



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>THOMAS JEFFERSON HIGH SCHOOL</b>
<b>SCHOOL ID:</b>	<b>261600010063</b>
<b>DISTRICT:</b>	<b>ROCHESTER CITY SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>261600010000</b>
<b>PRINCIPAL:</b>	<b>CHRISTINE SICKLES</b>
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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](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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

## 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	✓	231	97%
American Indian or Alaska Native	—	0	—
Black or African American	✓	124	98%
Hispanic or Latino	✗	122*	94%*
Asian or Native Hawaiian/Other Pacific Islander	✓	47	100%
White	—	16	—
Multiracial	—	0	—
Students With Disabilities	✗	134*	94%*
Limited English Proficient	✓	86	95%
Economically Disadvantaged	✓	222	98%

✓ 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.

\* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

### 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063

DISTRICT: ROCHESTER 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	✗	172	59	142	88
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	106	65	120	88
Hispanic or Latino	✗	31	58	115	95
Asian or Native Hawaiian/Other Pacific Islander	—	24	—	—	—
White	—	11	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	39†	28†	85	68
Limited English Proficient	✗	46‡	28‡	96	54
Economically Disadvantaged	✗	168	60	126	87

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	231	97%
Not Black or African American	107	96%
Not Hispanic or Latino	109	101%
Not Asian or Native Hawaiian/Other Pacific Islander	184	97%
Not White	215	97%
Not Multiracial	231	97%
General Education	186	98%
English Proficient	145	99%
Not Economically Disadvantaged	9	—
Male	118	96%
Female	113	99%
Migrant	0	—
Not Migrant	231	97%

— 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	172	59
Not Black or African American	66	50
Not Hispanic or Latino	141	60
Not Asian or Native Hawaiian/Other Pacific Islander	148	65
Not White	161	58
Not Multiracial	172	59
General Education	135	69
English Proficient	129	71
Not Economically Disadvantaged	4	—
Male	84	55
Female	88	64
Migrant	0	—
Not Migrant	172	59

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

# Elementary/Middle-Level Math: AYP

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

## 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	✓	235	95%
American Indian or Alaska Native	—	0	—
Black or African American	✓	127	98%
Hispanic or Latino	✗	125*	90%*
Asian or Native Hawaiian/Other Pacific Islander	✓	47	96%
White	—	16	—
Multiracial	—	0	—
Students With Disabilities	✗	134*	94%*
Limited English Proficient	✗	213*	92%*
Economically Disadvantaged	✓	225	96%

✓ 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.

\* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

### 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063

DISTRICT: ROCHESTER 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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	193	60	156	90
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	107	60	132	89
Hispanic or Latino	✗	37	43	134	94
Asian or Native Hawaiian/Other Pacific Islander	✓	35	74	169	73
White	—	14	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	39†	18†	106	62
Limited English Proficient	✗	67‡	54‡	128	70
Economically Disadvantaged	✗	188	60	143	89

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	235	95%
Not Black or African American	108	93%
Not Hispanic or Latino	110	101%
Not Asian or Native Hawaiian/Other Pacific Islander	188	95%
Not White	219	95%
Not Multiracial	235	95%
General Education	190	96%
English Proficient	146	99%
Not Economically Disadvantaged	10	—
Male	343	95%
Female	115	97%
Migrant	0	—
Not Migrant	235	95%

— 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	193	60
Not Black or African American	86	59
Not Hispanic or Latino	156	63
Not Asian or Native Hawaiian/Other Pacific Islander	158	56
Not White	179	59
Not Multiracial	193	60
General Education	156	70
English Proficient	129	64
Not Economically Disadvantaged	5	—
Male	99	59
Female	94	61
Migrant	0	—
Not Migrant	193	60

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

# Elementary/Middle-Level Science: AYP

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **NO**

## 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	✓	219	84%
American Indian or Alaska Native	—	0	—
Black or African American	✓	123	82%
Hispanic or Latino	✓	76*	80%*
Asian or Native Hawaiian/Other Pacific Islander	—	39	—
White	—	15	—
Multiracial	—	0	—
Students With Disabilities	✗	92*	77%*
Limited English Proficient	✓	75	84%
Economically Disadvantaged	✓	210	86%

✓ 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.

\* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

### 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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 $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✗	160	58	171	73
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	88	65	150	67
Hispanic or Latino	✓	31	55	148	1
Asian or Native Hawaiian/Other Pacific Islander	—	28	—	—	—
White	—	13	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	28	—	—	—
Limited English Proficient	✗	55‡	24‡	137	32
Economically Disadvantaged	✗	157	57	160	70

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

✗ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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 four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{[\text{Count of Tested Students}]} \times 100$

**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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	219	84%
Not Black or African American	96	88%
Not Hispanic or Latino	143	87%
Not Asian or Native Hawaiian/Other Pacific Islander	180	83%
Not White	204	83%
Not Multiracial	219	84%
General Education	176	88%
English Proficient	144	85%
Not Economically Disadvantaged	9	—
Male	111	83%
Female	108	86%
Migrant	0	—
Not Migrant	219	84%

