



The New York State Report Card 2011–12

School **SCHOOL OF THE FUTURE HIGH
SCHOOL**
School ID **31-02-00-01-0413**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 2**
Principal **STACY PAIGE GOLDSTEIN**
Telephone **(212) 475-8086**
Grades **6-12**

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 **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
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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	93	98	98
Ungraded Elementary	0	0	0
Grade 7	99	94	102
Grade 8	103	96	93
Grade 9	109	101	107
Grade 10	92	100	107
Grade 11	106	84	87
Grade 12	87	103	79
Ungraded Secondary	0	0	0
Total K-12	689	676	673

Average Class Size

	2009-10	2010-11	2011-12
Common Branch		25	25
Grade 8			
English	32	25	
Mathematics	40	25	25
Science		25	25
Social Studies	40	25	24
Grade 10			
English	34	25	25
Mathematics		25	25
Science	34	25	25
Social Studies	40	25	27

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	220	32%	208	31%	164	24%
Reduced Price Lunch	64	9%	54	8%	37	5%
Limited English Proficient	7	1%	7	1%	14	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	6	1%	10	1%
Black or African American	140	20%	89	13%	84	12%
Hispanic or Latino	183	27%	185	27%	175	26%
Asian or Native Hawaiian/Other Pacific Islander	126	18%	105	16%	110	16%
White	237	34%	291	43%	256	38%
Multiracial	0	0%	0	0%	38	6%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		93%
Student Suspensions	28	4%	29	4%	13	2%

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 **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	39	43	44
Percent with No Valid Teaching Certificate	3%	2%	2%
Percent Teaching Out of Certification	13%	12%	2%
Percent with Fewer than Three Years of Experience	21%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	30%	36%
Total Number of Core Classes	30	129	124
Percent Not Taught by Highly Qualified Teachers in This School*	10%	11%	3%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	6%	7%
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	39	140	137
Percent Taught by Teachers Without Appropriate Certification	13%	10%	3%

*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	26%	20%	15%
Turnover Rate of All Teachers	33%	15%	12%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	8	7	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	1	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 HOUSS 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 **SCHOOL OF THE FUTURE HIGH SCHOOL**
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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

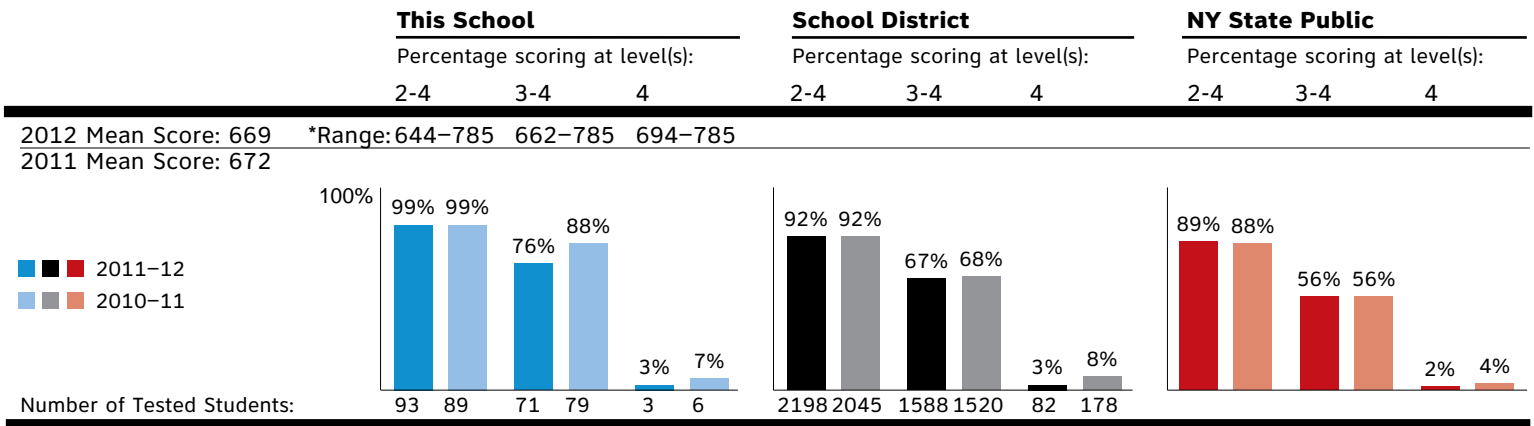
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 6 English Language Arts



