



# 2005-06 ANNUAL SCHOOL REPORT SUPPLEMENT

## Region 02

## H.S. 650

### JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS

New York City Public Schools

Joel I. Klein, Chancellor

Grade Levels:

Students on Oct. 31, 2005: 1,753

Students on May 1, 2006:

### School Mission Statement

*Our mission at Jane Addams is to create a standards driven learning environment in which the development of higher order skills will produce independent thinkers. In an environment of cultural and racial respect, we will empower each student to reach his or her full potential in order to prepare for a post-secondary education, the world of work and responsible citizenry.*

### Principal's Statement

Jane Addams High School is a unique high school whose vision is to create an academically rich environment that vigorously prepares our students for both a post-secondary education and a career. Our students are required to complete a comprehensive academic program along with a career sequence in Medical Assisting, Hospitality and Travel, Cosmetology, Legal Studies or Entrepreneurship. Each career pathway culminates in a certification. However, most students choose to continue with college to advance their knowledge base.

### Special Academic Programs

Our program includes: National Honor Society, Advanced Placement Courses, Academy of Hospitality & Travel, Legal Studies, Entrepreneurship, Nursing Assistant, Executive Internships, Science Research, SAT prep, Peter J. Sharp Foundation, John Jay College, Lehman College, Monroe College, PSAT/SAT Prep Program and Bronx Community College.

### Extracurricular Activities

Photography, Garden Club, Research Club, Art Club, Gospel Choir, Building with Books, Mock Trial, Moot Court, READ, Yearbook, School Newspaper, Literary Magazine, Drama Club, Women of Essence, Student Council, Boys Sports: baseball, basketball and soccer. Girls: basketball, volleyball, softball and track.

### Community Support

Presently our community partnerships include: Lincoln Hospital, Bruckner Nursing Home, Urban Health Inc. The Law Office of Hogan & Hartson, Bobbi Brown, C.E.O. of Bobbi Brown Cosmetics, Neil Ostergren from the Hospitality & Travel Industry, Johnny Gentry of Johnny Gentry NYC Salon and Philip DeMaiolo for Abigail Kirsch Caterers.

### Parent/School Support

Parents are an integral part of the Addams community making up 50% of the School Leadership Team, participating in a Parents Association, and serving as school-based volunteers. They contribute time to personnel selection committees, multi-cultural activities, school advisory teams and develop and implement regular workshops for parents.

### 2006-07 School Accountability Status:

In Need of Improvement - Year 1

### This school received Title I Funding in:

2004-05: YES; 2005-06: YES; 2006-07: YES

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 2005-2006 Annual School Report is a supplement to the New York State Education Department's School Report Card for New York City Schools. Consult the Parent Guide for an explanation of the data in this report. Other DAA reports can be obtained online at [www.nyc.gov/daa](http://www.nyc.gov/daa).

# STUDENTS

## Involved In Police Department Incidents

The total enrollment in this consolidated location is 1753 students. Please keep this number in mind as you review the numbers of incidents.

	This school	Consolidated Locations	Similar Size schools
<b>Major Crimes</b>			
Property Crimes	2		1.0
Crimes Against Persons	0		1.1
Other Crimes	25		10.0
Non- Criminal	54		19.0

Similar-Size Schools include all schools and consolidated locations with enrollments of 1751-2000 students.

<http://schools.nyc.gov/ourschools/schoolsafety.htm>

## Recent Immigrants\*

Percent of enrollment	2004	2005	2006
This school	2.2	2.0	0.9
Similar schools	18.6	17.2	16.1
City schools	11.6	9.8	7.6

\* Students enrolled as of Oct. 31, 2005 who immigrated to the U.S. within the last three years.

## Recent Immigrants' Place of Birth

Percent of students	2006
DOMINICAN REPUBLIC	0.2
ECUADOR	0.2
GHANA	0.1

## Profile of Entering Ninth and Tenth Graders\*

Characteristics	This School	Similar Schools	City Schools
	Percent	Percent	Percent
Gender Male	28.9	52.6	50.5
Gender Female	71.1	47.4	49.5
Part-time Special Education	5.3	4.8	5.8
Full-time Special Education	14	7.1	5.2
ELL	7.5	31.8	12.8
Over-age for grade	39	44.1	29.9
Percent eligible for free lunch	39	44.1	29.9
Avg. daily attend. during prior sem.	87.1	87.3	89.8
Percent meeting standard in:			
ELA (tested only)	16.6	14.8	32.7
Mathematics (tested only)	27.5	22.5	40.8

\* This information is for the students who were on register as new 9th and 10th graders on October 31, 2005 and came from another school.

\* Not applicable to elementary and middle schools

## Admission to Other Schools in September 2005

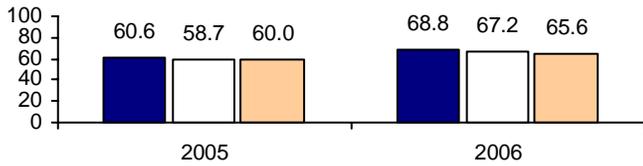
School Name	Boro	District	Leavers*	
			School Number	Number Percent

\* Leavers are students who left their school for any reason.

