



# The New York State Report Card 2011–12

School **MS 2**  
School ID **33-17-00-01-0002**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #17**  
Principal **ADRIENNE SPENCER**  
Telephone **(718) 462-6992**  
Grades **6-8, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **MS 2**  
School ID **33-17-00-01-0002**

District **NEW YORK CITY GEOGRAPHIC DISTRICT  
#17**

## 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	111	132	153
Ungraded Elementary	0	1	0
Grade 7	138	114	147
Grade 8	148	154	132
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	3	2	2
<b>Total K-12</b>	<b>400</b>	<b>403</b>	<b>434</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	24	30	32
<b>Grade 8</b>			
English	27	30	30
Mathematics	24	27	31
Science	28	23	30
Social Studies	23		
<b>Grade 10</b>			
English			
Mathematics			
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

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	359	90%	340	84%	370	85%
Reduced Price Lunch	24	6%	26	6%	39	9%
Limited English Proficient	48	12%	52	13%	54	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	1%	3	1%	4	1%
Black or African American	332	83%	341	85%	373	86%
Hispanic or Latino	46	12%	38	9%	34	8%
Asian or Native Hawaiian/Other Pacific Islander	11	3%	13	3%	15	3%
White	7	2%	8	2%	8	2%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		92%
Student Suspensions	55	13%	66	17%	59	15%

## 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

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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	39	31	30
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	3%	0%
Percent with Fewer than Three Years of Experience	5%	3%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	62%	61%	63%
<b>Total Number of Core Classes</b>	73	54	48
Percent Not Taught by Highly Qualified Teachers in This School*	0%	7%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	7%	6%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	82	56	52
Percent Taught by Teachers Without Appropriate Certification	0%	7%	2%

\*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	50%	33%	0%
Turnover Rate of All Teachers	17%	23%	16%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	5	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	2
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 **MS 2**  
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**#17**

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**

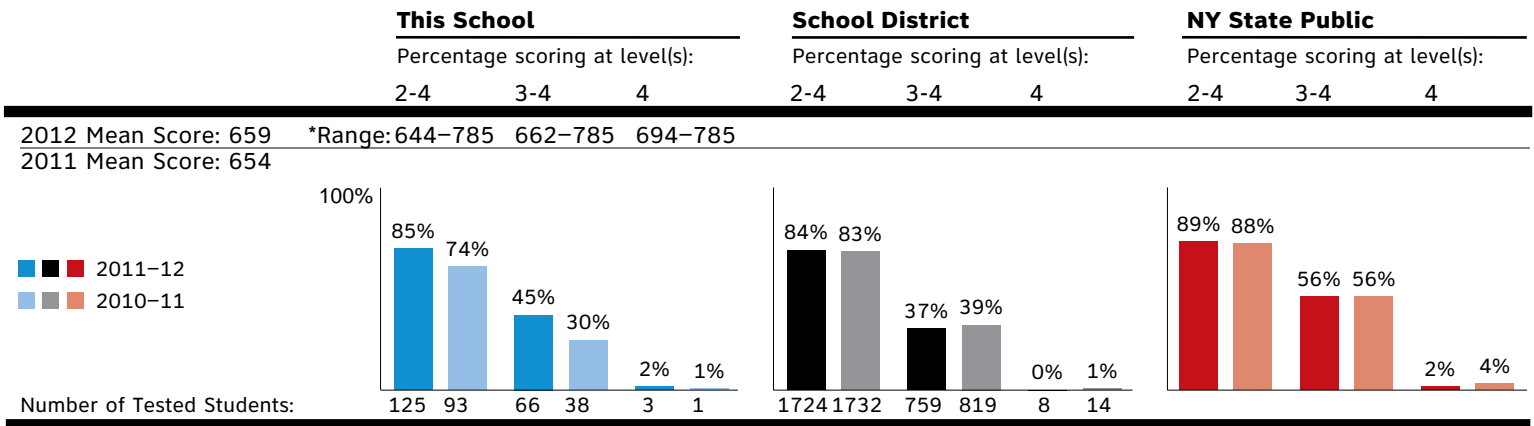
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **MS 2**  
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## 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	147	85%	45%	2%	126	74%	30%	1%
Female	75	91%	52%	4%	50	82%	42%	0%
Male	72	79%	38%	0%	76	68%	22%	1%
American Indian or Alaska Native	1	–	–	–				
Black or African American	129	88%	44%	2%	109	74%	31%	1%
Hispanic or Latino	10	90%	60%	0%	13	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	4	–	–	–
White	2	–	–	–				
Multiracial								
Small Group Totals	8	38%	38%	0%	17	71%	24%	0%
General-Education Students	129	91%	50%	2%	105	80%	34%	1%
Students with Disabilities	18	39%	6%	0%	21	43%	10%	0%
English Proficient	129	87%	43%	2%	111	78%	33%	1%
Limited English Proficient	18	72%	56%	0%	15	40%	7%	0%
Economically Disadvantaged	136	85%	43%	2%	113	73%	29%	1%
Not Disadvantaged	11	91%	73%	0%	13	85%	38%	0%
Migrant								
Not Migrant	147	85%	45%	2%	126	74%	30%	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.

