The New York State School Report Card

Accountability and Overview Report 2009 – 10

School **THOMAS JEFFERSON HIGH SCHOOL**
District **ROCHESTER CITY SCHOOL DISTRICT**
School ID **26-16-00-01-0063**
Principal **MARY ANDRECOLICH-DIAZ**
Telephone **(585) 458-2280**
Grades **7-12**

This School's Report Card

The New York State School 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 school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 School Profile information.
This section shows comprehensive data relevant to this school's learning environment.

2 Review School Accountability Status.
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3 Review an Overview of School Performance.
This section has information about the school'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

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School Profile

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

Enrollment

	2007–08	2008–09	2009–10
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	190	169	159
Grade 8	193	162	174
Grade 9	247	333	254
Grade 10	178	177	193
Grade 11	186	73	104
Grade 12	125	138	110
Ungraded Secondary	1	1	0
Total K–12	1120	1053	994

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2007–08	2008–09	2009–10
Common Branch		7	7
Grade 8			
English	30	18	18
Mathematics	30	16	16
Science		19	19
Social Studies	29	17	17
Grade 10			
English	15	22	22
Mathematics	19	25	25
Science	25	23	23
Social Studies	28	23	23

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.

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Demographic Factors

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Eligible for Free Lunch	823	73%	791	75%	807	81%
Reduced-Price Lunch	59	5%	44	4%	39	4%
Student Stability*		98%		99%		94%
Limited English Proficient	205	18%	288	27%	348	35%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	1%	5	0%	3	0%
Black or African American	704	63%	596	57%	549	55%
Hispanic or Latino	202	18%	194	18%	174	18%
Asian or Native Hawaiian/Other Pacific Islander	73	7%	152	14%	190	19%
White	135	12%	106	10%	78	8%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Annual Attendance Rate		90%		83%		86%
Student Suspensions	194	17%	246	22%	45	4%

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. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was 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.

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Teacher Qualifications

	2007–08	2008–09	2009–10
Total Number of Teachers	103	94	82
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	6%	4%	4%
Percent with Fewer Than Three Years of Experience	21%	11%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	16%	9%
Total Number of Core Classes	308	355	261
Percent Not Taught by Highly Qualified Teachers in This School	6%	3%	2%
Percent Not Taught by Highly Qualified Teachers in This District	7%	7%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	343	449	332
Percent Taught by Teachers Without Appropriate Certification	7%	5%	4%

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

	2006–07	2007–08	2008–09
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	16%	31%
Turnover Rate of All Teachers	19%	18%	44%

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

	2007–08	2008–09	2009–10
Total Other Professional Staff	14	17	19
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	6	7	6
Principals	1	1	1

* Not available at the school level.

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.

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
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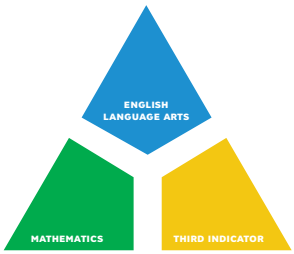
Understanding How Accountability Works in New York State

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 2009–10, 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/irts/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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 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 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

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Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2009–10 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.

2006 Cohort
The count of students in the 2006 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 2006 school accountability 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, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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/irts**.

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

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 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 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 **http://www.p12.nysed.gov/irts/sirs/**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 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.

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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 2009–10, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2008–09 and 2009–10 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 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

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 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 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 2009–10 Graduation-Rate Progress Target = [(80 – percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008) × 0.20] + percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008.

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 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 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 2009–10 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 2009–10, 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 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, 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.

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Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,
see **http://www.p12.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.**

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Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing. **Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.	**Improvement/Basic:** A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate. **Improvement/Focused:** A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures. **Improvement/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure. **Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.	**Corrective Action or Restructuring/Focused:** A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math. **Corrective Action or Restructuring/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. **Restructuring (year 2)** A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. **Restructuring (Advanced)** A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.	**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.**
Pending — A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.	

