



2001-2002 ANNUAL SCHOOL REPORT

Chancellor's 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, 2001: 2,016

Students on June 1, 2002: 1,797

School Mission Statement

Our mission is to meet the needs of all of our students within an atmosphere that nurtures the individual, establishes standards for high achievement, and provides support to enable every member of a diverse population to achieve to the fullest.

Principal's Statement

Taft High School offers a very diverse program to meet the needs of all students and to help prepare them for academic and personal success. Our students have been accepted at many prestigious colleges, including Swarthmore, Yale, Dartmouth, Brown, and the Massachusetts Institute of Technology. Last year, our seniors earned close to three million dollars in college scholarships. Taft High School students participate in a wide variety of external learning activities and contests; we can consistently be found among the list of award winners. We are proud of our students' accomplishments!

Special Academic Programs

Advanced Placement and honors classes in all academic disciplines; specialized programs in law, business, health, and media; a bilingual learning center; a technologically advanced media center; tutorial programs both after school and on Saturdays.

Extracurricular Activities

Chorus; student government; film screening; chess; art; debate; cheerleading; journalism; SAT Prep; poetry; drama; peer mediation; dance; karate; basketball; volleyball; baseball; softball; bowling; swimming; tennis; track and field; and handball.

Community Support

We have partnerships with Citizens' Advice Bureau, Bronx-Lebanon Hospital, Woodycrest Center, Safe Horizon, Arts Connection and AOL/Time-Warner.

Parent/School Support

We have an active Parents' Association, which organizes activities on a regular basis. Parents are invited to attend school committee meetings in order to obtain their input.



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The Division of Assessment and Accountability (DAA) compiled this report primarily from central databases and information provided by this school's principal. Throughout the report, N/A indicates that information was not available or did not apply to this school. The 2001-2002 Annual School Report is issued in cooperation with the New York State Education Department and includes the New York State School Report Card for New York City Schools. Consult the Parent Guide for an explanation of the data in this report. Other DAA reports can be obtained online at www.nycenet.edu/daa.

STUDENTS

Enrollment (October 31)

	2000	2001	2002
Grade 9	1772	1056	906
Grade 10	447	538	459
Grade 11	183	159	196
Grade 12	260	240	223
Ungraded	382	303	232
Total	3044	2296	2016

Special Education Enrollment

Self Contained	301	298	226
All Others	91	110	92

These students are included in the enrollment information above.

English Language Learner (ELL) Enrollment

	911	709	484
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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	0.4	2.0	16.2
Black	37.1	41.8	35.7
Hispanic	60.4	50.4	34.4
Asian and others*	2.2	5.8	13.7
Male	54.3	51.6	50.3
Female	45.7	48.4	49.7

* Others include Pacific Islanders, Alaskan Natives, and Native Americans.

Profile of Entering Ninth and Tenth Graders*

Characteristics	This School Percent	Similar Schools Percent	City Schools Percent
Gender Male	48.7	50.6	49.3
Female	51.3	49.4	50.7
Part-time special education	6.1	6.6	5.9
Full-time special education	1.0	0.8	0.7
ELL	23.5	17.8	11.7
Over-age for grade	50.9	39.0	24.9
Percent eligible for free lunch	66.9	70.2	56.5
Avg. daily attend. during prior sem.	85.6	89.1	91.8
Percent meeting standard in:			
ELA (tested only)	7.2	13.7	34.5
Mathematics (tested only)	3.5	6.3	24.6

* This information is for the students who were on register as new 9th and 10th graders on October 31, 2001 and came from another school.

Attendance

Percent of days students attended	2000	2001	2002
This school	67.9	71.6	70.3
Similar schools	73.4	75.3	77.8
City schools	81.2	82.6	83.7

Eligible for Free Lunch

Percent of enrollment	2000	2001	2002
This school	65.7	73.2	76.9
Similar schools	59.0	66.6	77.3
City schools	44.0	48.9	51.8

Student Stability

Percent of enrollment	2000	2001	2002
This school	83.9	80.3	85.7
Similar schools	88.6	88.0	88.1
City schools	92.0	91.8	92.2

Suspensions

Number per 1,000 students	2000	2001	2002
This school	0.0	0.0	185.5
Similar schools	65.5	76.9	74.5
City schools	47.7	57.6	50.2

Involved In Police Department Incidents

Number per 1,000 students	Major Crimes	Other Crimes	Total Incidents
This school	N/A	N/A	N/A
Similar schools	N/A	N/A	N/A
City schools	N/A	N/A	N/A

Recent Immigrants*

Percent of enrollment	2000	2001	2002
This school	11.3	12.0	11.9
Similar schools	13.5	13.9	13.7
City schools	9.0	9.2	9.0

* Students enrolled as of Oct. 31, 2001 who immigrated to the U.S. within the last three years.

Recent Immigrants' Place of Birth

Percent of students	2002
DOMINICAN REPUBLIC	4.4
GHANA	1.7
JAMAICA	0.9

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

This school is in the Need Similar Schools group.

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

Throughout this report, 2000, 2001, and 2002 refer to the 1999-2000, 2000-2001, and 2001-2002 school years.

