



# The New York State Report Card 2011–12

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #11**  
Principal **FARID REYES**  
Telephone **(718) 655-0261**  
Grades **K-5, UE**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT  
#11**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	194	176	178
Grade 1	198	211	179
Grade 2	205	187	190
Grade 3	200	196	165
Grade 4	184	192	183
Grade 5	182	183	188
Grade 6	0	0	0
Ungraded Elementary	2	7	13
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>1165</b>	<b>1152</b>	<b>1096</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	24	24	26
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English			
Mathematics			
Science			
Social Studies			

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	836	72%	827	72%	787	72%
Reduced Price Lunch	72	6%	71	6%	68	6%
Limited English Proficient	216	19%	210	18%	200	18%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	15	1%	38	3%	34	3%
Black or African American	647	56%	601	52%	560	51%
Hispanic or Latino	463	40%	463	40%	449	41%
Asian or Native Hawaiian/Other Pacific Islander	25	2%	24	2%	30	3%
White	15	1%	26	2%	23	2%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		91%
Student Suspensions	15	1%	19	2%	13	1%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	83	79	78
Percent with No Valid Teaching Certificate	0%	1%	1%
Percent Teaching Out of Certification	2%	1%	3%
Percent with Fewer than Three Years of Experience	0%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	29%	33%
<b>Total Number of Core Classes</b>	141	114	107
Percent Not Taught by Highly Qualified Teachers in This School*	1%	1%	2%
Percent Not Taught by Highly Qualified Teachers in This District**	7%	6%	7%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	160	150	154
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	4%	9%	0%
Turnover Rate of All Teachers	8%	8%	8%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	7	8
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	3	3
Principals	1	2	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSS process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
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**#11**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

### **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

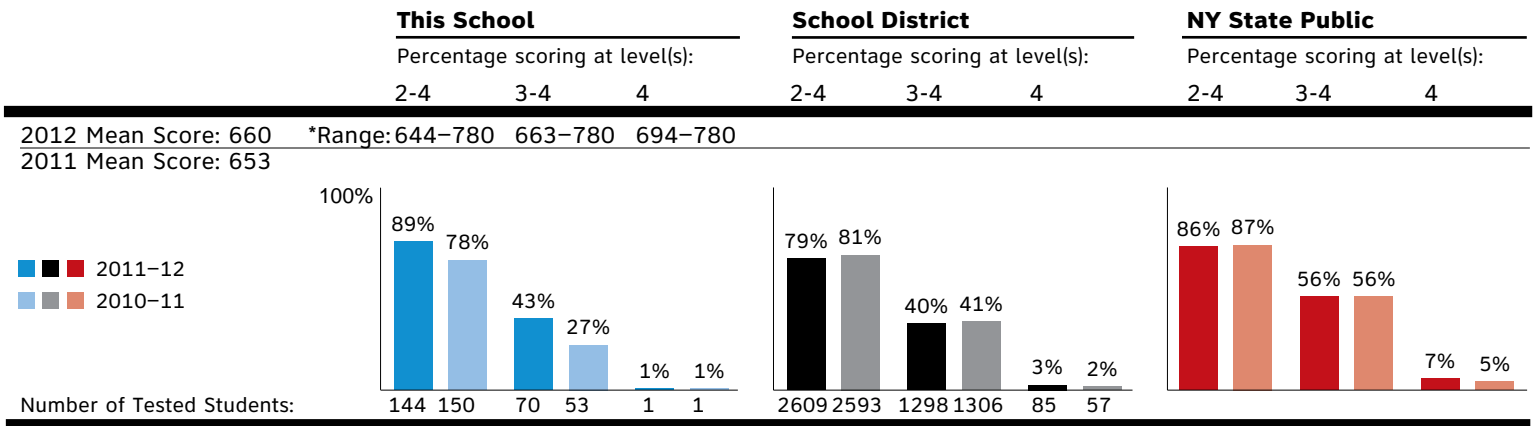
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## Results in Grade 3 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	162	89%	43%	1%	193	78%	27%	1%
Female	82	91%	50%	1%	99	84%	35%	1%
Male	80	86%	36%	0%	94	71%	19%	0%
American Indian or Alaska Native	6	–	–	–	6	–	–	–
Black or African American	79	92%	44%	1%	112	77%	24%	1%
Hispanic or Latino	62	82%	44%	0%	74	77%	28%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–				
White	11	91%	45%	0%	1	–	–	–
Multiracial								
Small Group Totals	10	100%	30%	0%	7	100%	71%	0%
General-Education Students	143	90%	46%	1%	166	83%	30%	1%
Students with Disabilities	19	79%	21%	0%	27	48%	15%	0%
English Proficient	140	94%	47%	1%	164	82%	30%	1%
Limited English Proficient	22	59%	18%	0%	29	55%	14%	0%
Economically Disadvantaged	162	89%	43%	1%	193	78%	27%	1%
Not Disadvantaged								
Migrant								
Not Migrant	162	89%	43%	1%	193	78%	27%	1%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	3	N/A	N/A	N/A

