



# The New York State Report Card 2011–12

School **JANE ADDAMS HIGH SCHOOL FOR  
ACADEMIC CAREERS**

School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 8**

Principal **JOEL DIBARTOLOMEO**

Telephone **(718) 292-4513**

Grades **9-12, US**

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 **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**8**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	434	315	238
Grade 10	502	391	185
Grade 11	182	82	126
Grade 12	152	214	160
Ungraded Secondary	9	8	6
<b>Total K-12</b>	<b>1279</b>	<b>1010</b>	<b>715</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	28	28	28
Mathematics	14		29
Science	28		32
Social Studies	29	25	

## 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	1051	82%	856	85%	608	85%
Reduced Price Lunch	68	5%	50	5%	38	5%
Limited English Proficient	141	11%	111	11%	84	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	3	0%	4	1%
Black or African American	456	36%	375	37%	264	37%
Hispanic or Latino	791	62%	611	60%	434	61%
Asian or Native Hawaiian/Other Pacific Islander	22	2%	17	2%	11	2%
White	5	0%	4	0%	2	0%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		77%		80%		78%
Student Suspensions	328	22%	147	11%	163	16%

## 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

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
 School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	85	63	46
Percent with No Valid Teaching Certificate	6%	3%	2%
Percent Teaching Out of Certification	14%	10%	20%
Percent with Fewer than Three Years of Experience	4%	8%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	52%	52%
<b>Total Number of Core Classes</b>	271	211	164
Percent Not Taught by Highly Qualified Teachers in This School*	13%	6%	12%
Percent Not Taught by Highly Qualified Teachers in This District**	12%	6%	8%
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>	317	240	204
Percent Taught by Teachers Without Appropriate Certification	14%	7%	14%

\*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	59%	40%	50%
Turnover Rate of All Teachers	25%	38%	32%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	16	10	10
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	8	5	1
Principals	1	1	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 HOUSSE 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 **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**8**

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 **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
 School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

## Results in Grade 8 English Language Arts

This School			School District			NY State Public		
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

\*Range:



Number of Tested Students:

### 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

### 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 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 8 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT) <sup>†</sup> : Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

# 2 Student Performance

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

## Results in Grade 8 Mathematics

This School			School District			NY State Public		
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

\*Range:



Number of Tested Students:

### 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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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 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 8 Equivalent	1	–	–	–	0	–	–	–

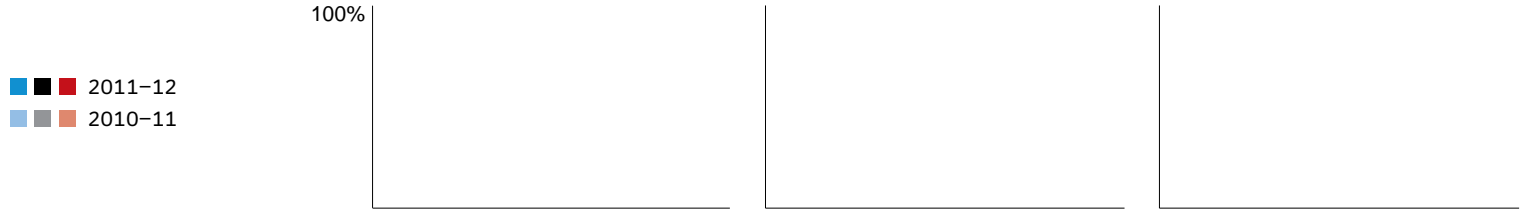
# 2 Student Performance

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

## Results in Grade 8 Science

This School			School District			NY State Public		
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



Number of Tested Students:

### 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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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 8 Equivalent	1	-	-	-	0			
Regents Science	0				0			