SCHOOL CHARACTERISTICS

NUMBER OF STAFF

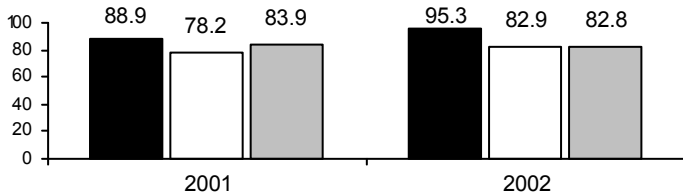
	2000	2001	2002
Teachers	165	147	125
Administrators and other professionals	35	33	29
Educational paraprofessionals	0	0	0

Includes all full-time and part-time staff

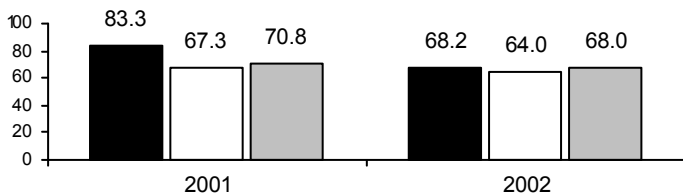
TEACHERS

■ This School □ Similar Schools ▒ City Schools

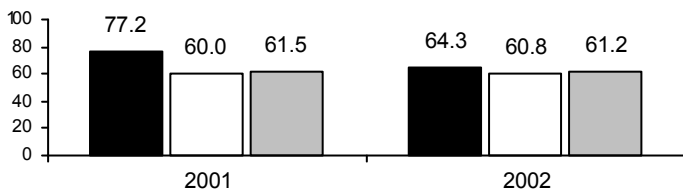
Percent Fully Licensed and Permanently Assigned to This School



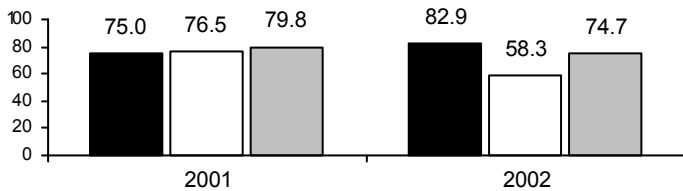
Percent More Than Two Years Teaching in This School



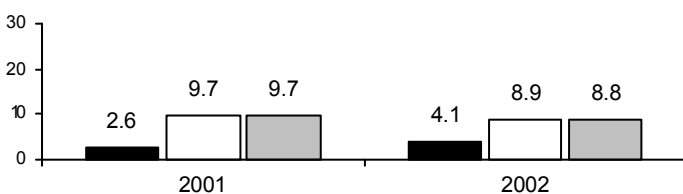
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



OTHER STAFF INFORMATION

	Number	Percent
Teachers teaching within certification area	N/A	N/A
Teachers teaching outside of certification area	N/A	N/A
Uncertified teachers	N/A	N/A

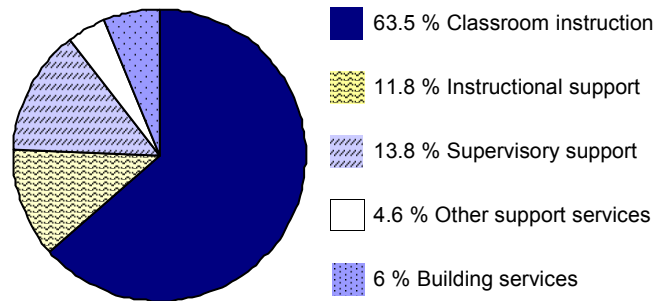
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	2000	2001	2002
This school	\$7,074	\$9,459	10,143
Similar schools	\$8,004	\$9,493	\$9,664
City schools	\$8,040	\$9,274	\$9,348

Note: The state calculation of school expenditures per student for direct and indirect services in 2002 was \$11,474 for all New York City schools. An average of \$11,871 was calculated for all New York State schools including those in New York City.

How money was spent in this school in 2002 (Direct Services Only)



0.2 % is used for District Support

OTHER SCHOOL INFORMATION

School Capacity

Percent of utilization	2000	2001	2002
This school	125.4	92.3	84.4
Similar schools	111.9	106.6	103.8
City schools	112.0	108.2	106.8

