



The New York State Accountability Report 2011-12

SCHOOL:	DR FREDDIE THOMAS HIGH SCHOOL
SCHOOL ID:	261600010085
DISTRICT:	ROCHESTER CITY SCHOOL DISTRICT
DISTRICT ID:	261600010000
PRINCIPAL:	ANTHONY ROBINSON
SUPERINTENDENT:	BOLGEN VARGAS
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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:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
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Adequate Yearly Progress and Performance Indices

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

Elementary/Middle-Level ELA: AYP

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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: **YES**

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

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	367	95%
American Indian or Alaska Native	—	1	—
Black or African American	✓	241	96%
Hispanic or Latino	✓	201*	96%*
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	—	16	—
Multiracial	—	0	—
Students With Disabilities	✓	90	97%
Limited English Proficient	—	36	—
Economically Disadvantaged	✓	356	95%

✓ 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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	330	87	144	122
American Indian or Alaska Native	—	1	—	—	—
Black or African American	X	218	88	122	121
Hispanic or Latino	X	94	79	122	121
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	—	14	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	86†	47†	90	86
Limited English Proficient	X	41‡	51‡	95	95
Economically Disadvantaged	X	321	87	128	120

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

X 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	366	95%
Not Black or African American	126	94%
Not Hispanic or Latino	166	95%
Not Asian or Native Hawaiian/Other Pacific Islander	363	95%
Not White	351	95%
Not Multiracial	367	95%
General Education	277	95%
English Proficient	331	96%
Not Economically Disadvantaged	11	—
Male	202	95%
Female	165	96%
Migrant	0	—
Not Migrant	367	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	329	87
Not Black or African American	112	84
Not Hispanic or Latino	236	90
Not Asian or Native Hawaiian/Other Pacific Islander	327	86
Not White	316	86
Not Multiracial	330	87
General Education	249	100
English Proficient	299	92
Not Economically Disadvantaged	9	—
Male	182	77
Female	148	98
Migrant	0	—
Not Migrant	330	87

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

Elementary/Middle-Level Math: AYP

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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: **YES**

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

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	367	96%
American Indian or Alaska Native	—	1	—
Black or African American	✓	241	96%
Hispanic or Latino	✓	105	95%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	—	16	—
Multiracial	—	0	—
Students With Disabilities	✓	90	97%
Limited English Proficient	—	36	—
Economically Disadvantaged	✓	356	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.

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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	329	108	158	135
American Indian or Alaska Native	—	1	—	—	—
Black or African American	X	216	106	134	133
Hispanic or Latino	X	95	106	140	140
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	—	14	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	85†	81†	111	97
Limited English Proficient	X	42‡	81‡	125	125
Economically Disadvantaged	X	320	109	145	134

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

X 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	366	96%
Not Black or African American	126	95%
Not Hispanic or Latino	262	96%
Not Asian or Native Hawaiian/Other Pacific Islander	363	96%
Not White	351	96%
Not Multiracial	367	96%
General Education	277	95%
English Proficient	331	96%
Not Economically Disadvantaged	11	—
Male	201	95%
Female	166	96%
Migrant	0	—
Not Migrant	367	96%

— 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	328	107
Not Black or African American	113	110
Not Hispanic or Latino	234	108
Not Asian or Native Hawaiian/Other Pacific Islander	326	107
Not White	315	107
Not Multiracial	329	108
General Education	249	116
English Proficient	297	112
Not Economically Disadvantaged	9	—
Male	180	105
Female	149	111
Migrant	0	—
Not Migrant	329	108

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

Elementary/Middle-Level Science: AYP

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	X	338*	71%*
American Indian or Alaska Native	—	0	—
Black or African American	X	223*	72%*
Hispanic or Latino	X	92*	71%*
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	—	9	—
Multiracial	—	0	—
Students With Disabilities	—	34	—
Limited English Proficient	—	16	—
Economically Disadvantaged	X	321*	71%*

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

X 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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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: **YES**

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

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	94	93	169	60
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	62	81	149	56
Hispanic or Latino	—	26	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	—	4	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	13	—	—	—
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	91	93	158	57

✓ 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.

