

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 41-18-00-01-0020  
 Name: Rome Free Academy  
 Principal: Susan L. Whitney

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	465	480
Tenth	415	472	407
Eleventh	417	397	416
Twelfth	323	393	373
Ungraded Secondary	74	60	51
Total K-12 Enrollment	1229	1787	1727

### 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	24	2.0%	33	1.8%	39	2.3%
Black (Not Hispanic)	75	6.1%	116	6.5%	98	5.7%
Hispanic	36	2.9%	55	3.1%	51	3.0%
White (Not Hispanic)	1094	89.0%	1583	88.6%	1539	89.1%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	21	23	23
Mathematics Grade 10	22	21	19
Science Grade 10	22	23	19
Social Studies Grade 10	21	26	23

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	11	0.9%	7	0.4%	12	0.7%
<b>Eligible for Free Lunch</b>	193	15.7%	286	16.0%	358	20.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.9%		93.5%		92.6%
<b>Student Suspensions</b>	114	9.3%	169	13.8%	295	16.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.5%	5.5%	6.8%
<b>Public Assistance</b>	21-30%	21-30%	21-30%
<b>Student Stability</b>	100%	100%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	127
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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	267	153	57%	292	190	65%	301	193	64%
Students with Disabilities	6	1	17%	24	2	8%	8	2	25%
All Students	273	154	56%	316	192	61%	309	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	132	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	32		65		91	6.2%
	Entered GED Program*	6		0		12	0.8%
	Total Noncompleters	38		65		103	7.0%
Students with Disabilities	Dropped Out	21		21		12	4.8%
	Entered GED Program*	1		14		3	1.2%
	Total Noncompleters	22		35		15	6.0%
All Students	Dropped Out	53	4.3%	86	4.8%	103	6.0%
	Entered GED Program*	7	0.6%	14	0.8%	15	0.9%
	Total Noncompleters	60	4.9%	100	5.6%	118	6.9%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	10	50%	9	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	12	50%	10	70%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	26	77%	48	65%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	83%	6	67%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	4	#
Science	5	20%	2	#	4	#
Reading	9	33%	6	67%	3	#
Writing	9	67%	6	100%	9	100%
Global Studies	3	#	1	#	2	#
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	30	83%	85	72%	78	63%
Science	27	15%	40	40%	69	58%
Reading	30	23%	38	74%	7	14%
Writing	28	64%	38	100%	39	97%
Global Studies	17	18%	38	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	384	373	417	31	42	39
Number Scoring 55–100	356	321	403	22	18	32
Number Scoring 65–100	296	282	367	15	12	18
Number Scoring 85–100	100	121	183	0	1	1
Percentage of Tested Scoring 55–100	93%	86%	97%	71%	43%	82%
Percentage of Tested Scoring 65–100	77%	76%	88%	48%	29%	46%
Percentage of Tested Scoring 85–100	26%	32%	44%	0%	2%	3%
<b>Mathematics A</b>						
Number Tested	113	467	387	19	55	45
Number Scoring 55–100	36	338	365	2	23	29
Number Scoring 65–100	11	276	322	1	18	17
Number Scoring 85–100	0	56	77	0	0	1
Percentage of Tested Scoring 55–100	32%	72%	94%	11%	42%	64%
Percentage of Tested Scoring 65–100	10%	59%	83%	5%	33%	38%
Percentage of Tested Scoring 85–100	0%	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	379	490	98	41	80	38
Number Scoring 55–100	340	425	61	27	50	14
Number Scoring 65–100	296	371	34	16	34	2
Number Scoring 85–100	70	111	3	2	2	0
Percentage of Tested Scoring 55–100	90%	87%	62%	66%	62%	37%
Percentage of Tested Scoring 65–100	78%	76%	35%	39%	42%	5%
Percentage of Tested Scoring 85–100	18%	23%	3%	5%	3%	0%
<b>U.S. History and Government</b>						
Number Tested	408	320	298	31	41	32
Number Scoring 55–100	371	291	269	25	33	24
Number Scoring 65–100	298	262	240	16	25	19
Number Scoring 85–100	72	56	81	1	1	4
Percentage of Tested Scoring 55–100	91%	91%	90%	81%	80%	75%
Percentage of Tested Scoring 65–100	73%	82%	81%	52%	61%	59%
Percentage of Tested Scoring 85–100	18%	17%	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	330	536	419	36	58	53
Number Scoring 55–100	324	502	391	32	42	39
Number Scoring 65–100	311	455	353	23	25	31
Number Scoring 85–100	92	137	86	0	3	3
Percentage of Tested Scoring 55–100	98%	94%	93%	89%	72%	74%
Percentage of Tested Scoring 65–100	94%	85%	84%	64%	43%	58%
Percentage of Tested Scoring 85–100	28%	26%	21%	0%	5%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	4	143	249	0	18	43
Number Scoring 55–100	#	128	180	0	15	17
Number Scoring 65–100	#	102	119	0	12	11
Number Scoring 85–100	#	20	11	0	1	0
Percentage of Tested Scoring 55–100	#	90%	72%	0%	83%	40%
Percentage of Tested Scoring 65–100	#	71%	48%	0%	67%	26%
Percentage of Tested Scoring 85–100	#	14%	4%	0%	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	59	58	37	3	0	2
Number Scoring 55–100	59	58	37	#	0	#
Number Scoring 65–100	50	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	14%	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	120	140	115	0	3	3
Number Scoring 55–100	118	134	112	0	#	#
Number Scoring 65–100	114	128	110	0	#	#
Number Scoring 85–100	66	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	55%	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	233	145	20	3	4	0
Number Scoring 55–100	219	112	18	#	#	0
Number Scoring 65–100	205	94	14	#	#	0
Number Scoring 85–100	81	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	83	100%	98	91%	15	100%
Students with Disabilities	17	94%	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	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	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	322	322	322	21	21	21	343	343	343
Number Scoring 55–64	15	13	12	5	1	2	20	14	14
Number Scoring 65–84	218	133	176	5	4	7	223	137	183
Number Scoring 85–100	63	55	114	1	0	0	64	55	114
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			6			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			4			0
Proficient (33-35)			0			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)