

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	2002-03	2003-04	2004-05
Pre-K	197	190	198
Kindergarten	409	433	439
First	423	447	450
Second	423	393	411
Third	445	426	409
Fourth	444	449	440
Fifth	451	438	473
Sixth	475	442	460
Ungraded Elementary	159	136	0
Seventh	504	501	504
Eighth	489	432	470
Ninth	465	480	494
Tenth	472	407	444
Eleventh	397	416	406
Twelfth	393	373	415
Ungraded Secondary	129	140	0
Total K-12 Enrollment	6078	5913	5815

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	128	2.1%	128	2.2%	162	2.8%
Black (Not Hispanic)	398	6.5%	415	7.0%	385	6.6%
Hispanic	211	3.5%	194	3.3%	201	3.5%
White (Not Hispanic)	5341	87.9%	5176	87.5%	5067	87.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	19	20
Common Branch	20	19	20
English Grade 8	22	21	20
Mathematics Grade 8	21	22	21
Science Grade 8	25	21	20
Social Studies Grade 8	22	21	21
English Grade 10	23	23	20
Mathematics Grade 10	21	17	20
Science Grade 10	23	19	3
Social Studies Grade 10	26	23	21

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	33	0.5%	39	0.6%	31	0.5%
Eligible for Free Lunch	1804	31.8%	1976	33.4%	2295	39.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		93.9%		93.7%
Student Suspensions	421	7.0%	680	11.2%	727	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.1%	7.3%	9.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	511
Total Other Professional Staff	70
Total Paraprofessionals	145
Teaching Out of Certification*	19

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	292	302	315
	Regents Diplomas	190	193	273
	% Regents Diplomas	65%	64%	87%
	Regents Diplomas with Advanced Designation**			139
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	24	8	21
	Regents Diplomas	2	2	5
	% Regents Diplomas	8%	25%	24%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	18	12	14
All Students	Total Graduates*	316	310	336
	Regents Diplomas	192	195	278
	% Regents Diplomas	61%	63%	83%
	Regents Diplomas with Advanced Designation**			139
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	18	12	14

