

2002-2003 ANNUAL SCHOOL REPORT

Bronx Superintendency

H.S. 650

JANE ADDAMS HIGH SCHOOL

New York City Public Schools

Joel I. Klein, Chancellor

Grade Levels: 9 through 12

Students on Oct. 31, 2002: 1,626

Students on June 1, 2003: 1,572

School Mission Statement

The Jane Addams mission arrived at in collaboration with students, staff, and parents is to produce contributing members of society through a participatory educational process dedicated to: 1) Creating a standards-driven, rigorous academic/vocational environment; 2) Developing critical thinking skills in order to foster independent decision making; 3) Establishing an environment that addresses the needs of all learners, allowing each student to reach his/her maximum potential; 4) Integrating civic and social skills in order that our students function productively in the world community. The staff and students of Jane Addams Vocational High School expect and maintain high standards of learning, professionalism, and behavior and exhibit compassion and respect for one another.

Principal's Statement

Jane Addams High School is a unique high school whose mission is to create a standards driven, rigorous academic/career environment. Our students are drawn from every borough in order to combine a college-bound program with a major in one of the following career areas: Travel and Tourism, Business, Legal Studies, Nursing, and Cosmetology. All students are mandated to complete a senior project leading to a special diploma endorsement. Addams was recently acknowledged as a "noteworthy" school by InsideSchools.org.

Special Academic Programs

National Honor Society, Advanced Placement Courses, Academy of Travel & Tourism, Legal Studies, Virtual Enterprise, Tech. Prep, Executive Internships, Science Research, Theater, SAT prep, Cooper-Union, Lehman College, Monroe and Bronx Community Colleges.

Extracurricular Activities

HOSA, FBLA, VICA, ASPIRA; Debate, Chess, Gardening, Research, and Art Clubs, Gospel Choir, School Newspaper and Literary Magazine; Sports: Baseball, Basketball, Volleyball, Track and Softball.

Community Support

Community involvement remains a priority at Addams. Presently our community partnerships include: Lincoln Hospital, Bruckner Nursing Home, and Urban Health Incorporated. We have also been adopted by Bobbi Brown, C.E.O. of Bobbi Brown Cosmetics and Neil Ostergren, a Major Consultant to the Travel & Tourism Industry.

Parent/School Support

Parents are an integral part of the Addams community making up 50% of the School Leadership Team, participating in an active Parents Association, and serving as school-based volunteers. They contribute time to personnel selection committees, multi-cultural activities, and school advisory teams, including Academic Achievement.



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 2002-2003 Annual School Report is issued in cooperation with the New York State Education Department. 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)

	2001	2002	2003
Grade 9	684	598	548
Grade 10	443	497	500
Grade 11	157	196	198
Grade 12	184	158	195
Ungraded	166	130	185
Total	1634	1608	1626

Special Education Enrollment

	2001	2002	2003
Self Contained*	171	127	161
All Others	81	103	103

These students are included in the enrollment information above.

*Data may not match the number of students in the Ungraded section because they represent different times in the school year and were compiled using different decision rules.

English Language Learners (ELLs) Enrollment

	2001	2002	2003
	225	181	159

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	1.0	7.3	16.1
Black	36.8	43.5	35.1
Hispanic	60.1	37.4	34.7
Asian and others*	2.0	11.7	14.1
Male	24.8	52.6	50.4
Female	75.2	47.4	49.6

* Includes: Pacific Islanders, Alaskan Natives, and Native Americans.

Profile of Entering Ninth and Tenth Graders*

Characteristics	This School	Similar Schools	City Schools
	Percent	Percent	Percent
Gender Male	25.7	51.9	49.1
Female	74.3	48.1	50.9
Part-time special education	8.1	6.4	5.7
Full-time special education	0.0	0.5	0.5
ELL	16.4	16.0	13.9
Over-age for grade	37.2	29.9	25.6
Percent eligible for free lunch	30.1	35.4	29.5
Avg. daily attend. during prior sem.	90.6	45.7	92.4
Percent meeting standard in:			
ELA (tested only)	11.5	18.1	31.0
Mathematics (tested only)	8.3	17.5	31.0

*This information is for the students who were on register as new 9th and 10th graders on October 31, 2002 and came from another school.

Attendance

Percent of days students attended	2001	2002	2003
This school	85.0	85.7	85.4
Similar schools	80.9	81.5	82.4
City schools	82.5	83.7	84.7

Eligible for Free Lunch

Percent of enrollment	2001	2002	2003
This school	72.0	77.1	88.0
Similar schools	53.5	56.4	57.4
City schools	48.4	51.3	54.0

Student Stability

Percent of enrollment	2001	2002	2003
This school	94.6	96.8	95.7
Similar schools	91.3	91.9	92.1
City schools	91.7	92.2	93.0

Suspensions

Number per 1,000 students	2001	2002	2003
This school	39.2	40.4	30.8
Similar schools	74.4	65.5	79.1
City schools	57.8	49.9	58.7

Involved in Police Department Incidents

Number per 1,000 students	Major Crimes	Other Crimes	Non Criminal
This school	1.2	3.1	1.8
Similar schools	2.3	7.5	21.1
City schools	2.0	6.7	16.5

Recent Immigrants*

Percent of enrollment	2001	2002	2003
This school	2.0	1.2	1.0
Similar schools	11.1	11.1	11.7
City schools	9.3	9.2	9.7

* Students enrolled as of Oct. 31, 2002 who immigrated to the U.S. within the last three years.

Recent Immigrants' Place of Birth

Percent of students	2003
DOMINICAN REPUBLIC	0
JAMAICA	0
ANTIGUA & BARBUDA	0

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

This school is in the Medium Need Similar Schools group.

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

Throughout this report, 2001, 2002, and 2003 refer to the 2000-01, 2001-02, and 2002-03 school years.