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
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District **ROCHESTER CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2010–11)

Restructuring (advanced) Comprehensive

Elementary/Middle Level		Secondary Level	
ELA	Restructuring (advanced) Comprehensive	ELA	Improvement (year 2) Comprehensive
Math	Restructuring (advanced) Comprehensive	Math	Improvement (year 2) Comprehensive
Science	Corrective Action (year 1) Focused	Graduation Rate	Improvement (year 1) Basic

Title I Part A Funding

Years the School Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English 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	✔SH	✔SH		–	–	
White	–	–		–	–	
Multiracial						
Other Groups						
Students with Disabilities	✗	✗		✔SH	✔SH	
Limited English Proficient	✗	✔SH		–	–	
Economically Disadvantaged	✗	✗		✗	✗	
Student groups making AYP in each subject	✗ 1 of 7	✗ 3 of 7	✗ 0 of 1	✗ 1 of 4	✗ 1 of 4	✗ 0 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

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)	Restructuring (advanced) Comprehensive	
Accountability Measures	1 of 7	Student groups making AYP in English language arts
	✘	Did not make AYP

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (307:271)	✘	✔	98%	✘	114	148	131‡	79
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (161:146)	✘	✔	97%	✘	123	146	133‡	86
Hispanic or Latino (58:54)	✘	✔	100%	✘	111	142	140	83
Asian or Native Hawaiian/Other Pacific Islander (60:44)	✔SH	✔	100%	✔SH	86	140	20	43
White (28:27)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (81:75)	✘	✔	99%	✘	97	144	107	57
Limited English Proficient (115:97)	✘	✔	100%	✘	85	145	102	46
Economically Disadvantaged (295:261)	✘	✔	98%	✘	114	148	130‡	79
Final AYP Determination	✘ 1 of 7							
Non-Accountability Groups								
Female (125:109)			99%		123	145		
Male (182:162)			98%		108	147		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH 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.

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)	Restructuring (advanced) Comprehensive	
Accountability Measures	3 of 7	Student groups making AYP in mathematics
	✘	Did not make AYP

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (306:285)	✘	✔	98%	✘	116	129	125‡	78
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (160:148)	✘	✔	96%	✘	118	126	126‡	76
Hispanic or Latino (59:55)	✔	✔	100%	✔	127	122		
Asian or Native Hawaiian/Other Pacific Islander (59:54)	✔SH	✔	98%	✔SH	96	122	78	71
White (28:28)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (81:76)	✘	✔	99%	✘	99	124	115	64
Limited English Proficient (114:111)	✔SH	✔	98%	✔SH	99	125	94	67
Economically Disadvantaged (294:273)	✘	✔	98%	✘	115	128	126‡	76
Final AYP Determination	✘ 3 of 7							
Non-Accountability Groups								
Female (126:119)			99%		124	125		
Male (180:166)			97%		111	127		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH 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.

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)	Corrective Action (year 1) Focused	
Accountability Measures	0 of 1	Student groups making AYP in science
	✘	Did not make AYP

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

Student Group (Total: Continuous Enrollment)	AYP Status	AYP Safe Harbor Qualification	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups									
All Students (154:132)	✘	Did not qualify	✔	90%	✘	67	100	78	68
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (70:58)		Did not qualify	✔	86%	✘	83	100	90	84
Hispanic or Latino (33:28)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (36:33)		Qualified	–	–	✔	27	100	7	28
White (15:13)		–	–	–	–	–	–		–
Multiracial (0:0)									
Other Groups									
Students with Disabilities (42:37)		Qualified	✔	88%	✔	57	100	51	58
Limited English Proficient (69:64)		Qualified	✔	93%	✔	45	100	34	46
Economically Disadvantaged (147:126)		Did not qualify	✔	90%	✘	67	100	78	68
Final AYP Determination	✘ 0 of 1								
Non-Accountability Groups									
Female (61:55)				95%		75	100		
Male (93:77)				86%		62	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.

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)	Improvement (year 2) Comprehensive	
Accountability Measures	1 of 4	Student groups making AYP in English language arts
	✘	Did not make AYP

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

Student Group (12th Graders: 2006 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (103:126)	✘	✔	98%	✘	107	168	124‡	116
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (68:83)	✘	✔	100%	✘	105	166	120‡	115
Hispanic or Latino (20:21)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (8:11)	–	–	–	–	–	–		–
White (7:11)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (15:31)	✔SH	–	–	✔SH	55	160	20	70
Limited English Proficient (15:28)	–	–	–	–	–	–		–
Economically Disadvantaged (81:109)	✘	✔	99%	✘	108	167	128‡	117
Final AYP Determination	✘ 1 of 4							
Non-Accountability Groups								
Female (49:58)			98%		114	164		
Male (54:68)			98%		101	165		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH 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.

