

# New York State District Report Card Comprehensive Information Report

BEDS Code: 41-18-00-01-0000  
 Name: Rome City School District  
 Superintendent: Thomas Gallagher

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	194	197	190
Kindergarten	392	409	433
First	456	423	447
Second	461	423	393
Third	470	445	426
Fourth	438	444	449
Fifth	494	451	438
Sixth	435	475	442
Ungraded Elementary	121	159	136
Seventh	467	504	501
Eighth	460	489	432
Ninth	457	465	480
Tenth	415	472	407
Eleventh	417	397	416
Twelfth	323	393	373
Ungraded Secondary	175	129	140
Total K-12 Enrollment	5981	6078	5913

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	132	2.2%	128	2.1%	128	2.2%
Black (Not Hispanic)	391	6.5%	398	6.5%	415	7.0%
Hispanic	198	3.3%	211	3.5%	194	3.3%
White (Not Hispanic)	5260	87.9%	5341	87.9%	5176	87.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	18	19
Common Branch	20	20	19
English Grade 8	22	22	21
Mathematics Grade 8	19	21	22
Science Grade 8	23	25	21
Social Studies Grade 8	24	22	21
English Grade 10	21	23	23
Mathematics Grade 10	22	21	17
Science Grade 10	22	23	19
Social Studies Grade 10	21	26	23

(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
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	43	0.7%	33	0.5%	39	0.6%
Eligible for Free Lunch	2001	35.8%	1804	31.8%	1976	33.4%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		93.9%		93.9%
Student Suspensions	435	7.2%	421	7.0%	680	11.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	8.1%	7.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	500
Total Other Professional Staff	70
Total Paraprofessionals	171
Teaching Out of Certification*	25

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	268	153	57%	292	190	65%	302	193	64%
Students with Disabilities	8	1	12%	24	2	8%	8	2	25%
All Students	276	154	56%	316	192	61%	310	195	63%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	134	133	2	12	19	10
Percent	43%	43%	1%	4%	6%	3%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
8	2	12	20