SCHOOL CHARACTERISTICS

NUMBER OF STAFF

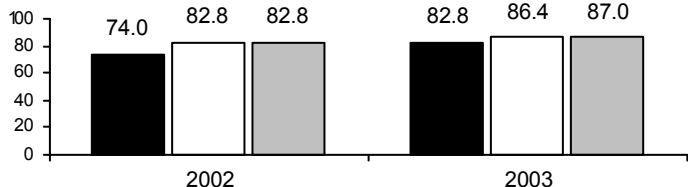
	2001	2002	2003
Teachers	98	94	91
Administrators and other professionals	26	27	25
Educational paraprofessionals	0	0	0

Includes all full-time and part-time staff

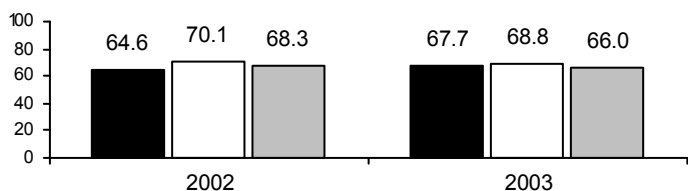
TEACHERS

This School
 Similar Schools
 City Schools

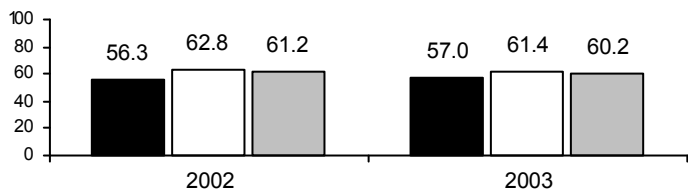
Percent Fully Licensed and Permanently Assigned to This School



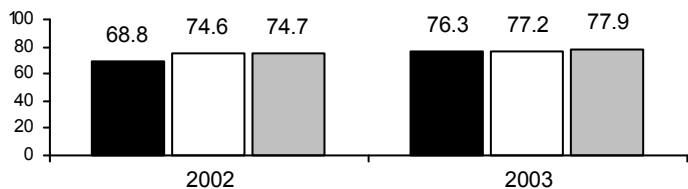
Percent More Than Two Years Teaching in This School



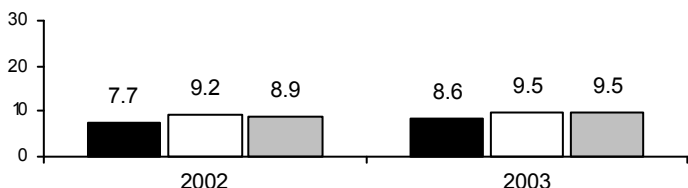
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



OTHER STAFF INFORMATION

	Number	Percent
Teachers teaching within certification area	NA	NA
Teachers teaching outside of certification area	NA	NA
Uncertified teachers	NA	NA

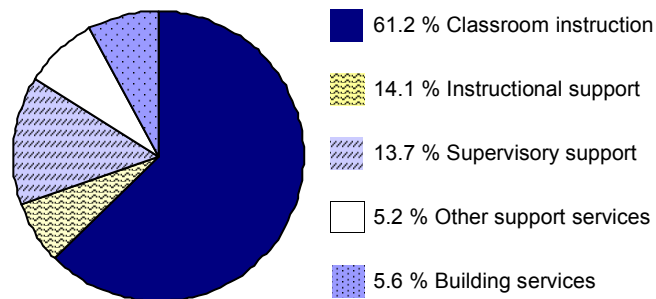
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	2001	2002	2003
This school	\$8,950	\$9,332	\$10,307
Similar schools	\$8,668	\$8,952	\$9,759
City schools	\$9,290	\$9,308	\$10,500

Note: The state calculation of school expenditures per student for direct and indirect services in 2003 was \$11,627 for all New York City schools. An average of \$12,871 was calculated for all New York State schools including those in New York City.

How money was spent in this school in 2003 (Direct Services Only)



0.3 % is used for district support.

OTHER SCHOOL INFORMATION

School Capacity

Percent of utilization*	2001	2002	2003
This school	186.5	165.1	153.3
Similar schools	107.3	105.1	103.2
City schools	109.0	107.8	108.5

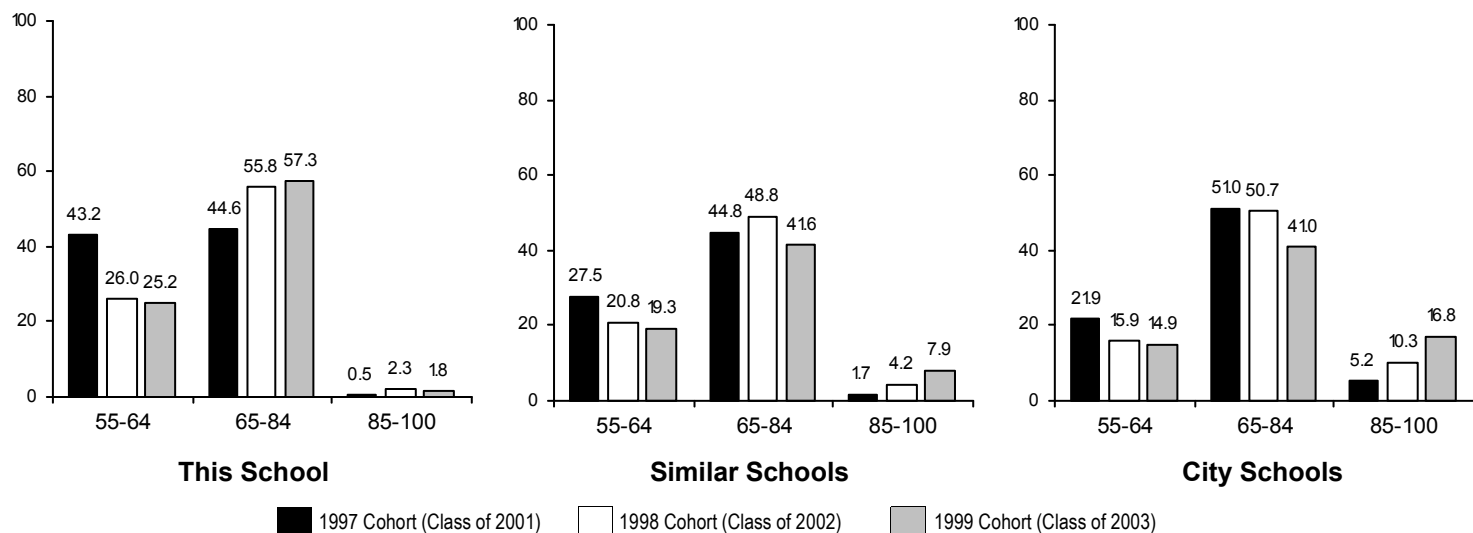
*When over 100%, school has exceeded official capacity.

