



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **HUDSON CITY SCHOOL DISTRICT**
District ID **10-13-00-01-0000**
Superintendent **JOHN HOWE**
Telephone **(518) 828-4360**
Grades **PK-12**

This District's Report Card

The New York State District 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 the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school 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 intervention services.

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

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

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	50	49	41
Kindergarten	139	151	138
Grade 1	144	135	147
Grade 2	134	144	131
Grade 3	173	135	151
Grade 4	143	170	132
Grade 5	132	137	158
Grade 6	138	126	141
Ungraded Elementary	1	0	0
Grade 7	159	146	137
Grade 8	154	156	140
Grade 9	194	197	204
Grade 10	160	157	143
Grade 11	145	114	120
Grade 12	136	149	138
Ungraded Secondary	0	0	0
Total K-12	1952	1917	1880

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	20	21
Grade 8			
English	22	16	18
Mathematics	18	16	15
Science	15	12	16
Social Studies	20	17	22
Grade 10			
English	17	17	24
Mathematics	18	9	21
Science	20	15	19
Social Studies	18	19	22

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 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 district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

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.

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	892	46%	875	46%	929	49%
Reduced-Price Lunch	209	11%	217	11%	194	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	111	6%	103	5%	107	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	1	0%
Black or African American	570	29%	558	29%	544	29%
Hispanic or Latino	188	10%	181	9%	204	11%
Asian or Native Hawaiian/Other Pacific Islander	143	7%	142	7%	153	8%
White	1051	54%	1035	54%	962	51%
Multiracial	0	0%	0	0%	16	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		95%
Student Suspensions	293	15%	234	12%	248	13%

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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were 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 schools were open during the school year. *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.

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	199	200	185
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	10%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	20%	21%	19%
Total Number of Core Classes	524	477	368
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	717	700	593
Percent Taught by Teachers Without Appropriate Certification	3%	2%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	23%	21%
Turnover Rate of All Teachers	14%	31%	14%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	19	21	20
Total Paraprofessionals*	75	85	76
Assistant Principals	3	2	1
Principals	5	5	4

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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, and show subject matter competency. 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 HOUSSE 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. 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. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

■ A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✗	✓	✗	✗	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American	✗	✗		✗	✗	
Hispanic or Latino	✗	✗		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✗	✗	
Multiracial	–	–		–	–	
Other Groups						
Students with Disabilities	✗	✗		✓ ^{SH}	✗	
Limited English Proficient	✗	✗		–	–	
Economically Disadvantaged	✗	✓ ^{SH}		✗	✗	
Student groups making AYP in each subject	✗ 3 of 8	✗ 3 of 8	✓ 1 of 1	✗ 1 of 5	✗ 0 of 5	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|----------------------------------------------|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (859:818)			100%		122	118	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (251:238)			100%		94	115	111 105
Hispanic or Latino (99:91)			98%		108	112	112 117
Asian or Native Hawaiian/Other Pacific Islander (86:76)			100%		149	111	
White (403:394)			100%		138	116	
Multiracial (20:19)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (182:189)			99%		61	114	82 75
Limited English Proficient (59:66)			100%		109	110	110 118
Economically Disadvantaged (560:528)			99%		114	117	117 123
Final AYP Determination	 3 of 8						
Non-Accountability Groups							
Female (406:388)			100%		129	116	
Male (453:430)			99%		117	117	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 3 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (861:820)			99%		127	133	128	134
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (253:238)			100%		102	130	104	112
Hispanic or Latino (99:93)			100%		109	127	127	118
Asian or Native Hawaiian/Other Pacific Islander (86:78)			99%		162	126		
White (403:392)			99%		139	131		
Multiracial (20:19)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (182:188)			98%		71	129	82	84
Limited English Proficient (59:68)			98%		121	125	125	129
Economically Disadvantaged (562:530)			99%		118	132	118	126
Final AYP Determination	 3 of 8							
Non-Accountability Groups								
Female (407:388)			99%		126	131		
Male (454:432)			99%		128	132		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (276:257)		Qualified		98%		168	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (83:76)		Qualified		99%		145	100		
Hispanic or Latino (27:25)		—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (31:28)		—	—	—	—	—	—	—	—
White (131:124)		Qualified		97%		182	100		
Multiracial (4:4)		—	—	—	—	—	—	—	—
Other Groups									
Students with Disabilities (54:56)		Qualified		96%		116	100		
Limited English Proficient (14:13)		—	—	—	—	—	—	—	—
Economically Disadvantaged (167:153)		Qualified		99%		158	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (123:114)				98%		163	100		
Male (153:143)				99%		173	100		
Migrant (0:0)									

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 1 of 5 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (112:137)			100%		162	174	170	166
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (34:44)		–	–		150	168	160‡	155
Hispanic or Latino (8:11)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:5)	–	–	–	–	–	–	–	–
White (66:76)			100%		168	172	172	171
Multiracial (1:1)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (16:32)		–	–		97	166	88	107
Limited English Proficient (0:3)	–	–	–	–	–	–	–	–
Economically Disadvantaged (56:74)			100%		146	172	156	151
Final AYP Determination	 1 of 5							
Non-Accountability Groups								
Female (48:61)			100%		152	171		
Male (64:76)			100%		170	172		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 0 of 5 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (112:137)			100%		163	171	169	167
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (34:44)		—	—		159	165	158 [‡]	163
Hispanic or Latino (8:11)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (3:5)	—	—	—	—	—	—	—	—
White (66:76)			100%		163	169	169	167
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (16:32)		—	—		94	163	107	105
Limited English Proficient (0:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (56:74)			100%		155	169	156	160
Final AYP Determination	 0 of 5							
Non-Accountability Groups								
Female (48:61)			100%		157	168		
Male (64:76)			100%		167	169		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (183)			63%	80%	63%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (54)			48%	80%	53%
Hispanic or Latino (13)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (13)		—	—	—	
White (103)			68%	80%	67%
Multiracial (0)					
Other Groups					
Students with Disabilities (45)			27%	80%	27%
Limited English Proficient (6)		—	—	—	
Economically Disadvantaged (78)			56%	80%	55%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (90)			62%	80%	
Male (93)			65%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **67%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

1 school identified 33% of total

JOHN L EDWARDS PRIMARY SCHOOL

Improvement (year 1) Comprehensive

1 school identified 33% of total

HUDSON JUNIOR/SENIOR HIGH SCHOOL

Restructuring (year 1) Focused

1 school identified 33% of total

MONTGOMERY C SMITH INTERMEDIATE SCHOOL

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	39%			147
Grade 4	53%			127
Grade 5	33%			155
Grade 6	46%			128
Grade 7	32%			130
Grade 8	34%			143

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	34%			150
Grade 4	59%			127
Grade 5	47%			158
Grade 6	44%			127
Grade 7	38%			132
Grade 8	26%			142