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	94	99%	76%	3%	90	99%	88%	7%
Female	54	100%	76%	6%	47	98%	87%	9%
Male	40	98%	75%	0%	43	100%	88%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	10	90%	80%	10%	9	–	–	–
Hispanic or Latino	19	100%	63%	0%	29	100%	79%	7%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	79%	0%	9	100%	78%	0%
White	40	100%	78%	5%	41	100%	98%	10%
Multiracial	6	100%	83%	0%	1	–	–	–
Small Group Totals					11	91%	82%	0%
General-Education Students	83	99%	78%	4%	82	100%	93%	7%
Students with Disabilities	11	100%	55%	0%	8	88%	38%	0%
English Proficient	91	–	–	–	87	–	–	–
Limited English Proficient	3	–	–	–	3	–	–	–
Economically Disadvantaged	40	98%	70%	0%	38	97%	89%	5%
Not Disadvantaged	54	100%	80%	6%	52	100%	87%	8%
Migrant								
Not Migrant	94	99%	76%	3%	90	99%	88%	7%

NOTES

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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

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 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

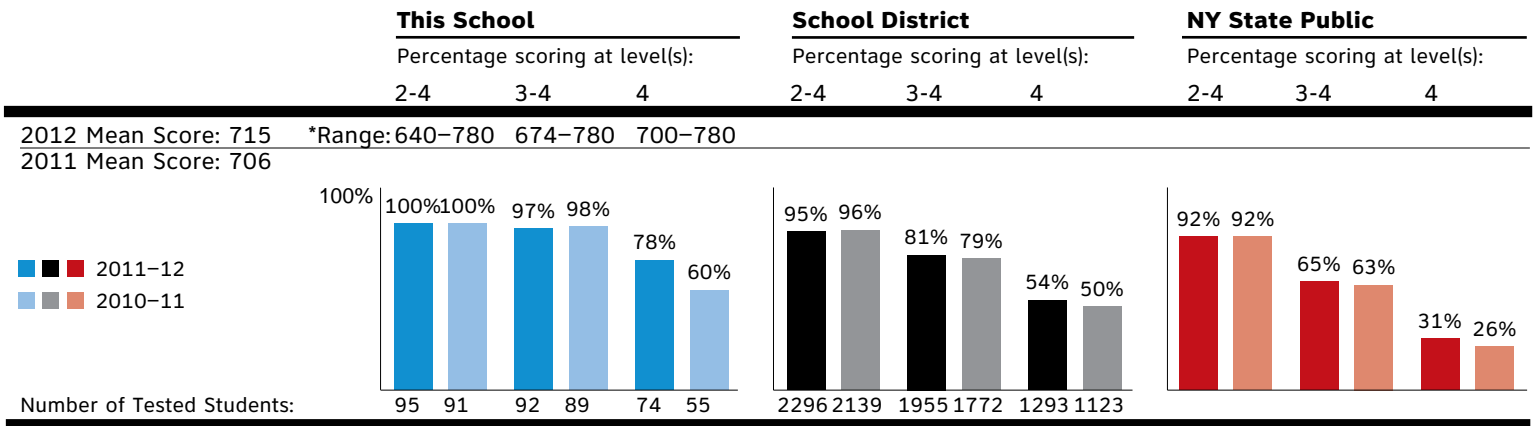
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 6 Mathematics



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	95	100%	97%	78%	91	100%	98%	60%
Female	55	100%	95%	78%	47	100%	98%	60%
Male	40	100%	100%	78%	44	100%	98%	61%
American Indian or Alaska Native					1	–	–	–
Black or African American	10	100%	100%	80%	9	–	–	–
Hispanic or Latino	19	100%	89%	68%	29	100%	100%	48%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	90%	9	100%	100%	44%
White	40	100%	98%	75%	42	100%	98%	74%
Multiracial	6	100%	100%	83%	1	–	–	–
Small Group Totals					11	100%	91%	45%
General-Education Students	84	100%	99%	85%	83	100%	100%	63%
Students with Disabilities	11	100%	82%	27%	8	100%	75%	38%
English Proficient	91	–	–	–	88	–	–	–
Limited English Proficient	4	–	–	–	3	–	–	–
Economically Disadvantaged	40	100%	100%	83%	38	100%	97%	53%
Not Disadvantaged	55	100%	95%	75%	53	100%	98%	66%
Migrant								
Not Migrant	95	100%	97%	78%	91	100%	98%	60%