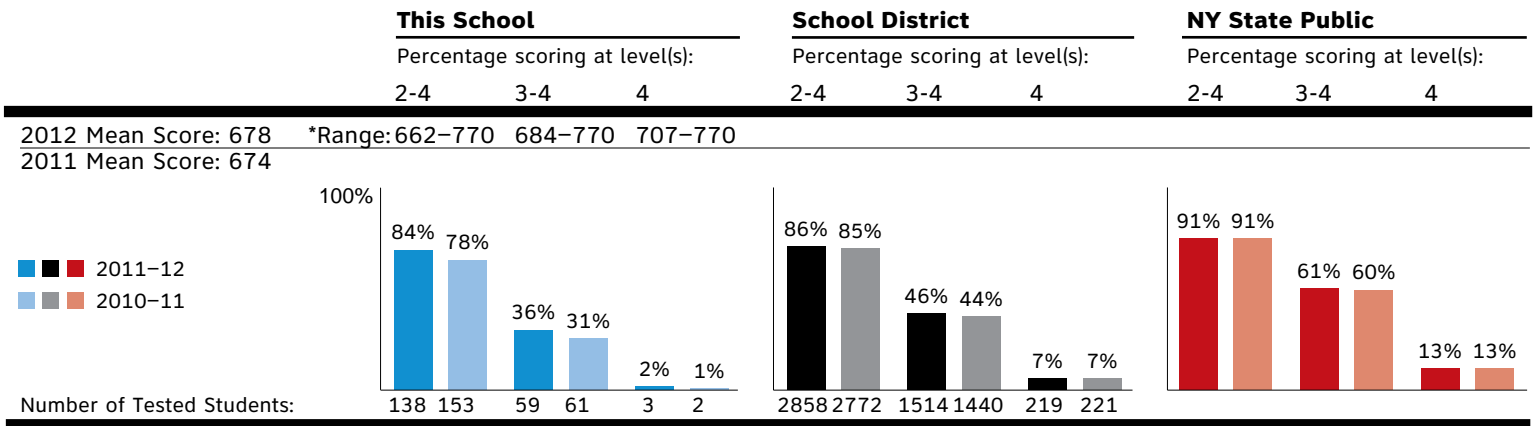
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

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### Results in Grade 3 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	164	84%	36%	2%	196	78%	31%	1%
Female	83	86%	31%	0%	100	80%	32%	2%
Male	81	83%	41%	4%	96	76%	30%	0%
American Indian or Alaska Native	6	–	–	–	6	–	–	–
Black or African American	79	84%	30%	1%	112	80%	31%	2%
Hispanic or Latino	64	81%	34%	3%	77	73%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–				
White	11	91%	73%	0%	1	–	–	–
Multiracial								
Small Group Totals	10	100%	50%	0%	7	100%	86%	0%
General-Education Students	145	86%	37%	2%	169	81%	35%	1%
Students with Disabilities	19	74%	26%	0%	27	59%	7%	0%
English Proficient	140	89%	39%	2%	164	83%	35%	1%
Limited English Proficient	24	58%	21%	0%	32	53%	13%	0%
Economically Disadvantaged	164	84%	36%	2%	196	78%	31%	1%
Not Disadvantaged								
Migrant								
Not Migrant	164	84%	36%	2%	196	78%	31%	1%