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	86%			124
Grade 8	61%			143

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	60%			177
Mathematics	58%			177

About the Performance Level Descriptors

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.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

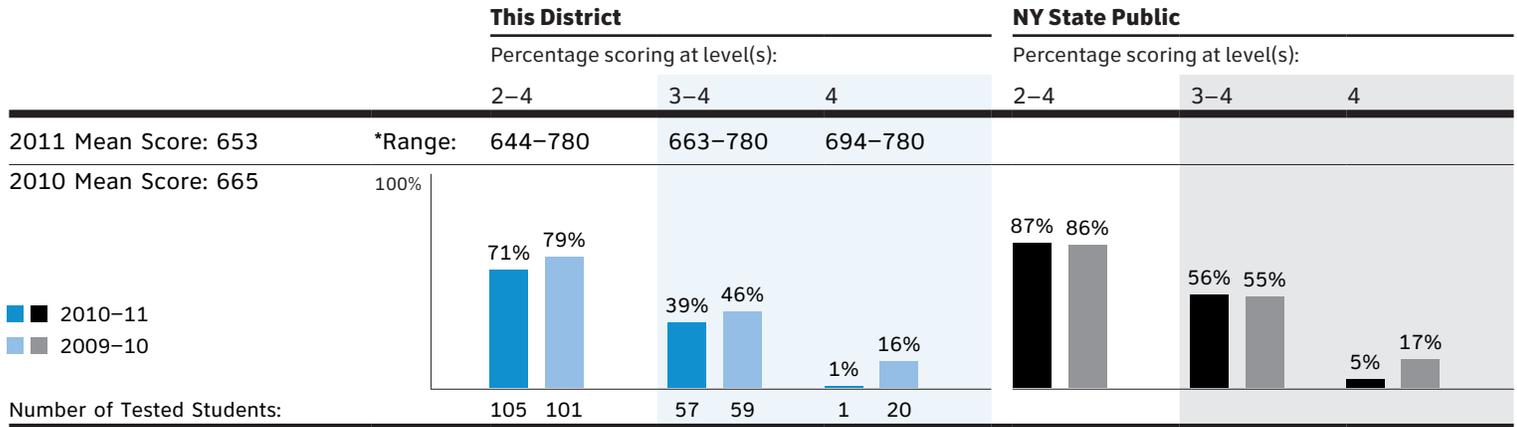
This is a rural school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	147	71%	39%	1%	128	79%	46%	16%
Female	81	77%	43%	1%	55	80%	53%	13%
Male	66	65%	33%	0%	73	78%	41%	18%
American Indian or Alaska Native								
Black or African American	39	72%	23%	0%	42	64%	24%	10%
Hispanic or Latino	24	67%	25%	0%	11	64%	36%	9%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	13	85%	38%	15%
White	71	72%	52%	1%	62	90%	65%	21%
Multiracial	3	-	-	-				
Small Group Totals	13	77%	38%	0%				
General-Education Students	119	84%	48%	1%	110	87%	51%	17%
Students with Disabilities	28	18%	0%	0%	18	28%	17%	6%
English Proficient	136	74%	41%	1%	117	79%	50%	17%
Limited English Proficient	11	45%	9%	0%	11	82%	9%	0%
Economically Disadvantaged	102	70%	35%	1%	84	70%	35%	17%
Not Disadvantaged	45	76%	47%	0%	44	95%	68%	14%
Migrant								
Not Migrant	147	71%	39%	1%	128	79%	46%	16%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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 3 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	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 3	2	N/A	N/A	N/A	2	N/A	N/A	N/A

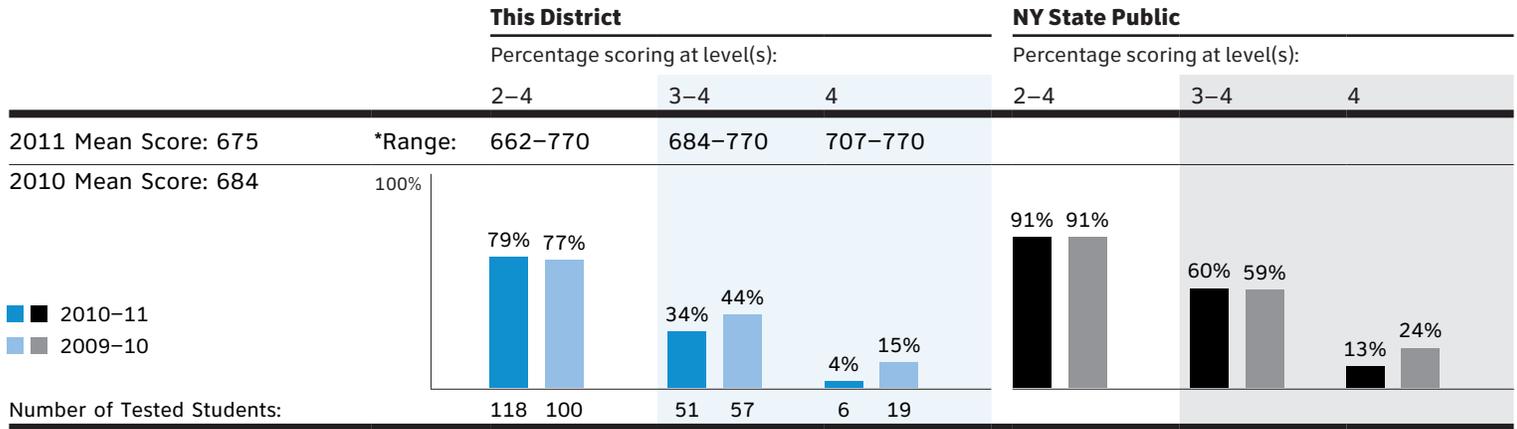
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	150	79%	34%	4%	130	77%	44%	15%
Female	82	83%	30%	5%	55	75%	33%	7%
Male	68	74%	38%	3%	75	79%	52%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	39	77%	13%	0%	42	62%	21%	5%
Hispanic or Latino	25	68%	28%	0%	11	73%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	15	87%	60%	13%
White	71	83%	48%	8%	62	85%	55%	23%
Multiracial	3	-	-	-	-	-	-	-
Small Group Totals	15	80%	33%	0%	-	-	-	-
General-Education Students	122	86%	41%	5%	112	85%	49%	16%
Students with Disabilities	28	46%	4%	0%	18	28%	11%	6%
English Proficient	137	82%	37%	4%	117	76%	44%	16%
Limited English Proficient	13	38%	0%	0%	13	85%	38%	0%
Economically Disadvantaged	105	76%	30%	3%	86	70%	36%	10%
Not Disadvantaged	45	84%	42%	7%	44	91%	59%	23%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	150	79%	34%	4%	130	77%	44%	15%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

