



The New York State Report Card 2011–12

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #27**
Principal **GRACE ZWILLENBERG**
Telephone **(718) 322-0500**
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

1 Profile

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#27**

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	1168	1051	983
Grade 10	856	863	818
Grade 11	756	870	884
Grade 12	468	520	632
Ungraded Secondary	4	5	8
Total K-12	3252	3309	3325

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			28
Mathematics			30
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

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#27**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	2364	73%	2512	76%	2446	74%
Reduced Price Lunch	321	10%	317	10%	266	8%
Limited English Proficient	446	14%	479	14%	558	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	26	1%	47	1%	142	4%
Black or African American	917	28%	974	29%	908	27%
Hispanic or Latino	1283	39%	1209	37%	1236	37%
Asian or Native Hawaiian/Other Pacific Islander	885	27%	932	28%	914	27%
White	141	4%	147	4%	121	4%
Multiracial	0	0%	0	0%	4	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		77%		80%		79%
Student Suspensions	364	11%	380	12%	382	12%

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 **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	184	183	184
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	9%	4%	7%
Percent with Fewer than Three Years of Experience	7%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	50%	50%
Total Number of Core Classes	732	714	717
Percent Not Taught by Highly Qualified Teachers in This School*	7%	3%	6%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	5%	5%
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%
Total Number of Classes	850	827	826
Percent Taught by Teachers Without Appropriate Certification	7%	2%	6%

*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	3%	6%	7%
Turnover Rate of All Teachers	9%	7%	9%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	19	22	21
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	11	12	11
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 HOUSSSE 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 **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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 **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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:

100%

■ ■ ■ 2011-12
■ ■ ■ 2010-11

Number of Tested Students:

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								
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

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 8 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
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

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

2 Student Performance

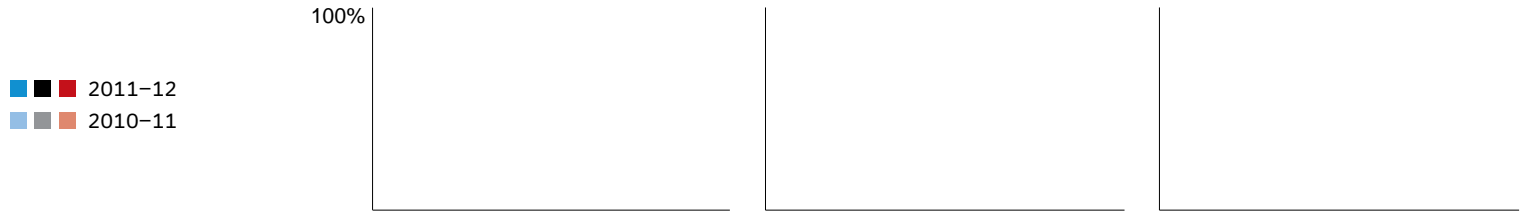
School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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

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								
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

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 8 Equivalent	1	–	–	–	0			

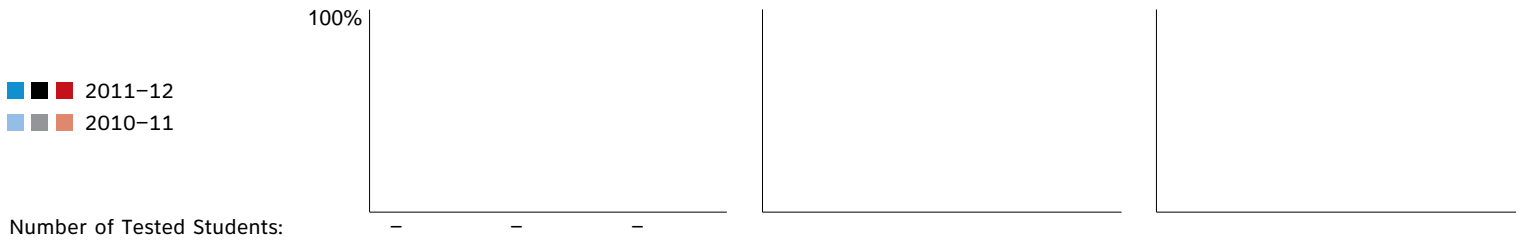
2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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



Results by Student Group

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.