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Other

Assessments

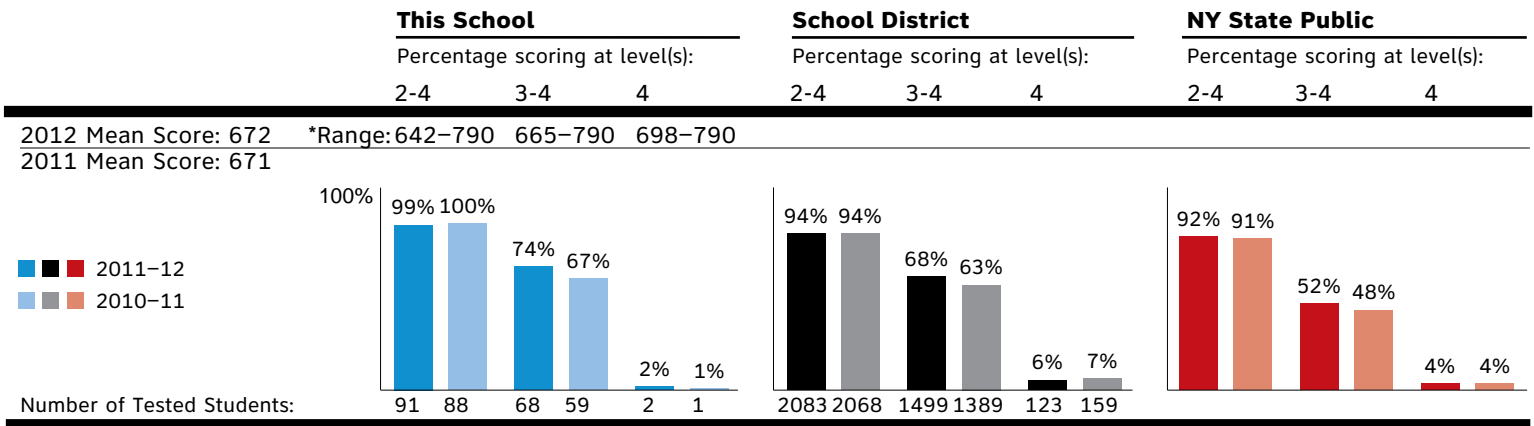
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 7 English Language Arts



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	92	99%	74%	2%	88	100%	67%	1%
Female	48	98%	77%	4%	47	100%	66%	2%
Male	44	100%	70%	0%	41	100%	68%	0%
American Indian or Alaska Native	1	–	–	–	3	–	–	–
Black or African American	9	100%	78%	0%	12	100%	33%	0%
Hispanic or Latino	32	100%	63%	0%	19	100%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	16	100%	81%	6%
White	38	100%	87%	5%	33	100%	82%	0%
Multiracial	3	–	–	–	5	–	–	–
Small Group Totals	13	92%	62%	0%	8	100%	88%	0%
General-Education Students	84	100%	77%	2%	73	100%	68%	1%
Students with Disabilities	8	88%	38%	0%	15	100%	60%	0%
English Proficient	90	–	–	–	88	100%	67%	1%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	27	96%	70%	0%	36	100%	61%	3%
Not Disadvantaged	65	100%	75%	3%	52	100%	71%	0%
Migrant								
Not Migrant	92	99%	74%	2%	88	100%	67%	1%

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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 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