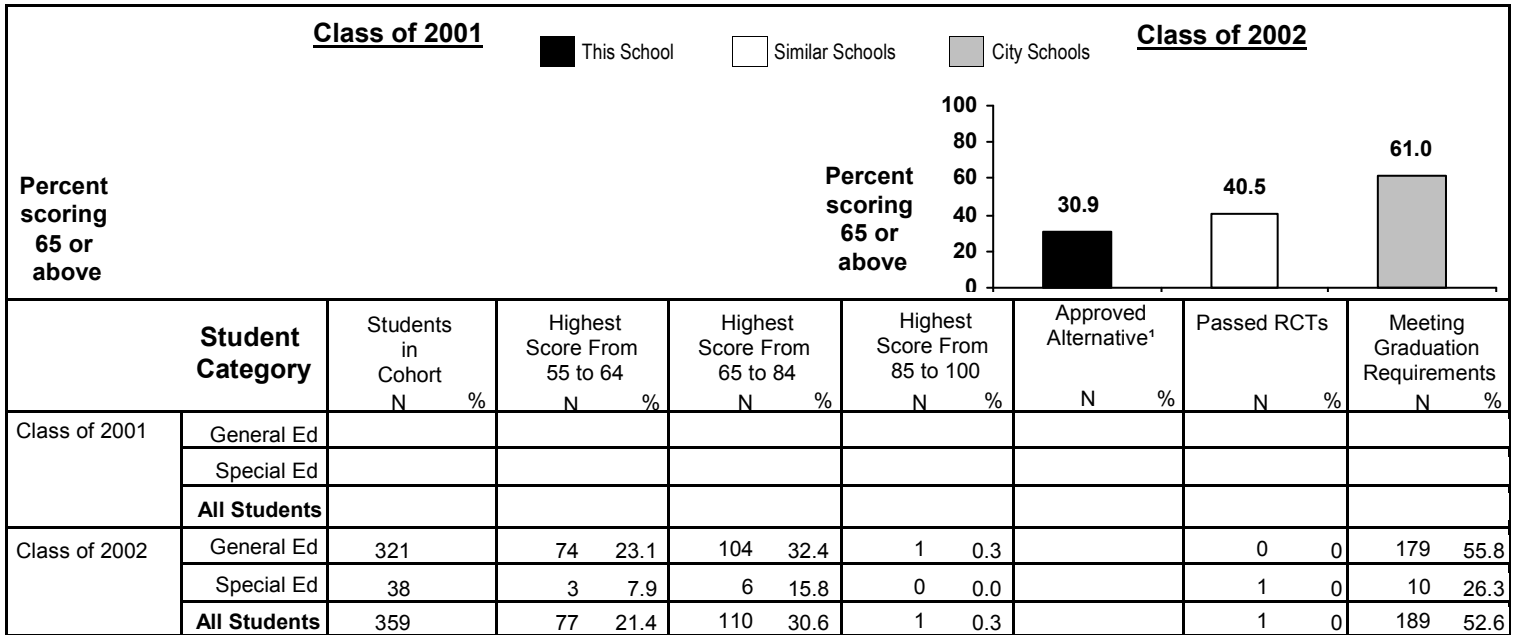
School Leadership Team

	2002	
	Yes	No
Has School Leadership Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has balanced number of parent and school representatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Holds parent election for School Leadership Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>

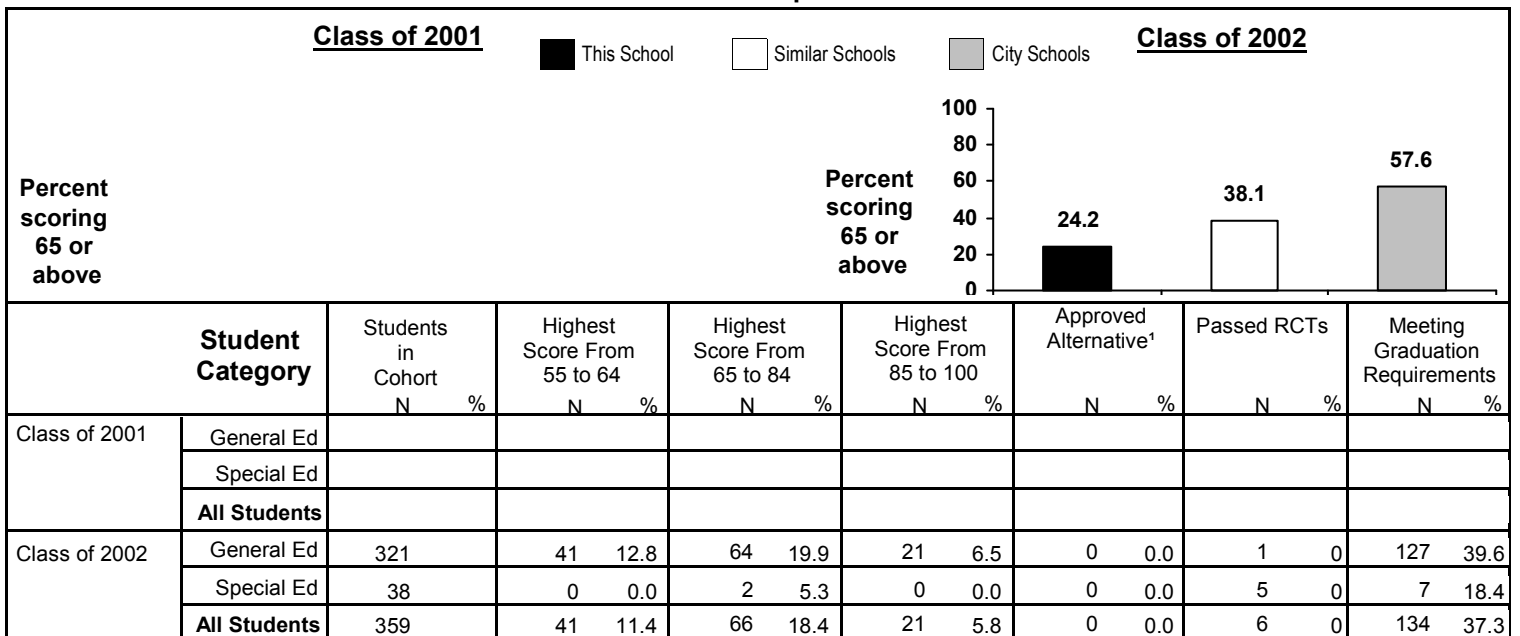
COHORT PERFORMANCE

Performance on graduation assessment requirements after four years of high school is presented here for the Class of 2001 and the Class of 2002 Regents cohort students who entered the ninth grade in 1997-98, and 1998-99, 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 and mathematics, for state approved alternative assessments¹, and component retests. The tables, but not the graphs, include data on RCTs.