HIGH SCHOOL ENGLISH ACHIEVEMENT AFTER FOUR YEARS OF INSTRUCTION

Performance on graduation assessment requirements after four years of high school is presented here for the Class of 2001, 2002, and 2003 Regents cohort students who entered the ninth grade in 1997-98, 1998-99, and 1999-00, 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, for state approved alternative assessments (e.g., Advanced Placement Literature and Composition Examination, International Baccalaureate English A1 Standard Level Examination, etc.), and for component retests. The tables, but not the graphs, include data on Regents Competency Tests (RCTs).

Achievement on the Regents Examination in English after Four Years

All Students: General Education and Students with Disabilities



ACHIEVEMENT OF ENGLISH GRADUATION REQUIREMENT AFTER FOUR YEARS OF HIGH SCHOOL*

	Students in Cohort N	Highest Score From 0 to 54		Highest Score From 55 to 64		Highest Score From 65 to 84		Highest Score From 85 to 100		Approved Alternative Credit	
		N	%	N	%	N	%	N	%	N	%
1997 Cohort (Class of 2001)	222	3	1.4	96	43.2	99	44.6	1	0.5	0	0.0
1998 Cohort (Class of 2002)	215	9	4.2	56	26.0	120	55.8	5	2.3	0	0.0
1999 Cohort (Class of 2003)	274	12	4.4	69	25.2	157	57.3	5	1.8	0	0.0

* Assessments used to determine counts in this table include a Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Test (RCT) in Reading and Writing to Meet the Graduation Requirement*

	Total Students Tested N	Passed RCTs		Failed RCT in Reading and/or Writing	
		N	%	N	%
1997 Cohort (Class of 2001)	3	0	0.0	3	100.0
1998 Cohort (Class of 2002)	5	2	40.0	3	60.0
1999 Cohort (Class of 2003)	13	8	61.5	5	38.5

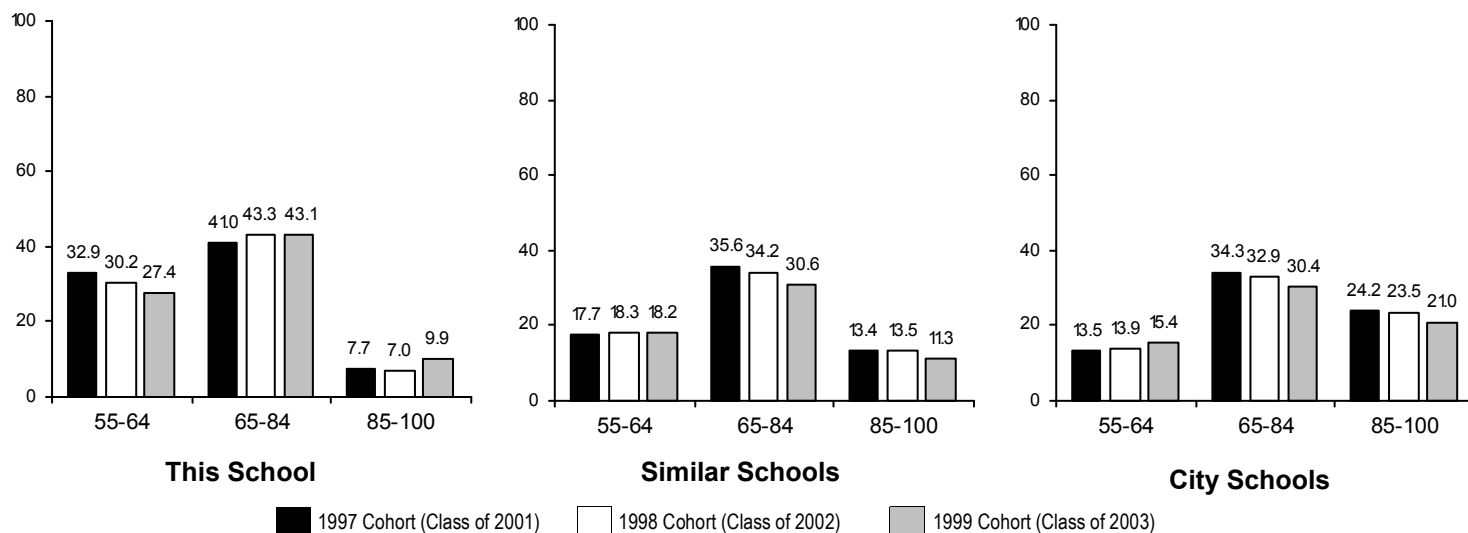
* Includes only those students eligible for the safety net who did not score 55 or higher on the Regents examination or approved alternative.