\* 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	7	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	7	N/A	N/A	N/A	11	N/A	N/A	N/A

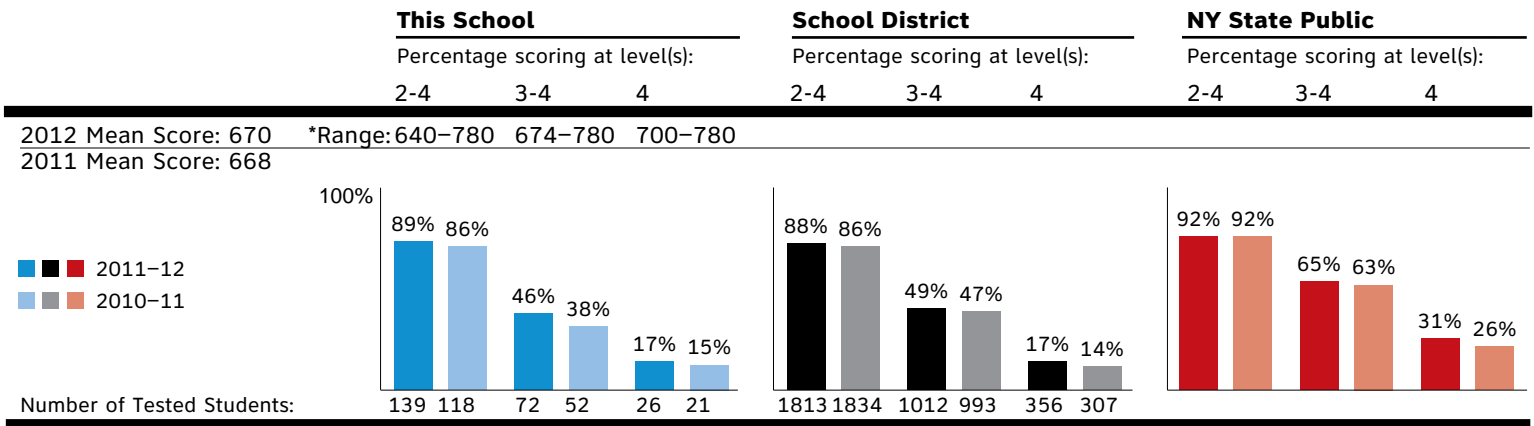
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **MS 2**  
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## 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	156	89%	46%	17%	138	86%	38%	15%
Female	78	87%	46%	18%	55	85%	42%	20%
Male	78	91%	46%	15%	83	86%	35%	12%
American Indian or Alaska Native	1	–	–	–				
Black or African American	135	89%	50%	19%	116	86%	42%	18%
Hispanic or Latino	11	91%	27%	0%	16	75%	6%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	20%	0%	6	100%	33%	0%
White	4	–	–	–				
Multiracial								
Small Group Totals	5	80%	20%	0%				
General-Education Students	138	88%	49%	19%	117	87%	41%	18%
Students with Disabilities	18	94%	22%	0%	21	76%	19%	0%
English Proficient	131	90%	48%	20%	111	89%	40%	18%
Limited English Proficient	25	84%	36%	0%	27	70%	30%	4%
Economically Disadvantaged	143	89%	45%	16%	122	85%	37%	15%
Not Disadvantaged	13	92%	62%	23%	16	88%	44%	19%
Migrant								
Not Migrant	156	89%	46%	17%	138	86%	38%	15%