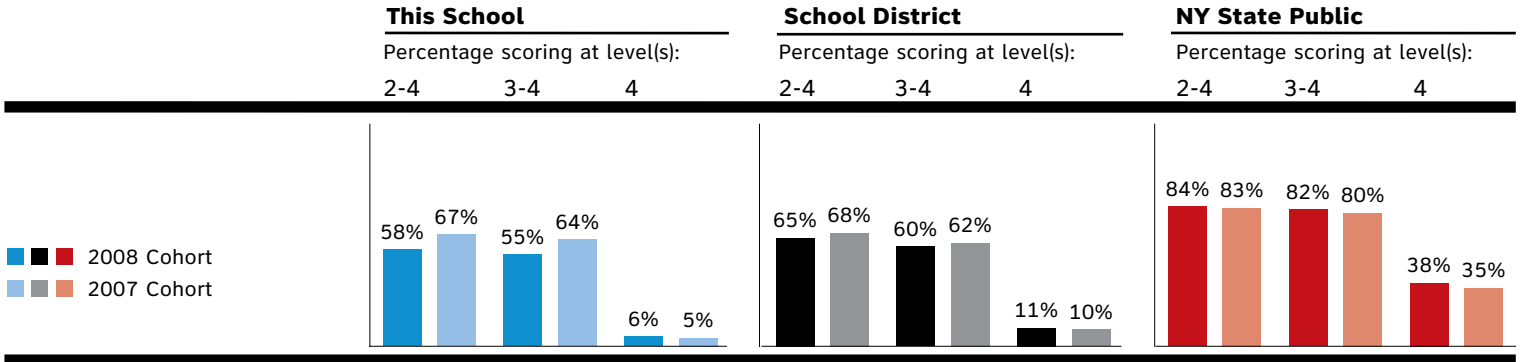


# 2 Student Performance

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
 School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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



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
<b>All Students</b>	<b>226</b>	<b>58%</b>	<b>55%</b>	<b>6%</b>	<b>362</b>	<b>67%</b>	<b>64%</b>	<b>5%</b>
Female	150	65%	62%	6%	255	70%	67%	5%
Male	76	46%	41%	5%	107	59%	54%	3%
American Indian or Alaska Native	2	-	-	-	-	-	-	-
Black or African American	86	60%	57%	6%	122	70%	68%	6%
Hispanic or Latino	133	57%	53%	5%	233	65%	61%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	1	-	-	-	1	-	-	-
Multiracial								
Small Group Totals	7	57%	57%	14%	7	71%	71%	29%
General-Education Students	168	73%	68%	8%	300	77%	73%	6%
Students with Disabilities	58	17%	17%	0%	62	18%	18%	0%
English Proficient	206	64%	60%	6%	314	73%	71%	5%
Limited English Proficient	20	5%	0%	0%	48	25%	17%	0%
Economically Disadvantaged	196	62%	58%	6%	308	71%	68%	5%
Not Disadvantaged	30	37%	33%	7%	54	41%	41%	2%
Migrant								
Not Migrant	226	58%	55%	6%	362	67%	64%	5%

### NOTES

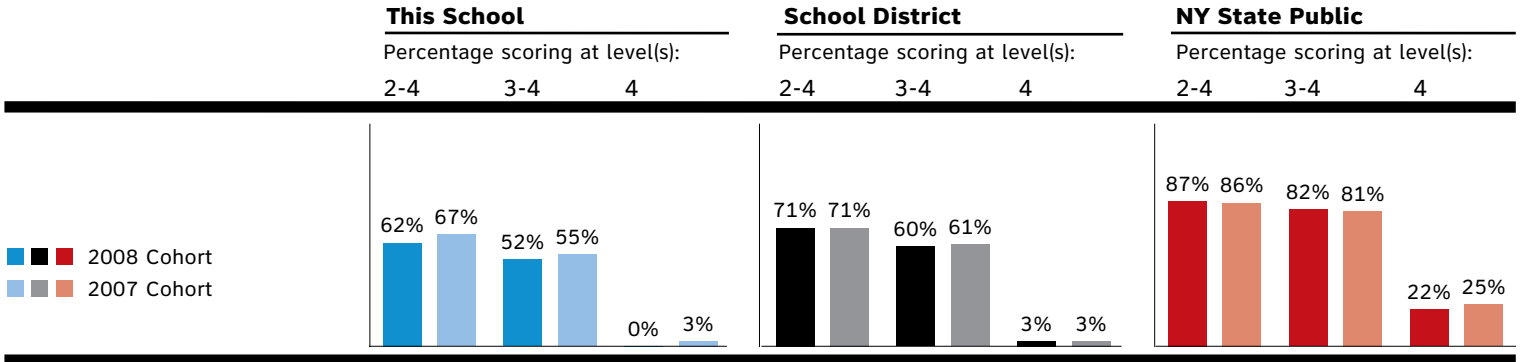
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# 2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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



