



The New York State Accountability Report 2011-12

SCHOOL:	HUDSON JR/SR HIGH SCHOOL
SCHOOL ID:	101300010001
DISTRICT:	HUDSON CITY SCHOOL DISTRICT
DISTRICT ID:	101300010000
PRINCIPAL:	THOMAS GAVIN
SUPERINTENDENT:	JOHN HOWE
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	275	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	90	100%
Hispanic or Latino	—	31	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	✓	121	99%
Multiracial	—	7	—
Students With Disabilities	✓	60	100%
Limited English Proficient	—	8	—
Economically Disadvantaged	✓	185	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	260	127	143	127
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	85	99	119	101
Hispanic or Latino	—	28	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—	—	—
White	✓	116	143	154	139
Multiracial	—	7	—	—	—
Students With Disabilities	✓	62†	76†	89	70
Limited English Proficient	—	8	—	—	—
Economically Disadvantaged	✗	173	118	126	120

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	275	100%
Not Black or African American	185	99%
Not Hispanic or Latino	244	100%
Not Asian or Native Hawaiian/Other Pacific Islander	249	100%
Not White	154	100%
Not Multiracial	268	100%
General Education	215	100%
English Proficient	267	100%
Not Economically Disadvantaged	90	99%
Male	144	99%
Female	131	100%
Migrant	0	—
Not Migrant	275	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	260	127
Not Black or African American	175	141
Not Hispanic or Latino	232	128
Not Asian or Native Hawaiian/Other Pacific Islander	236	125
Not White	144	114
Not Multiracial	253	126
General Education	200	143
English Proficient	252	130
Not Economically Disadvantaged	87	144
Male	136	119
Female	124	135
Migrant	0	—
Not Migrant	260	127

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	276	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	91	100%
Hispanic or Latino	—	31	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	✓	121	99%
Multiracial	—	7	—
Students With Disabilities	✓	60	100%
Limited English Proficient	—	8	—
Economically Disadvantaged	✓	187	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	260	112	157	126
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	85	84	131	101
Hispanic or Latino	—	28	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—	—	—
White	✗	116	122	164	134
Multiracial	—	7	—	—	—
Students With Disabilities	✓	62†	71†	110	68
Limited English Proficient	—	8	—	—	—
Economically Disadvantaged	✗	173	104	143	117

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	276	100%
Not Black or African American	185	99%
Not Hispanic or Latino	245	100%
Not Asian or Native Hawaiian/Other Pacific Islander	250	100%
Not White	155	100%
Not Multiracial	269	100%
General Education	216	100%
English Proficient	268	100%
Not Economically Disadvantaged	89	100%
Male	144	99%
Female	132	100%
Migrant	0	—
Not Migrant	276	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	260	112
Not Black or African American	175	126
Not Hispanic or Latino	232	113
Not Asian or Native Hawaiian/Other Pacific Islander	236	108
Not White	144	105
Not Multiracial	253	111
General Education	200	126
English Proficient	252	113
Not Economically Disadvantaged	87	129
Male	136	111
Female	124	114
Migrant	0	—
Not Migrant	260	112

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	140	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	45	100%
Hispanic or Latino	—	15	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
White	✓	59	100%
Multiracial	—	4	—
Students With Disabilities	—	29	—
Limited English Proficient	—	4	—
Economically Disadvantaged	✓	91	100%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **NO**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	X	128	137	170	157
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	40	100	146	129
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	X	55	155	178	171
Multiracial	—	4	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	X	81	122	157	143

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	140	100%
Not Black or African American	95	100%
Not Hispanic or Latino	125	100%
Not Asian or Native Hawaiian/Other Pacific Islander	123	100%
Not White	81	100%
Not Multiracial	136	100%
General Education	111	100%
English Proficient	136	100%
Not Economically Disadvantaged	49	100%
Male	76	100%
Female	64	100%
Migrant	0	—
Not Migrant	140	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	128	137
Not Black or African American	88	153
Not Hispanic or Latino	116	136
Not Asian or Native Hawaiian/Other Pacific Islander	111	135
Not White	73	123
Not Multiracial	124	135
General Education	99	155
English Proficient	124	140
Not Economically Disadvantaged	47	162
Male	70	143
Female	58	129
Migrant	0	—
Not Migrant	128	137