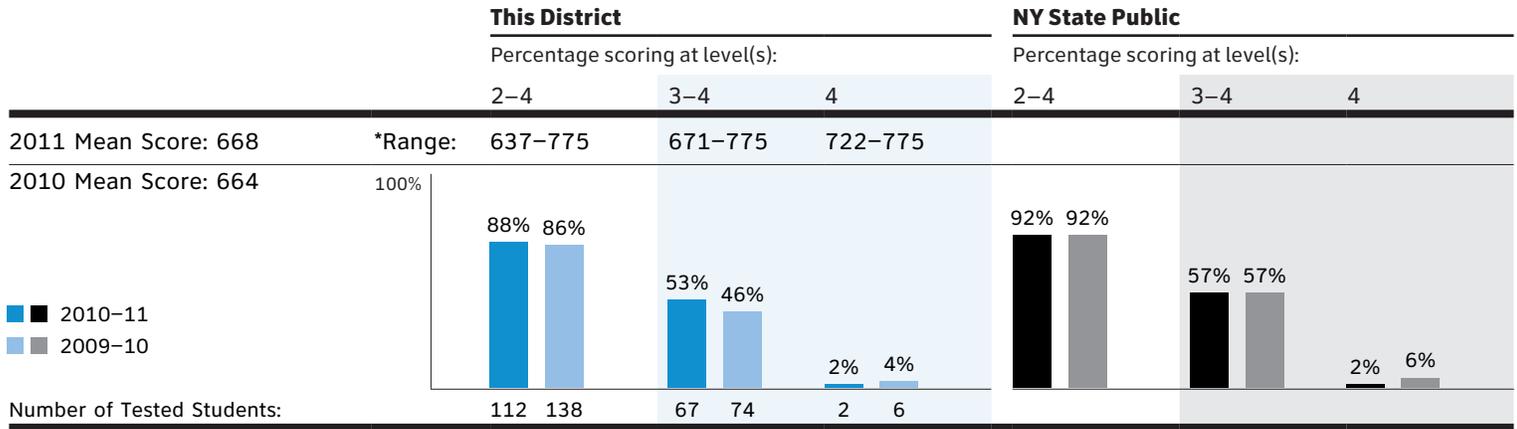
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	2	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	127	88%	53%	2%	160	86%	46%	4%
Female	53	87%	57%	2%	68	84%	49%	7%
Male	74	89%	50%	1%	92	88%	45%	1%
American Indian or Alaska Native								
Black or African American	36	78%	39%	0%	49	73%	27%	0%
Hispanic or Latino	15	-	-	-	21	81%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	56%	6%	15	100%	73%	13%
White	59	97%	61%	2%	75	93%	52%	4%
Multiracial	1	-	-	-				
Small Group Totals	16	75%	50%	0%				
General-Education Students	107	95%	62%	2%	135	93%	52%	4%
Students with Disabilities	20	50%	5%	0%	25	52%	16%	0%
English Proficient	116	88%	53%	2%	138	86%	46%	3%
Limited English Proficient	11	91%	45%	0%	22	91%	50%	9%
Economically Disadvantaged	79	84%	47%	3%	106	81%	35%	3%
Not Disadvantaged	48	96%	63%	0%	54	96%	69%	6%
Migrant								
Not Migrant	127	88%	53%	2%	160	86%	46%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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 4 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

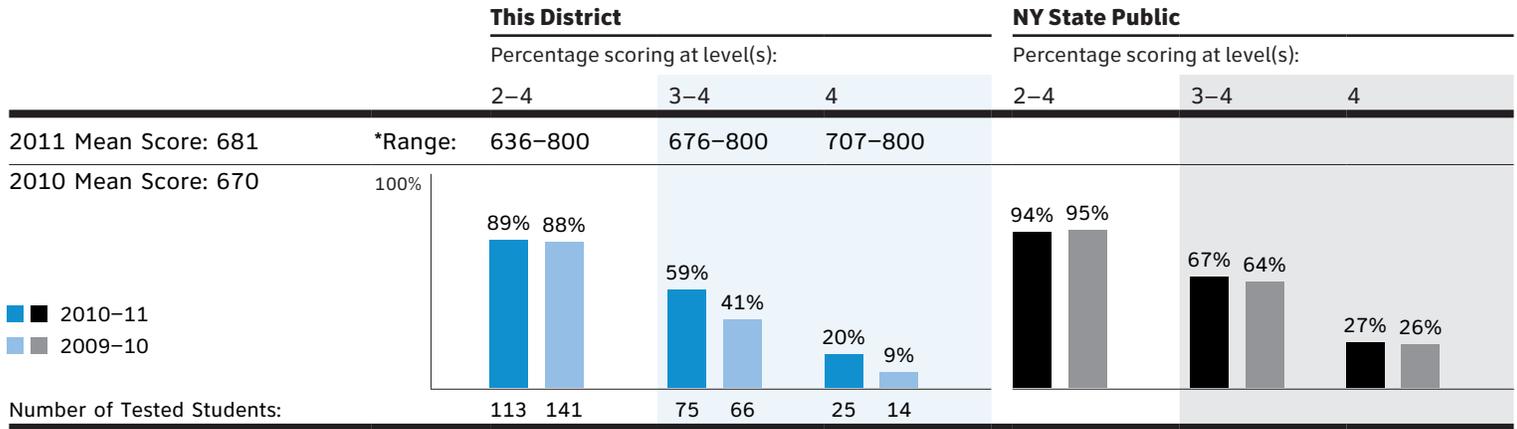
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	127	89%	59%	20%	160	88%	41%	9%
Female	52	83%	54%	10%	68	85%	40%	10%
Male	75	93%	63%	27%	92	90%	42%	8%
American Indian or Alaska Native								
Black or African American	37	78%	41%	14%	49	78%	14%	0%
Hispanic or Latino	15	-	-	-	21	81%	48%	14%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	75%	31%	15	100%	73%	40%
White	58	93%	71%	26%	75	95%	51%	7%
Multiracial	1	-	-	-				
Small Group Totals	16	88%	44%	0%				
General-Education Students	107	96%	70%	23%	135	95%	47%	10%
Students with Disabilities	20	50%	0%	0%	25	52%	8%	4%
English Proficient	116	88%	59%	21%	138	88%	41%	9%
Limited English Proficient	11	100%	55%	9%	22	91%	45%	9%
Economically Disadvantaged	79	86%	52%	18%	106	83%	29%	8%
Not Disadvantaged	48	94%	71%	23%	54	98%	65%	9%
Migrant								
Not Migrant	127	89%	59%	20%	160	88%	41%	9%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

