Male	269	100%
Female	257	100%
Migrant	0	—
Not Migrant	526	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	473	128
Not Black or African American	240	123
Not Hispanic or Latino	291	137
Not Asian or Native Hawaiian/Other Pacific Islander	483	129
Not White	477	128
Not Multiracial	491	129
General Education	409	138
English Proficient	411	137
Not Economically Disadvantaged	0	—
Male	258	118
Female	233	140
Migrant	0	—
Not Migrant	491	129

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

# Elementary/Middle-Level Math: AYP

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

**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	✗
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: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	✓	526	100%
American Indian or Alaska Native	—	20	—
Black or African American	✓	270	100%
Hispanic or Latino	✓	211	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	—	16	—
Multiracial	—	0	—
Students With Disabilities	✓	86	100%
Limited English Proficient	✓	90	100%
Economically Disadvantaged	✓	526	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

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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 $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	498	141	159	149
American Indian or Alaska Native	—	18	—	—	—
Black or African American	✓	254	144	135	135
Hispanic or Latino	✗	203	132	142	142
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	—	14	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	83†	124†	111	110
Limited English Proficient	✗	107‡	123‡	130	130
Economically Disadvantaged	✗	498	141	146	146

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

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

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

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

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

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

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

# Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	506	100%
Not Black or African American	256	100%
Not Hispanic or Latino	315	100%
Not Asian or Native Hawaiian/Other Pacific Islander	517	100%
Not White	510	100%
Not Multiracial	526	100%
General Education	440	100%
English Proficient	436	100%
Not Economically Disadvantaged	0	—
Male	269	100%
Female	257	100%
Migrant	0	—
Not Migrant	526	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	480	139
Not Black or African American	244	137
Not Hispanic or Latino	295	147
Not Asian or Native Hawaiian/Other Pacific Islander	489	140
Not White	484	140
Not Multiracial	498	141
General Education	416	144
English Proficient	411	147
Not Economically Disadvantaged	0	—
Male	260	142
Female	238	139
Migrant	0	—
Not Migrant	498	141

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

# Elementary/Middle-Level Science: AYP

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

**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: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	✓	174	99%
American Indian or Alaska Native	—	6	—
Black or African American	✓	90	99%
Hispanic or Latino	✓	77	99%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	—	24	—
Limited English Proficient	—	36	—
Economically Disadvantaged	✓	174	99%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	✓	165	176	171	171
American Indian or Alaska Native	—	6	—	—	—
Black or African American	✓	83	184	150	150
Hispanic or Latino	✓	75	165	154	154
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	24	—	—	—
Limited English Proficient	✓	38‡	145‡	134	134
Economically Disadvantaged	✓	165	176	160	160

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

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

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

‡ Includes former 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

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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	168	99%
Not Black or African American	84	99%
Not Hispanic or Latino	97	99%
Not Asian or Native Hawaiian/Other Pacific Islander	174	99%
Not White	173	99%
Not Multiracial	174	99%
General Education	150	99%
English Proficient	138	99%
Not Economically Disadvantaged	0	—
Male	87	98%
Female	87	100%
Migrant	0	—
Not Migrant	174	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	159	175
Not Black or African American	82	167
Not Hispanic or Latino	90	184
Not Asian or Native Hawaiian/Other Pacific Islander	165	176
Not White	164	176
Not Multiracial	165	176
General Education	141	174
English Proficient	132	185
Not Economically Disadvantaged	0	—
Male	83	176
Female	82	176
Migrant	0	—
Not Migrant	165	176

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

# Unweighted Combined ELA and Math PIs

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

## 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	129	141	—	—	135
American Indian or Alaska Native	—	—	—	—	—
Black or African American	135	144	—	—	140
Hispanic or Latino	117	132	—	—	125
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	81	124	—	—	103
Limited English Proficient	97	123	—	—	110
Economically Disadvantaged	129	141	—	—	135

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

# Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: NOT APPLICABLE

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

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

\* The number of students in the 2007 four-year graduation-rate total cohort in the school/district is less than 30, so data for the 2007 four-year graduation-rate total cohort and the 2006 four-year graduation-rate total cohort were combined to determine graduation rates.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$$



# Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NOT APPLICABLE**

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

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$$

# Graduation Rate: Non-AYP

SCHOOL: PS 103 HECTOR FONTANEZ

SCHOOL ID: 321100010103  
DISTRICT: NYC GEOG DIST #11 - BRONX

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

— 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 0%, 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%.