— 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	160	58
Not Black or African American	72	50
Not Hispanic or Latino	129	59
Not Asian or Native Hawaiian/Other Pacific Islander	132	65
Not White	147	55
Not Multiracial	160	58
General Education	132	67
English Proficient	108	78
Not Economically Disadvantaged	3	—
Male	81	59
Female	79	57
Migrant	0	—
Not Migrant	160	58

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

# Secondary-Level ELA: AYP

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	✓	136	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	80	100%
Hispanic or Latino	—	23	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	—	7	—
Multiracial	—	0	—
Students With Disabilities	—	7	—
Limited English Proficient	✓	47	96%
Economically Disadvantaged	✓	114	98%

✓ 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	135	76	150	91
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	71	86	123	83
Hispanic or Latino	—	23	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	33	52	155	20
White	—	7	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	12	—	—	—
Limited English Proficient	✗	55‡	44‡	88	55
Economically Disadvantaged	✗	122	78	132	93

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**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:  $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$

**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 ELA: Non-AYP Groups

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	136	98%
Not Black or African American	56	95%
Not Hispanic or Latino	113	98%
Not Asian or Native Hawaiian/Other Pacific Islander	110	99%
Not White	129	98%
Not Multiracial	136	98%
General Education	129	98%
English Proficient	89	99%
Not Economically Disadvantaged	22	—
Male	53	98%
Female	83	98%
Migrant	0	—
Not Migrant	136	98%

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

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	134	76
Not Black or African American	64	64
Not Hispanic or Latino	112	72
Not Asian or Native Hawaiian/Other Pacific Islander	102	83
Not White	128	77
Not Multiracial	135	76
General Education	123	80
English Proficient	83	99
Not Economically Disadvantaged	13	—
Male	63	60
Female	72	89
Migrant	0	—
Not Migrant	135	76

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	✓	136	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	80	100%
Hispanic or Latino	—	23	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	—	7	—
Multiracial	—	0	—
Students With Disabilities	—	7	—
Limited English Proficient	✓	47	96%
Economically Disadvantaged	✓	114	99%

✓ 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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 $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	135	67	127	80
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	71	72	92	77
Hispanic or Latino	—	23	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	33	70	147	20
White	—	7	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	12	—	—	—
Limited English Proficient	✗	55‡	64‡	88	80
Economically Disadvantaged	✗	122	70	106	82

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**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:  $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$

**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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	136	99%
Not Black or African American	56	96%
Not Hispanic or Latino	113	98%
Not Asian or Native Hawaiian/Other Pacific Islander	110	100%
Not White	129	98%
Not Multiracial	136	99%
General Education	129	98%
English Proficient	89	100%
Not Economically Disadvantaged	22	—
Male	53	98%
Female	83	99%
Migrant	0	—
Not Migrant	136	99%

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

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	134	68
Not Black or African American	64	63
Not Hispanic or Latino	112	69
Not Asian or Native Hawaiian/Other Pacific Islander	102	67
Not White	128	69
Not Multiracial	135	67
General Education	123	70
English Proficient	83	71
Not Economically Disadvantaged	13	—
Male	63	62
Female	72	72
Migrant	0	—
Not Migrant	135	67

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	59	60	76	67	66
American Indian or Alaska Native	—	—	—	—	—
Black or African American	65	60	86	72	71
Hispanic or Latino	58	43	—	—	51
Asian or Native Hawaiian/Other Pacific Islander	—	74	52	70	65
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	28	18	—	—	23
Limited English Proficient	28	54	44	64	48
Economically Disadvantaged	60	60	78	70	67

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

# Graduation Rate: AYP

SCHOOL: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	✗	162	41%	80%	43%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	94	37%	80%	45%
Hispanic or Latino	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—
White	—	17	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	✗	46‡	33%‡	80%	40%
Economically Disadvantaged	✗	133	47%	80%	49%

✓ 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 limited English proficient students because the number of limited English proficient students 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	✗	182	47%	80%	50%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	106	48%	80%	49%
Hispanic or Latino	✗	37	41%	80%	51%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	—	23	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	55†	25%†	80%	34%
Limited English Proficient	✗	38	50%	80%	53%
Economically Disadvantaged	✗	122	53%	80%	61%

✓ 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: THOMAS JEFFERSON HIGH SCHOOL

SCHOOL ID: 261600010063  
DISTRICT: ROCHESTER 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	162	41%	181	46%
Not Black or African American	68	46%	76	45%
Not Hispanic or Latino	137	42%	145	48%
Not Asian or Native Hawaiian/Other Pacific Islander	136	42%	167	45%
Not White	145	37%	159	48%
Not Multiracial	162	41%	182	47%
General Education	133	46%	130	55%
English Proficient	119	45%	144	46%
Not Economically Disadvantaged	29	—	60	33%
Male	97	40%	99	44%
Female	65	42%	83	49%
Migrant	0	—	0	—
Not Migrant	162	41%	182	47%

— 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 1%, 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 0%, which did not exceed the State average of 3%.