

The University of the State of New York
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
Rome City School District

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	6	s	s
Black	1	0	0	3	9	8	1	21	86%	43%
Hispanic	0	5	1	1	4	5	0	10	90%	50%
Asian or Pacific Islander	1	1	0	s	s	s	s	2	s	s
White	9	0	5	38	142	212	56	448	92%	60%
Total	11	6	6	43	158	228	58	487	91%	59%
Small Group Totals (s)	1	1	0	1	3	3	1	8	88%	50%
Results by Gender										
Female	7	1	4	20	75	112	39	246	92%	61%
Male	4	5	2	23	83	116	19	241	90%	56%
Total	11	6	6	43	158	228	58	487	91%	59%
Results by English Proficiency Status										
English Proficient	11	0	6	43	158	228	58	487	91%	59%
Limited English Proficient	0	6	0	0	0	0	0	0	0%	0%
Total	11	6	6	43	158	228	58	487	91%	59%
Results by Income Level										
Economically Disadvantaged	9	5	2	29	95	93	11	228	87%	46%
Not Disadvantaged	2	1	4	14	63	135	47	259	95%	70%
Total	11	6	6	43	158	228	58	487	91%	59%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	11	6	6	43	158	228	58	487	91%	59%
Total	11	6	6	43	158	228	58	487	91%	59%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	6	s	s
Black	1	0	0	0	9	11	1	21	100%	57%
Hispanic	0	4	0	2	1	7	2	12	83%	75%
Asian or Pacific Islander	1	1	0	s	s	s	s	2	s	s
White	9	0	5	21	113	204	106	444	95%	70%
Total	11	5	5	24	124	226	111	485	95%	69%
Small Group Totals (s)	1	1	0	1	1	4	2	8	88%	75%
Results by Gender										
Female	7	1	2	14	63	111	58	246	94%	69%
Male	4	4	3	10	61	115	53	239	96%	70%
Total	11	5	5	24	124	226	111	485	95%	69%
Results by English Proficiency Status										
English Proficient	11	0	5	s	s	s	s	484	s	s
Limited English Proficient	0	5	0	s	s	s	s	1	s	s
Total	11	5	5	24	124	226	111	485	95%	69%
Results by Income Level										
Economically Disadvantaged	9	4	1	15	69	115	27	226	93%	63%
Not Disadvantaged	2	1	4	9	55	111	84	259	97%	75%
Total	11	5	5	24	124	226	111	485	95%	69%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	11	5	5	24	124	226	111	485	95%	69%
Total	11	5	5	24	124	226	111	485	95%	69%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	1	s	s	s	s	3	s	s
Black	0	0	2	3	24	5	0	32	91%	16%
Hispanic	0	1	2	2	10	1	0	13	85%	8%
Asian or Pacific Islander	0	1	0	s	s	s	s	6	s	s
White	12	0	21	43	204	127	23	397	89%	38%
Total	12	2	26	48	242	136	25	451	89%	36%
Small Group Totals (s)	0	1	1	0	4	3	2	9	100%	56%
Results by Gender										
Female	2	2	8	16	121	78	15	230	93%	40%
Male	10	0	18	32	121	58	10	221	86%	31%
Total	12	2	26	48	242	136	25	451	89%	36%
Results by English Proficiency Status										
English Proficient	12	0	26	48	242	136	25	451	89%	36%
Limited English Proficient	0	2	0	0	0	0	0	0	0%	0%
Total	12	2	26	48	242	136	25	451	89%	36%
Results by Income Level										
Economically Disadvantaged	8	2	11	20	101	19	2	142	86%	15%
Not Disadvantaged	4	0	15	28	141	117	23	309	91%	45%
Total	12	2	26	48	242	136	25	451	89%	36%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	12	2	26	48	242	136	25	451	89%	36%
Total	12	2	26	48	242	136	25	451	89%	36%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	1	s	s	s	s	3	s	s
Black	0	0	1	13	18	2	0	33	61%	6%
Hispanic	1	0	1	9	5	0	0	14	36%	0%
Asian or Pacific Islander	0	0	0	s	s	s	s	7	s	s
White	14	0	20	93	161	113	29	396	77%	36%
Total	15	0	23	115	189	120	29	453	75%	33%
Small Group Totals (s)	0	0	1	0	5	5	0	10	100%	50%
Results by Gender										
Female	4	0	10	57	95	66	11	229	75%	34%
Male	11	0	13	58	94	54	18	224	74%	32%
Total	15	0	23	115	189	120	29	453	75%	33%
Results by English Proficiency Status										
English Proficient	15	0	23	s	s	s	s	451	s	s
Limited English Proficient	0	0	0	s	s	s	s	2	s	s
Total	15	0	23	115	189	120	29	453	75%	33%
Results by Income Level										
Economically Disadvantaged	10	0	12	48	74	19	1	142	66%	14%
Not Disadvantaged	5	0	11	67	115	101	28	311	78%	41%
Total	15	0	23	115	189	120	29	453	75%	33%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	15	0	23	115	189	120	29	453	75%	33%
Total	15	0	23	115	189	120	29	453	75%	33%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	312	16	288	0	97%
Students with Disabilities	35	9	19	3	89%
Total	347	25	307	3	97%
Results by English Language Proficiency					
English Proficient	347	25	307	3	97%
Limited English Proficient	0	0	0	0	
Total	347	25	307	3	97%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	312	17	282	0	96%
Students with Disabilities	35	6	17	11	97%
Total	347	23	299	11	96%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total		347	28	0	46	1