HIGH SCHOOL MATHEMATICS ACHIEVEMENT AFTER FOUR YEARS OF INSTRUCTION

Performance on graduation assessment requirements after four years of high school is presented here for the Class of 2001, 2002, and 2003 Regents cohort students who entered the ninth grade in 1997-98, 1998-99, and 1999-00, 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 mathematics, for state approved alternative assessments (e.g., SATs, portfolio assessments, etc.), and for component retests. The tables, but not the graphs, include data on Regents Competency Tests (RCTs).

Achievement on the Regents Examination in Mathematics after Four Years

All Students: General Education and Students with Disabilities



ACHIEVEMENT OF MATHEMATICS GRADUATION REQUIREMENT AFTER FOUR YEARS OF HIGH SCHOOL*

	Students in Cohort N	Highest Score From 0 to 54		Highest Score From 55 to 64		Highest Score From 65 to 84		Highest Score From 85 to 100		Approved Alternative Credit	
		N	%	N	%	N	%	N	%	N	%
1997 Cohort (Class of 2001)	222	18	8.1	73	32.9	91	41.0	17	7.7	0	0.0
1998 Cohort (Class of 2002)	215	19	8.8	65	30.2	93	43.3	15	7.0	0	0.0
1999 Cohort (Class of 2003)	274	32	11.7	75	27.4	118	43.1	27	9.9	0	0.0

* Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test (RCT) in Mathematics to Meet the Graduation Requirement*

	Total Students Tested N	Passed RCTs		Failed the RCT	
		N	%	N	%
1997 Cohort (Class of 2001)	7	1	14.3	6	85.7
1998 Cohort (Class of 2002)	6	3	50.0	3	50.0
1999 Cohort (Class of 2003)	11	11	100.0	0	0.0

* Includes only those students eligible for the safety net who did not score 55 or higher on the Regents examination or approved alternative.

COHORT PERFORMANCE

Class of 2003 Subgroups

Subgroup performance on graduation assessment requirements after four years of high school is presented here for students in the Class of 2003 Regents cohort.

Subgroup Performance on Graduation Assessment Requirements

Category	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		Passed RCTs ¹	Percent Meeting Graduation Requirement
		Regents*		Passed RCTs ¹			Regents*			
		55-64	65-100				55-64	65-100		
Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0.0	0	0	0	0	0.0
Black	107	34	57	2	86.9	107	29	60	5	87.9
Hispanic	159	32	100	6	86.8	159	44	79	6	81.1
Asian or Pacific Islander	0	0	0	0	0.0	0	0	0	0	0.0
White	0	0	0	0	0.0	0	0	0	0	0.0
Unspecified	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Small Group Totals ²	8	3	5	0	100.0	8	2	6	0	100.0
Educational Status										
General Education	258	68	161	0	88.8	258	75	143	0	84.5
Special Education	16	1	1	8	62.5	16	0	2	11	81.3
Gender										
Female	220	54	133	6	87.7	220	62	114	8	83.6
Male	54	15	29	2	85.2	54	13	31	3	87.0
English Proficiency Status										
English Proficient	265	66	158	8	87.6	265	74	138	11	84.2
ELLs	9	3	4	0	77.8	9	1	7	0	88.9
Income Level										
Low Income	232	58	141	8	89.2	232	63	128	11	87.1
Not Low Income	42	11	21	0	76.2	42	12	17	0	69.1
TOTAL ALL STUDENTS	274	69	162	8	87.2	274	75	145	11	84.3

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

¹ Only students with disabilities and certain general education students may qualify for a local diploma by passing Regents Competency Tests (RCTs).

² Small Group Totals: In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

COHORT GRADUATION RATE

Students were counted as graduates in the first two columns of this table if they earned a local diploma, with or without a Regents endorsement, by June 30th of their fourth year after first entering Grade 9. Students were considered graduates in the second two columns if they earned a local diploma, with or without a Regents endorsement, by August 31st.

Category	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Number in Graduation Cohort	Graduation Rate %	Number in Graduation Cohort	Graduation Rate %
Race/Ethnicity				
American Indian/Alaskan Native	0	0	0	0
Black	0	0	0	0
Hispanic	122	59	112	69
Asian or Pacific Islander	0	0	0	0
White	0	0	0	0
Unspecified	NA	NA	NA	NA
Small Group Totals ²	99	74	95	79
Educational Status				
General Education	212	68	200	76
Special Education	9	11	7	14
Gender				
Female	183	69	170	76
Male	38	50	37	62
English Proficiency Status				
English Proficient	217	66	206	73
ELLs	4	25	1	100
Income Level				
Low Income	NA	NA	NA	NA
Not Low Income	NA	NA	NA	NA
TOTAL ALL STUDENTS	221	66	207	73

² Small Group Totals: In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

SCHOOL ACCOUNTABILITY STATUS

English Language Arts

For a school to make Adequate Yearly Progress (AYP) in 2002-03, every accountability group must make AYP.

For an accountability group to make AYP in 2002-03, it must make its Effective Annual Measurable Objective (AMO) or make safe harbor (2002-03 Performance and Standards). To make the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA Safe Harbor Target and the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

ELA Safe Harbor Targets: The secondary-level 2002-03 ELA Safe Harbor Target is calculated by using the following equation: 2001-02 PI + (200 – the 2001-02 PI) x 0.10. The 2003-04 ELA Safe Harbor Target is calculated by using the following equation: 2002-03 PI + (200 – the 2002-03 PI) x 0.10. The 2003-04 target is provided for groups whose PI was below the Effective AMO in 2002-03.

Accountability Group	2002-03 Performance*		2002-03 Standards			Made AYP in ELA in 2002-03	2003-04 ELA Safe Harbor Target
	Count of 1999 Accountability Cohort Members ¹	Performance Index ²	Effective AMO ³	ELA Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor**		
All Students	274	146	135		Y	Y	
Students with Disabilities	16						
American Indian/Alaskan Native	3						
Black	107	140	132		Y	Y	
Hispanic	159	150	134		Y	Y	
Asian or Pacific Islander	4						
White	1						
ELLs	9						
Economically Disadvantaged	232	150	135		*	Y	
Final AYP Determination							

* For schools with fewer than thirty 1999 accountability cohort members, 1998 and 1999 cohort data were combined to determine counts and PIs.