Other Assessments

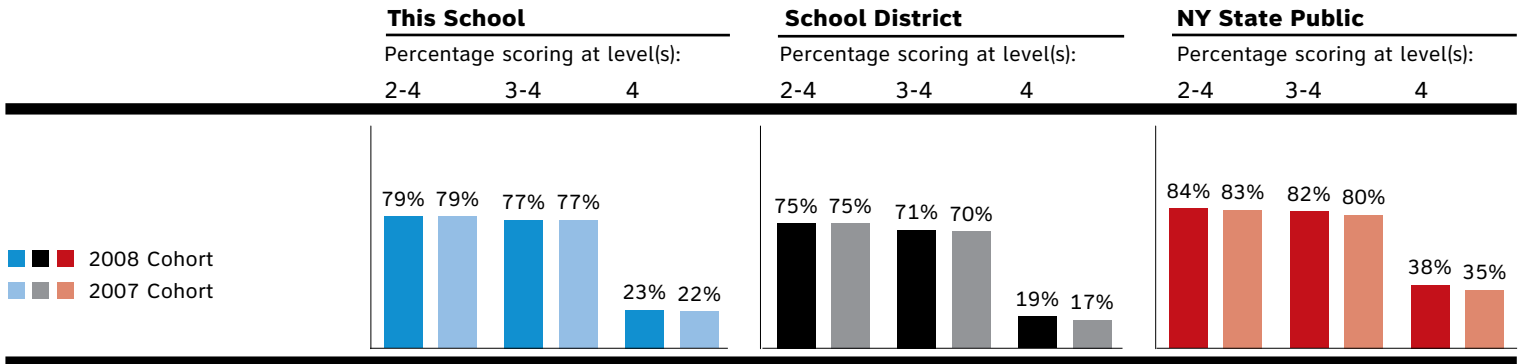
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	0			
Regents Science	1	–	–	–	0			

2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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



Results by Student Group

Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	1002	79%	77%	23%	983	79%	77%	22%
Female	457	87%	85%	32%	467	84%	83%	28%
Male	545	72%	69%	15%	516	74%	71%	16%
American Indian or Alaska Native	40	80%	73%	23%	10	–	–	–
Black or African American	261	75%	73%	19%	270	78%	77%	18%
Hispanic or Latino	380	77%	75%	19%	372	79%	75%	20%
Asian or Native Hawaiian/Other Pacific Islander	285	86%	84%	31%	282	83%	81%	28%
White	33	–	–	–	46	74%	70%	24%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	36	69%	69%	17%	13	46%	46%	23%
General-Education Students	879	82%	81%	25%	876	83%	81%	24%
Students with Disabilities	123	53%	47%	6%	107	47%	39%	3%
English Proficient	845	82%	80%	23%	834	79%	77%	23%
Limited English Proficient	157	64%	61%	18%	149	77%	73%	13%
Economically Disadvantaged	812	82%	79%	24%	783	85%	83%	23%
Not Disadvantaged	190	67%	67%	18%	200	55%	52%	17%
Migrant								
Not Migrant	1002	79%	77%	23%	983	79%	77%	22%