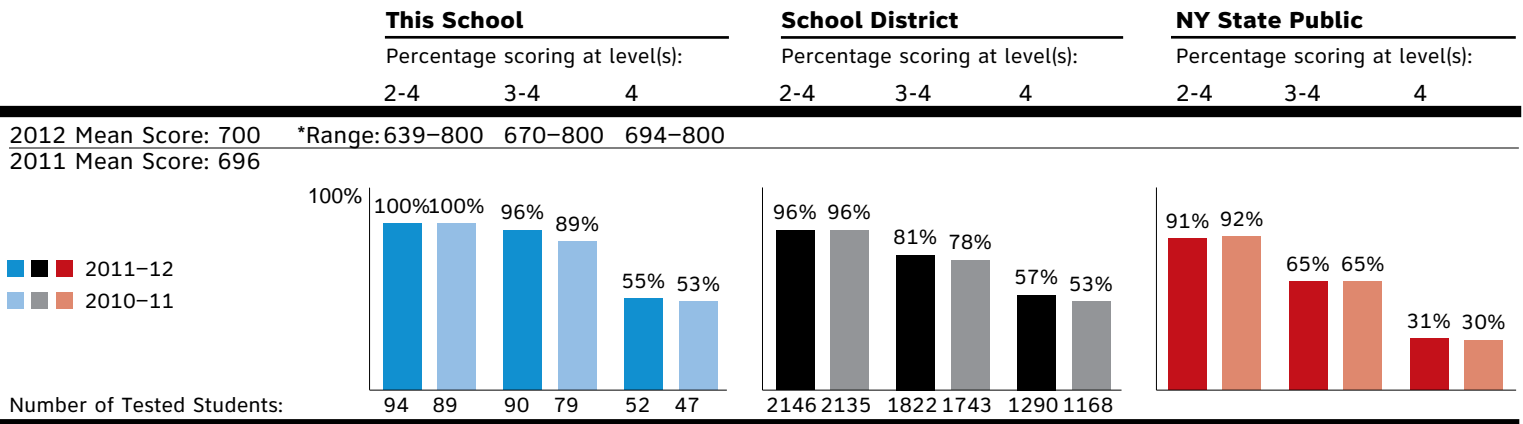
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 7 Mathematics



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	94	100%	96%	55%	89	100%	89%	53%
Female	48	100%	94%	50%	47	100%	85%	38%
Male	46	100%	98%	61%	42	100%	93%	69%
American Indian or Alaska Native	1	–	–	–	3	–	–	–
Black or African American	9	100%	89%	44%	12	100%	75%	25%
Hispanic or Latino	32	100%	97%	38%	19	100%	79%	37%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	50%	16	100%	94%	75%
White	38	100%	100%	74%	34	100%	97%	56%
Multiracial	4	–	–	–	5	–	–	–
Small Group Totals	5	100%	80%	60%	8	100%	88%	75%
General-Education Students	86	100%	98%	58%	74	100%	89%	57%
Students with Disabilities	8	100%	75%	25%	15	100%	87%	33%
English Proficient	92	–	–	–	88	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	27	100%	89%	41%	37	100%	86%	57%
Not Disadvantaged	67	100%	99%	61%	52	100%	90%	50%
Migrant								
Not Migrant	94	100%	96%	55%	89	100%	89%	53%

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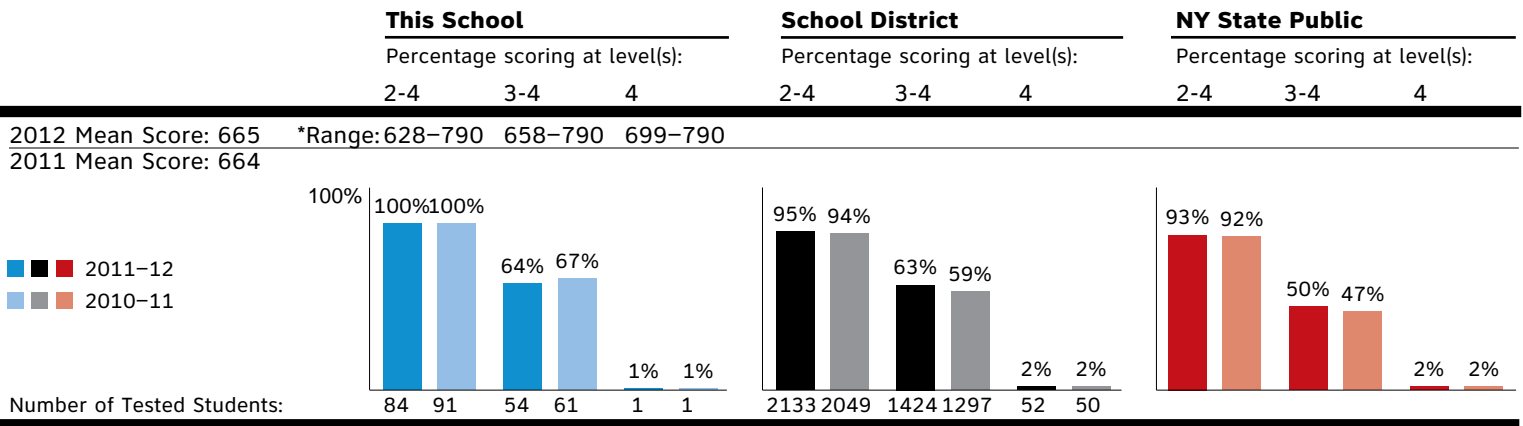
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 8 English Language Arts