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)	Improvement (year 2) Comprehensive	
Accountability Measures	1 of 4	Student groups making AYP in mathematics
	✘	Did not make AYP

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

Student Group (12th Graders: 2006 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (103:126)	✘	✔	99%	✘	124	164	129‡	132
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (68:83)	✘	✔	100%	✘	129	162	133‡	136
Hispanic or Latino (20:21)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (8:11)	–	–	–	–	–	–		–
White (7:11)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (15:31)	✔SH	–	–	✔SH	74	156	20	87
Limited English Proficient (15:28)	–	–	–	–	–	–		–
Economically Disadvantaged (81:109)	✘	✔	100%	✘	125	163	136‡	133
Final AYP Determination	✘ 1 of 4							
Non-Accountability Groups								
Female (49:58)			100%		133	160		
Male (54:68)			98%		116	161		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH 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.

2 School Accountability

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2010–11)	Improvement (year 1) Basic	
Accountability Measures	0 of 1	Student groups making AYP in graduation rate
	✘	Did not make AYP

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

Student Group (2005 Graduation-Rate Total Cohort)	**Graduation** AYP	Met Criterion	Graduation Rate	**Objectives** State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups						
All Students (220)	✘	✘	38%	80%	56%	46%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (139)		✘	37%	80%	58%	46%
Hispanic or Latino (36)		✘	36%	80%	52%	45%
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–		
White (33)		✔	30%	80%	16%	40%
Multiracial (0)						
Other Groups						
Students with Disabilities (51)		✔	18%	80%	16%	30%
Limited English Proficient (27)		–	–	–		
Economically Disadvantaged (121)		✘	51%	80%	66%	57%
Final AYP Determination	✘ 0 of 1					
Non-Accountability Groups						
Female (92)			48%	80%		
Male (128)			30%	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 2005 total cohort through June 2010 (after 5 years) for this school is **42%** and, therefore, this school ***did not*** meet this goal. The aspirational goal does not impact accountability.

3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

Summary of 2009–10 School 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.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 7	11%	138
Grade 8	12%	141
Mathematics		
Grade 7	11%	151
Grade 8	4%	148
Science		
Grade 8	12%	137

	Percentage of students that scored at or above Level 3	2006 Total Cohort
Secondary Level	0% 50% 100%	
English	35%	178
Mathematics	42%	178

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and 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/irts**.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

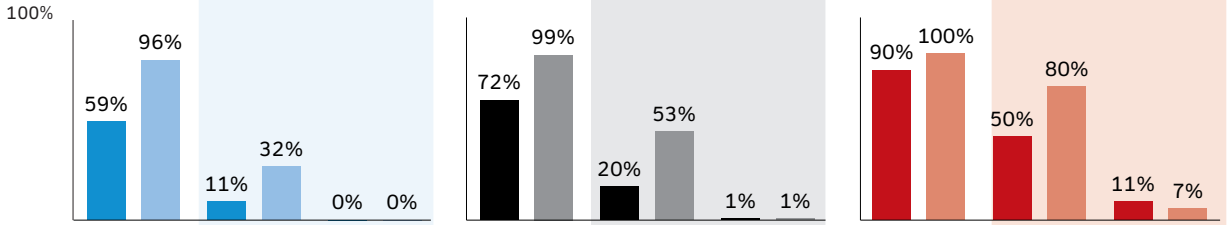
3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 7 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 642 *Range:	642–790	664–790	698–790						
2009 Mean Score: 641									
2009–10	59%	11%	0%	72%	20%	1%	90%	50%	11%
2008–09	96%	32%	0%	99%	53%	1%	100%	80%	7%
Number of Tested Students:	81 133	15 44	0 0	1606 2102	440 1134	31 18			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**138**	**59%**	**11%**	**0%**	**138**	**96%**	**32%**	**0%**
Female	58	71%	16%	0%	51	100%	39%	0%
Male	80	50%	8%	0%	87	94%	28%	0%
American Indian or Alaska Native								
Black or African American	86	58%	13%	0%	73	99%	37%	0%
Hispanic or Latino	25	68%	4%	0%	37	100%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	33%	7%	0%	13	77%	8%	0%
White	12	75%	17%	0%	15	93%	20%	0%
Multiracial								
Small Group Totals								
General-Education Students	101	62%	14%	0%	99	95%	40%	0%
Students with Disabilities	37	49%	3%	0%	39	100%	10%	0%
English Proficient	106	69%	14%	0%	92	100%	42%	0%
Limited English Proficient	32	25%	0%	0%	46	89%	11%	0%
Economically Disadvantaged	134	–	–	–	135	–	–	–
Not Disadvantaged	4	–	–	–	3	–	–	–
Migrant								
Not Migrant	138	59%	11%	0%	138	96%	32%	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 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	12	N/A	N/A	N/A	21	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	13	N/A	N/A	N/A	N/A	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.