### NOTES

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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			

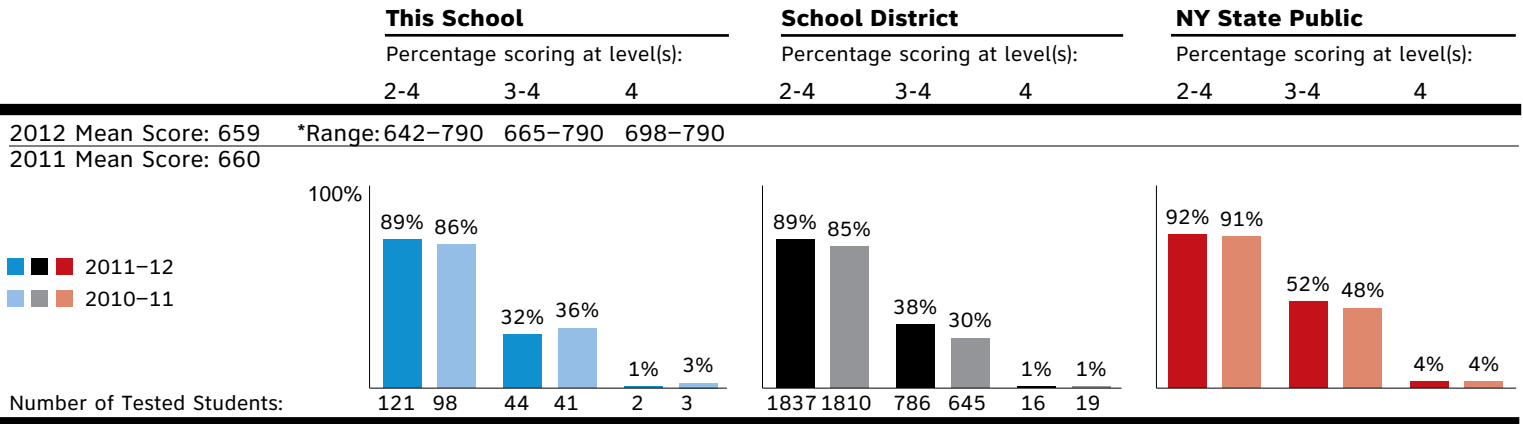


# 2 Student Performance

School **MS 2**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

## 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	136	89%	32%	1%	114	86%	36%	3%
Female	54	94%	44%	4%	67	88%	45%	4%
Male	82	85%	24%	0%	47	83%	23%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	117	90%	32%	2%	95	86%	35%	3%
Hispanic or Latino	11	82%	36%	0%	11	82%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	3	–	–	–
White	1	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	8	88%	38%	0%	8	88%	63%	0%
General-Education Students	115	94%	38%	2%	101	91%	39%	3%
Students with Disabilities	21	62%	0%	0%	13	46%	15%	0%
English Proficient	117	91%	36%	2%	105	90%	39%	3%
Limited English Proficient	19	79%	11%	0%	9	44%	0%	0%
Economically Disadvantaged	130	88%	32%	2%	107	85%	36%	2%
Not Disadvantaged	6	100%	50%	0%	7	100%	43%	14%
Migrant								
Not Migrant	136	89%	32%	1%	114	86%	36%	3%

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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				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	7	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	7	N/A	N/A	N/A	2	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.