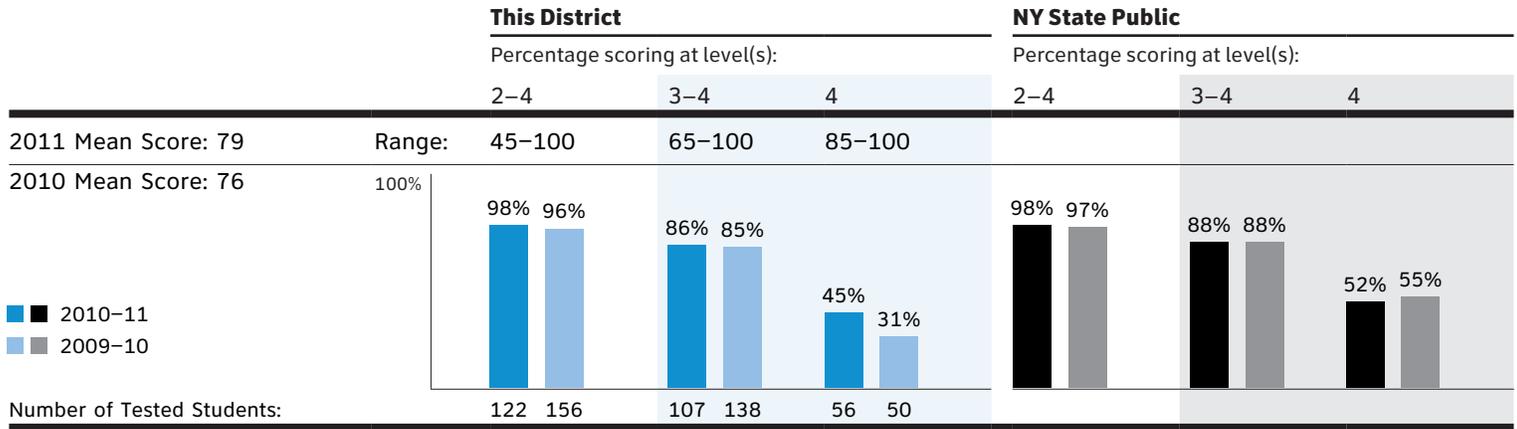
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	124	98%	86%	45%	163	96%	85%	31%
Female	50	98%	82%	32%	69	93%	78%	26%
Male	74	99%	89%	54%	94	98%	89%	34%
American Indian or Alaska Native								
Black or African American	36	97%	75%	31%	50	92%	72%	8%
Hispanic or Latino	15	93%	80%	33%	21	95%	81%	38%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	15	100%	100%	53%
White	57	100%	95%	58%	77	97%	91%	39%
Multiracial	1	-	-	-				
Small Group Totals	16	94%	75%	31%				
General-Education Students	106	99%	93%	52%	137	97%	91%	34%
Students with Disabilities	18	94%	44%	6%	26	88%	50%	12%
English Proficient	114	98%	86%	46%	141	96%	84%	31%
Limited English Proficient	10	100%	90%	30%	22	95%	91%	27%
Economically Disadvantaged	77	97%	79%	36%	109	94%	79%	21%
Not Disadvantaged	47	100%	98%	60%	54	98%	96%	50%
Migrant								
Not Migrant	124	98%	86%	45%	163	96%	85%	31%

NOTES

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

Other Assessments

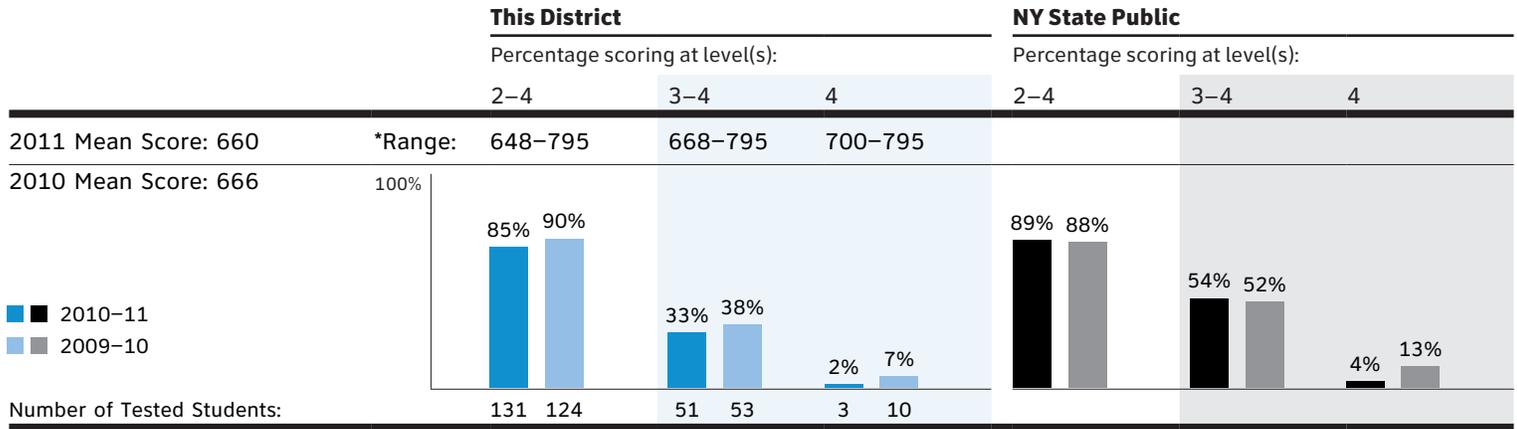
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	155	85%	33%	2%	138	90%	38%	7%
Female	66	80%	41%	2%	71	93%	35%	4%
Male	89	88%	27%	2%	67	87%	42%	10%
American Indian or Alaska Native								
Black or African American	44	68%	14%	0%	49	84%	33%	6%
Hispanic or Latino	21	81%	29%	5%	17	88%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	10	100%	50%	20%
White	74	92%	41%	0%	62	94%	44%	8%
Multiracial	2	-	-	-				
Small Group Totals	16	100%	56%	13%				
General-Education Students	131	95%	37%	2%	108	95%	47%	9%
Students with Disabilities	24	29%	8%	0%	30	70%	7%	0%
English Proficient	139	85%	33%	2%	129	91%	40%	8%
Limited English Proficient	16	81%	31%	0%	9	78%	22%	0%
Economically Disadvantaged	97	77%	25%	2%	98	88%	32%	7%
Not Disadvantaged	58	97%	47%	2%	40	95%	55%	8%
Migrant								
Not Migrant	155	85%	33%	2%	138	90%	38%	7%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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 5 Equivalent	2	-	-	-	7	6	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	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 5	2	N/A	N/A	N/A	0	N/A	N/A	N/A