** Groups with a blank are not required to meet the graduation-rate qualification for safe harbor, because there were fewer than 30 members in the graduation-rate cohort. The members of the graduation-rate cohort are: the students from the previous year's (1998) Regents cohort, including those who had transferred out to GED programs.

¹ The 1999 accountability cohort consists of all students who first entered Grade 9 in the fall of 1999, and all ungraded special education students who reached their seventeenth birthday in the 1999-00 year, who were continuously enrolled in this school since October 3, 2001.

² This index is based on the performance levels of the tested cohort members.

³ This is the lowest PI that an accountability group of a given size can achieve to make AYP.

^a **Federal Title I accountability status in secondary-level English language arts:**

State accountability status in secondary-level English language arts: In Good Standing

^a Schools that have a federal Title I accountability status must follow No Child Left Behind (NCLB) rules.

SCHOOL ACCOUNTABILITY STATUS

Mathematics

For a school to make Adequate Yearly Progress (AYP) in 2002-03, every accountability group must make AYP.

For an accountability group to make AYP in 2002-03, it must make its Effective Annual Measurable Objective (AMO) or make safe harbor (2002-03 Performance and Standards). To make the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its Math Safe Harbor Target and the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

MATH Safe Harbor Targets: The secondary-level 2002-03 Math Safe Harbor Target is calculated by using the following equation: 2001-02 PI + (200 – the 2001-02 PI) x 0.10. The 2003-04 Math Safe Harbor Target is calculated by using the following equation: 2002-03 PI + (200 – the 2002-03 PI) x 0.10. The 2003-04 target is provided for groups whose PI was below the Effective AMO in 2002-03.

Accountability Group	2002-03 Performance*		2002-03 Standards			Made AYP in Math in 2002-03	2003-04
	Count of 1999 Accountability Cohort Members ¹	Performance Index ²	Effective AMO ³	Math Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor**		Math Safe Harbor Target
All Students	274	137	125		Y	Y	
Students with Disabilities	16						
American Indian/Alaskan Native	3						
Black	107	144	122		Y	Y	
Hispanic	159	131	124		Y	Y	
Asian or Pacific Islander	4						
White	1						
ELLs	9						
Economically Disadvantaged	232	142	125		*	Y	
Final AYP Determination							

* For schools with fewer than thirty 1999 accountability cohort members, 1998 and 1999 cohort data were combined to determine counts and PIs.

** Groups with a blank are not required to meet the graduation-rate qualification for safe harbor, because there were fewer than 30 members in the graduation-rate cohort. The members of the graduation-rate cohort are: the students from the previous year's (1998) Regents cohort, including those who had transferred out to GED programs.

¹ The 1999 accountability cohort consists of all students who first entered Grade 9 in the fall of 1999, and all ungraded special education students who reached their seventeenth birthday in the 1999-00 year, who were continuously enrolled in this school since October 3, 2001.

² This index is based on the performance levels of the tested cohort members.

³ This is the lowest PI that an accountability group of a given size can achieve to make AYP.

^a **Federal Title I accountability status in secondary-level mathematics:**

State accountability status in secondary-level mathematics: In Good Standing

^a Schools that have a federal Title I accountability status must follow No Child Left Behind (NCLB) rules.

SCHOOL ACCOUNTABILITY STATUS

Graduation Rate

2002-03 Graduation Rate AYP: In order to make the graduation rate AYP, the percentage of all students earning a Local Diploma in each school must equal or exceed the Graduation Rate Standard, which was 55 percent in 2002-03.

Qualification for Safe Harbor in Secondary-Level ELA and/or Math: For an accountability group to be considered Qualified for Safe Harbor in Secondary-Level ELA and/or Math, the Percent Earning a Local Diploma by August 31, 2002 must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for that group.

Graduation-Rate Progress Targets: The 2002-03 Graduation-Rate Progress Target is calculated by adding one point to the Percent Earning a Local Diploma by June 30, 2002. The 2003-04 Graduation-Rate Target is calculated by adding one point to the Percent Earning a Local Diploma by August 31, 2002. This target is provided for each group whose Percent Earning a Local Diploma by August 31, 2002 is below the Graduation-Rate Standard in 2002-03. Groups with fewer than 30 cohort members are not subject to this criterion.

Accountability Group	2002-03 Performance ¹		2002-03 Standards		Made AYP in Graduation Rate in 2002-03	2002-03	2003-04
	Count of 1998 Graduation-Rate Cohort Members	Percent Earning a Local Diploma by August 31, 2002	Graduation-Rate Standard	Graduation-Rate Progress Target		Qualified for Safe Harbor in Secondary-Level ELA and/or Math	Graduation-Rate Progress Target
All Students	207	73	55		Y	Y	
Students with Disabilities	7			12			
American Indian/Alaskan Native			55				
Black	92	79	55			Y	
Hispanic	112	69	55			Y	
Asian or Pacific Islander	3			55			
White			55				
ELLs	1			26			
Economically Disadvantaged	21			1			
Final AYP Determination					Y		

¹ The 2002-03 Performance is based on the graduation rate of the 1998 Regents cohort (class of 2002), including students who had transferred to GED programs.