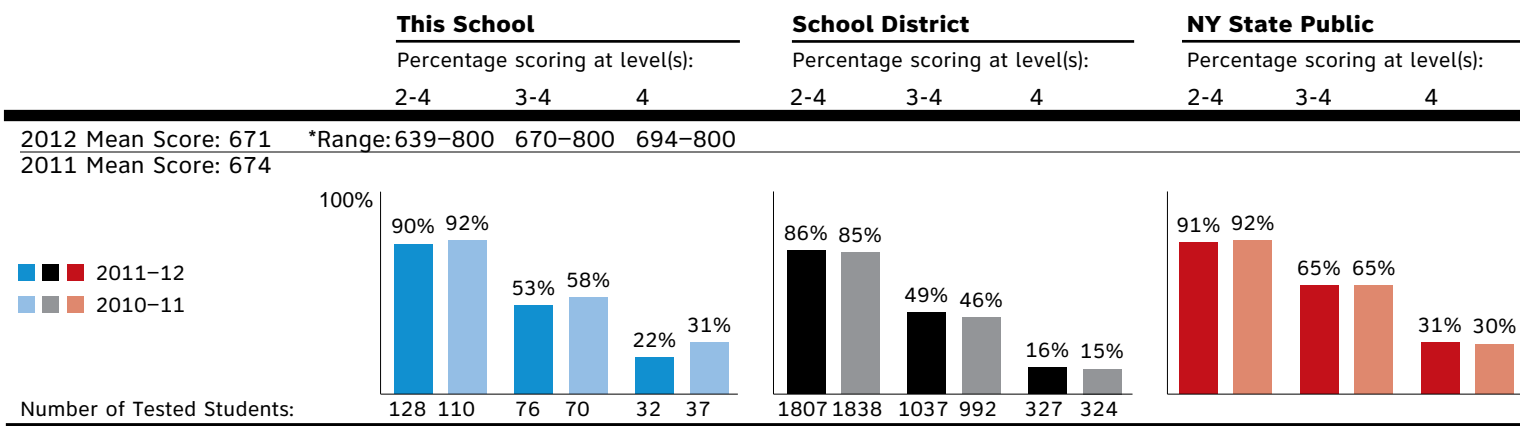


# 2 Student Performance

School **MS 2**  
School ID **33-17-00-01-0002**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

## 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):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	143	90%	53%	22%	120	92%	58%	31%
Female	59	93%	54%	24%	71	93%	62%	31%
Male	84	87%	52%	21%	49	90%	53%	31%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	119	92%	53%	23%	99	92%	59%	30%
Hispanic or Latino	12	75%	42%	17%	12	83%	50%	33%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	4	–	–	–
White	2	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	12	83%	67%	25%	9	100%	67%	33%
General-Education Students	123	91%	54%	25%	107	94%	64%	35%
Students with Disabilities	20	80%	50%	5%	13	69%	8%	0%
English Proficient	117	92%	56%	24%	106	92%	64%	35%
Limited English Proficient	26	77%	38%	15%	14	86%	14%	0%
Economically Disadvantaged	137	89%	53%	23%	110	92%	57%	31%
Not Disadvantaged	6	100%	67%	17%	10	90%	70%	30%
Migrant								
Not Migrant	143	90%	53%	22%	120	92%	58%	31%