Performance on the English Graduation Assessment Requirement



Performance on the Mathematics Graduation Assessment Requirement



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

¹ The State Education Department may approve an alternative assessment to the Regents, such as portfolio assessment.

Students Not Counted in the Cohort*

	First Time Ninth Grader in Fall 1998	Students in Cohort in June 2002	Students Eliminated after October 2000			
			Eligible for Alternate Assessment**	ELL Students Entering US at 17 or over	Transferred to GED or Another H.S.	Died or Left N.Y.C
TOTAL ALL STUDENTS	784	359	3	0	129	0

* Students who were first-time ninth graders in Fall 1998 were not included in the cohort in June 2002 if they left before October 2000.

** Severely disabled students may satisfy graduation requirements by receiving credit in an alternate assessment.

SYSTEM OF ACCOUNTABILITY FOR SCHOOL SUCCESS (SASS)

Under the State Education Department's (SED) System of Accountability for School Success (SASS) and the federal No Child Left Behind (NCLB) accountability systems, school performance is assessed based on the performance of students in the four-year Regents cohort. For 2001-02, the cohort is defined as all students who first entered grade 9 in 1998-99, and who were enrolled in the school from October 4, 2000 and June 13, 2002. Students discharged as dropouts after October 4, 2000 remain in the cohort.

The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned adequate yearly progress (AYP) targets. A school that meets the state standard in a given year does not have an AYP target in the following year.

SURR SCHOOL PERFORMANCE

This school is identified as a School Under Registration Review (SURR) in the present year, 2001-2002. The Commissioner's Regulations require that, annually, schools that are determined to be farthest from the state standards in ELA and/or math and most in need of improvement be placed under registration review. Each SURR is given a performance target and a minimum performance level in the area(s) for which it was identified. Minimum performance levels represent the least level of acceptable performance, while performance targets demand a higher level of achievement. Each SURR must meet the performance target(s) in its area(s) of identification within a timeline established by the Commissioner. A school that meets its target(s) may be removed from registration review, except in its first year of identification.* When circumstances warrant, the Commissioner may extend the time for a school to make the required progress. Or, the Commissioner may recommend that the Board of Regents revoke the school's registration, preventing it from further operation as a public school.

When a school is identified as a SURR, an SED review team visits the school and prepares a report. Then the school and district develop plans to address the team's recommendations. The SED and the district provide additional support and resources to assist in the school's improvement.

Below is a table for each area of SURR identification. Each table shows how this school performed on a state assessment in 2000-01 and 2001-02 and the SURR performance target and minimum performance levels according to its established timeline.

English Language Arts Performance

High School ELA Measured by the Regents English Performance					
School Year	2000-2001	2001-2002	2002-2003**	2003-2004**	2004-2005**
Target (%)	68	68	68	68	
Results (%)	NA	52.6			
Minimum (%)	57	57	57	57	
This school was identified for SURR in this subject in 1999-2000 and was given performance targets based on its performance in 1998-1999. It must meet its targets by 2003-2004.					

Mathematics Performance

High School Math Measured by the Regents Math Performance					
School Year	2000-2001	2001-2002	2002-2003**	2003-2004**	2004-2005**
Target (%)	70*	70	70	70	
Results (%)	NA	37.3			
Minimum (%)	59	59	59	57	
This school was identified for SURR in this subject in 2000-2001 and was given performance targets based on its performance in 1999-2000. It must meet its targets by 2003-2004.					

Drop Out Performance

This school was identified for SURR in this area in 2000-2001 and was given performance targets based on its performance in 1999-2000.
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This school received federal Title I funding in 2001-2002.

* 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.

Note: In years with no data, state tests were not administered, state test scores were unavailable, test results include fewer than 20 students, school was not open, there were no Cohort 2002 students in the school, or school was a SURR school.

HIGH SCHOOL GRADUATES AND NON-COMPLETERS

High School Graduates Earning Regents Diplomas*

	1999-2000			2000-2001			2001-2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education							84	12	14.3
Students with Disabilities							4	0	0
All Students							88	12	13.6

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. The data for each school year, which begins in July and ends the following June, include students graduating in August, January, and June.