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	84	100%	64%	1%	91	100%	67%	1%
Female	44	100%	66%	0%	46	100%	74%	0%
Male	40	100%	63%	3%	45	100%	60%	2%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	13	100%	23%	0%	9	100%	44%	0%
Hispanic or Latino	16	100%	38%	0%	20	100%	65%	0%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	82%	0%	15	100%	67%	7%
White	30	100%	80%	3%	41	100%	68%	0%
Multiracial	5	–	–	–	5	–	–	–
Small Group Totals	8	100%	88%	0%	6	100%	100%	0%
General-Education Students	69	100%	70%	0%	83	100%	69%	1%
Students with Disabilities	15	100%	40%	7%	8	100%	50%	0%
English Proficient	83	–	–	–	91	100%	67%	1%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	27	100%	63%	0%	32	100%	53%	3%
Not Disadvantaged	57	100%	65%	2%	59	100%	75%	0%
Migrant								
Not Migrant	84	100%	64%	1%	91	100%	67%	1%

NOTES

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

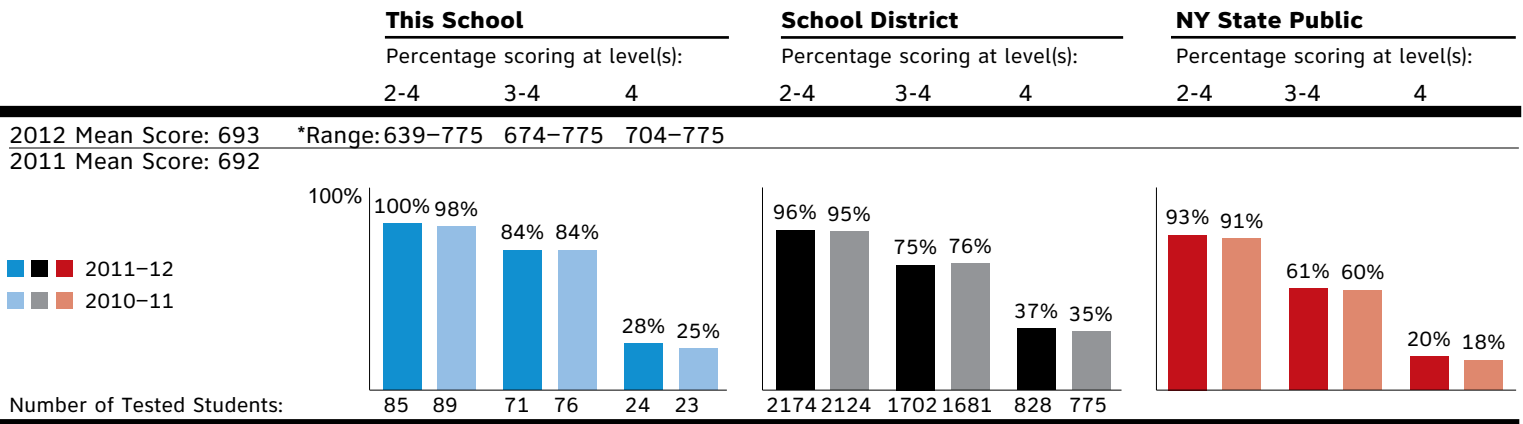
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 8 Mathematics



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	85	100%	84%	28%	91	98%	84%	25%
Female	44	100%	82%	20%	46	98%	85%	22%
Male	41	100%	85%	37%	45	98%	82%	29%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	13	100%	54%	0%	9	89%	56%	0%
Hispanic or Latino	16	100%	69%	13%	20	95%	80%	30%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	59%	15	100%	93%	47%
White	31	100%	90%	32%	41	100%	85%	20%
Multiracial	5	–	–	–	5	–	–	–
Small Group Totals	8	100%	100%	25%	6	100%	100%	33%
General-Education Students	70	100%	87%	31%	83	98%	86%	27%
Students with Disabilities	15	100%	67%	13%	8	100%	63%	13%
English Proficient	83	–	–	–	91	98%	84%	25%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	27	100%	78%	33%	32	94%	81%	19%
Not Disadvantaged	58	100%	86%	26%	59	100%	85%	29%
Migrant								
Not Migrant	85	100%	84%	28%	91	98%	84%	25%