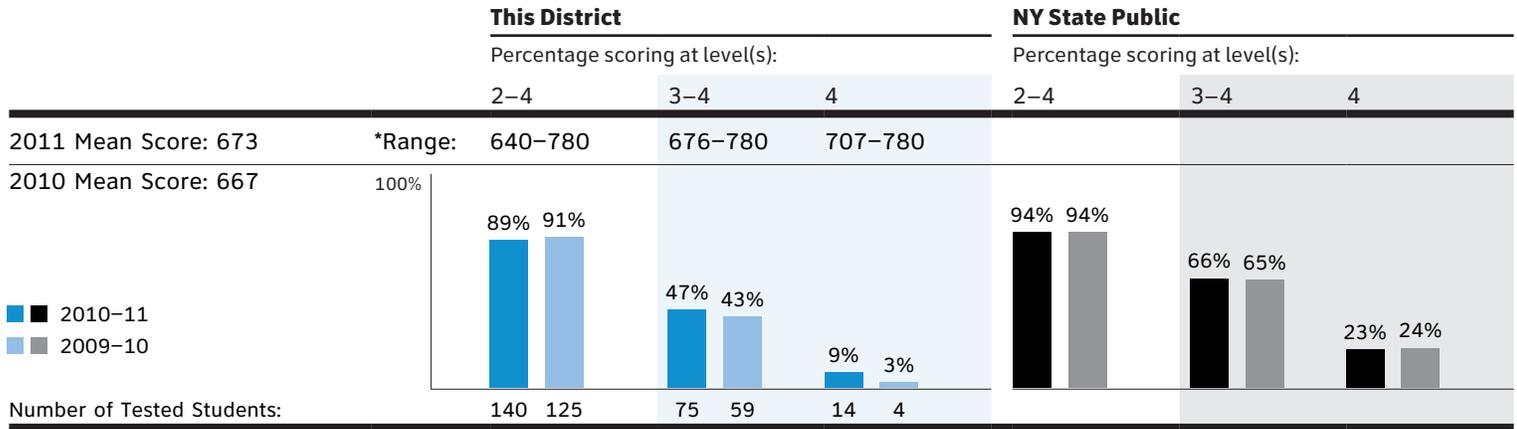
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	158	89%	47%	9%	138	91%	43%	3%
Female	67	85%	48%	9%	71	92%	39%	1%
Male	91	91%	47%	9%	67	90%	46%	4%
American Indian or Alaska Native								
Black or African American	45	76%	36%	2%	49	84%	29%	0%
Hispanic or Latino	22	91%	36%	9%	17	94%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	10	100%	70%	10%
White	75	93%	53%	11%	62	94%	50%	5%
Multiracial	2	-	-	-				
Small Group Totals	16	100%	69%	19%				
General-Education Students	133	95%	55%	11%	108	94%	51%	4%
Students with Disabilities	25	52%	8%	0%	30	80%	13%	0%
English Proficient	141	89%	49%	10%	129	91%	41%	3%
Limited English Proficient	17	82%	35%	0%	9	78%	67%	0%
Economically Disadvantaged	99	86%	39%	6%	98	91%	37%	2%
Not Disadvantaged	59	93%	61%	14%	40	90%	58%	5%
Migrant								
Not Migrant	158	89%	47%	9%	138	91%	43%	3%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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 5 Equivalent	2	-	-	-	7	7	6	2

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 660	*Range: 644-785	662-785	694-785			
2010 Mean Score: 659						
Number of Tested Students:	114	108	59	49	1	5

Results by Student Group

	2010-11 School Year				2009-10 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	128	89%	46%	1%	130	83%	38%	4%
Female	66	88%	41%	0%	57	81%	47%	5%
Male	62	90%	52%	2%	73	85%	30%	3%
American Indian or Alaska Native								
Black or African American	42	76%	26%	0%	46	72%	28%	0%
Hispanic or Latino	16	94%	44%	0%	7	100%	14%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	0%	14	93%	57%	7%
White	56	96%	55%	2%	63	87%	43%	6%
Multiracial	5	80%	60%	0%				
Small Group Totals								
General-Education Students	98	96%	58%	1%	102	93%	46%	5%
Students with Disabilities	30	67%	7%	0%	28	46%	7%	0%
English Proficient	121	90%	46%	1%	129	-	-	-
Limited English Proficient	7	71%	43%	0%	1	-	-	-
Economically Disadvantaged	87	87%	45%	0%	83	80%	33%	1%
Not Disadvantaged	41	93%	49%	2%	47	89%	47%	9%
Migrant								
Not Migrant	128	89%	46%	1%	130	83%	38%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	7	7	5	5	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A

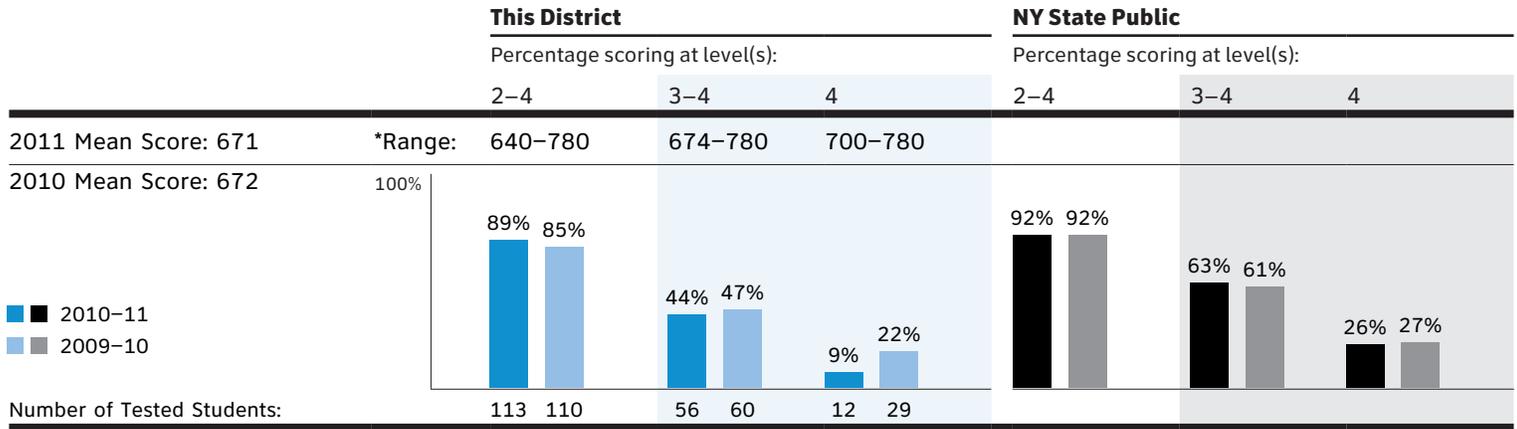
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	127	89%	44%	9%	129	85%	47%	22%
Female	66	91%	41%	6%	57	88%	42%	21%
Male	61	87%	48%	13%	72	83%	50%	24%
American Indian or Alaska Native								
Black or African American	42	83%	36%	5%	46	74%	33%	11%
Hispanic or Latino	16	81%	31%	0%	6	100%	50%	33%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	11%	14	93%	57%	36%
White	55	93%	49%	16%	63	90%	54%	27%
Multiracial	5	100%	40%	0%				
Small Group Totals								
General-Education Students	98	94%	48%	12%	102	95%	54%	26%
Students with Disabilities	29	72%	31%	0%	27	48%	19%	7%
English Proficient	120	89%	44%	10%	127	-	-	-
Limited English Proficient	7	86%	43%	0%	2	-	-	-
Economically Disadvantaged	86	86%	44%	9%	83	83%	36%	18%
Not Disadvantaged	41	95%	44%	10%	46	89%	65%	30%
Migrant								
Not Migrant	127	89%	44%	9%	129	85%	47%	22%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	7	7	6	4	3	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 655	*Range: 642-790	665-790	698-790			
2010 Mean Score: 660						
Number of Tested Students:	102	122	42	56	1	8

