



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **ROME CITY SCHOOL DISTRICT**
District ID **411800010000**
Superintendent **THOMAS GALLAGHER**
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Grades **PK-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **ROME CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	190	198	195
Kindergarten	433	439	417
Grade 1	447	450	445
Grade 2	393	411	411
Grade 3	426	409	393
Grade 4	449	440	390
Grade 5	438	473	445
Grade 6	442	460	446
Ungraded Elementary	136	0	0
Grade 7	501	504	431
Grade 8	432	470	460
Grade 9	480	494	524
Grade 10	407	444	434
Grade 11	416	406	450
Grade 12	373	415	376
Ungraded Secondary	140	0	0
Total K-12	5913	5815	5622

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	19	20	21
Grade 8			
English	21	20	22
Mathematics	22	21	23
Science	21	20	23
Social Studies	21	21	22
Grade 10			
English	23	20	22
Mathematics	17	20	24
Science	19	3	23
Social Studies	23	21	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **ROME CITY SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1976	33%	2295	39%	2279	41%
Reduced-Price Lunch	434	7%	530	9%	498	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	39	1%	31	1%	36	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	42	1%	50	1%	45	1%
Black or African American	415	7%	385	7%	419	7%
Hispanic or Latino	194	3%	201	3%	230	4%
Asian or Native Hawaiian/Other Pacific Islander	86	1%	112	2%	70	1%
White	5176	88%	5067	87%	4858	86%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	680	N/A	727	12%	384	7%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District ROME CITY SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1393	1383	1714
Percent Not Taught by Highly Qualified Teachers	7%	5%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	19	11	10
Percent with No Valid Teaching Certificate	4%	2%	2%
Individuals Teaching Out of Certification			
Number of Teachers	25	19	13
Percentage of Total	5%	4%	3%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	41%	42%	42%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	500	511	448
Total Other Professional Staff	52	53	56
Total Paraprofessionals*	171	145	180
Assistant Principals	6	6	6
Principals	12	11	11

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

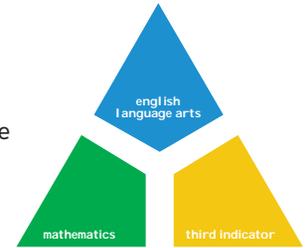
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **ROME CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American			–	–	–	–
Hispanic or Latino			–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander			–	–	–	–
White			–			–
Other Groups						
Students with Disabilities		 SH	–			–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged			–			–
Student groups making AYP in each subject	 6 of 7	 7 of 7	 1 of 1	 3 of 4	 3 of 4	 1 of 1

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|--|--|
| Good Standing  | Good Standing  |
| Improvement (Year 1)  | Requiring Academic Progress (Year 1)  |
| Improvement (Year 2)  | Requiring Academic Progress (Year 2)  |
| Improvement (Year 3)  | Requiring Academic Progress (Year 3)  |
| Improvement (Year 4)  | Requiring Academic Progress (Year 4)  |
| Improvement (Year 5 & Above)  | Requiring Academic Progress (Year 5 & Above)  |

District **ROME CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2614:2525)			99%		140	120	
Ethnicity							
American Indian or Alaska Native (24:24)	–	–	–	–	–	–	–
Black or African American (200:188)			100%		131	114	
Hispanic or Latino (113:106)			98%		137	112	
Asian or Native Hawaiian/Other Pacific Islander (37:35)		–	–		163	106	
White (2240:2172)			98%		142	120	
Other Groups							
Students with Disabilities ⁴ (480:446)			95%		64	117	81 78
Limited English Proficient (12:11)	–	–	–	–	–	–	–
Economically Disadvantaged (1207:1160)			99%		121	119	
Final AYP Determination		6 of 7					

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROME CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2616:2489)			98%		144	84	
Ethnicity							
American Indian or Alaska Native (24:24)	–	–	–	–	–	–	–
Black or African American (199:181)			97%		120	78	
Hispanic or Latino (113:105)			97%		131	76	
Asian or Native Hawaiian/Other Pacific Islander (38:35)		–	–		171	70	
White (2242:2144)			98%		146	84	
Other Groups							
Students with Disabilities ⁴ (476:438)			96%		77	81	75 89
Limited English Proficient (12:11)	–	–	–	–	–	–	–
Economically Disadvantaged (1223:1161)			99%		125	83	
Final AYP Determination	 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROME CITY SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (883:829)		Qualified		97%		181	100	
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (56:48)		Qualified		93%		160	100	
Hispanic or Latino (41:37)		Qualified		100%		181	100	
Asian or Native Hawaiian/Other Pacific Islander (11:10)	–	–	–	–	–	–	–	–
White (771:730)		Qualified		98%		182	100	
Other Groups								
Students with Disabilities (171:151)		Qualified		92%		154	100	
Limited English Proficient (2:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (388:362)		Qualified		98%		172	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROME CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 3 of 4 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (359:381)			99%		172	148	
Ethnicity							
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–
Black or African American (16:19)	–	–	–	–	–	–	–
Hispanic or Latino (16:15)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–
White (316:335)			100%		172	148	
Other Groups							
Students with Disabilities (46:59)			96%		108	141	110 117
Limited English Proficient (4:4)	–	–	–	–	–	–	–
Economically Disadvantaged (81:94)			98%		153	144	
Final AYP Determination	 3 of 4						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROME CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 3 of 4 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (359:381)			99%		169	140		
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (16:19)	–	–	–	–	–	–	–	–
Hispanic or Latino (16:15)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–	–
White (316:335)			99%		170	140		
Other Groups								
Students with Disabilities (46:59)			98%		98	133	106	108
Limited English Proficient (4:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (81:94)			98%		159	136		
Final AYP Determination	 3 of 4							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROME CITY SCHOOL DISTRICT**