NOTES

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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

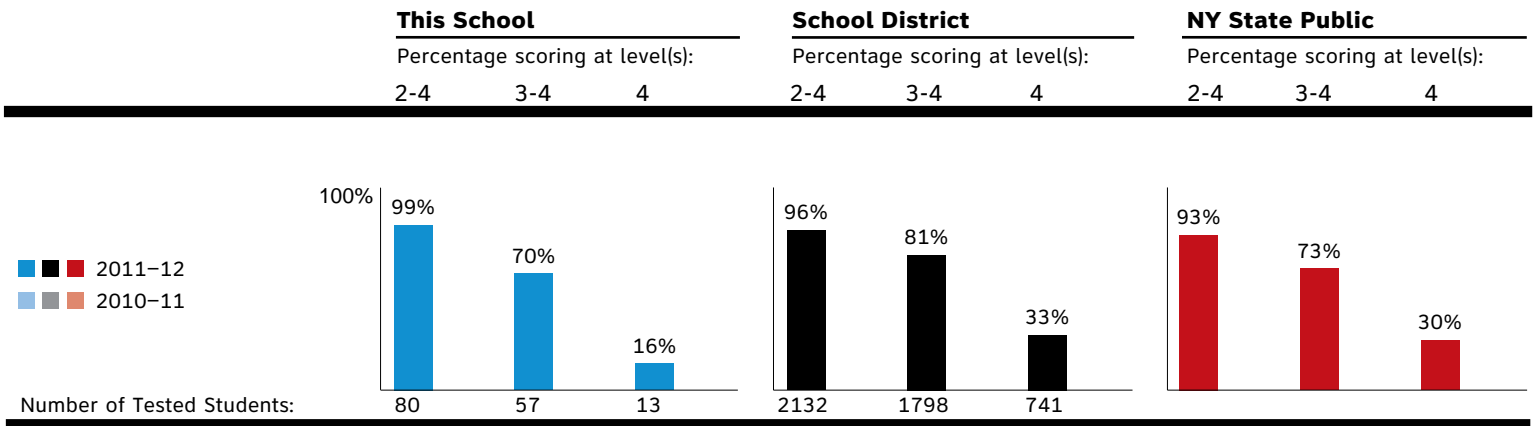
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Results in Grade 8 Science



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	81	99%	70%	16%				
Female	41	98%	66%	10%				
Male	40	100%	75%	23%				
American Indian or Alaska Native	3	–	–	–				
Black or African American	13	92%	38%	0%				
Hispanic or Latino	14	100%	43%	0%				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	24%				
White	29	100%	76%	28%				
Multiracial	5	–	–	–				
Small Group Totals	8	100%	88%	13%				
General-Education Students	67	99%	75%	19%				
Students with Disabilities	14	100%	50%	0%				
English Proficient	79	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	26	96%	65%	12%				
Not Disadvantaged	55	100%	73%	18%				
Migrant								
Not Migrant	81	99%	70%	16%				