Results by Student Group

	2010-11 School Year				2009-10 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	130	78%	32%	1%	148	82%	38%	5%
Female	60	83%	37%	2%	68	88%	50%	7%
Male	70	74%	29%	0%	80	78%	28%	4%
American Indian or Alaska Native								
Black or African American	43	63%	16%	0%	50	72%	26%	4%
Hispanic or Latino	8	88%	25%	0%	12	83%	8%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	60%	0%	12	92%	67%	8%
White	59	88%	37%	2%	74	88%	46%	7%
Multiracial	5	60%	40%	0%				
Small Group Totals								
General-Education Students	102	92%	40%	1%	113	92%	47%	7%
Students with Disabilities	28	29%	4%	0%	35	51%	9%	0%
English Proficient	127	-	-	-	147	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	90	73%	28%	1%	85	76%	24%	5%
Not Disadvantaged	40	90%	43%	0%	63	90%	57%	6%
Migrant								
Not Migrant	130	78%	32%	1%	148	82%	38%	5%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A

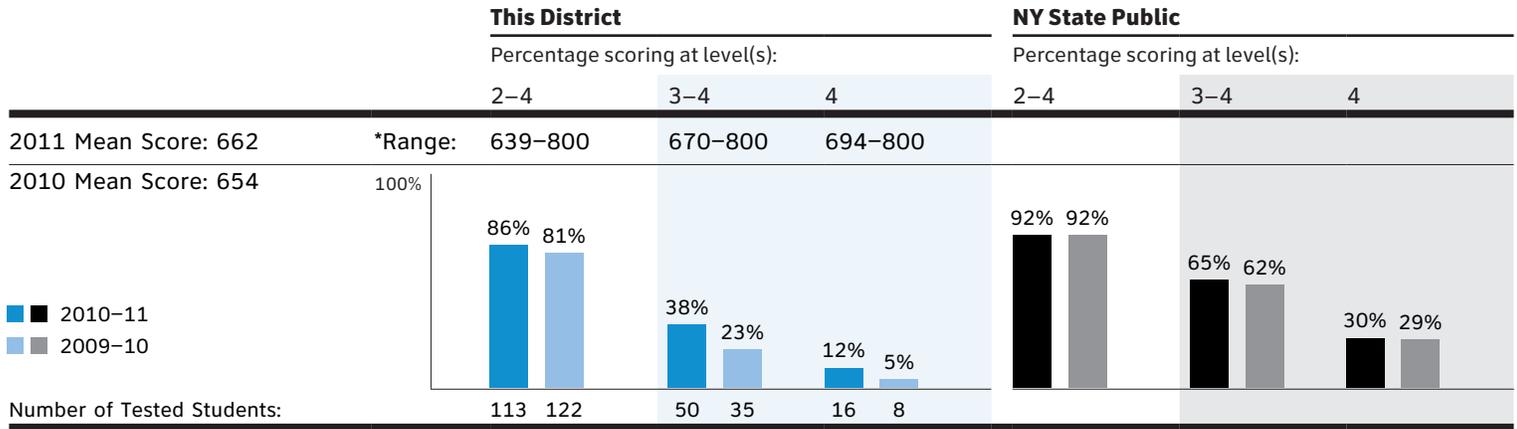
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	132	86%	38%	12%	151	81%	23%	5%
Female	60	92%	33%	17%	69	83%	30%	10%
Male	72	81%	42%	8%	82	79%	17%	1%
American Indian or Alaska Native								
Black or African American	43	74%	21%	7%	50	68%	8%	4%
Hispanic or Latino	8	88%	25%	13%	12	83%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	63%	31%	15	87%	53%	7%
White	60	90%	43%	10%	74	88%	28%	7%
Multiracial	5	80%	60%	20%				
Small Group Totals								
General-Education Students	104	98%	48%	15%	116	91%	30%	7%
Students with Disabilities	28	39%	0%	0%	35	49%	0%	0%
English Proficient	128	-	-	-	147	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	91	84%	31%	9%	88	75%	17%	5%
Not Disadvantaged	41	90%	54%	20%	63	89%	32%	6%
Migrant								
Not Migrant	132	86%	38%	12%	151	81%	23%	5%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