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	153	120	5	10	7	0	17	3
	Percent	49%	38%	2%	3%	2%	0%	5%	1%
Students with Disabilities	Number	1	15	1	0	2	0	1	1
	Percent	5%	71%	5%	0%	10%	0%	5%	5%
All Students	Number	154	135	6	10	9	0	18	4
	Percent	46%	40%	2%	3%	3%	0%	5%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	69		98	6.3%	58	3.9%
	Entered GED Program*	1		14	0.9%	42	2.8%
	Total Noncompleters	70		112	7.2%	100	6.8%
Students with Disabilities	Dropped Out	24		16	5.6%	18	5.8%
	Entered GED Program*	21		5	1.7%	10	3.2%
	Total Noncompleters	45		21	7.3%	28	8.9%
All Students	Dropped Out	93	5.2%	114	6.2%	76	4.2%
	Entered GED Program*	22	1.2%	19	1.0%	52	2.9%
	Total Noncompleters	115	6.4%	133	7.2%	128	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	832	664	610
	Number of Students with Disabilities	161	101	119
	Number of All Students	993	765	729
	Percent of Enrollment	64%	53%	51%
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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	79	89%	59	66%	27	96%
German	8	100%	0	0%	0	0%
Italian	84	82%	77	82%	48	83%
Latin	0	0%	0	0%	0	0%
Spanish	253	83%	278	67%	186	81%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	5	60%	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	24	67%	21	38%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	0	0%
Science	2	#	4	#	0	0%
Reading	6	67%	3	#	0	0%
Writing	6	100%	9	100%	0	0%
Global Studies	2	#	3	#	0	0%
U.S. Hist & Gov't	3	#	6	50%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	87	70%	78	63%	0	0%
Science	40	40%	69	58%	0	0%
Reading	38	74%	7	14%	0	0%
Writing	38	100%	39	97%	0	0%
Global Studies	40	18%	40	25%	0	0%
U.S. Hist & Gov't	18	44%	15	47%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	380	420	353	43	41	40
Number Scoring 55-100	325	403	343	18	32	35
Number Scoring 65-100	284	367	317	12	18	27
Number Scoring 85-100	121	183	164	1	1	4
Percentage of Tested Scoring 55-100	86%	96%	97%	42%	78%	88%
Percentage of Tested Scoring 65-100	75%	87%	90%	28%	44%	68%
Percentage of Tested Scoring 85-100	32%	44%	46%	2%	2%	10%
Mathematics A						
Number Tested	476	387	371	58	45	53
Number Scoring 55-100	338	365	348	23	29	44
Number Scoring 65-100	276	322	278	18	17	24
Number Scoring 85-100	56	77	53	0	1	0
Percentage of Tested Scoring 55-100	71%	94%	94%	40%	64%	83%
Percentage of Tested Scoring 65-100	58%	83%	75%	31%	38%	45%
Percentage of Tested Scoring 85-100	12%	20%	14%	0%	2%	0%
Mathematics B						
Number Tested	61	167	174	0	1	3
Number Scoring 55-100	58	152	120	0	#	#
Number Scoring 65-100	56	130	106	0	#	#
Number Scoring 85-100	16	40	27	0	#	#
Percentage of Tested Scoring 55-100	95%	91%	69%	0%	#	#
Percentage of Tested Scoring 65-100	92%	78%	61%	0%	#	#
Percentage of Tested Scoring 85-100	26%	24%	16%	0%	#	#
Global History and Geography						
Number Tested	497	99	460	83	38	75
Number Scoring 55-100	429	62	410	51	14	49
Number Scoring 65-100	375	34	336	35	2	26
Number Scoring 85-100	111	3	95	2	0	2
Percentage of Tested Scoring 55-100	86%	63%	89%	61%	37%	65%
Percentage of Tested Scoring 65-100	75%	34%	73%	42%	5%	35%
Percentage of Tested Scoring 85-100	22%	3%	21%	2%	0%	3%
U.S. History and Government						
Number Tested	325	301	346	42	33	42
Number Scoring 55-100	296	270	303	34	24	26
Number Scoring 65-100	265	240	275	25	19	18
Number Scoring 85-100	57	81	144	1	4	5
Percentage of Tested Scoring 55-100	91%	90%	88%	81%	73%	62%
Percentage of Tested Scoring 65-100	82%	80%	79%	60%	58%	43%
Percentage of Tested Scoring 85-100	18%	27%	42%	2%	12%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	659	420	406	64	53	49
Number Scoring 55-100	620	392	364	45	39	34
Number Scoring 65-100	572	354	318	28	31	21
Number Scoring 85-100	203	86	76	4	3	2
Percentage of Tested Scoring 55-100	94%	93%	90%	70%	74%	69%
Percentage of Tested Scoring 65-100	87%	84%	78%	44%	58%	43%
Percentage of Tested Scoring 85-100	31%	20%	19%	6%	6%	4%
Physical Setting/Earth Science						