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
<b>All Students</b>	<b>226</b>	<b>62%</b>	<b>52%</b>	<b>0%</b>	<b>362</b>	<b>67%</b>	<b>55%</b>	<b>3%</b>
Female	150	67%	55%	1%	255	68%	56%	3%
Male	76	51%	45%	0%	107	64%	52%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	86	62%	49%	0%	122	70%	57%	3%
Hispanic or Latino	133	60%	53%	1%	233	65%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	1	-	-	-	1	-	-	-
Multiracial								
Small Group Totals	7	86%	71%	0%	7	71%	57%	29%
General-Education Students	168	74%	64%	1%	300	75%	63%	3%
Students with Disabilities	58	24%	16%	0%	62	26%	15%	0%
English Proficient	206	66%	56%	0%	314	71%	59%	3%
Limited English Proficient	20	15%	10%	0%	48	40%	27%	0%
Economically Disadvantaged	196	65%	56%	1%	308	71%	58%	3%
Not Disadvantaged	30	40%	27%	0%	54	41%	37%	0%
Migrant								
Not Migrant	226	62%	52%	0%	362	67%	55%	3%

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## 2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
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### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	226	8%	37%	7%	168	8%	47%	9%	58	9%	9%	0%
<b>U.S. History and Government</b>	226	6%	44%	11%	168	6%	55%	14%	58	7%	12%	0%
<b>Science</b>	226	8%	53%	6%	168	8%	65%	7%	58	7%	19%	2%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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# 2 Student Performance

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## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	226	61%	46%	5%	183	72%	54%	6%	43	16%	12%	0%
	2010-11	273	79%	63%	4%	220	88%	73%	5%	53	42%	21%	0%
	2009-10	389	75%	61%	3%	338	79%	65%	3%	51	47%	37%	0%
Integrated Algebra	2011-12	227	63%	26%	0%	182	69%	29%	0%	45	38%	13%	0%
	2010-11	247	66%	39%	1%	209	71%	43%	1%	38	37%	16%	0%
	2009-10	408	66%	48%	1%	339	71%	53%	1%	69	41%	22%	0%
Geometry	2011-12	38	53%	34%	3%	35	—	—	—	3	—	—	—
	2010-11	0				0				0			
	2009-10	26	69%	46%	0%	26	69%	46%	0%	0			
Algebra 2/Trigonometry	2011-12	23	26%	22%	0%	18	28%	28%	0%	5	20%	0%	0%
	2010-11	0				0				0			
	2009-10	12	100%	100%	33%	11	—	—	—	1	—	—	—
Global History and Geography	2011-12	216	68%	44%	2%	180	74%	52%	2%	36	36%	8%	3%
	2010-11	250	75%	49%	4%	216	79%	52%	4%	34	47%	29%	3%
	2009-10	271	75%	62%	8%	235	78%	67%	10%	36	56%	33%	0%
U.S. History and Government	2011-12	330	57%	38%	3%	267	63%	44%	4%	63	30%	14%	0%
	2010-11	295	66%	51%	13%	259	71%	55%	15%	36	36%	19%	3%
	2009-10	533	63%	53%	10%	429	70%	60%	11%	104	34%	23%	3%
Living Environment	2011-12	208	65%	32%	1%	153	77%	41%	2%	55	31%	9%	0%
	2010-11	314	74%	51%	3%	248	83%	58%	4%	66	42%	23%	0%
	2009-10	403	60%	40%	3%	319	67%	45%	3%	84	33%	20%	2%
Physical Setting/Earth Science	2011-12	143	43%	21%	2%	128	43%	21%	1%	15	47%	20%	13%
	2010-11	2	—	—	—	2	—	—	—	0	—	—	—
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	2	—	—	—	2	—	—	—	0	—	—	—
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	20	100%	90%	25%	19	—	—	—	1	—	—	—