^a Federal Title I accountability status for graduation rate:

State accountability status for graduation rate: In Good Standing

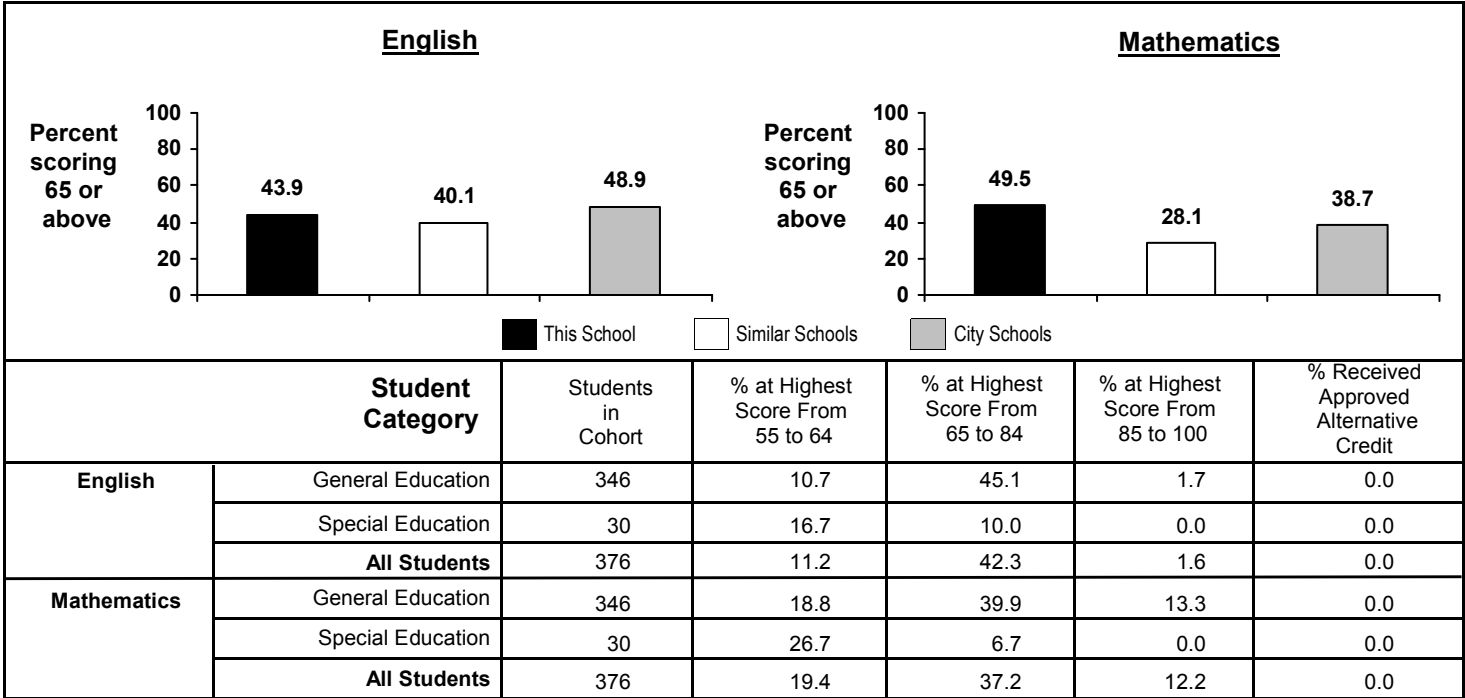
^a Schools that have a federal Title I accountability status must follow No Child Left Behind (NCLB) rules.

COHORT PERFORMANCE

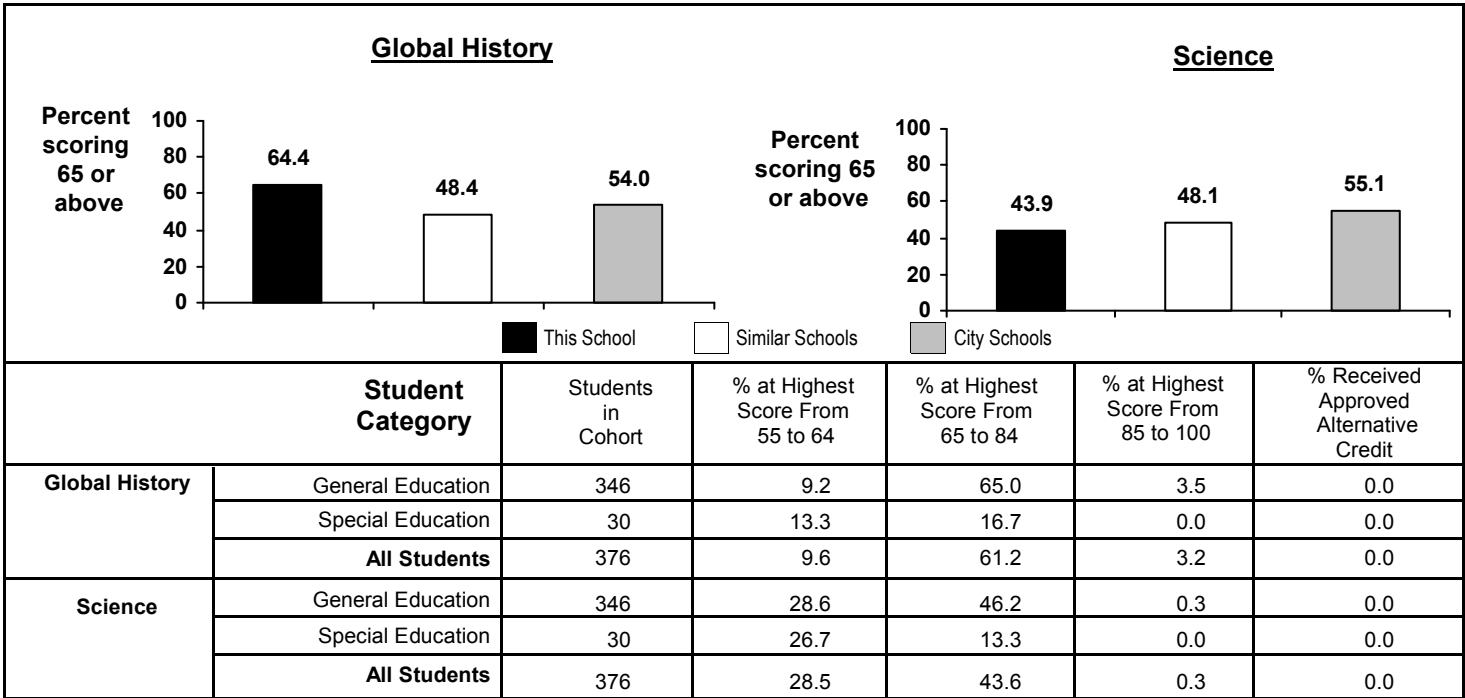
Class of 2004

Performance on graduation assessment requirements after three years of high school is presented here for the Class of 2004 Regents cohort students who entered the ninth grade in 2000-01. 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 assessments (e.g., portfolio assessments, International Baccalaureate English A1 Standard Level Examination, etc.) and component retests are included. Results for students in the Class of 2003 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.