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Other Assessments

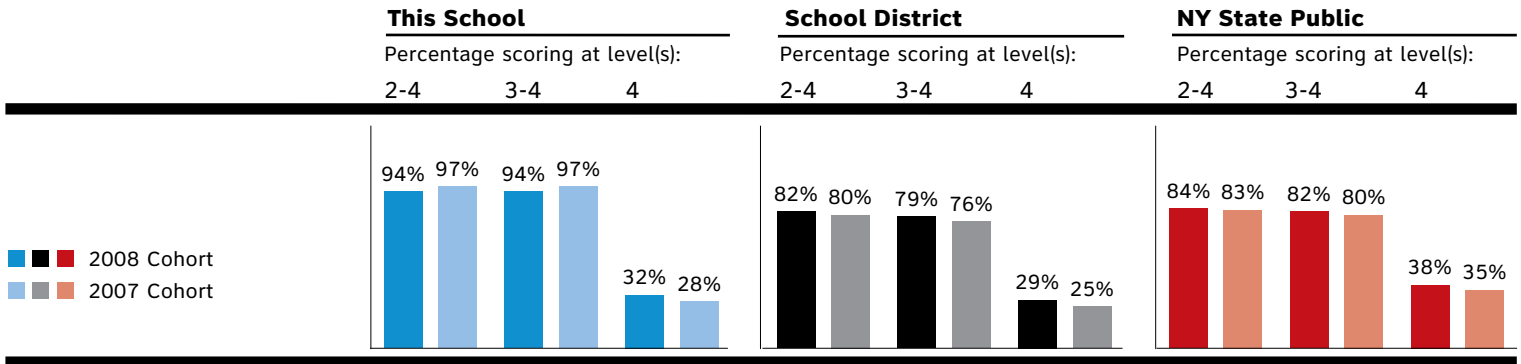
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

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): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	77	94%	94%	32%	87	97%	97%	28%
Female	36	92%	92%	33%	48	98%	98%	31%
Male	41	95%	95%	32%	39	95%	95%	23%
American Indian or Alaska Native								
Black or African American	13	92%	92%	23%	18	100%	100%	17%
Hispanic or Latino	17	82%	82%	29%	24	92%	92%	17%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	11	–	–	–
White	33	100%	100%	36%	30	97%	97%	40%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	14	93%	93%	36%	15	100%	100%	33%
General-Education Students	64	94%	94%	36%	76	97%	97%	28%
Students with Disabilities	13	92%	92%	15%	11	91%	91%	27%
English Proficient	76	–	–	–	86	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	19	100%	100%	37%	38	97%	97%	16%
Not Disadvantaged	58	91%	91%	31%	49	96%	96%	37%
Migrant								
Not Migrant	77	94%	94%	32%	87	97%	97%	28%

NOTES

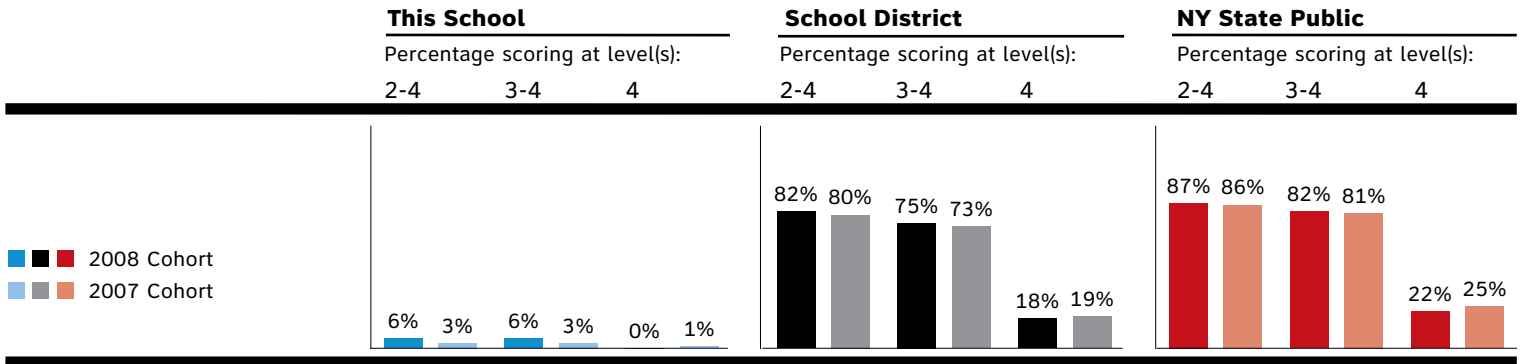
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2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Total Cohort Results in Secondary-Level Mathematics 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):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	77	6%	6%	0%	87	3%	3%	1%
Female	36	6%	6%	0%	48	4%	4%	0%
Male	41	7%	7%	0%	39	3%	3%	3%
American Indian or Alaska Native								
Black or African American	13	0%	0%	0%	18	6%	6%	6%
Hispanic or Latino	17	0%	0%	0%	24	0%	0%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	11	–	–	–
White	33	12%	12%	0%	30	7%	7%	0%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	14	7%	7%	0%	15	0%	0%	0%
General-Education Students	64	6%	6%	0%	76	4%	4%	1%
Students with Disabilities	13	8%	8%	0%	11	0%	0%	0%
English Proficient	76	–	–	–	86	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	19	5%	5%	0%	38	5%	5%	0%
Not Disadvantaged	58	7%	7%	0%	49	2%	2%	2%
Migrant								
Not Migrant	77	6%	6%	0%	87	3%	3%	1%