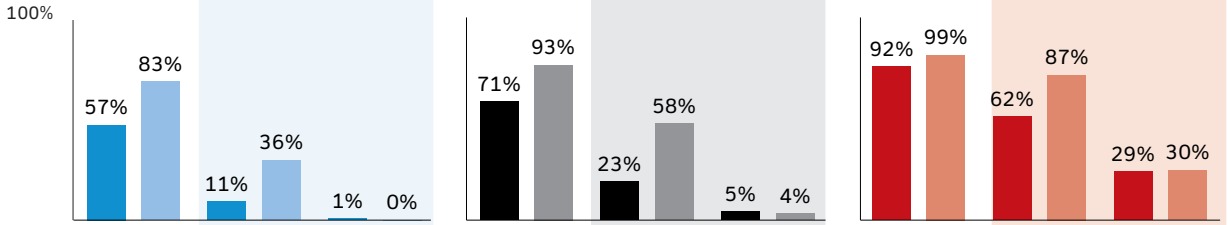
3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 7 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 633 *Range:	639–800	670–800	694–800						
2009 Mean Score: 634									
2009–10	57%	11%	1%	71%	23%	5%	92%	62%	29%
2008–09	83%	36%	0%	93%	58%	4%	99%	87%	30%
Number of Tested Students:	86 135	16 58	1 0	1592 2028	520 1275	110 85			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**151**	**57%**	**11%**	**1%**	**163**	**83%**	**36%**	**0%**
Female	66	62%	14%	0%	63	83%	38%	0%
Male	85	53%	8%	1%	100	83%	34%	0%
American Indian or Alaska Native								
Black or African American	89	60%	6%	0%	77	91%	49%	0%
Hispanic or Latino	26	62%	15%	0%	39	87%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	35%	22%	4%	32	50%	16%	0%
White	13	69%	15%	0%	15	100%	33%	0%
Multiracial								
Small Group Totals								
General-Education Students	114	61%	12%	1%	126	82%	37%	0%
Students with Disabilities	37	46%	5%	0%	37	86%	30%	0%
English Proficient	106	69%	12%	1%	90	98%	52%	0%
Limited English Proficient	45	29%	7%	0%	73	64%	15%	0%
Economically Disadvantaged	146	57%	10%	1%	157	84%	36%	0%
Not Disadvantaged	5	60%	40%	0%	6	50%	33%	0%
Migrant								
Not Migrant	151	57%	11%	1%	163	83%	36%	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 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

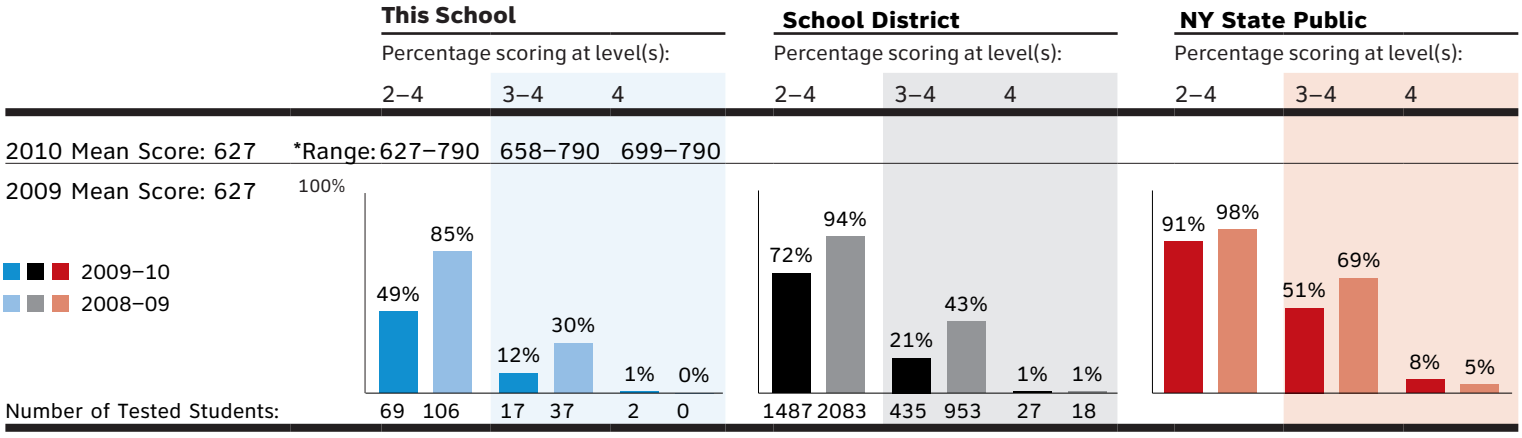
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 English Language Arts