PERFORMANCE OF ALL STUDENTS ON REGENTS EXAMINATIONS

	2001-2002				2002-2003			
	Number	55 - 100	65 - 100 ¹	85 - 100 ²	Number	55 - 100	65 - 100 ¹	85 - 100 ²
	Tested	Percent	Percent	Percent	Tested	Percent	Percent	Percent
ENGLISH								
This School	283	53.7	25.8	1.1	405	72.3	56.0	3.0
Similar Schools	17917	68.4	45.7	7.6	19175	69.0	51.9	8.9
City Schools	59170	74.2	55.2	16.1	61947	75.2	61.2	17.9
MATH A								
This School	207	3.9	1.9	0.5	450	41.1	23.3	0.7
Similar Schools	12375	43.2	23.0	3.7	20607	50.3	31.3	3.1
City Schools	39724	50.8	33.2	8.1	68525	59.5	42.9	9.8
Does not include the students who took the Regents local version of Math A.								
MATH B								
This School	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Similar Schools	170	71.2	62.9	17.1	670	60.4	44.2	9.7
City Schools	530	76.0	65.7	18.7	2362	69.7	52.9	10.1
CHEMISTRY								
This School	157	42.7	14.0	0.0	155	43.2	16.1	0.0
Similar Schools	6474	57.1	26.4	1.5	6577	52.3	27.8	1.9
City Schools	27596	69.2	42.3	4.3	27258	68.8	46.3	6.9
LIVING ENVIRONMENT								
This School	363	84.6	55.9	0.3	362	74.6	37.0	1.1
Similar Schools	17801	81.8	62.1	3.0	17424	74.7	55.2	3.7
City Schools	56342	86.0	70.8	9.4	60434	80.0	64.3	10.0
Does not include the students who took the Regents local version of Biology.								
GLOBAL HISTORY AND GEOGRAPHY								
This School	403	70.2	44.9	2.0	474	69.2	56.3	5.7
Similar Schools	21258	66.3	42.4	4.3	23597	60.3	47.2	6.8
City Schools	63670	73.4	53.5	10.8	70854	68.4	56.3	14.5
U.S. HISTORY AND GOVERNMENT								
This School	299	87.6	51.5	5.0	284	88.4	73.6	17.6
Similar Schools	17347	79.0	58.0	10.5	17511	82.8	64.5	12.0
City Schools	55596	82.0	64.3	18.5	57301	85.5	71.1	21.7
LANGUAGES OTHER THAN ENGLISH								
This School	78	100.0	98.7	53.8	148	98.6	92.6	39.9
Similar Schools	5835	97.8	95.1	65.5	5414	97.6	94.9	63.9
City Schools	23067	98.1	95.6	65.9	22830	98.4	96.2	66.4

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.

PERFORMANCE ON REGENTS COMPETENCY TESTS (RCTs)

	<u>2001-2002</u>				<u>2002-2003</u>			
	GENERAL EDUCATION		SPECIAL EDUCATION		GENERAL EDUCATION		SPECIAL EDUCATION	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
MATH								
This School	3	66.7	68	29.4	8	25.0	113	53.1
Similar Schools	364	44.0	1880	32.2	244	50.0	2088	41.9
City Schools	2814	56.5	5182	35.9	1593	67.4	6639	45.0
SCIENCE								
This School	18	44.4	63	15.9	7	14.3	83	18.1
Similar Schools	2084	43.2	1999	20.3	701	46.6	1935	21.7
City Schools	7175	48.7	5381	23.6	2398	53.5	6008	24.4
READING								
This School	2	50.0	54	42.6	1	100.0	97	34.0
Similar Schools	128	37.5	1283	41.0	90	42.2	1380	39.1
City Schools	824	59.6	3259	42.1	258	51.9	4181	43.1
WRITING								
This School	0	0.0	18	83.3	0	0.0	15	40.0
Similar Schools	36	55.6	730	55.5	53	43.4	692	42.6
City Schools	371	61.5	2196	56.4	150	48.0	1961	48.4
GLOBAL STUDIES								
This School	19	47.4	56	19.6	3	0.0	57	28.1
Similar Schools	960	27.6	1614	15.6	290	34.1	1579	19.1
City Schools	3910	32.4	4317	15.8	995	39.7	4739	19.7
U.S. HISTORY AND GOVERNMENT								
This School	18	16.7	26	19.2	6	16.7	39	33.3
Similar Schools	1421	36.0	846	30.7	373	39.1	883	30.8
City Schools	5739	40.1	2431	32.2	1459	45.7	2750	30.9

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

	2001		2002		2003		2001		2002		2003	
	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	203	97.5	222	99.1	4	25.0	4	100.0	18	61.1	NA	NA
Similar schools	3998	82.7	3983	80.7	3796	59.9	256	63.3	558	40.3	483	21.7
City schools	9100	85.7	8291	82.9	7832	65.5	505	65.3	1014	43.9	806	24.2