#### NOTES

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#### Other

#### Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	–	–	–

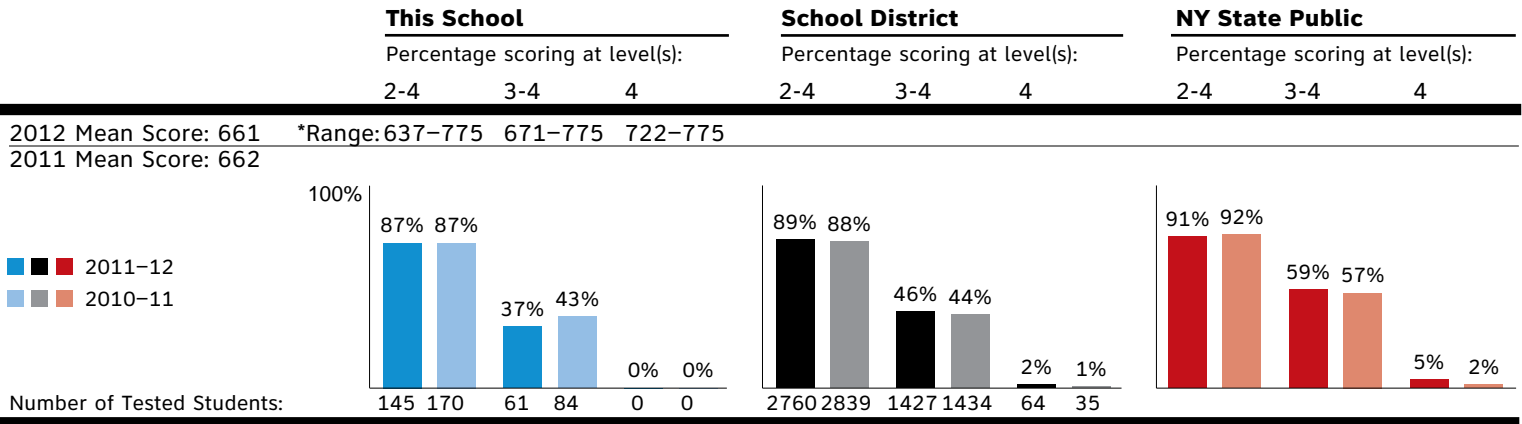


# 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## Results in Grade 4 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	167	87%	37%	0%	196	87%	43%	0%
Female	86	92%	44%	0%	91	89%	54%	0%
Male	81	81%	28%	0%	105	85%	33%	0%
American Indian or Alaska Native	6	–	–	–	7	71%	43%	0%
Black or African American	85	92%	38%	0%	103	90%	50%	0%
Hispanic or Latino	75	80%	32%	0%	78	82%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	–	–	–
White	1	–	–	–	3	–	–	–
Multiracial	7	100%	71%	0%	8	100%	63%	0%
Small Group Totals	147	90%	40%	0%	158	94%	49%	0%
General-Education Students	20	60%	10%	0%	38	55%	18%	0%
Students with Disabilities	136	92%	43%	0%	157	90%	48%	0%
English Proficient	31	65%	10%	0%	39	72%	21%	0%
Limited English Proficient	167	87%	37%	0%	196	87%	43%	0%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	167	87%	37%	0%	196	87%	43%	0%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	3	N/A	N/A	N/A	1	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