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# 2 Student Performance

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
 School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**8**

## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	5	100%	0		5	100%
	2010-11	19	11%	0		19	11%
	2009-10	43	9%	0		43	9%
Science	2011-12	2	—	0		2	—
	2010-11	20	25%	0		20	25%
	2009-10	48	4%	1	—	47	—
Reading	2011-12	3	—	0		3	—
	2010-11	19	11%	0		19	11%
	2009-10	28	29%	1	—	27	—
Writing	2011-12	2	—	0		2	—
	2010-11	15	60%	0		15	60%
	2009-10	19	74%	1	—	18	—
Global Studies	2011-12	2	—	0		2	—
	2010-11	4	—	0		4	—
	2009-10	24	8%	0		24	8%
U.S. History and Government	2011-12	3	—	0		3	—
	2010-11	20	35%	0		20	35%
	2009-10	71	3%	1	—	70	—

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# 2 Student Performance

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**8**

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

		<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>						
		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.
<b>Listening and Speaking (Grades K-1)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades K-1)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Listening and Speaking (Grades 2-4)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades 2-4)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Listening and Speaking (Grades 5-6)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades 5-6)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Listening and Speaking (Grades 7-8)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades 7-8)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Listening and Speaking (Grades 9-12)</b>	2011-12	52	0%	6%	10%	85%	30	0%	10%	10%	80%	22	0%	0%	9%	91%
	2010-11	51	4%	8%	10%	78%	37	5%	8%	5%	81%	14	0%	7%	21%	71%
	2009-10	65	2%	9%	6%	83%	40	3%	5%	5%	88%	25	0%	16%	8%	76%
<b>Reading and Writing (Grades 9-12)</b>	2011-12	52	0%	42%	27%	31%	30	0%	37%	27%	37%	22	0%	50%	27%	23%
	2010-11	51	2%	29%	39%	29%	37	3%	24%	41%	32%	14	0%	43%	36%	21%
	2009-10	65	3%	31%	40%	26%	40	3%	23%	38%	38%	25	4%	44%	44%	8%

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# 3 Student Outcomes

School **JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS**  
 School ID **32-08-00-01-1650**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**8**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	146		137		9	
	2010-11	182		165		17	
	2009-10	237		213		24	
<b>Receiving a Regents Diploma</b>	2011-12	109	75%	106	77%	3	33%
	2010-11	142	78%	137	83%	5	29%
	2009-10	145	61%	138	65%	7	29%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	0	0%	0	0%	0	0%
	2010-11	10	5%	10	6%	0	0%
	2009-10	18	8%	18	8%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	28	N/A	0		28	N/A
	2010-11	14	N/A	0		14	N/A
	2009-10	20	N/A	0		20	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	90	12%	69	12%	21	13%
	2010-11	125	12%	87	11%	38	19%
	2009-10	110	9%	68	7%	42	15%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	11	1%	7	1%	4	2%
	2010-11	25	2%	18	2%	7	3%
	2009-10	16	1%	12	1%	4	1%
<b>Total Non-completers</b>	2011-12	101	14%	76	13%	25	15%
	2010-11	150	15%	105	13%	45	22%
	2009-10	126	10%	80	8%	46	17%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	72	41%	68	50%	4	11%
<b>To 2-year College</b>	55	32%	50	36%	5	14%
<b>To Other Post-secondary</b>	0	0%	0	0%	0	0%
<b>To the Military</b>	0	0%	0	0%	0	0%
<b>To Employment</b>	0	0%	0	0%	0	0%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	47	27%	19	14%	28	76%