

This Progress Report is for:

|             |                                  |
|-------------|----------------------------------|
| SCHOOL      | J.H.S. 125 Henry Hudson (08X125) |
| PRINCIPAL   | Hilda Bairan                     |
| ENROLLMENT  | 757                              |
| SCHOOL TYPE | MIDDLE SCHOOL                    |
| PEER INDEX  | 3.14                             |

Progress Report Grade

# B

**What does this grade mean?**

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

**How did this school perform?**

- This school's overall score for 2007-08 is 54.2
- This score places the School in the 37 percentile of all middle schools Citywide—i.e., 37 percent of those schools scored lower than this school
- This school did not meet its improvement target from last year

| Category            | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment  | 6.3 out of 15    | C              |
| Student Performance | 12.4 out of 25   | C              |
| Student Progress    | 28.0 out of 60   | B              |
| Additional Credit   | 7.5 (15 max)     |                |
| Overall Score       | 54.2 out of 100  | B              |

**How scores translate to grades:**

- Schools receive letter grades based on their overall score
- Schools with an overall score between 49.7–65.8 receive a letter grade of B
- 45% of schools earned a B in 2007-08

**Middle School Table – Overall Grades**

| Grade | Score range | City summary   |
|-------|-------------|----------------|
| A     | 65.9–106    | 30% of schools |
| B     | 49.7–65.8   | 45% of schools |
| C     | 39–49.6     | 16% of schools |
| D     | 29.4–38.9   | 7% of schools  |
| F     | 11.1–29.4   | 2% of schools  |

**In This Report:**

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

**School Environment**

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

**Student Performance**

measures student skill levels in English Language Arts and Math.

**Student Progress**

measures average student improvement from last year to this year in English Language Arts and Math.

**Closing the Achievement Gap**

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

**Quality Review Score**

This school's 2007-08 Quality Review score is: **Proficient**

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click 'Statistics' and scroll down to Quality Review Report.

**State Accountability Status**

Based on its 2006-07 performance, this school is: **Restructuring - Year 4**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

| Credit                       | Exemplary Proficiency Gains | Student Group                                  |
|------------------------------|-----------------------------|--|
| <b>English Language Arts</b> |                             |  |
| +1.5                         | 33.8%                       | English Language Learners                      |
| +1.5                         | 37.1%                       | Special Education Students                     |
| +1.5                         | 28.0%                       | Hispanic Students in the Lowest Third Citywide |
| +1.5                         | 25.9%                       | Black Students in the Lowest Third Citywide    |
| +1.5                         | 33.3%                       | Other Students in the Lowest Third Citywide    |
| <b>Mathematics</b>           |                             |  |
|                              | 20.9%                       | English Language Learners                      |
|                              | 24.3%                       | Special Education Students                     |
|                              | 22.4%                       | Hispanic Students in the Lowest Third Citywide |
|                              | 26.3%                       | Black Students in the Lowest Third Citywide    |
|                              | 36.8%                       | Other Students in the Lowest Third Citywide    |

(-) indicates less than 15 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for J.H.S. 125 Henry Hudson are:

| DBN    | School Name   | DBN    | School Name  |
|--------|---|--------|--|
| 05M302 | Kappa IV  | 15K448 | Brooklyn Secondary School for Collaborative Studies    |
| 14K582 | M.S. 582  | 31R027 | I.S. 027 Anning S. Prall                               |
| 20K609 | Urban Assembly School for Criminal Justice              | 19K171 | I.S. 171 Abraham Lincoln                               |
| 08X131 | J.H.S. 131 Albert Einstein                              | 11X181 | I.S. 181 Pablo Casals                                  |
| 13K527 | Urban Assembly Institute of Math and Science for Young  | 04M825 | Isaac Newton Middle School for Math & Science          |
| 12X316 | Kappa III   | 84M726 | KIPP S.T.A.R. College Preparatory                      |
| 24Q093 | I.S. 093 Ridgewood                                      | 11X372 | Urban Assembly School for Wildlife Conservation        |
| 13K103 | Satellite Three   | 10X241 | Urban Assembly School for Applied Math and Science The |
| 10X237 | Marie Curie High School for Nursing Medicine and Allied | 07X500 | Hostos-Lincoln Academy of Science                      |
| 28Q072 | M.S. Q072 Catherine & Count Basie Middle School         | 30Q204 | I.S. 204 Oliver W. Holmes                              |
| 10X045 | J.H.S. 045 Thomas C. Giordano                           | 24Q077 | I.S. 077   |
| 17K382 | Academy for College Preparation and Career Exploration  | 05M367 | Academy for Social Action: A College Board School      |
| 27Q226 | J.H.S. 226 Virgil I. Grissom                            | 23K518 | Kappa V  |
| 10X324 | Bronx Early College Academy for Teaching & Learning     | 09X303 | I.S. X303 Leadership & Community Service               |
| 08X282 | Young Women's Leadership School Bronx Campus            | 84M709 | Harlem Village Academy Charter School                  |
| 30Q145 | I.S. 145 Joseph Pulitzer                                | 20K220 | J.H.S. 220 John J. Pershing                            |
| 84M336 | Kipp Infinity Charter School                            | 12X242 | Mott Hall V  |
| 31R051 | I.S. 051 Edwin Markham                                  | 15K088 | J.H.S. 088 Peter Rouget                                |
| 09X327 | Comprehensive Model School Project M.S. 327             | 11X326 | Bronx Green Middle School                              |
| 19K364 | I.S. 364 Gateway  | 17K061 | M.S. 061 Gladstone H. Atwell                           |