Number of High School Completers with Disabilities in 2001-2002 Rate

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001-2002 Completers (a+c)
4	0	2	6

*Local Diplomas (including Local Diplomas with Regents endorsements)

High School Non-Completion Rates

		1999-2000		2000-2001		2001-2002	
		Number of Students	% of Enrollment	Number of Students	% of Enrollment	Number of Students	% of Enrollment
General Education Students	Dropped Out*					172	9.6
	Entered GED Prgm**					50	2.8
	Total Non-completers					222	12.4
Students with Disabilities	Dropped Out*					21	9.1
	Entered GED Prgm**					4	1.7
	Total Non-completers					25	10.8
All Students	Dropped Out*					193	9.6
	Entered GED Prgm**					54	2.7
	Total Non-completers					247	12.3

*The number of dropouts reported here differ from the number summarized in the "2001-2002 Event Dropout Rate" section of "The Class of 2002 Four-Year Longitudinal Report" because of differences in decision rules for counting dropout and for reflecting students' status as of June 30th.

**The number and percentages of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma

COHORT PERFORMANCE

Class of 2002 Subgroups

Subgroup performance on graduation assessment requirements after four years of high school is presented here for the Class of 2002 Regents cohort students.

Subgroup Performance on Graduation Assessment Requirements

Student Subgroup	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										
Black	120	29	43	0	60	120	16	34	1	43
Hispanic	230	48	64	1	49	230	24	50	5	34
Asian or Pacific Islander	6	0	2	0	33	6	1	2	0	50
White										
Missing										
Small Group Totals ²	3	0	2	0	67	3	0	1	0	33
Educational Status										
General Education	321	74	105	0	56	321	41	85	1	40
Special Education	38	3	6	1	26	38	0	2	5	18
Gender										
Female	176	39	60	0	56	176	24	43	3	40
Male	183	38	51	1	49	183	17	44	3	35
English Proficiency Status										
English Proficient	310	63	101	1	53	310	35	73	5	37
English Language Learners	49	14	10	0	49	49	6	14	1	43
Income Level										
Low Income	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Not Low Income	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL ALL STUDENTS	359	77	111	1	53	359	41	87	6	37

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

¹ Only students with disabilities and certain general education students may qualify for a local diploma by passing Regents competency tests.

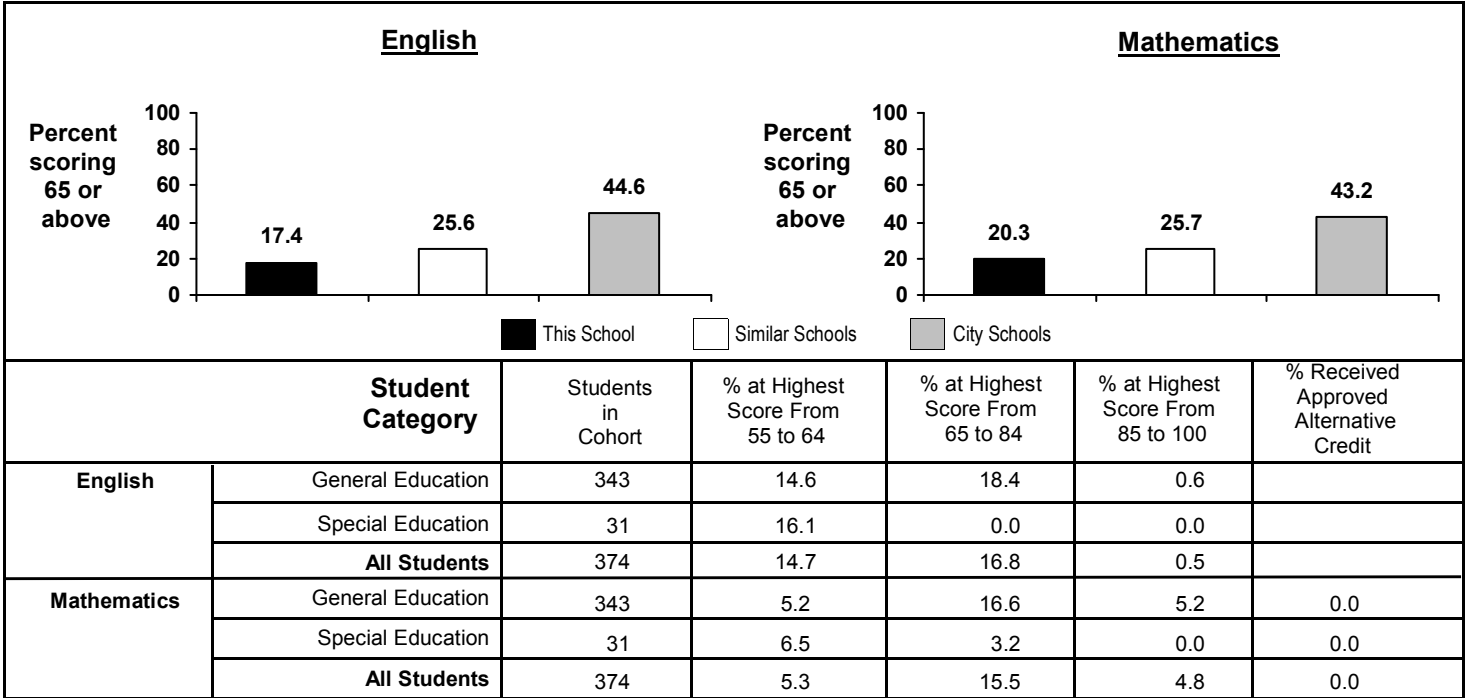
² Small Group Totals are totals for groups containing fewer than 5 students.