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### Other

### Assessments

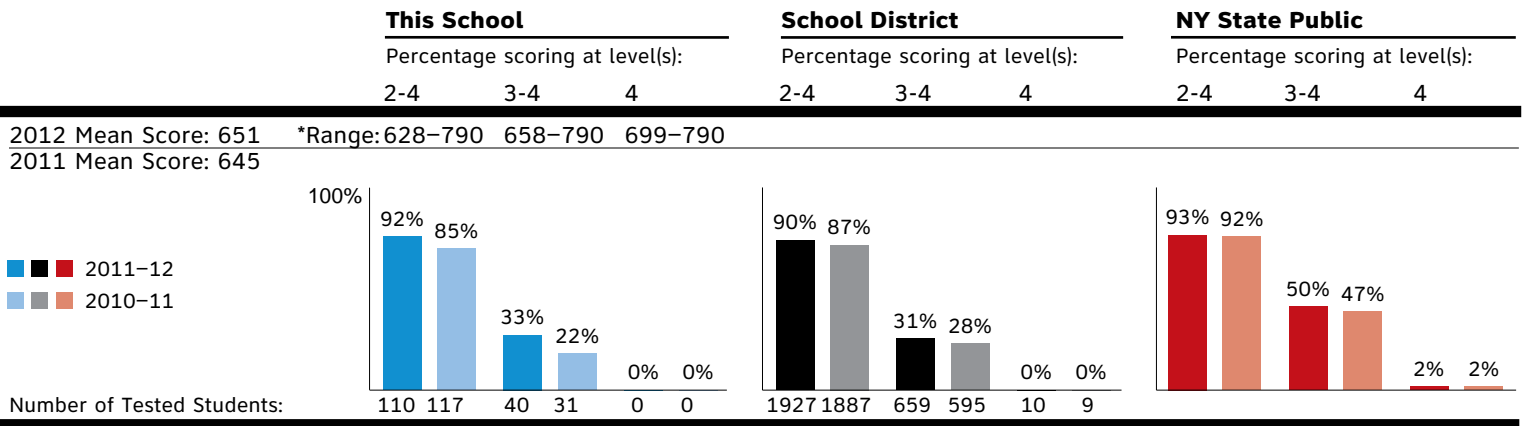
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				1	–	–	–

# 2 Student Performance

School **MS 2**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

## Results in Grade 8 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	120	92%	33%	0%	138	85%	22%	0%
Female	73	90%	34%	0%	62	94%	32%	0%
Male	47	94%	32%	0%	76	78%	14%	0%
American Indian or Alaska Native	2	–	–	–				
Black or African American	102	91%	32%	0%	116	86%	22%	0%
Hispanic or Latino	10	90%	30%	0%	11	82%	9%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	7	–	–	–
White	3	–	–	–	4	–	–	–
Multiracial								
Small Group Totals	8	100%	50%	0%	11	73%	36%	0%
General-Education Students	109	93%	36%	0%	113	91%	26%	0%
Students with Disabilities	11	82%	9%	0%	25	56%	8%	0%
English Proficient	111	95%	35%	0%	125	89%	25%	0%
Limited English Proficient	9	56%	11%	0%	13	46%	0%	0%
Economically Disadvantaged	115	91%	34%	0%	132	84%	23%	0%
Not Disadvantaged	5	100%	20%	0%	6	100%	17%	0%
Migrant								
Not Migrant	120	92%	33%	0%	138	85%	22%	0%

### 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 (NYSAA): Grade 8 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	4	N/A	N/A	N/A	2	N/A	N/A	N/A