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**141**	**49%**	**12%**	**1%**	**124**	**85%**	**30%**	**0%**
Female	54	59%	17%	2%	58	90%	38%	0%
Male	87	43%	9%	1%	66	82%	23%	0%
American Indian or Alaska Native								
Black or African American	64	59%	14%	2%	78	87%	28%	0%
Hispanic or Latino	33	55%	12%	0%	27	93%	37%	0%
Asian or Native Hawaiian/Other Pacific Islander	29	10%	7%	3%	9	44%	22%	0%
White	15	67%	13%	0%	10	90%	30%	0%
Multiracial								
Small Group Totals								
General-Education Students	99	56%	15%	2%	97	90%	36%	0%
Students with Disabilities	42	33%	5%	0%	27	70%	7%	0%
English Proficient	81	73%	19%	1%	94	94%	38%	0%
Limited English Proficient	60	17%	3%	2%	30	60%	3%	0%
Economically Disadvantaged	135	49%	12%	1%	116	85%	28%	0%
Not Disadvantaged	6	50%	17%	0%	8	88%	50%	0%
Migrant								
Not Migrant	141	49%	12%	1%	124	85%	30%	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 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	11	N/A	N/A	N/A	26	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	11	N/A	N/A	N/A	N/A	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.

3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Mathematics

	This School			School District			NY State Public		
Percentage scoring at level(s):	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 634 *Range:	639–775	673–775	702–775						
2009 Mean Score: 632									
2009–10	51%	4%	1%	62%	15%	1%	91%	55%	18%
2008–09	80%	27%	0%	84%	43%	2%	96%	80%	19%
Number of Tested Students:	75 117	6 40	2 0	1292 1888	301 966	19 41			

100%

Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**148**	**51%**	**4%**	**1%**	**147**	**80%**	**27%**	**0%**
Female	59	54%	7%	2%	68	82%	26%	0%
Male	89	48%	2%	1%	79	77%	28%	0%
American Indian or Alaska Native								
Black or African American	65	51%	3%	2%	80	83%	33%	0%
Hispanic or Latino	33	61%	0%	0%	33	85%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	35	40%	11%	3%	24	54%	4%	0%
White	15	53%	0%	0%	10	100%	40%	0%
Multiracial								
Small Group Totals								
General-Education Students	105	53%	6%	2%	122	80%	31%	0%
Students with Disabilities	43	44%	0%	0%	25	80%	8%	0%
English Proficient	81	57%	1%	0%	91	90%	38%	0%
Limited English Proficient	67	43%	7%	3%	56	63%	9%	0%
Economically Disadvantaged	141	49%	4%	1%	134	81%	28%	0%
Not Disadvantaged	7	86%	14%	0%	13	69%	15%	0%
Migrant								
Not Migrant	148	51%	4%	1%	147	80%	27%	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 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