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2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
2

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	77	0%	1%	0%	64	0%	0%	0%	13	0%	8%	0%
U.S. History and Government	77	0%	0%	0%	64	0%	0%	0%	13	0%	0%	0%
Science	77	0%	5%	0%	64	0%	5%	0%	13	0%	8%	0%

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	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
2

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	112	98%	89%	32%	91	100%	96%	37%	21	90%	62%	10%
	2010-11	103	97%	88%	24%	84	99%	94%	27%	19	89%	63%	11%
	2009-10	89	100%	100%	27%	72	100%	100%	29%	17	100%	100%	18%
Integrated Algebra	2011-12	0				0				0			
	2010-11	2	—	—	—	1	—	—	—	1	—	—	—
	2009-10	0				0				0			
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	1	—	—	—	0	—	—	—	1	—	—	—
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	1	—	—	—	0	—	—	—	1	—	—	—
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	2	—	—	—	1	—	—	—	1	—	—	—
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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2 Student Performance

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
2

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	4	–	–	–	–	3	–	–	–	–	1	–	–	–	–
	2010–11	4	–	–	–	–	2	–	–	–	–	2	–	–	–	–
	2009–10	3	–	–	–	–	2	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	4	–	–	–	–	3	–	–	–	–	1	–	–	–	–
	2010–11	4	–	–	–	–	2	–	–	–	–	2	–	–	–	–
	2009–10	3	–	–	–	–	2	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	5	0%	0%	20%	80%	4	–	–	–	–	1	–	–	–	–
	2010–11	1	–	–	–	–	1	–	–	–	–	0	–	–	–	–
	2009–10	1	–	–	–	–	1	–	–	–	–	0	–	–	–	–
Reading and Writing (Grades 7–8)	2011–12	5	0%	0%	40%	60%	4	–	–	–	–	1	–	–	–	–
	2010–11	1	–	–	–	–	1	–	–	–	–	0	–	–	–	–
	2009–10	1	–	–	–	–	1	–	–	–	–	0	–	–	–	–
Listening and Speaking (Grades 9–12)	2011–12	6	0%	0%	17%	83%	5	–	–	–	–	1	–	–	–	–
	2010–11	4	–	–	–	–	3	–	–	–	–	1	–	–	–	–
	2009–10	3	–	–	–	–	3	–	–	–	–	0	–	–	–	–
Reading and Writing (Grades 9–12)	2011–12	6	0%	0%	33%	67%	5	–	–	–	–	1	–	–	–	–
	2010–11	4	–	–	–	–	3	–	–	–	–	1	–	–	–	–
	2009–10	3	–	–	–	–	3	–	–	–	–	0	–	–	–	–

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3 Student Outcomes

School **SCHOOL OF THE FUTURE HIGH SCHOOL**
School ID **31-02-00-01-0413**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
2

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	93		76		17	
	2010–11	79		70		9	
	2009–10	65		58		7	
Receiving a Regents Diploma	2011–12	93	100%	76	100%	17	100%
	2010–11	78	99%	69	99%	9	100%
	2009–10	65	100%	58	100%	7	100%
Receiving a Regents Diploma with Advanced Designation	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	

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	8	2%	6	2%	2	3%
	2010–11	1	0%	0	0%	1	1%
	2009–10	8	2%	7	2%	1	1%
Entered Approved High School Equivalency Preparation Program	2011–12	1	0%	1	0%	0	0%
	2010–11	1	0%	0	0%	1	1%
	2009–10	0	0%	0	0%	0	0%
Total Non-completers	2011–12	9	2%	7	2%	2	3%
	2010–11	2	0%	0	0%	2	3%
	2009–10	8	2%	7	2%	1	1%

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		82	88%	69	91%	13	76%
To 2-year College		8	9%	4	5%	4	24%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		0	0%	0	0%	0	0%
To Employment		0	0%	0	0%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		3	3%	3	4%	0	0%