NOTES

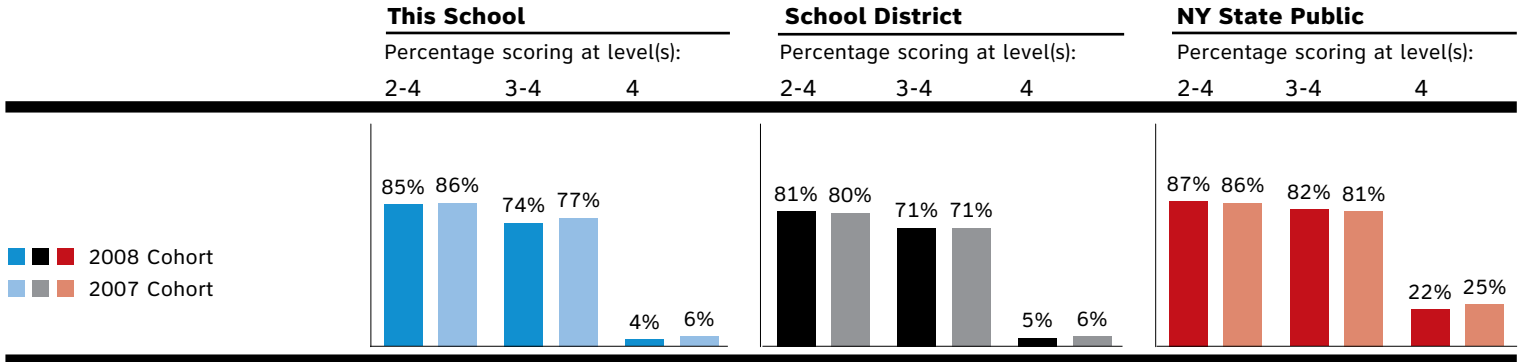
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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
All Students	1002	85%	74%	4%	983	86%	77%	6%
Female	457	89%	78%	6%	467	88%	79%	5%
Male	545	82%	70%	3%	516	84%	74%	6%
American Indian or Alaska Native	40	88%	73%	5%	10	—	—	—
Black or African American	261	80%	67%	3%	270	82%	74%	3%
Hispanic or Latino	380	84%	72%	2%	372	86%	74%	2%
Asian or Native Hawaiian/Other Pacific Islander	285	92%	84%	9%	282	90%	84%	12%
White	33	—	—	—	46	80%	76%	4%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	36	78%	56%	11%	13	77%	54%	0%
General-Education Students	879	89%	79%	5%	876	91%	83%	6%
Students with Disabilities	123	59%	32%	0%	107	44%	29%	0%
English Proficient	845	85%	73%	4%	834	85%	76%	5%
Limited English Proficient	157	85%	76%	4%	149	89%	80%	7%
Economically Disadvantaged	812	87%	75%	5%	783	90%	81%	6%
Not Disadvantaged	190	77%	66%	3%	200	70%	62%	4%
Migrant								
Not Migrant	1002	85%	74%	4%	983	86%	77%	6%

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.

2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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
Global History and Geography	1002	9%	53%	6%	879	9%	57%	7%	123	15%	25%	1%
U.S. History and Government	1002	7%	51%	12%	879	7%	54%	13%	123	9%	29%	2%
Science	1002	9%	61%	5%	879	8%	66%	6%	123	17%	26%	2%

New York State Alternate Assessments (NYSAA) 2011-12

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

2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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	1119	74%	62%	10%	995	77%	65%	11%	124	47%	36%	2%
	2010–11	1078	87%	79%	16%	934	89%	82%	17%	144	78%	58%	6%
	2009–10	1042	88%	82%	25%	953	90%	84%	27%	89	69%	62%	3%
Integrated Algebra	2011–12	1488	78%	48%	2%	1295	82%	53%	2%	193	54%	20%	0%
	2010–11	1449	75%	51%	1%	1234	78%	55%	2%	215	57%	27%	0%
	2009–10	1456	77%	59%	1%	1253	81%	65%	1%	203	47%	26%	0%
Geometry	2011–12	539	68%	46%	3%	524	69%	46%	3%	15	53%	27%	0%
	2010–11	453	81%	61%	6%	441	80%	61%	6%	12	83%	50%	8%
	2009–10	418	75%	55%	4%	412	75%	55%	4%	6	67%	33%	0%
Algebra 2/Trigonometry	2011–12	169	75%	64%	20%	166	—	—	—	3	—	—	—
	2010–11	155	74%	63%	18%	154	—	—	—	1	—	—	—
	2009–10	83	75%	66%	16%	82	—	—	—	1	—	—	—
Global History and Geography	2011–12	1316	56%	34%	4%	1134	59%	36%	4%	182	38%	21%	4%
	2010–11	1462	60%	41%	4%	1290	63%	43%	4%	172	40%	24%	0%
	2009–10	1374	67%	51%	6%	1229	69%	54%	6%	145	46%	28%	1%
U.S. History and Government	2011–12	1211	72%	57%	12%	1083	76%	60%	13%	128	44%	29%	3%
	2010–11	1064	76%	55%	11%	967	77%	56%	12%	97	64%	46%	5%
	2009–10	932	80%	67%	12%	868	81%	68%	12%	64	70%	50%	5%
Living Environment	2011–12	1208	72%	47%	3%	1085	75%	50%	4%	123	46%	21%	2%
	2010–11	1210	79%	56%	5%	1049	83%	61%	5%	161	50%	24%	1%
	2009–10	1193	71%	51%	3%	1054	75%	56%	3%	139	45%	18%	2%
Physical Setting/Earth Science	2011–12	424	38%	21%	1%	378	39%	22%	1%	46	28%	13%	2%
	2010–11	356	38%	20%	3%	321	38%	20%	2%	35	43%	14%	3%
	2009–10	382	46%	34%	4%	360	46%	34%	4%	22	32%	27%	0%
Physical Setting/Chemistry	2011–12	157	59%	32%	5%	156	—	—	—	1	—	—	—
	2010–11	158	59%	34%	2%	157	—	—	—	1	—	—	—
	2009–10	199	58%	31%	2%	197	—	—	—	2	—	—	—
Physical Setting/Physics	2011–12	12	33%	25%	8%	11	—	—	—	1	—	—	—
	2010–11	16	50%	31%	6%	16	50%	31%	6%	0	—	—	—
	2009–10	12	50%	33%	17%	12	50%	33%	17%	0	—	—	—