SPECIAL EDUCATION STUDENTS

Full-Time Participants

Percent of school enrollment	2001	2002	2003
This school	10.4	7.8	9.9
Similar schools	6.8	6.9	5.5
City schools	5.9	5.9	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	2.7	4.3	3.4
Movement from part time to general education	18.5	8.8	7.6

Part-Time Participants

Percent of school enrollment	2001	2002	2003
This school	4.9	6.4	6.3
Similar schools	5.3	5.5	5.5
City schools	5.0	5.1	5.5

Participation in Non-Integrated Settings

Percent of school days spent in integrated settings	This School	Similar Schools	City Schools
Greater than 60 percent	48.9	47.4	45.8
20 to 60 percent	5.7	5.4	5.3
Less than 20 percent	45.5	47.2	48.9

ENGLISH LANGUAGE LEARNERS (ELLs)

Participants

Percent of school enrollment	2001	2002	2003
This school	13.7	11.2	9.8
Similar schools	16.4	16.4	15.3
City schools	16.3	14.0	0.0

Student Achievement

Percent of tested ELLs passing regents examinations

	2002			2003		
	This School	Similar Schools	City Schools	This School	Similar Schools	City Schools
English	10.0	17.4	17.4	27.6	32.0	32.5
Math A	4.5	25.6	28.4	25.6	31.8	36.3
Math B	0.0	42.9	65.8	0.0	58.0	55.9
Chemistry	0.0	24.4	24.9	0.0	30.3	35.9
Living Environment	18.2	44.1	45.9	0.0	41.6	43.2
Global History	19.2	32.4	34.6	37.8	40.0	41.1
U.S History	25.0	35.9	35.2	60.0	52.3	54.0

Student Movement Toward English Proficiency

Attaining English Proficiency

Percent of ELLs	2001	2002	2003 *
This school	25.8	38.3	3.8
Similar schools	13.4	15.3	6.4
City schools	15.3	16.7	7.2

* Note: In 2003, the NYSED introduced a new assessment for English Language Learners to measure English proficiency, the NYS English as a Second Language Achievement Test (NYSESLAT). Since the NYSESLAT is a new test with new scoring methods, direct comparisons cannot be made with previous tests.

DROPOUTS AND GRADUATES

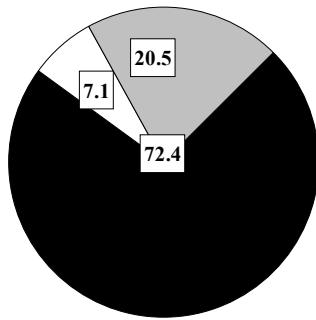
2003 NYC COHORT

The chart below presents data for students who entered a NYC public high school as 9th graders in Sept. 1999, or 10th graders in Sept. 2000, or 11th graders in Sept. 2001. For this group, unlike the 2003 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 2003 NYC Cohort

Percent of students, after 4 years, who either graduated, dropped out, or were still enrolled in this school as of summer 2003.

No. of Students = 268



■ Graduated □ Dropped Out ■ Still Enrolled

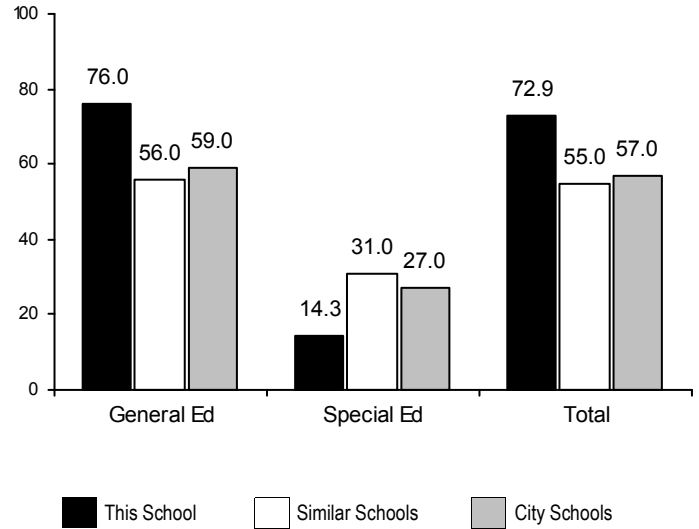
Citywide : ■ 53.4% □ 20.3% ■ 26.3%

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

1998 COHORT FOR CLASS OF 2003

The Graduation-Rate requirement for the Class of 2003 is based on the 1998 Regents cohort (Class of 2002). The graph and table below contain data for all students – including those who had transferred to GED programs – who earned a diploma, with or without a Regents endorsement, no later than August 31, 2002.

1998 Cohort Graduation Rates



TYPES OF DIPLOMAS: CLASS OF 2003 GRADUATES

	This School Percent	Similar Schools Percent	City Schools Percent
Local Diploma (including Special Education Diplomas)	90.7	80.5	60.9
Regents Diploma (including Honors)	9.3	18.4	34
G.E.D.	0	1.1	5.1

1998 Cohort Graduation Rates

Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a + b)	Number Graduated	% Graduated
196	11	207	152	72.9

OTHER INDICATORS

SCHOLASTIC APTITUDE TEST (SAT) IN 2002-2003

Percent of 11th and 12th graders taking SAT

	This School	Similar Schools	City Schools
11th and 12th grade enrollment	393	23561	83558
Percent taking SAT	43.5	34.5	37.5

Average SAT Scores*

SAT Section	This School	Similar Schools	City Schools
Verbal	360	393	443
Mathematics	368	410	472

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

STUDENT PLANS AFTER GRADUATION

Post-high school plans of the 2003 graduates*

	This School Percent	Similar Schools Percent	City Schools Percent
4-Year college	43.1	46.3	54.1
2-Year college	34.3	21.7	16.0
Employment	0.0	1.4	1.2
Military services	2.0	2.0	1.3
Other	20.6	28.6	27.3

*These are student reports. Does not include IEP diplomas or local certificates.