COHORT PERFORMANCE

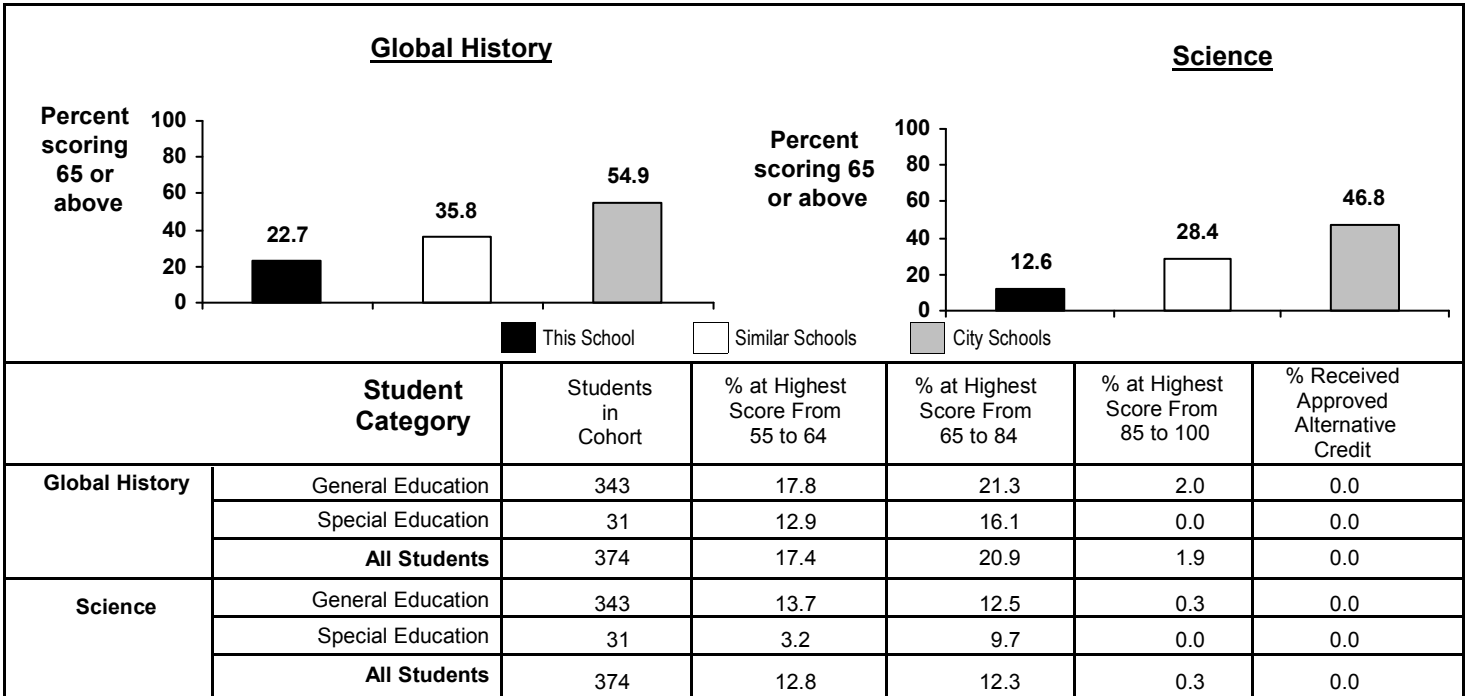
Class of 2003

Performance on graduation assessment requirements after three years of high school is presented here for the Class of 2003 Regents cohort students who entered the ninth grade in 1999-00. 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 assessments¹ and component retests are included. Results for students in the Class of 2002 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.

¹ The State Education Department may approve an alternative assessment to the Regents, such as portfolio assessment.