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	338	71%
Not Black or African American	115	70%
Not Hispanic or Latino	246	71%
Not Asian or Native Hawaiian/Other Pacific Islander	335	71%
Not White	329	72%
Not Multiracial	338	71%
General Education	273	75%
English Proficient	313	73%
Not Economically Disadvantaged	17	—
Male	166	69%
Female	172	73%
Migrant	0	—
Not Migrant	338	71%

— 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	94	93
Not Black or African American	32	116
Not Hispanic or Latino	68	88
Not Asian or Native Hawaiian/Other Pacific Islander	92	90
Not White	90	90
Not Multiracial	94	93
General Education	81	95
English Proficient	88	98
Not Economically Disadvantaged	3	—
Male	58	88
Female	36	100
Migrant	0	—
Not Migrant	94	93

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

Secondary-Level ELA: AYP

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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): YES

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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	✓	118	97%
American Indian or Alaska Native	—	0	—
Black or African American	✓	71	99%
Hispanic or Latino	—	37	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	—	5	—
Multiracial	—	0	—
Students With Disabilities	—	6	—
Limited English Proficient	—	6	—
Economically Disadvantaged	✓	88	97%

✓ 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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	110	121	149	109
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	71	120	123	106
Hispanic or Latino	—	28	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	—	8	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	9	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	95	118	131	109

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

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

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

Secondary-Level ELA: Non-AYP Groups

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	118	97%
Not Black or African American	47	96%
Not Hispanic or Latino	81	99%
Not Asian or Native Hawaiian/Other Pacific Islander	113	97%
Not White	113	97%
Not Multiracial	118	97%
General Education	112	98%
English Proficient	112	97%
Not Economically Disadvantaged	30	—
Male	56	95%
Female	62	100%
Migrant	0	—
Not Migrant	118	97%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	110	121
Not Black or African American	39	123
Not Hispanic or Latino	82	123
Not Asian or Native Hawaiian/Other Pacific Islander	107	121
Not White	102	119
Not Multiracial	110	121
General Education	101	131
English Proficient	110	121
Not Economically Disadvantaged	15	—
Male	57	102
Female	53	142
Migrant	0	—
Not Migrant	110	121

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	✓	118	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	71	99%
Hispanic or Latino	—	37	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	—	5	—
Multiracial	—	0	—
Students With Disabilities	—	6	—
Limited English Proficient	—	6	—
Economically Disadvantaged	✓	88	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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	110	84	126	88
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	71	82	92	84
Hispanic or Latino	—	28	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	—	8	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	9	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	95	81	105	88

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level Math: Non-AYP Groups

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	118	98%
Not Black or African American	47	98%
Not Hispanic or Latino	81	99%
Not Asian or Native Hawaiian/Other Pacific Islander	113	98%
Not White	113	98%
Not Multiracial	118	98%
General Education	112	100%
English Proficient	112	98%
Not Economically Disadvantaged	30	—
Male	56	96%
Female	62	100%
Migrant	0	—
Not Migrant	118	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	110	84
Not Black or African American	39	87
Not Hispanic or Latino	82	87
Not Asian or Native Hawaiian/Other Pacific Islander	107	82
Not White	102	81
Not Multiracial	110	84
General Education	101	89
English Proficient	110	84
Not Economically Disadvantaged	15	—
Male	57	84
Female	53	83
Migrant	0	—
Not Migrant	110	84

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	87	108	121	84	100
American Indian or Alaska Native	—	—	—	—	—
Black or African American	88	106	120	82	99
Hispanic or Latino	79	106	—	—	93
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	47	81	—	—	64
Limited English Proficient	51	81	—	—	66
Economically Disadvantaged	87	109	118	81	99

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

Graduation Rate: AYP

SCHOOL: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	✓	230	47%	80%	47%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	156	45%	80%	45%
Hispanic or Latino	✓	53	51%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	—	14	—	—	—
Multiracial	—	1	—	—	—
Students With Disabilities	✓	51†	33%†	80%	8%
Limited English Proficient	—	13	—	—	—
Economically Disadvantaged	✗	159	53%	80%	60%

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

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

— There were fewer than 30 students in the cohort.

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

2007 Four-Year Graduation-Rate Total Cohort

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

Graduation Rate

The graduate 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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	x	147	44%	80%	50%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	x	114	43%	80%	50%
Hispanic or Latino	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	—	7	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	x	84	56%	80%	67%

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

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

— There were fewer than 30 students in the cohort.

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 graduate 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: DR FREDDIE THOMAS HIGH SCHOOL

SCHOOL ID: 261600010085
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	230	47%	147	44%
Not Black or African American	74	53%	33	48%
Not Hispanic or Latino	177	46%	122	43%
Not Asian or Native Hawaiian/Other Pacific Islander	224	47%	146	44%
Not White	216	47%	140	44%
Not Multiracial	229	47%	147	44%
General Education	189	50%	124	44%
English Proficient	217	46%	144	44%
Not Economically Disadvantaged	71	34%	63	29%
Male	122	39%	77	39%
Female	108	56%	70	50%
Migrant	0	—	0	—
Not Migrant	230	47%	147	44%

— 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 3%, 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%.