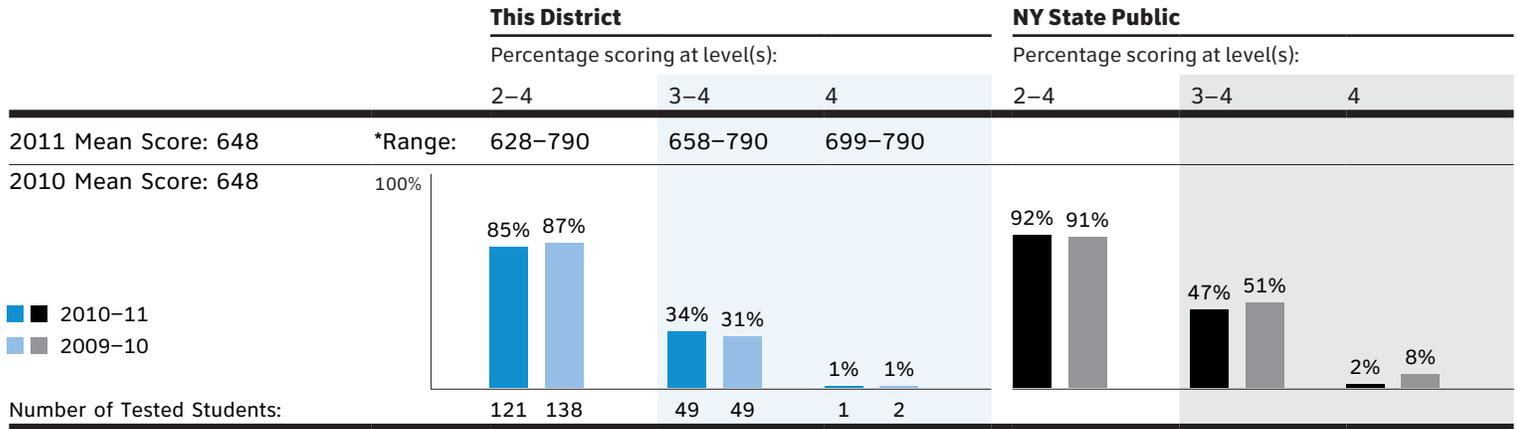
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	2	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	85%	34%	1%	159	87%	31%	1%
Female	71	94%	46%	1%	71	92%	41%	1%
Male	72	75%	22%	0%	88	83%	23%	1%
American Indian or Alaska Native								
Black or African American	43	77%	7%	0%	38	79%	24%	0%
Hispanic or Latino	12	-	-	-	19	84%	32%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	80%	60%	0%	7	71%	29%	14%
White	70	90%	47%	1%	95	92%	34%	1%
Multiracial	3	-	-	-				
Small Group Totals	15	87%	27%	0%				
General-Education Students	112	93%	41%	1%	124	94%	39%	2%
Students with Disabilities	31	55%	10%	0%	35	60%	3%	0%
English Proficient	140	-	-	-	155	-	-	-
Limited English Proficient	3	-	-	-	4	-	-	-
Economically Disadvantaged	82	82%	30%	0%	88	84%	23%	1%
Not Disadvantaged	61	89%	39%	2%	71	90%	41%	1%
Migrant								
Not Migrant	143	85%	34%	1%	159	87%	31%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	2	-	-	-
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	0	N/A	N/A	N/A	0	N/A	N/A	N/A

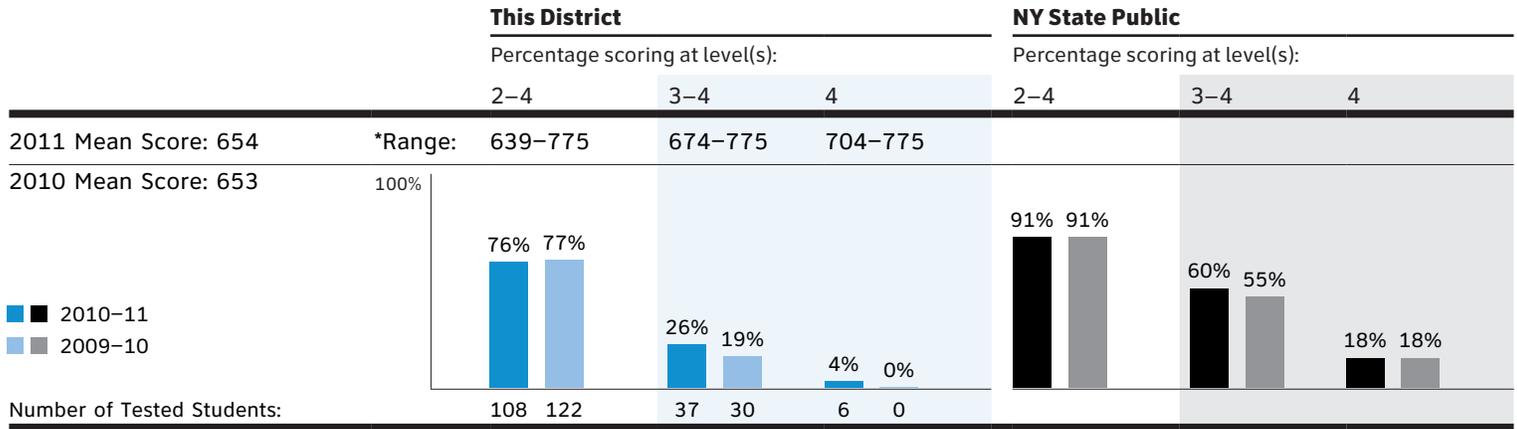
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	142	76%	26%	4%	158	77%	19%	0%
Female	70	80%	36%	6%	71	80%	21%	0%
Male	72	72%	17%	3%	87	75%	17%	0%
American Indian or Alaska Native								
Black or African American	43	56%	14%	0%	38	71%	8%	0%
Hispanic or Latino	12	-	-	-	19	79%	11%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	63%	13%	7	86%	29%	0%
White	68	87%	28%	6%	94	79%	24%	0%
Multiracial	3	-	-	-				
Small Group Totals	15	73%	13%	0%				
General-Education Students	112	86%	32%	5%	124	86%	23%	0%
Students with Disabilities	30	40%	3%	0%	34	44%	3%	0%
English Proficient	138	-	-	-	154	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	83	71%	17%	5%	88	72%	13%	0%
Not Disadvantaged	59	83%	39%	3%	70	84%	27%	0%
Migrant								
Not Migrant	142	76%	26%	4%	158	77%	19%	0%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	2	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Results in Grade 8 Science

This District

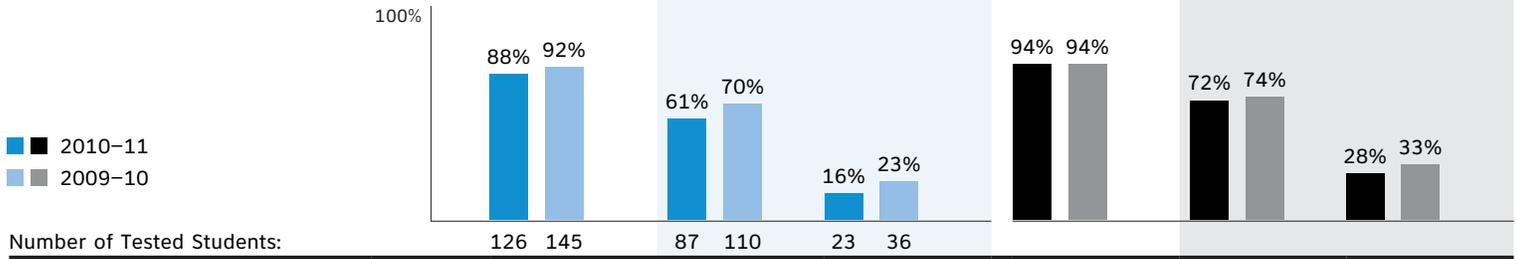
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