PERFORMANCE ON REGENTS EXAMINATIONS FOR ALL STUDENTS

	2000-2001						2001-2002					
	Tested	55 - 100	65 - 100 ¹	85 - 100 ²	A.G.E. ³	A.G.E. Passed	Tested	55 - 100	65 - 100 ¹	85 - 100 ²	A.G.E. ³	A.G.E. Passed
	Number	Percent	Percent	Percent	Number	Percent	Number	Percent	Percent	Percent	Number	Percent
ENGLISH												
This School							417	43.4	19.7	0.7	449	18.3
Similar Schools	8,217	68.8	39.2	2.0	10,212	31.5	8,590	59.9	35.5	4.9	12,326	24.7
City Schools	56,815	81.1	59.5	9.5	64,654	52.3	59,170	74.2	55.2	16.1	64,463	50.6
SEQUENTIAL MATH I												
This School							462	25.8	16.2	2.2	449	16.7
Similar Schools	8,637	46.0	27.3	3.5	10,201	23.1	5,449	40.8	23.9	3.9	12,326	10.6
City Schools	46,918	53.2	34.3	7.3	64,654	24.9	31,267	53.9	39.1	15.2	64,463	19.0
SEQUENTIAL MATH III												
This School							29	75.9	65.5	13.8	449	4.2
Similar Schools	1,377	65.0	54.3	17.0	9,467	7.9	1,362	66.8	55.4	16.9	11,543	6.5
City Schools	21,258	75.4	65.5	28.7	64,654	21.5	20,711	78.0	69.0	32.5	64,463	22.2
MATH A												
This School							545	11.9	4.2	0.2	449	5.1
Similar Schools	2,107	35.7	20.5	2.8	8,079	5.3	7,488	29.7	15.6	1.9	12,320	9.5
City Schools	14,463	47.8	29.9	5.6	64,654	6.7	39,724	50.8	33.2	8.1	64,463	20.4
	Does not include the students who took the Regents local version of Math A											
BIOLOGY												
This School							355	55.8	28.5	0.3	449	22.5
Similar Schools	6,945	62.5	41.3	0.8	10,261	27.9	7,671	78.4	58.2	2.0	12,301	36.3
City Schools	55,871	75.3	57.1	5.5	64,654	49.4	56,342	86.0	70.8	9.4	64,463	61.9
	Does not include the students who took the Regents local version of Biology											
GLOBAL STUDIES												
This School							487	54.4	28.5	1.0	449	31.0
Similar Schools	8,499	70.0	44.1	4.8	10,278	36.4	9,897	62.0	35.6	2.2	12,320	28.6
City Schools	61,660	81.1	62.4	17.5	64,654	59.5	63,670	73.4	53.5	10.8	64,463	52.9
U.S. HISTORY AND GOVERNMENT												
This School							341	67.2	34.6	0.6	449	26.3
Similar Schools	5,548	58.5	37.5	6.3	10,061	20.7	7,462	71.6	47.0	5.1	12,326	28.4
City Schools	45,275	75.3	58.7	17.6	64,654	41.1	55,596	82.0	64.3	18.5	64,463	55.5
LANGUAGES OTHER THAN ENGLISH												
This School							51	100.0	98.0	78.4	449	11.1
Similar Schools	2,682	99.2	98.0	78.4	10,278	25.6	2,865	99.0	97.7	76.2	12,215	22.9
City Schools	22,752	97.8	95.7	68.5	64,654	33.7	23,067	98.1	95.6	65.9	64,463	34.2

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.

³ A.G.E. = Average Grade Enrollment; this is the total June enrollment divided by the number of grades in the school.

PERFORMANCE ON REGENTS COMPETENCY TESTS

	<u>2000-2001</u>				<u>2001-2002</u>			
	GENERAL EDUCATION		SPECIAL EDUCATION		GENERAL EDUCATION		SPECIAL EDUCATION	
	<u>Tested</u> <u>Number</u>	<u>Passed</u> <u>Percent</u>	<u>Tested</u> <u>Number</u>	<u>Passed</u> <u>Percent</u>	<u>Tested</u> <u>Number</u>	<u>Passed</u> <u>Percent</u>	<u>Tested</u> <u>Number</u>	<u>Passed</u> <u>Percent</u>
MATH								
This School	33	42.4	33	33.3	18	27.8	40	17.5
Similar Schools	710	45.6	702	29.6	246	37.4	900	27.6
City Schools	3,984	58.1	5,167	40.9	2,814	56.5	5,182	35.9
SCIENCE								
This School	212	30.7	32	21.9	108	49.1	41	14.6
Similar Schools	3,210	43.8	846	20.9	1,437	43.9	883	23.1
City Schools	14,173	48.1	6,256	24.0	7,175	48.7	5,381	23.6
READING								
This School	8	37.5	38	31.6	9	33.3	49	14.3
Similar Schools	199	46.2	330	36.7	52	32.7	428	32.7
City Schools	1,112	52.9	2,840	42.1	824	59.6	3,259	42.1
WRITING								
This School	11	27.3	14	50.0	2	100.0	17	52.9
Similar Schools	180	51.1	224	46.4	27	70.4	284	50.7
City Schools	1,192	64.4	2,091	50.9	371	61.5	2,196	56.4
GLOBAL STUDIES								
This School	104	34.6	19	10.5	40	25.0	42	16.7
Similar Schools	2,142	41.8	619	20.5	677	23.8	732	10.9
City Schools	10,518	48.6	4,634	22.6	3,910	32.4	4,317	15.8
U.S. HISTORY AND GOVERNMENT								
This School	146	41.8	13	38.5	64	37.5	18	33.3
Similar Schools	2,833	45.7	359	21.2	1,015	32.9	390	28.5
City Schools	13,891	50.4	2,822	25.9	5,739	40.1	2,431	32.2

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

	2000		2001		2002		2000		2001		2002	
	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					43	88.4					1	100.0
Similar schools	507	78.5	625	83.4	256	93.4	11	63.6	25	80.0	6	100.0
City schools	6,487	75.0	9,100	85.7	8,291	82.9	422	52.4	505	65.3	1,014	43.9

SPECIAL EDUCATION STUDENTS

Full-Time Participants

Percent of school enrollment	2000	2001	2002
This school	9.9	13.0	11.2
Similar schools	7.7	8.7	8.4
City schools	5.9	6.2	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	1.2	2.1	2.8
Movement from part-time to general education	2.9	4.7	5.8

Part-Time Participants

Percent of school enrollment	2000	2001	2002
This school	3.0	4.8	4.6
Similar schools	4.8	5.3	5.5
City schools	4.5	4.9	5.0