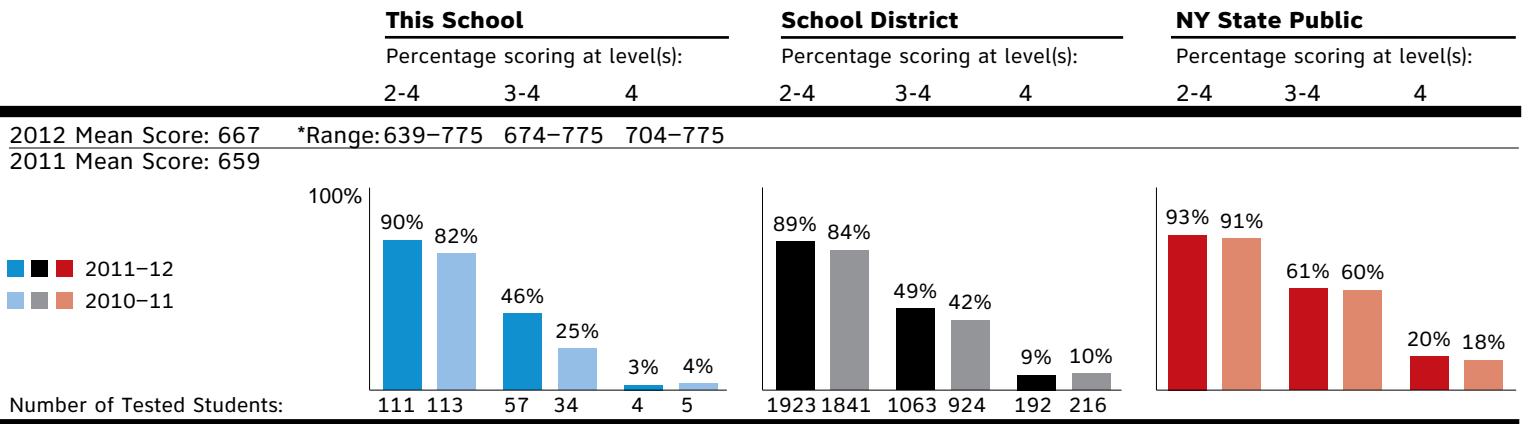
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **MS 2**  
School ID **33-17-00-01-0002**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

### 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	124	90%	46%	3%	138	82%	25%	4%
Female	74	91%	51%	4%	62	84%	32%	3%
Male	50	88%	38%	2%	76	80%	18%	4%
American Indian or Alaska Native	2	–	–	–				
Black or African American	106	90%	47%	4%	115	83%	23%	3%
Hispanic or Latino	10	80%	20%	0%	12	75%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	7	–	–	–
White	3	–	–	–	4	–	–	–
Multiracial								
Small Group Totals	8	100%	63%	0%	11	82%	55%	18%
General-Education Students	114	91%	50%	4%	113	83%	26%	4%
Students with Disabilities	10	70%	0%	0%	25	76%	20%	0%
English Proficient	112	91%	46%	3%	123	82%	25%	4%
Limited English Proficient	12	75%	42%	8%	15	80%	20%	0%
Economically Disadvantaged	119	90%	46%	3%	132	82%	24%	3%
Not Disadvantaged	5	80%	40%	0%	6	83%	33%	17%
Migrant								
Not Migrant	124	90%	46%	3%	138	82%	25%	4%

#### 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	–	–	–	2	–	–	–

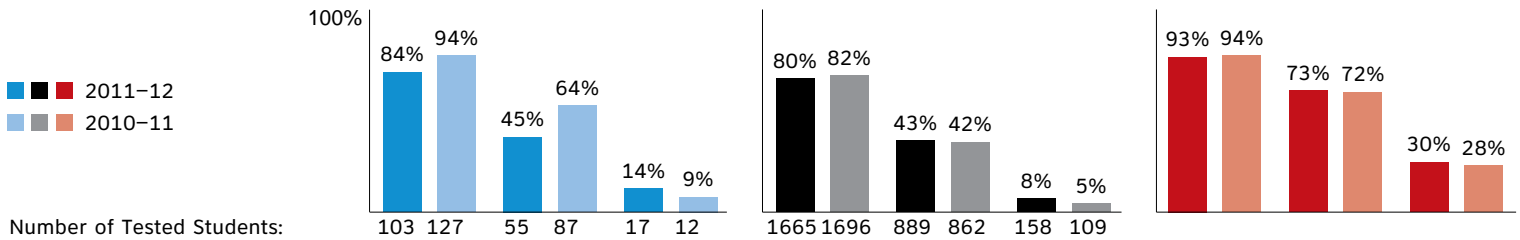
## 2 Student Performance

School **MS 2**  
School ID **33-17-00-01-0002**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