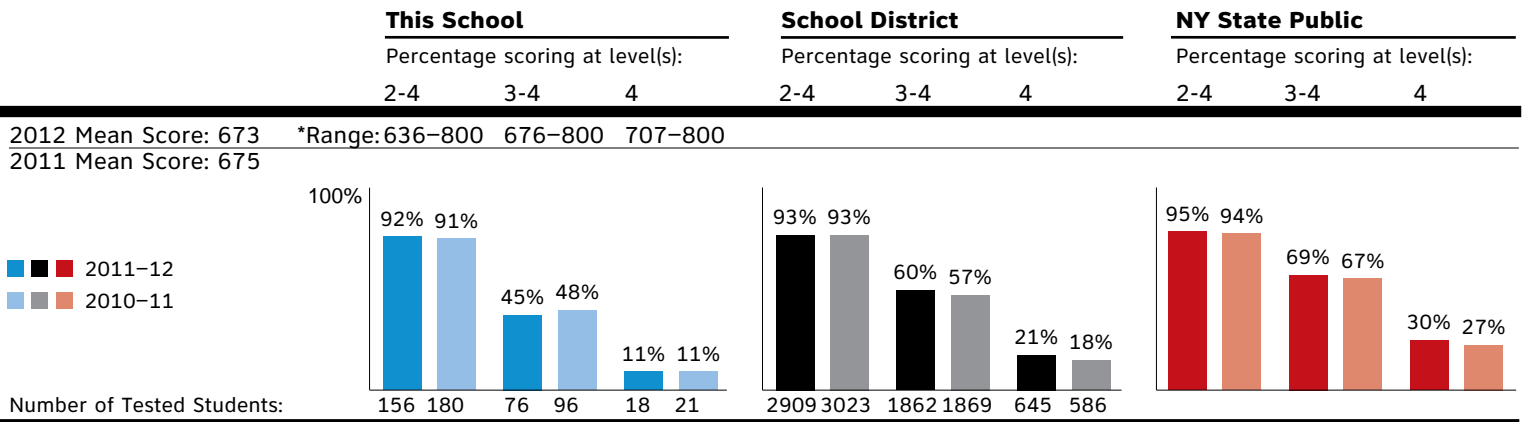


## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### Results in Grade 4 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	170	92%	45%	11%	198	91%	48%	11%
Female	87	94%	45%	13%	92	92%	47%	11%
Male	83	89%	45%	8%	106	90%	50%	10%
American Indian or Alaska Native	6	–	–	–	7	86%	57%	0%
Black or African American	87	95%	47%	11%	103	89%	49%	14%
Hispanic or Latino	76	87%	37%	9%	80	93%	45%	8%
Asian or Native Hawaiian/Other Pacific Islander					5	–	–	–
White	1	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	7	100%	100%	14%	8	100%	75%	13%
General-Education Students	150	93%	47%	12%	160	98%	54%	13%
Students with Disabilities	20	85%	25%	0%	38	63%	24%	3%
English Proficient	136	97%	49%	13%	158	91%	47%	11%
Limited English Proficient	34	71%	26%	3%	40	93%	55%	8%
Economically Disadvantaged	170	92%	45%	11%	198	91%	48%	11%
Not Disadvantaged								
Migrant								
Not Migrant	170	92%	45%	11%	198	91%	48%	11%

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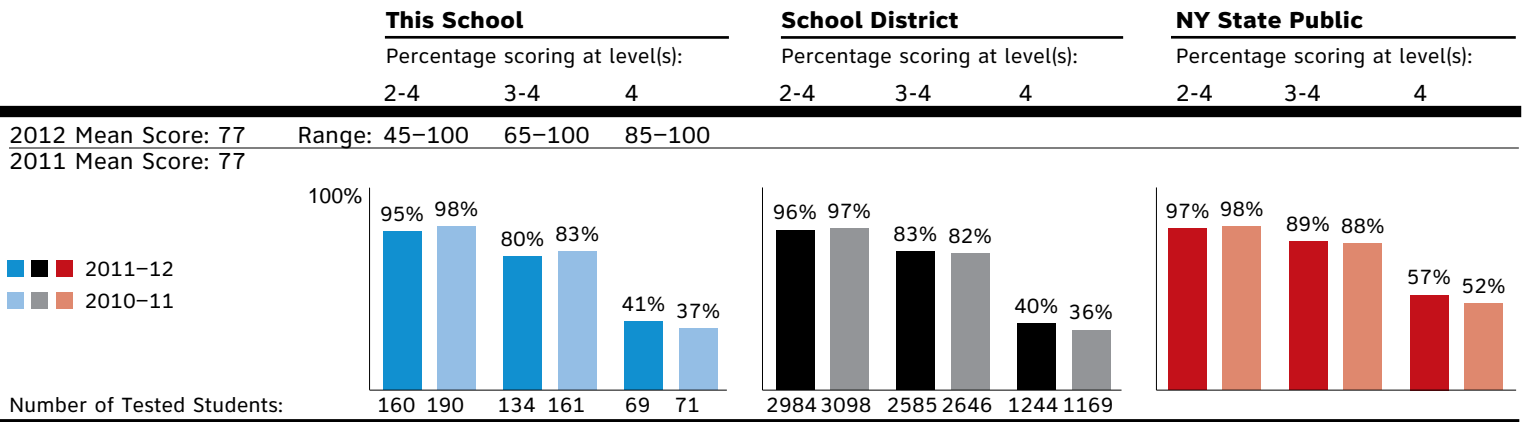
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	3	–	–	–

## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### Results in Grade 4 Science



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	168	95%	80%	41%	194	98%	83%	37%
Female	87	98%	79%	45%	90	97%	88%	38%
Male	81	93%	80%	37%	104	99%	79%	36%
American Indian or Alaska Native	6	–	–	–	6	83%	67%	67%
Black or African American	87	98%	85%	40%	102	98%	84%	40%
Hispanic or Latino	74	92%	73%	39%	78	99%	81%	29%
Asian or Native Hawaiian/Other Pacific Islander					5	–	–	–
White	1	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	7	100%	86%	71%	8	100%	100%	38%
General-Education Students	148	95%	80%	43%	157	100%	90%	41%
Students with Disabilities	20	100%	80%	30%	37	89%	54%	19%
English Proficient	135	99%	87%	48%	154	98%	86%	39%
Limited English Proficient	33	82%	52%	12%	40	98%	73%	28%
Economically Disadvantaged	168	95%	80%	41%	194	98%	83%	37%
Not Disadvantaged								
Migrant								
Not Migrant	168	95%	80%	41%	194	98%	83%	37%

#### NOTES

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### Other Assessments

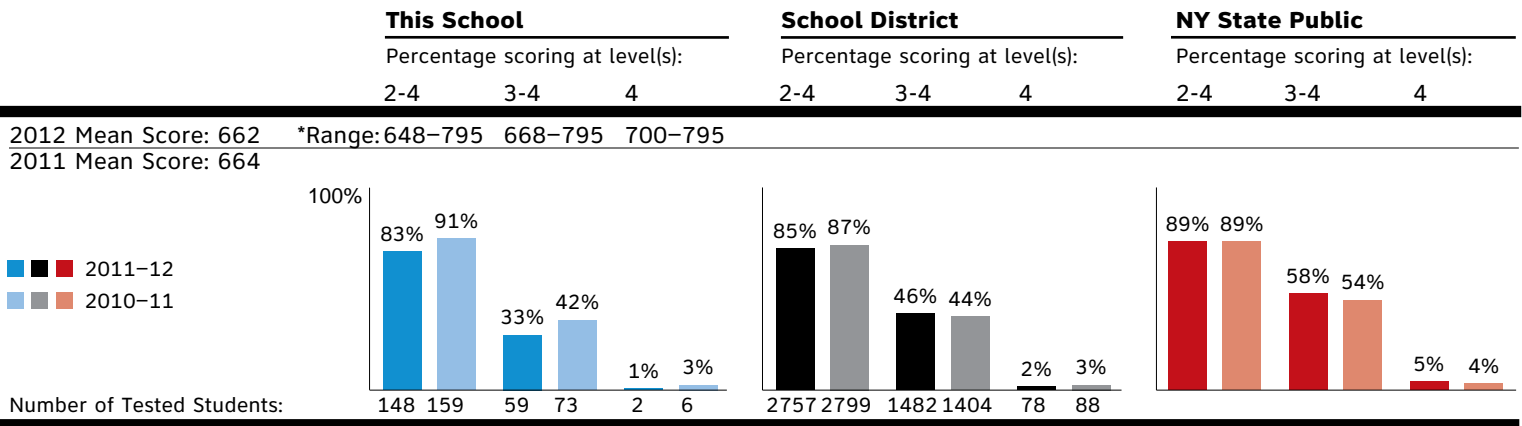
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	3	–	–	–