126 145

87 110

23 36

94% 94%

72% 74%

28% 33%

Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	143	88%	61%	16%	157	92%	70%	23%
Female	70	87%	64%	17%	69	96%	68%	20%
Male	73	89%	58%	15%	88	90%	72%	25%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	44	77%	34%	2%	37	92%	49%	11%
Hispanic or Latino	12	-	-	-	18	94%	83%	17%
Asian or Native Hawaiian/Other Pacific Islander	16	75%	75%	25%	7	100%	71%	29%
White	68	96%	74%	25%	95	92%	76%	28%
Multiracial	3	-	-	-	-	-	-	-
Small Group Totals	15	100%	67%	7%	-	-	-	-
General-Education Students	113	94%	73%	20%	122	98%	79%	28%
Students with Disabilities	30	67%	17%	0%	35	74%	40%	6%
English Proficient	139	-	-	-	153	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	84	82%	50%	12%	86	92%	60%	15%
Not Disadvantaged	59	97%	76%	22%	71	93%	82%	32%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	143	88%	61%	16%	157	92%	70%	23%

NOTES

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

Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

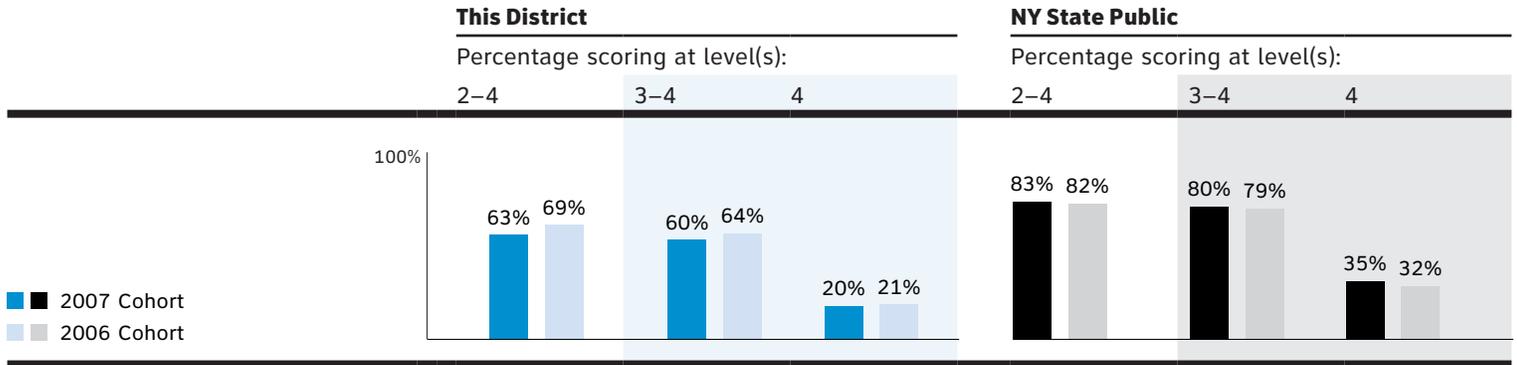
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	2	-	-	-
Regents Science	0	-	-	-	0	-	-	-

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 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	177	63%	60%	20%	183	69%	64%	21%
Female	84	58%	55%	26%	90	68%	63%	28%
Male	93	68%	66%	14%	93	70%	66%	15%
American Indian or Alaska Native								
Black or African American	58	59%	53%	9%	54	56%	50%	7%
Hispanic or Latino	18	56%	44%	22%	13	69%	62%	38%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	13	92%	85%	31%
White	95	66%	66%	24%	103	73%	70%	25%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	83%	50%				
General-Education Students	136	74%	72%	25%	140	81%	80%	28%
Students with Disabilities	41	29%	22%	2%	43	28%	14%	0%
English Proficient	174	-	-	-	177	68%	64%	22%
Limited English Proficient	3	-	-	-	6	83%	67%	0%
Economically Disadvantaged	89	60%	55%	20%	78	65%	56%	14%
Not Disadvantaged	88	67%	66%	19%	105	71%	70%	27%
Migrant								
Not Migrant	177	63%	60%	20%	183	69%	64%	21%

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.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

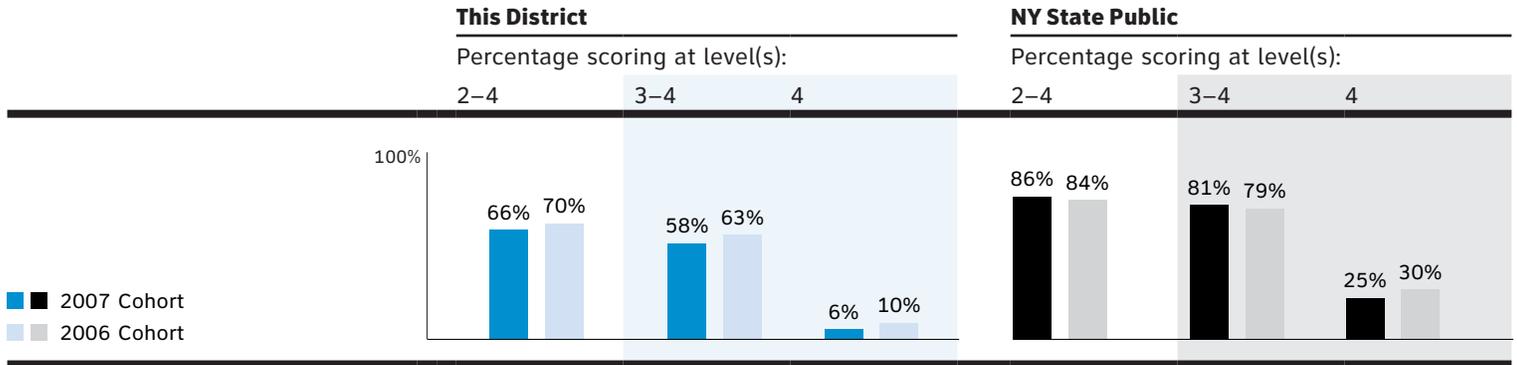
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

Student Group	2007 Cohort				2006 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	177	66%	58%	6%	183	70%	63%	10%
Female	84	65%	55%	6%	90	68%	61%	9%
Male	93	67%	61%	6%	93	73%	66%	11%
American Indian or Alaska Native								
Black or African American	58	60%	52%	0%	54	63%	48%	0%
Hispanic or Latino	18	56%	50%	0%	13	69%	69%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	13	92%	85%	23%
White	95	69%	62%	9%	103	72%	68%	15%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	33%				
General-Education Students	136	78%	71%	8%	140	81%	76%	12%
Students with Disabilities	41	27%	15%	0%	43	37%	21%	2%
English Proficient	174	-	-	-	177	70%	63%	10%
Limited English Proficient	3	-	-	-	6	83%	67%	17%
Economically Disadvantaged	89	65%	56%	4%	78	67%	55%	6%
Not Disadvantaged	88	67%	60%	8%	105	73%	70%	12%
Migrant								
Not Migrant	177	66%	58%	6%	183	70%	63%	10%

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.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.