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	121	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	31	—
Hispanic or Latino	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
White	✓	68	100%
Multiracial	—	3	—
Students With Disabilities	—	13	—
Limited English Proficient	—	7	—
Economically Disadvantaged	✓	61	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	124	132	150	143
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	33	100	117	117
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✗	71	146	163	150
Multiracial	—	3	—	—	—
Students With Disabilities	—	21	—	—	—
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✗	63	124	129	129

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	120	100%
Not Black or African American	90	100%
Not Hispanic or Latino	109	100%
Not Asian or Native Hawaiian/Other Pacific Islander	115	100%
Not White	53	100%
Not Multiracial	118	100%
General Education	108	100%
English Proficient	114	100%
Not Economically Disadvantaged	60	100%
Male	65	100%
Female	56	100%
Migrant	1	—
Not Migrant	120	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	123	133
Not Black or African American	91	144
Not Hispanic or Latino	113	134
Not Asian or Native Hawaiian/Other Pacific Islander	119	131
Not White	53	113
Not Multiracial	121	131
General Education	103	151
English Proficient	118	136
Not Economically Disadvantaged	61	141
Male	68	135
Female	56	129
Migrant	1	—
Not Migrant	123	133

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	121	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	31	—
Hispanic or Latino	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
White	✓	68	100%
Multiracial	—	3	—
Students With Disabilities	—	13	—
Limited English Proficient	—	7	—
Economically Disadvantaged	✓	61	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	124	91	127	106
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	33	67	86	86
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✗	71	97	143	111
Multiracial	—	3	—	—	—
Students With Disabilities	—	21	—	—	—
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✗	63	90	103	100

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level Math: Non-AYP Groups

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	120	100%
Not Black or African American	90	100%
Not Hispanic or Latino	109	100%
Not Asian or Native Hawaiian/Other Pacific Islander	115	100%
Not White	53	100%
Not Multiracial	118	100%
General Education	108	100%
English Proficient	114	100%
Not Economically Disadvantaged	60	100%
Male	65	100%
Female	56	100%
Migrant	1	—
Not Migrant	120	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	123	91
Not Black or African American	91	100
Not Hispanic or Latino	113	92
Not Asian or Native Hawaiian/Other Pacific Islander	119	88
Not White	53	83
Not Multiracial	121	90
General Education	103	105
English Proficient	118	91
Not Economically Disadvantaged	61	92
Male	68	90
Female	56	93
Migrant	1	—
Not Migrant	123	91

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	127	112	132	91	116
American Indian or Alaska Native	—	—	—	—	—
Black or African American	99	84	100	67	88
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	143	122	146	97	127
Multiracial	—	—	—	—	—
Students With Disabilities	76	71	—	—	74
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	118	104	124	90	109

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	165	65%	80%	67%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	53	60%	80%	54%
Hispanic or Latino	—	17	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	89	70%	80%	70%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	34†	50%†	80%	34%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	88	61%	80%	59%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	180	68%	80%	70%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	52	56%	80%	63%
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
White	✗	103	71%	80%	72%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	42†	33%†	80%	37%
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✗	81	59%	80%	62%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$$

Graduation Rate: Non-AYP

SCHOOL: HUDSON JR/SR HIGH SCHOOL

SCHOOL ID: 101300010001
DISTRICT: HUDSON CITY SCHOOL DISTRICT

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	165	65%	180	68%
Not Black or African American	112	67%	128	73%
Not Hispanic or Latino	148	66%	168	67%
Not Asian or Native Hawaiian/Other Pacific Islander	160	65%	167	66%
Not White	76	59%	77	64%
Not Multiracial	164	65%	180	68%
General Education	133	69%	140	78%
English Proficient	162	66%	174	68%
Not Economically Disadvantaged	77	69%	99	75%
Male	87	71%	95	66%
Female	78	58%	85	69%
Migrant	0	—	0	—
Not Migrant	165	65%	180	68%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 12%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 5%, which exceeded the State average of 3%.