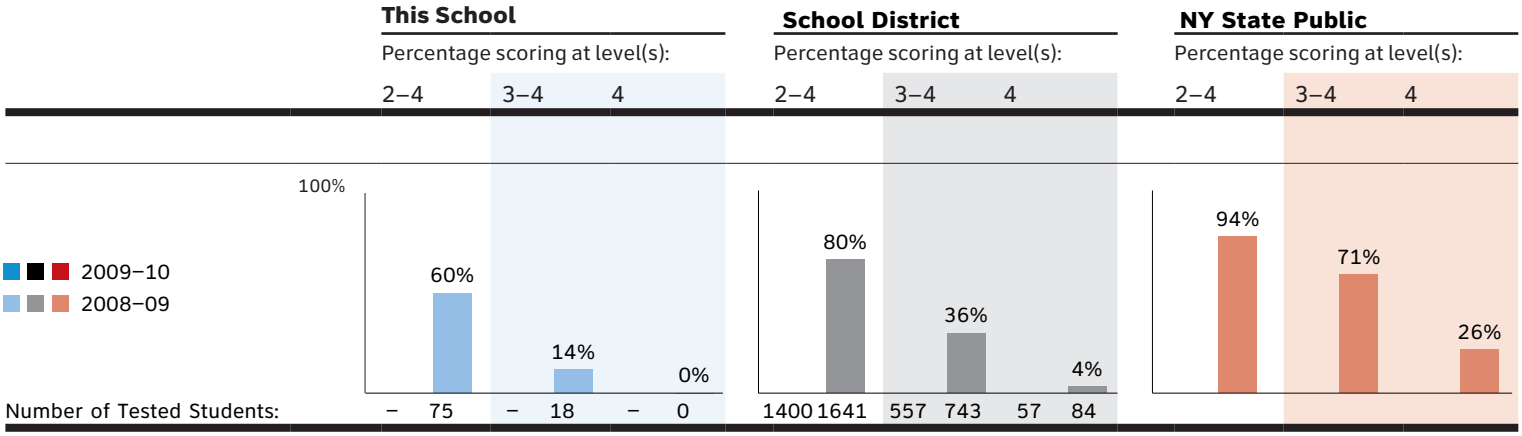
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Science



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**137**	**53%**	**12%**	**0%**	**126**	**60%**	**14%**	**0%**
Female	57	56%	16%	0%	58	59%	12%	0%
Male	80	51%	9%	0%	68	60%	16%	0%
American Indian or Alaska Native								
Black or African American	59	66%	15%	0%	69	71%	16%	0%
Hispanic or Latino	29	69%	14%	0%	29	66%	14%	0%
Asian or Native Hawaiian/Other Pacific Islander	36	22%	3%	0%	20	10%	0%	0%
White	13	46%	15%	0%	8	63%	38%	0%
Multiracial								
Small Group Totals								
General-Education Students	100	53%	15%	0%	106	62%	16%	0%
Students with Disabilities	37	54%	3%	0%	20	45%	5%	0%
English Proficient	73	73%	19%	0%	75	80%	23%	0%
Limited English Proficient	64	31%	3%	0%	51	29%	2%	0%
Economically Disadvantaged	131	53%	11%	0%	115	60%	14%	0%
Not Disadvantaged	6	50%	17%	0%	11	55%	18%	0%
Migrant								
Not Migrant	137	53%	12%	0%	126	60%	14%	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.

Other Assessments

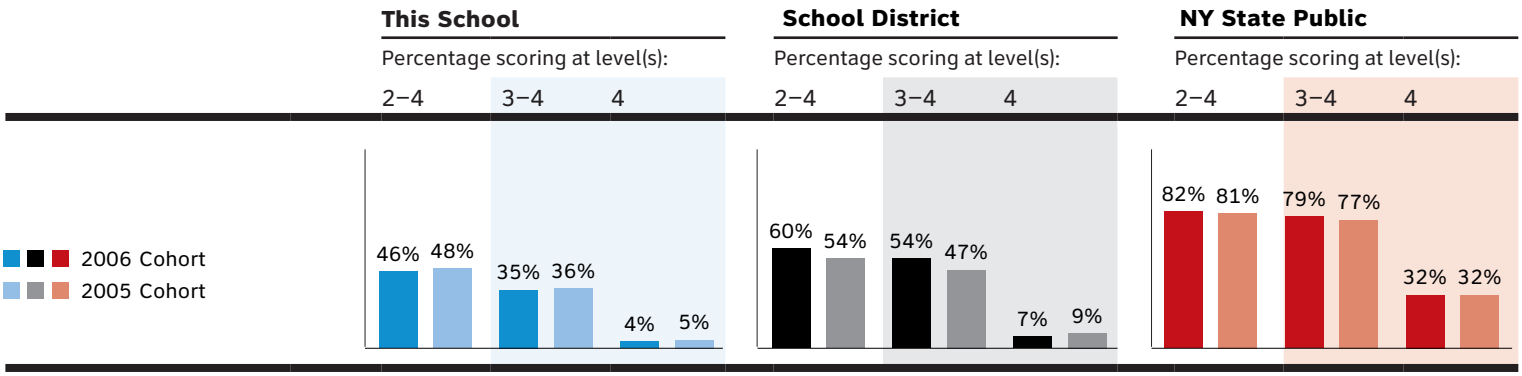
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	1	–	–	–	0			

