

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-18-00-01-0020

Grade Range : 9-12

Name: Rome Free Academy

Principal: Susan L. Whitney

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	465
Tenth	416	415	472
Eleventh	354	417	397
Twelfth	383	323	393
Ungraded Secondary	77	74	60
Total K-12 Enrollment	1230	1229	1787

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	2.0%	24	2.0%	33	1.8%
Black (Not Hispanic)	66	5.4%	75	6.1%	116	6.5%
Hispanic	32	2.6%	36	2.9%	55	3.1%
White (Not Hispanic)	1108	90.1%	1094	89.0%	1583	88.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	21	23
Mathematics Grade 10	22	22	21
Science Grade 10	21	22	23
Social Studies Grade 10	21	21	26

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	11	0.9%	7	0.4%
Eligible for Free Lunch	137	11.1%	193	15.7%	286	16.0%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.5%		93.9%		93.5%
Student Suspensions	283	22.0%	114	9.3%	169	13.8%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	4.5%	5.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	125
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	299	169	57%	267	153	57%	292	190	65%
Students with Disabilities	34	8	24%	6	1	17%	24	2	8%
All Students	333	177	53%	273	154	56%	316	192	61%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	138	139	0	14	8	17
Percent	44%	44%	0%	4%	3%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
24	2	18	42