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	52		69		98	6.3%
	Entered GED Program*	18		1		14	0.9%
	Total Noncompleters	70		70		112	7.2%
Students with Disabilities	Dropped Out	25		24		16	5.6%
	Entered GED Program*	3		21		5	1.7%
	Total Noncompleters	28		45		21	7.3%
All Students	Dropped Out	77	4.5%	93	5.2%	114	6.2%
	Entered GED Program*	21	1.2%	22	1.2%	19	1.0%
	Total Noncompleters	98	5.7%	115	6.4%	133	7.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	223	832	664
	Number of Students with Disabilities	24	161	101
	Number of All Students	247	993	765
	Percent of Enrollment	17%	64%	53%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	63	86%	79	89%	59	66%
German	8	88%	8	100%	0	0%
Italian	72	85%	84	82%	77	82%
Latin	0	0%	0	0%	0	0%
Spanish	256	76%	253	83%	278	67%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	3	#
German	0	0%	0	0%	0	0%
Italian	3	#	5	60%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	12	42%	24	67%	21	38%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	3	#	4	#
Science	5	20%	2	#	4	#
Reading	9	33%	6	67%	3	#
Writing	9	67%	6	100%	9	100%
Global Studies	3	#	2	#	3	#
U.S. Hist & Gov't	7	14%	3	#	6	50%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	49	78%	87	70%	78	63%
Science	41	27%	40	40%	69	58%
Reading	31	23%	38	74%	7	14%
Writing	29	66%	38	100%	39	97%
Global Studies	18	22%	40	18%	40	25%
U.S. Hist & Gov't	10	10%	18	44%	15	47%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	399	380	420	33	43	41
Number Scoring 55-100	365	325	403	23	18	32
Number Scoring 65-100	300	284	367	15	12	18
Number Scoring 85-100	100	121	183	0	1	1
Percentage of Tested Scoring 55-100	91%	86%	96%	70%	42%	78%
Percentage of Tested Scoring 65-100	75%	75%	87%	45%	28%	44%
Percentage of Tested Scoring 85-100	25%	32%	44%	0%	2%	2%
<b>Mathematics A</b>						
Number Tested	450	476	387	40	58	45
Number Scoring 55-100	215	338	365	4	23	29
Number Scoring 65-100	152	276	322	3	18	17
Number Scoring 85-100	49	56	77	0	0	1
Percentage of Tested Scoring 55-100	48%	71%	94%	10%	40%	64%
Percentage of Tested Scoring 65-100	34%	58%	83%	7%	31%	38%
Percentage of Tested Scoring 85-100	11%	12%	20%	0%	0%	2%
<b>Mathematics B</b>						
Number Tested	0	61	167	0	0	1
Number Scoring 55-100	0	58	152	0	0	#
Number Scoring 65-100	0	56	130	0	0	#
Number Scoring 85-100	0	16	40	0	0	#
Percentage of Tested Scoring 55-100	0%	95%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	92%	78%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	26%	24%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	402	497	99	43	83	38
Number Scoring 55-100	359	429	62	29	51	14
Number Scoring 65-100	310	375	34	17	35	2
Number Scoring 85-100	70	111	3	2	2	0
Percentage of Tested Scoring 55-100	89%	86%	63%	67%	61%	37%
Percentage of Tested Scoring 65-100	77%	75%	34%	40%	42%	5%
Percentage of Tested Scoring 85-100	17%	22%	3%	5%	2%	0%
<b>U.S. History and Government</b>						
Number Tested	427	325	301	34	42	33
Number Scoring 55-100	389	296	270	28	34	24
Number Scoring 65-100	310	265	240	18	25	19
Number Scoring 85-100	73	57	81	1	1	4
Percentage of Tested Scoring 55-100	91%	91%	90%	82%	81%	73%
Percentage of Tested Scoring 65-100	73%	82%	80%	53%	60%	58%
Percentage of Tested Scoring 85-100	17%	18%	27%	3%	2%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	436	659	420	60	64	53
Number Scoring 55-100	420	620	392	51	45	39
Number Scoring 65-100	384	572	354	35	28	31
Number Scoring 85-100	94	203	86	0	4	3
Percentage of Tested Scoring 55-100	96%	94%	93%	85%	70%	74%
Percentage of Tested Scoring 65-100	88%	87%	84%	58%	44%	58%
Percentage of Tested Scoring 85-100	22%	31%	20%	0%	6%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	379	143	336	14	18	44
Number Scoring 55-100	370	128	267	13	15	18
Number Scoring 65-100	349	102	204	12	12	12
Number Scoring 85-100	162	20	62	3	1	0
Percentage of Tested Scoring 55-100	98%	90%	79%	93%	83%	41%
Percentage of Tested Scoring 65-100	92%	71%	61%	86%	67%	27%
Percentage of Tested Scoring 85-100	43%	14%	18%	21%	6%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	60	34	166	1	2	4
Number Scoring 55-100	60	34	146	#	#	#
Number Scoring 65-100	57	29	112	#	#	#
Number Scoring 85-100	16	17	22	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	88%	#	#	#
Percentage of Tested Scoring 65-100	95%	85%	67%	#	#	#
Percentage of Tested Scoring 85-100	27%	50%	13%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			158			1
Number Scoring 55-100			148			#
Number Scoring 65-100			131			#
Number Scoring 85-100			51			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			83%			#
Percentage of Tested Scoring 85-100			32%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	60	58	37	3	0	2
Number Scoring 55-100	60	58	37	#	0	#
Number Scoring 65-100	51	53	36	#	0	#
Number Scoring 85-100	8	24	15	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	85%	91%	97%	#	0%	#
Percentage of Tested Scoring 85-100	13%	41%	41%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	44	35	31	1	0	0
Number Scoring 55-100	43	34	31	#	0	0
Number Scoring 65-100	39	33	31	#	0	0
Number Scoring 85-100	14	11	18	#	0	0
Percentage of Tested Scoring 55-100	98%	97%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	89%	94%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	32%	31%	58%	#	0%	0%
<b>Comprehensive German</b>						
Number Tested	11	10	4	0	0	0
Number Scoring 55-100	11	10	#	0	0	0
Number Scoring 65-100	10	10	#	0	0	0
Number Scoring 85-100	5	6	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	60%	#	0%	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	122	140	115	0	3	3
Number Scoring 55-100	120	134	112	0	#	#
Number Scoring 65-100	116	128	110	0	#	#
Number Scoring 85-100	68	79	75	0	#	#
Percentage of Tested Scoring 55-100	98%	96%	97%	0%	#	#
Percentage of Tested Scoring 65-100	95%	91%	96%	0%	#	#
Percentage of Tested Scoring 85-100	56%	56%	65%	0%	#	#
<b>Comprehensive Latin</b>						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	234	145	20	3	4	0
Number Scoring 55-100	220	112	18	#	#	0
Number Scoring 65-100	206	94	14	#	#	0
Number Scoring 85-100	82	31	0	#	#	0
Percentage of Tested Scoring 55-100	94%	77%	90%	#	#	0%
Percentage of Tested Scoring 65-100	88%	65%	70%	#	#	0%
Percentage of Tested Scoring 85-100	35%	21%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	141	99%	98	91%	15	100%
Students with Disabilities	32	81%	26	58%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	381	9%	9%	61%	20%
	Students with Disabilities	64	52%	14%	34%	0%
	All Students	445	15%	10%	58%	17%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	365	5%	48%	43%	5%
	Students with Disabilities	76	20%	63%	17%	0%
	All Students	441	7%	50%	39%	4%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	347	347	347	27	27	27	374	374	374
Number Scoring 55–64	17	15	18	5	1	3	22	16	21
Number Scoring 65–84	228	139	182	11	4	11	239	143	193
Number Scoring 85–100	65	56	116	1	1	0	66	57	116
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			14			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			14			1
Beginning (0-14)			5			#
Intermediate (15-24)			2			#
Advanced (25-32)			4			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			1			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			7			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			12			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			5			0
Proficient (33-35)			1			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)