Number Tested	143	336	384	18	44	61
Number Scoring 55-100	128	267	280	15	18	26
Number Scoring 65-100	102	204	220	12	12	18
Number Scoring 85-100	20	62	58	1	0	1
Percentage of Tested Scoring 55-100	90%	79%	73%	83%	41%	43%
Percentage of Tested Scoring 65-100	71%	61%	57%	67%	27%	30%
Percentage of Tested Scoring 85-100	14%	18%	15%	6%	0%	2%
Physical Setting/Chemistry						
Number Tested	34	166	180	2	4	3
Number Scoring 55-100	34	146	167	#	#	#
Number Scoring 65-100	29	112	132	#	#	#
Number Scoring 85-100	17	22	23	#	#	#
Percentage of Tested Scoring 55-100	100%	88%	93%	#	#	#
Percentage of Tested Scoring 65-100	85%	67%	73%	#	#	#
Percentage of Tested Scoring 85-100	50%	13%	13%	#	#	#
Physical Setting/Physics						
Number Tested		158	99		1	1
Number Scoring 55-100		148	88		#	#
Number Scoring 65-100		131	73		#	#
Number Scoring 85-100		51	24		#	#
Percentage of Tested Scoring 55-100		94%	89%		#	#
Percentage of Tested Scoring 65-100		83%	74%		#	#
Percentage of Tested Scoring 85-100		32%	24%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	58	37	44	0	2	2
Number Scoring 55-100	58	37	44	0	#	#
Number Scoring 65-100	53	36	43	0	#	#
Number Scoring 85-100	24	15	28	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	91%	97%	98%	0%	#	#
Percentage of Tested Scoring 85-100	41%	41%	64%	0%	#	#
Comprehensive Italian						
Number Tested	35	31	38	0	0	1
Number Scoring 55-100	34	31	38	0	0	#
Number Scoring 65-100	33	31	38	0	0	#
Number Scoring 85-100	11	18	24	0	0	#
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	31%	58%	63%	0%	0%	#
Comprehensive German						
Number Tested	10	4	7	0	0	0
Number Scoring 55-100	10	#	7	0	0	0
Number Scoring 65-100	10	#	7	0	0	0
Number Scoring 85-100	6	#	6	0	0	0
Percentage of Tested Scoring 55-100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	#	86%	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	140	115	124	3	3	5
Number Scoring 55-100	134	112	120	#	#	4
Number Scoring 65-100	128	110	119	#	#	4
Number Scoring 85-100	79	75	77	#	#	3
Percentage of Tested Scoring 55-100	96%	97%	97%	#	#	80%
Percentage of Tested Scoring 65-100	91%	96%	96%	#	#	80%
Percentage of Tested Scoring 85-100	56%	65%	62%	#	#	60%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	399	7%	10%	57%	26%
	Students with Disabilities	66	47%	27%	24%	2%
	All Students	465	13%	12%	52%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	402	1%	30%	57%	11%
	Students with Disabilities	62	18%	39%	42%	2%
	All Students	464	3%	31%	55%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	353	353	353	55	55	55	408	408	408
Number Scoring 55–64	14	13	12	14	8	9	28	21	21
Number Scoring 65–84	200	147	182	18	15	28	218	162	210
Number Scoring 85–100	102	145	132	0	2	0	102	147	132
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		3	10		0	0
Beginning		#	0		0	0
Intermediate		#	4		0	0
Advanced		#	5		0	0
Proficient		#	1		0	0
Reading and Writing (Grade K-1)						
Number Tested		3	10		0	0
Beginning		#	2		0	0
Intermediate		#	7		0	0
Advanced		#	1		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		14	5		1	0
Beginning		0	0		#	0
Intermediate		2	0		#	0
Advanced		4	4		#	0
Proficient		8	1		#	0
Reading and Writing (Grade 2-4)						
Number Tested		14	5		1	0
Beginning		5	0		#	0
Intermediate		2	0		#	0
Advanced		4	4		#	0
Proficient		3	1		#	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		6	2		0	0
Beginning		0	#		0	0
Intermediate		1	#		0	0
Advanced		3	#		0	0
Proficient		2	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		6	2		0	0
Beginning		1	#		0	0
Intermediate		3	#		0	0
Advanced		1	#		0	0
Proficient		1	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		12	14		0	0
Beginning		0	0		0	0
Intermediate		2	6		0	0
Advanced		7	3		0	0
Proficient		3	5		0	0
Reading and Writing (Grade 9-12)						
Number Tested		12	14		0	0
Beginning		0	0		0	0
Intermediate		6	7		0	0
Advanced		5	5		0	0
Proficient		1	2		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)