NOTE

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.

2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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	51	31%	1	—	50	—
	2010-11	93	51%	1	—	92	—
	2009-10	189	46%	2	—	187	—
Science	2011-12	87	53%	1	—	86	—
	2010-11	166	40%	2	—	164	—
	2009-10	193	21%	2	—	191	—
Reading	2011-12	94	34%	1	—	93	—
	2010-11	62	37%	0	—	62	37%
	2009-10	132	42%	2	—	130	—
Writing	2011-12	93	65%	1	—	92	—
	2010-11	32	56%	0	—	32	56%
	2009-10	78	67%	1	—	77	—
Global Studies	2011-12	129	24%	1	—	128	—
	2010-11	111	20%	2	—	109	—
	2009-10	134	21%	0	—	134	21%
U.S. History and Government	2011-12	71	34%	1	—	70	—
	2010-11	70	34%	0	—	70	34%
	2009-10	65	15%	1	—	64	—

NOTE

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.

2 Student Performance

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
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	495	18%	37%	19%	26%	461	19%	39%	18%	23%	34	3%	6%	26%	65%
	2010–11	459	19%	38%	16%	28%	439	20%	38%	15%	27%	20	0%	25%	25%	50%
	2009–10	418	20%	29%	22%	29%	396	20%	30%	21%	28%	22	5%	14%	41%	41%
Reading and Writing (Grades 9–12)	2011–12	495	22%	47%	18%	12%	461	23%	47%	17%	12%	34	6%	50%	32%	12%
	2010–11	459	26%	50%	15%	9%	439	27%	50%	14%	9%	20	15%	50%	30%	5%
	2009–10	418	28%	48%	17%	7%	396	29%	47%	17%	7%	22	14%	68%	9%	9%

NOTE
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.

3 Student Outcomes

School **JOHN ADAMS HIGH SCHOOL**
School ID **34-27-00-01-1480**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#27**

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
Total Graduates	2011–12	627		573		54	
	2010–11	633		598		35	
	2009–10	635		581		54	
Receiving a Regents Diploma	2011–12	518	83%	502	88%	16	30%
	2010–11	456	72%	443	74%	13	37%
	2009–10	441	69%	423	73%	18	33%
Receiving a Regents Diploma with Advanced Designation	2011–12	44	7%	44	8%	0	0%
	2010–11	43	7%	43	7%	0	0%
	2009–10	46	7%	45	8%	1	2%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	26	N/A	1	N/A	25	N/A
	2010–11	4	N/A	0		4	N/A
	2009–10	18	N/A	0		18	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
Dropped Out	2011–12	294	9%	246	9%	48	11%
	2010–11	272	8%	221	8%	51	11%
	2009–10	307	10%	235	9%	72	16%
Entered Approved High School Equivalency Preparation Program	2011–12	19	1%	15	1%	4	1%
	2010–11	28	1%	21	1%	7	2%
	2009–10	44	1%	35	1%	9	2%
Total Non-completers	2011–12	313	9%	261	9%	52	12%
	2010–11	300	9%	242	9%	58	13%
	2009–10	351	11%	270	10%	81	18%

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
To 4-year College		149	23%	146	25%	3	4%
To 2-year College		172	26%	159	28%	13	16%
To Other Post-secondary		7	1%	5	1%	2	3%
To the Military		5	1%	3	1%	2	3%
To Employment		5	1%	5	1%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		315	48%	256	45%	59	75%