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			32		65	
	Entered GED Program*			6		0	
	Total Noncompleters			38		65	
Students with Disabilities	Dropped Out			21		21	
	Entered GED Program*			1		14	
	Total Noncompleters			22		35	
All Students	Dropped Out	38	3.1%	53	4.3%	86	4.8%
	Entered GED Program*	38	3.1%	7	0.6%	14	0.8%
	Total Noncompleters	76	6.2%	60	4.9%	100	5.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	10	50%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	12	50%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	26	77%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	6	83%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	2	#
Science	0	0%	5	20%	2	#
Reading	0	0%	9	33%	6	67%
Writing	0	0%	9	67%	6	100%
Global Studies	3	#	3	#	1	#
U.S. Hist & Gov't	3	#	7	14%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	79%	30	83%	85	72%
Science	22	45%	27	15%	40	40%
Reading	40	82%	30	23%	38	74%
Writing	58	74%	28	64%	38	100%
Global Studies	7	43%	17	18%	38	18%
U.S. Hist & Gov't	16	56%	10	10%	18	44%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	323	384	373	52	31	42
Number Scoring 55–100	313	356	321	43	22	18
Number Scoring 65–100	292	296	282	34	15	12
Number Scoring 85–100	64	100	121	4	0	1
Percentage of Tested Scoring 55–100	97%	93%	86%	83%	71%	43%
Percentage of Tested Scoring 65–100	90%	77%	76%	65%	48%	29%
Percentage of Tested Scoring 85–100	20%	26%	32%	8%	0%	2%
Mathematics A						
Number Tested	0	113	467	0	19	55
Number Scoring 55–100	0	36	338	0	2	23
Number Scoring 65–100	0	11	276	0	1	18
Number Scoring 85–100	0	0	56	0	0	0
Percentage of Tested Scoring 55–100	0%	32%	72%	0%	11%	42%
Percentage of Tested Scoring 65–100	0%	10%	59%	0%	5%	33%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	61	0	0	0
Number Scoring 55–100	0	0	58	0	0	0
Number Scoring 65–100	0	0	56	0	0	0
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
Global History and Geography						
Number Tested	372	379	490	46	41	80
Number Scoring 55–100	364	340	425	44	27	50
Number Scoring 65–100	327	296	371	29	16	34
Number Scoring 85–100	95	70	111	5	2	2
Percentage of Tested Scoring 55–100	98%	90%	87%	96%	66%	62%
Percentage of Tested Scoring 65–100	88%	78%	76%	63%	39%	42%
Percentage of Tested Scoring 85–100	26%	18%	23%	11%	5%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	329	408	320	53	31	41
Number Scoring 55–100	283	371	291	35	25	33
Number Scoring 65–100	238	298	262	27	16	25
Number Scoring 85–100	88	72	56	4	1	1
Percentage of Tested Scoring 55–100	86%	91%	91%	66%	81%	80%
Percentage of Tested Scoring 65–100	72%	73%	82%	51%	52%	61%
Percentage of Tested Scoring 85–100	27%	18%	17%	8%	3%	2%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	309	330	536	39	36	58
Number Scoring 55–100	303	324	502	35	32	42
Number Scoring 65–100	270	311	455	27	23	25
Number Scoring 85–100	38	92	137	1	0	3
Percentage of Tested Scoring 55–100	98%	98%	94%	90%	89%	72%
Percentage of Tested Scoring 65–100	87%	94%	85%	69%	64%	43%
Percentage of Tested Scoring 85–100	12%	28%	26%	3%	0%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	4	143	0	0	18
Number Scoring 55–100	0	#	128	0	0	15
Number Scoring 65–100	0	#	102	0	0	12
Number Scoring 85–100	0	#	20	0	0	1
Percentage of Tested Scoring 55–100	0%	#	90%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	#	71%	0%	0%	67%
Percentage of Tested Scoring 85–100	0%	#	14%	0%	0%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		60	34		1	2
Number Scoring 55–100		60	34		#	#
Number Scoring 65–100		57	29		#	#
Number Scoring 85–100		16	17		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		95%	85%		#	#
Percentage of Tested Scoring 85–100		27%	50%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	49	59	58	2	3	0
Number Scoring 55–100	48	59	58	#	#	0
Number Scoring 65–100	45	50	53	#	#	0
Number Scoring 85–100	12	8	24	#	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	92%	85%	91%	#	#	0%
Percentage of Tested Scoring 85–100	24%	14%	41%	#	#	0%
Comprehensive Italian						
Number Tested	46	44	35	0	1	0
Number Scoring 55–100	43	43	34	0	#	0
Number Scoring 65–100	41	39	33	0	#	0
Number Scoring 85–100	17	14	11	0	#	0
Percentage of Tested Scoring 55–100	93%	98%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	89%	94%	0%	#	0%
Percentage of Tested Scoring 85–100	37%	32%	31%	0%	#	0%
Comprehensive German						
Number Tested	14	11	10	0	0	0
Number Scoring 55–100	14	11	10	0	0	0
Number Scoring 65–100	14	10	10	0	0	0
Number Scoring 85–100	7	5	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	45%	60%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	134	120	140	1	0	3
Number Scoring 55–100	130	118	134	#	0	#
Number Scoring 65–100	128	114	128	#	0	#
Number Scoring 85–100	68	66	79	#	0	#
Percentage of Tested Scoring 55–100	97%	98%	96%	#	0%	#
Percentage of Tested Scoring 65–100	96%	95%	91%	#	0%	#
Percentage of Tested Scoring 85–100	51%	55%	56%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	237	215	60	15	10	2
Number Scoring 55–100	150	166	38	9	7	#
Number Scoring 65–100	119	127	31	6	6	#
Number Scoring 85–100	25	22	5	1	1	#
Percentage of Tested Scoring 55–100	63%	77%	63%	60%	70%	#
Percentage of Tested Scoring 65–100	50%	59%	52%	40%	60%	#
Percentage of Tested Scoring 85–100	11%	10%	8%	7%	10%	#
Sequential Mathematics, Course III						
Number Tested	192	233	145	9	3	4
Number Scoring 55–100	169	219	112	7	#	#
Number Scoring 65–100	153	205	94	5	#	#
Number Scoring 85–100	75	81	31	1	#	#
Percentage of Tested Scoring 55–100	88%	94%	77%	78%	#	#
Percentage of Tested Scoring 65–100	80%	88%	65%	56%	#	#
Percentage of Tested Scoring 85–100	39%	35%	21%	11%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	85	100%	83	100%	98	91%
Students with Disabilities	18	100%	17	94%	26	58%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA)

2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	318	318	318	35	35	35	353	353	353
Number Scoring 55–64	12	28	7	6	4	6	18	32	13
Number Scoring 65–84	185	205	199	10	14	14	195	219	213
Number Scoring 85–100	93	71	96	5	1	2	98	72	98
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)