3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

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



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**178**	**46%**	**35%**	**4%**	**220**	**48%**	**36%**	**5%**
Female	82	52%	39%	4%	92	58%	46%	2%
Male	96	41%	31%	4%	128	41%	29%	6%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	105	46%	36%	5%	139	47%	30%	4%
Hispanic or Latino	35	40%	29%	0%	36	44%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	15	–	–	–	11	–	–	–
White	22	41%	27%	5%	33	42%	39%	0%
Multiracial								
Small Group Totals	16	69%	50%	6%	12	75%	67%	25%
General-Education Students	132	55%	43%	5%	177	54%	43%	6%
Students with Disabilities	46	22%	11%	2%	43	23%	7%	0%
English Proficient	138	47%	37%	5%	193	48%	37%	5%
Limited English Proficient	40	43%	28%	0%	27	48%	26%	0%
Economically Disadvantaged	134	53%	41%	4%	121	62%	48%	7%
Not Disadvantaged	44	25%	16%	5%	99	30%	21%	2%
Migrant								
Not Migrant	178	46%	35%	4%	220	48%	36%	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.

* 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.

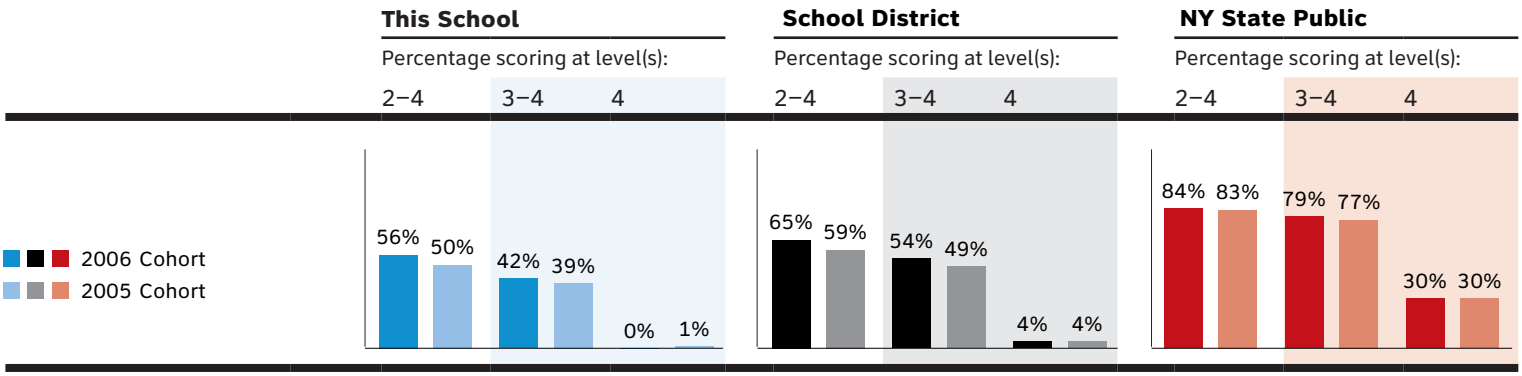
** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

3 Overview of School Performance

School **THOMAS JEFFERSON HIGH SCHOOL**
School ID **26-16-00-01-0063**

District **ROCHESTER CITY SCHOOL DISTRICT**

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



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**178**	**56%**	**42%**	**0%**	**220**	**50%**	**39%**	**1%**
Female	82	60%	49%	0%	92	61%	45%	0%
Male	96	52%	36%	0%	128	41%	35%	2%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	105	59%	44%	0%	139	50%	38%	1%
Hispanic or Latino	35	46%	31%	0%	36	50%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	–	–	–	11	–	–	–
White	22	41%	32%	0%	33	39%	36%	0%
Multiracial								
Small Group Totals	16	75%	69%	0%	12	75%	75%	17%
General-Education Students	132	64%	52%	0%	177	55%	44%	2%
Students with Disabilities	46	33%	15%	0%	43	26%	21%	0%
English Proficient	138	52%	42%	0%	193	49%	38%	2%
Limited English Proficient	40	68%	43%	0%	27	52%	44%	0%
Economically Disadvantaged	134	63%	49%	0%	121	67%	54%	2%
Not Disadvantaged	44	32%	20%	0%	99	28%	21%	1%
Migrant								
Not Migrant	178	56%	42%	0%	220	50%	39%	1%

NOTES

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