### 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): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	109	82%	38%	7%	135	94%	64%	9%
Female	62	81%	37%	5%	61	97%	75%	11%
Male	47	83%	38%	11%	74	92%	55%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	96	79%	35%	4%	112	95%	65%	10%
Hispanic or Latino	9	–	–	–	12	92%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	7	–	–	–
White	2	–	–	–	4	–	–	–
Multiracial								
Small Group Totals	13	100%	54%	31%	11	91%	64%	0%
General-Education Students	99	84%	41%	8%	111	93%	62%	9%
Students with Disabilities	10	60%	0%	0%	24	100%	75%	8%
English Proficient	97	80%	34%	5%	120	95%	69%	9%
Limited English Proficient	12	92%	67%	25%	15	87%	27%	7%
Economically Disadvantaged	104	81%	38%	8%	129	94%	63%	9%
Not Disadvantaged	5	100%	20%	0%	6	100%	100%	17%
Migrant								
Not Migrant	109	82%	38%	7%	135	94%	64%	9%

#### NOTES

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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 8 Equivalent	1	–	–	–	2	–	–	–
Regents Science	14	14	14	9	0			

## 2 Student Performance

School **MS 2**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#17**

### 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	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	48	98%	90%	0%	48	98%	90%	0%	0			
	2010-11	23	100%	78%	9%	23	100%	78%	9%	0			
	2009-10	24	88%	67%	0%	24	88%	67%	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	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	22	100%	100%	55%	22	100%	100%	55%	0			
	2010-11	21	100%	100%	29%	20	—	—	—	1	—	—	—
	2009-10	23	96%	83%	13%	23	96%	83%	13%	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 **MS 2**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#17**

### 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	25	32%	8%	8%	52%	23	–	–	–	–	2	–	–	–	–
	2010–11	27	4%	22%	33%	41%	25	–	–	–	–	2	–	–	–	–
	2009–10	11	27%	9%	45%	18%	10	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	25	36%	8%	20%	36%	23	–	–	–	–	2	–	–	–	–
	2010–11	27	26%	19%	30%	26%	25	–	–	–	–	2	–	–	–	–
	2009–10	11	36%	27%	18%	18%	10	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	39	13%	23%	26%	38%	37	–	–	–	–	2	–	–	–	–
	2010–11	30	3%	7%	37%	53%	26	–	–	–	–	4	–	–	–	–
	2009–10	45	7%	18%	20%	56%	37	8%	22%	14%	57%	8	0%	0%	50%	50%
Reading and Writing (Grades 7–8)	2011–12	39	31%	36%	15%	18%	37	–	–	–	–	2	–	–	–	–
	2010–11	30	27%	30%	7%	37%	26	–	–	–	–	4	–	–	–	–
	2009–10	45	36%	27%	16%	22%	37	32%	24%	19%	24%	8	50%	38%	0%	13%
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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# 3 Student Outcomes

School **MS 2**  
School ID **33-17-00-01-0002**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

## 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	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Receiving a Regents Diploma	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Receiving a Regents Diploma with Advanced Designation	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	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	1	100%	0		0	
	2010-11	4	3%	3	2%	1	4%
	2009-10	0		0		0	
Entered Approved High School Equivalency Preparation Program	2011-12	0	0%	0		0	
	2010-11	0	0%	0	0%	0	0%
	2009-10	0		0		0	
Total Non-completers	2011-12	1	100%	0		0	
	2010-11	4	3%	3	2%	1	4%
	2009-10	0		0		0	

## 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		0		0		0	
To 2-year College		0		0		0	
To Other Post-secondary		0		0		0	
To the Military		0		0		0	
To Employment		0		0		0	
To Adult Services		0		0		0	
To Other Known Plans		0		0		0	
Plan Unknown		0		0		0	