Participation in Non-Integrated Settings

Percent of school days spent in integrated settings*	This School	Similar Schools	City Schools
Greater than 60 percent	69.6	60.2	53.2
20 to 60 percent	0.6	1.6	2.9
Less than 20 percent	29.7	38.3	43.9

ENGLISH LANGUAGE LEARNERS (ELL)

Participants

Percent of school enrollment	2000	2001	2002
This school	29.9	30.9	24.0
Similar schools	27.7	27.7	23.4
City schools	15.3	16.8	14.0

Student Achievement

Percent of tested ELL Students Passing Regents Examinations

	2001			2002		
	This School	Similar Schools	City Schools	This School	Similar Schools	City Schools
Biology		32.7	36.1	16.3	7.2	7.2
English		22.0	31.3	20.4	23.4	30.4
Sequential Math I		27.6	31.6	24.5	32.5	35.6
Sequential Math II		40.6	51.8	14.3	16.8	23.2
Sequential Math III		60.4	73.3	14.3	9.7	18.4
Global History		37.5	45.6	32.7	37.0	39.3

Student Movement Toward English Proficiency

Attaining English Proficiency

Percent of ELL students	2000	2001	2002
This school	17.7	29.2	13.0
Similar schools	11.5	13.9	14.5
City schools	14.0	15.4	16.8

Showing Mandated Gains in English Language Acquisition

Percent of ELL students	2000	2001	2002
This school	61.5	62.5	55.3
Similar schools	66.3	66.9	69.9
City schools	66.4	68.0	68.2

DROPOUTS AND GRADUATES

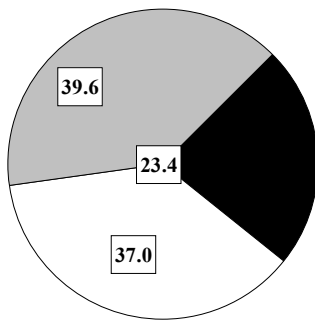
2002 NYC COHORT

The chart below presents data for students who entered a NYC public high school as 9th graders in Sept. 1998, or 10th graders in Sept. 1999, or 11th graders in Sept. 2000. For this group, unlike the 2002 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 2002 NYC Cohort

Percent of students who either graduated, dropped out, or were still enrolled in this school as of summer 2002, after four years

No. of Students = 432



■ Graduated □ Dropped Out ■ Still Enrolled

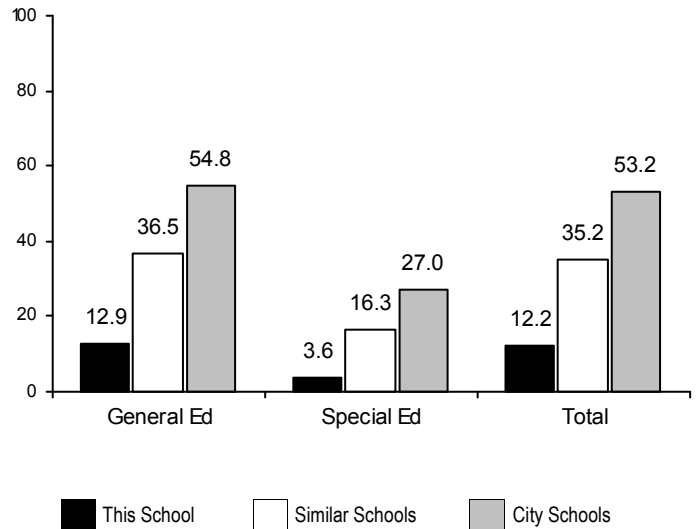
Citywide : ■ 51% □ 20.2% ■ 28.8%

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

2002 REGENTS COHORT

The graph and table below contain data for all students in the 2002 Regents Cohort who earned a local diploma with or without a Regents endorsement no later than June 2002. Included are those who transferred to GED programs. (These students were not counted as cohort members in other parts of this report.)

Graduation Rates for 2002 Regents Cohort



TYPES OF DIPLOMAS: CLASS OF 2002 GRADUATES

	This School Percent	Similar Schools Percent	City Schools Percent
Local Diploma (including Special Education Diplomas)	89.1	88.3	61.8
Regents Diploma (including Honors)	9.9	10.5	37.4
G.E.D.	0.0	0.7	0.4

GRADUATION RATES FOR THE 2002 COHORT

Student Category	Graduation Rate Cohort	Number of Graduates
General Ed Student	12.9	43
Special Ed Student	3.6	1
Total	12.2	44

OTHER INDICATORS

SCHOLASTIC APTITUDE TEST (SAT) IN 2001-2002

Percent of 11th and 12th graders taking SAT

	This School	Similar Schools	City Schools
11th and 12th Grade enrollment	419	9,709	81,919
Percent taking SAT	26.5	29.4	37.0

Average SAT Scores*

SAT Section	This School	Similar Schools	City Schools
Verbal	335	360	442
Mathematics	382	377	470

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

STUDENT PLANS AFTER GRADUATION

Post-high school plans of the 2002 graduates

	This School Percent	Similar Schools Percent	City Schools Percent
4-Year college	45.0	31.3	49.8
2-Year college	14.4	25.1	16.0
Employment	0.0	1.6	1.4
Military services	0.0	1.6	1.4
Other	40.5	39.8	31.2