# 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## Results in Grade 5 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	178	83%	33%	1%	175	91%	42%	3%
Female	80	83%	44%	3%	91	98%	48%	3%
Male	98	84%	24%	0%	84	83%	35%	4%
American Indian or Alaska Native	5	80%	40%	0%	9	89%	56%	11%
Black or African American	97	88%	39%	2%	89	90%	37%	3%
Hispanic or Latino	68	75%	25%	0%	71	92%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	4	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	8	100%	25%	0%	6	100%	67%	0%
General-Education Students	141	92%	40%	1%	156	92%	45%	4%
Students with Disabilities	37	49%	8%	0%	19	79%	16%	0%
English Proficient	153	87%	37%	1%	156	92%	46%	4%
Limited English Proficient	25	60%	8%	0%	19	79%	11%	0%
Economically Disadvantaged	178	83%	33%	1%	175	91%	42%	3%
Not Disadvantaged								
Migrant								
Not Migrant	178	83%	33%	1%	175	91%	42%	3%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	4	N/A	N/A	N/A	3	N/A	N/A	N/A

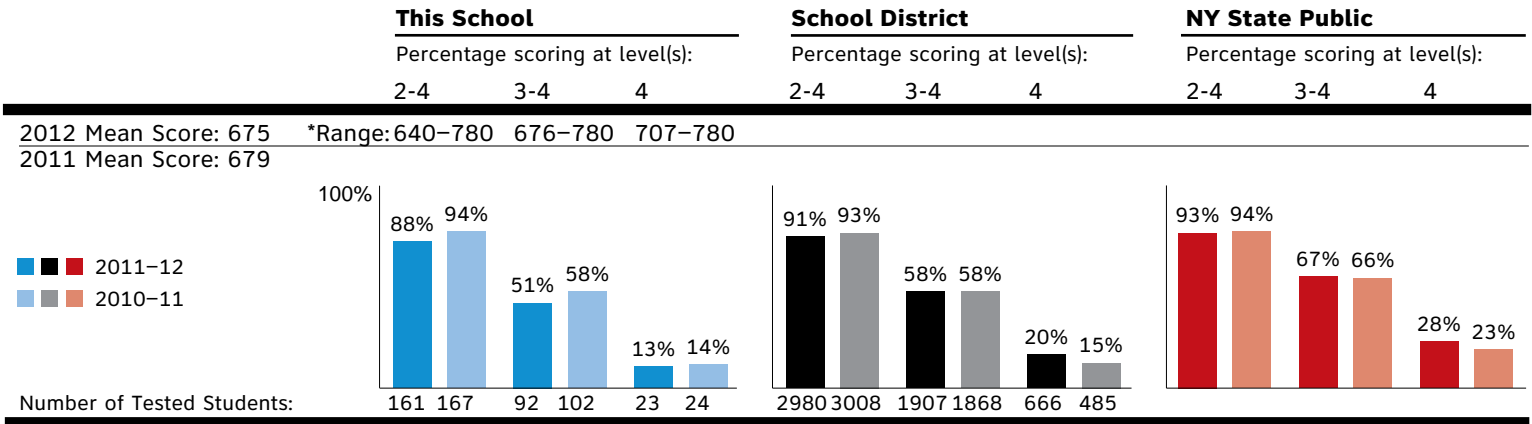
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### Results in Grade 5 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	182	88%	51%	13%	177	94%	58%	14%
Female	84	86%	46%	13%	91	95%	60%	8%
Male	98	91%	54%	12%	86	94%	55%	20%
American Indian or Alaska Native	6	83%	50%	50%	9	89%	67%	22%
Black or African American	99	90%	54%	10%	90	98%	58%	16%
Hispanic or Latino	68	87%	46%	13%	72	90%	54%	11%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	3	–	–	–
White	4	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	9	89%	56%	11%	6	100%	83%	0%
General-Education Students	145	91%	58%	14%	158	96%	61%	15%
Students with Disabilities	37	78%	22%	8%	19	79%	32%	5%
English Proficient	153	90%	52%	13%	155	96%	65%	15%
Limited English Proficient	29	79%	41%	10%	22	82%	9%	0%
Economically Disadvantaged	182	88%	51%	13%	177	94%	58%	14%
Not Disadvantaged								
Migrant								
Not Migrant	182	88%	51%	13%	177	94%	58%	14%

#### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

#### Other

#### Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	5	0			

## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

<b>This School</b>			<b>School District</b>			<b>NY State Public</b>		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

■ ■ 2008 Cohort  
■ ■ 2007 Cohort

Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students					1	–	–	–
Female								
Male					1	–	–	–
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					1	–	–	–
General-Education Students					1	–	–	–
Students with Disabilities								
English Proficient					1	–	–	–
Limited English Proficient								
Economically Disadvantaged					1	–	–	–
Not Disadvantaged								
Migrant								
Not Migrant					1	–	–	–

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## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

<b>This School</b>			<b>School District</b>			<b>NY State Public</b>		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

■ ■ 2008 Cohort  
■ ■ 2007 Cohort

Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students					1	–	–	–
Female								
Male					1	–	–	–
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					1	–	–	–
General-Education Students					1	–	–	–
Students with Disabilities								
English Proficient					1	–	–	–
Limited English Proficient								
Economically Disadvantaged					1	–	–	–
Not Disadvantaged								
Migrant								
Not Migrant					1	–	–	–

#### NOTES

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## 2 Student Performance

School **PS 103 HECTOR FONTANEZ**  
School ID **32-11-00-01-0103**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#11**

### New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	70	4%	31%	40%	24%	53	6%	23%	42%	30%	17	0%	59%	35%	6%
	2010-11	79	4%	29%	47%	20%	66	5%	24%	48%	23%	13	0%	54%	38%	8%
	2009-10	80	9%	30%	43%	19%	70	9%	27%	43%	21%	10	10%	50%	40%	0%
Reading and Writing (Grades K-1)	2011-12	70	31%	27%	14%	27%	53	32%	21%	11%	36%	17	29%	47%	24%	0%
	2010-11	79	30%	29%	28%	13%	66	26%	30%	29%	15%	13	54%	23%	23%	0%
	2009-10	80	46%	38%	9%	8%	70	43%	40%	10%	7%	10	70%	20%	0%	10%
Listening and Speaking (Grades 2-4)	2011-12	104	2%	7%	38%	53%	88	1%	8%	36%	55%	16	6%	0%	50%	44%
	2010-11	111	0%	10%	32%	59%	88	0%	13%	28%	59%	23	0%	0%	43%	57%
	2009-10	113	4%	5%	42%	49%	85	5%	6%	36%	53%	28	0%	4%	61%	36%
Reading and Writing (Grades 2-4)	2011-12	104	11%	48%	36%	6%	88	9%	47%	38%	7%	16	19%	56%	25%	0%
	2010-11	111	15%	36%	32%	16%	88	15%	39%	31%	16%	23	17%	26%	39%	17%
	2009-10	113	17%	35%	38%	11%	85	16%	29%	41%	13%	28	18%	50%	29%	4%
Listening and Speaking (Grades 5-6)	2011-12	30	10%	3%	23%	63%	21	14%	5%	10%	71%	9	0%	0%	56%	44%
	2010-11	22	9%	0%	41%	50%	20	—	—	—	—	2	—	—	—	—
	2009-10	27	11%	7%	63%	19%	23	—	—	—	—	4	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	30	17%	10%	40%	33%	21	19%	10%	33%	38%	9	11%	11%	56%	22%
	2010-11	22	9%	0%	64%	27%	20	—	—	—	—	2	—	—	—	—
	2009-10	27	15%	19%	48%	19%	23	—	—	—	—	4	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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