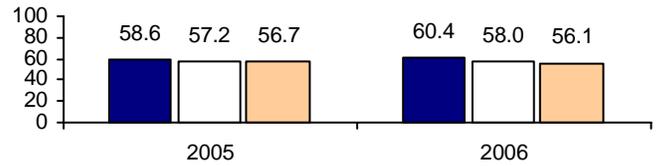
# SCHOOL CHARACTERISTICS

## TEACHERS

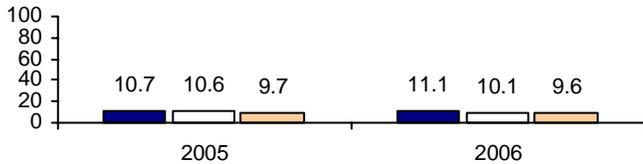
**Percent More Than Two Years Teaching in This School**



**Percent More Than Five Years Teaching Anywhere**



**Average Days Absent**



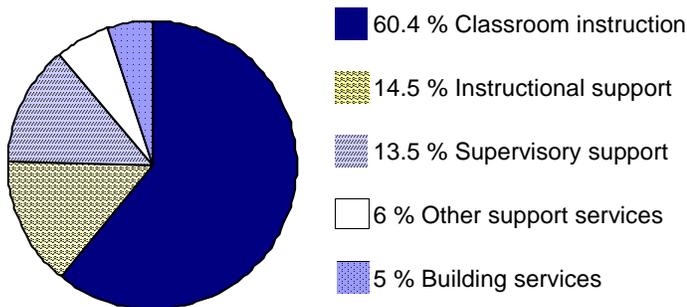
## SCHOOL EXPENDITURES

**Average Spending Per Student (Direct Services Only)**

	2004	2005	2006
This school	\$10,261	\$10,562	N/A
Similar schools	\$12,305	\$13,341	N/A
City schools	\$11,138	\$11,607	N/A

Note: The state calculation of school expenditures per student for direct and indirect services in 2004 was \$12,896 for all New York City schools. An average of \$13,085 was calculated for all New York State schools including those in New York City.

**How money was spent in this school in 2005 (Direct Services Only)**



0.6 % is used for District Support.

## OTHER SCHOOL INFORMATION

**School Capacity**

Percent of utilization*	2004	2005	2006
This school	162.6	174.2	148.7
Similar schools	112.6	111.4	100.6
City schools	106.0	106.4	103.5

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

# PERFORMANCE OF ALL STUDENTS ON REGENTS EXAMINATIONS

	2004-2005				2005-2006			
	Number	55 - 100	65 - 100	85 - 100	Number	55 - 100	65 - 100	85 - 100
	Tested	Percent	Percent	Percent	Tested	Percent	Percent	Percent
<b>ENGLISH</b>								
<b>This School</b>	558	45.5	22.9	0.7	518	52.3	28.6	1.5
<b>Similar Schools</b>	9697	65.0	43.4	5.6	10106	64.8	44.3	4.9
<b>City Schools</b>	63738	78.1	61.6	16.6	70344	77.6	62.9	16.6
<b>MATH A</b>								
<b>This School</b>	437	69.8	42.3	5.7	511	63.4	38.9	2.9
<b>Similar Schools</b>	11806	73.8	49.1	5.9	11040	76.6	50.8	6.4
<b>City Schools</b>	74616	81.2	61.0	13.6	76930	83.1	62.3	13.9
<b>MATH B</b>								
<b>This School</b>	154	9.1	3.2	0.6	19	68.4	36.8	5.3
<b>Similar Schools</b>	1381	45.3	31.6	6.4	1646	48.5	35.8	7.9
<b>City Schools</b>	18163	70.4	58.5	16.3	21205	68.9	56.4	15.5
<b>CHEMISTRY</b>								
<b>This School</b>	61	49.2	23.0	1.6	74	48.6	18.9	1.4
<b>Similar Schools</b>	1506	54.5	29.6	3.3	1256	62.9	36.3	4.1
<b>City Schools</b>	23988	77.5	55.9	10.5	24062	79.3	58.0	13.1
<b>LIVING ENVIRONMENT</b>								
<b>This School</b>	350	66.3	36.6	0.6	366	74.9	42.6	2.5
<b>Similar Schools</b>	8523	59.1	37.9	2.5	8198	66.8	42.2	2.8
<b>City Schools</b>	62307	72.7	55.2	10.6	65322	76.0	56.5	9.7
<b>GLOBAL HISTORY AND GEOGRAPHY</b>								
<b>This School</b>	457	58.2	33.7	8.3	417	58.5	32.6	8.4
<b>Similar Schools</b>	11391	55.7	33.8	5.3	10341	55.5	33.8	6.6
<b>City Schools</b>	73666	68.8	51.1	15.3	77999	66.6	49.4	16.5
<b>U.S. HISTORY AND GOVERNMENT</b>								
<b>This School</b>	333	57.1	34.8	5.7	309	76.7	50.5	16.8
<b>Similar Schools</b>	8448	64.3	43.4	10.1	9336	70.5	48.1	12.0
<b>City Schools</b>	60352	76.4	61.9	25.6	65271	79.8	64.0	27.7
<b>LANGUAGES OTHER THAN ENGLISH</b>								
<b>This School</b>	16	100.0	100.0	68.8	101	98.0	87.1	31.7
<b>Similar Schools</b>	2296	96.7	95.1	71.0	2414	97.5	94.7	71.5
<b>City Schools</b>	22273	98.1	96.3	66.7	21600	98.2	96.2	67.4

These data are based on all students, including General Education and Special Education students, regardless of services received.