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL J.H.S. 125 Henry Hudson  
PRINCIPAL Hilda Bairan

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.

Attendance  
90%



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.421 x 15 = 6.3

**C**

### Survey Scores (10 points)

Academic Expectations:

7.0

38.5%

0% Peer Min 25% 50% 75% 100% Peer Max

44.4%

0% City Min 25% 50% 75% 100% City Max

Number of students

Communication:

6.0

34.6%

0% Peer Min 25% 50% 75% 100% Peer Max

38.5%

0% City Min 25% 50% 75% 100% City Max

Engagement:

6.4

48.1%

0% Peer Min 25% 50% 75% 100% Peer Max

50.0%

0% City Min 25% 50% 75% 100% City Max

Safety and Respect:

6.6

37.9%

0% Peer Min 25% 50% 75% 100% Peer Max

42.4%

0% City Min 25% 50% 75% 100% City Max

### Attendance (5 points)

91.4%

43.0%

0% Peer Min 25% 50% 75% 100% Peer Max

50.4%

0% City Min 25% 50% 75% 100% City Max

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.495 x 25 = 12.4

**C**

### English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

41.7%

37.5%

0% Peer Min 25% 50% 75% 100% Peer Max

45.8%

0% City Min 25% 50% 75% 100% City Max

732

Median Student Proficiency (1.00-4.50):

2.92

48.3%

0% Peer Min 25% 50% 75% 100% Peer Max

50.9%

0% City Min 25% 50% 75% 100% City Max

732

### Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

60.7%

52.3%

0% Peer Min 25% 50% 75% 100% Peer Max

57.0%

0% City Min 25% 50% 75% 100% City Max

737

Median Student Proficiency (1.00-4.50):

3.17

55.3%

0% Peer Min 25% 50% 75% 100% Peer Max

57.8%

0% City Min 25% 50% 75% 100% City Max

737

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.467 x 60 = 28

**B**

### English Language Arts

Percentage of Students Making at Least 1 Year of Progress

61.5%

65.8%

0% Peer Min 25% 50% 75% 100% Peer Max

67.4%

0% City Min 25% 50% 75% 100% City Max

701

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

85.2%

67.5%

0% Peer Min 25% 50% 75% 100% Peer Max

74.5%

0% City Min 25% 50% 75% 100% City Max

230

Average Change in Student Proficiency for Level 1 and Level 2 Students

0.24

55.9%

0% Peer Min 25% 50% 75% 100% Peer Max

56.7%

0% City Min 25% 50% 75% 100% City Max

422

Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.10)

56.7%

0% Peer Min 25% 50% 75% 100% Peer Max

58.6%

0% City Min 25% 50% 75% 100% City Max

279

### Mathematics

Percentage of Students Making at Least 1 Year of Progress

50.7%

30.5%

0% Peer Min 25% 50% 75% 100% Peer Max

32.5%

0% City Min 25% 50% 75% 100% City Max

720

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

59.6%

26.4%

0% Peer Min 25% 50% 75% 100% Peer Max

33.4%

0% City Min 25% 50% 75% 100% City Max

228

Average Change in Student Proficiency for Level 1 and Level 2 Students

0.19

33.8%

0% Peer Min 25% 50% 75% 100% Peer Max

35.1%

0% City Min 25% 50% 75% 100% City Max

271

Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.13)

31.1%

0% Peer Min 25% 50% 75% 100% Peer Max

36.7%

0% City Min 25% 50% 75% 100% City Max

449