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (426)			76%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (30)			80%	55%		
Hispanic or Latino (8)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (9)		–	–	–	–	–
White (379)			77%	55%		
Other Groups						
Students with Disabilities (58)			36%	55%	13%	37%
Limited English Proficient (0)						
Economically Disadvantaged (84)			67%	55%		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **ROME CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

9 schools identified 82% of total

BELLAMY ELEMENTARY SCHOOL
FORT STANWIX ELEMENTARY SCHOOL
GANSEVOORT ELEMENTARY SCHOOL
GEORGE R. STALEY UPPER ELEMENTARY SCHOOL
JERRY C. CLOUGH ELEMENTARY SCHOOL
JOHN E JOY ELEMENTARY SCHOOL
LOUIS V DENTI ELEMENTARY SCHOOL
RIDGE MILLS ELEMENTARY SCHOOL
STOKES ELEMENTARY SCHOOL

Improvement (Year1)

1 school identified 9% of total

ROME FREE ACADEMY

Corrective Action

1 school identified 9% of total

LYNDON H. STROUGH MIDDLE SCHOOL

District **ROME CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	55%			395
Grade 4	58%			383
Grade 5	53%			447
Grade 6	46%			427
Grade 7	48%			432
Grade 8	51%			464
Mathematics				
Grade 3	74%			393
Grade 4	73%			392
Grade 5	48%			446
Grade 6	44%			425
Grade 7	56%			432
Grade 8	48%			459
Science				
Grade 4	87%			390
Grade 8	83%			460

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	68%			478
Mathematics	67%			478

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	61%			478

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	340	217	18	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	395	86%	55%	5%				
Female	197	87%	60%	7%				
Male	198	85%	50%	3%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	33	91%	61%	3%				
Hispanic or Latino	10	80%	40%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	342	85%	55%	4%	This test was not given in 2004-05.			
Small Group Totals	10	100%	40%	20%				
General-Education Students	330	95%	64%	5%				
Students with Disabilities	65	43%	9%	0%				
English Proficient	394	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	212	82%	46%	1%				
Not Disadvantaged	183	91%	65%	8%				
Migrant								
Not Migrant	395	86%	55%	5%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

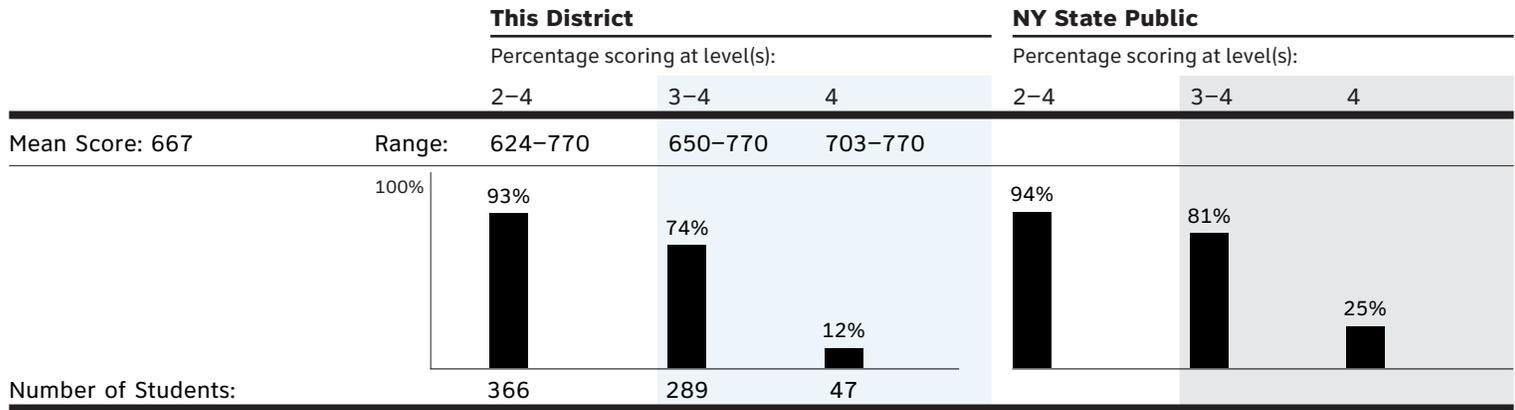
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	2	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	393	93%	74%	12%				
Female	192	91%	73%	11%				
Male	201	95%	74%	12%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	33	88%	73%	9%				
Hispanic or Latino	12	100%	50%	8%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	338	93%	75%	12%	This test was not given in 2004-05.			
Small Group Totals	10	100%	60%	20%				
General-Education Students	332	98%	80%	14%				
Students with Disabilities	61	67%	36%	2%				
English Proficient	390	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	215	91%	66%	7%				
Not Disadvantaged	178	96%	83%	17%				
Migrant								
Not Migrant	393	93%	74%	12%				

NOTES

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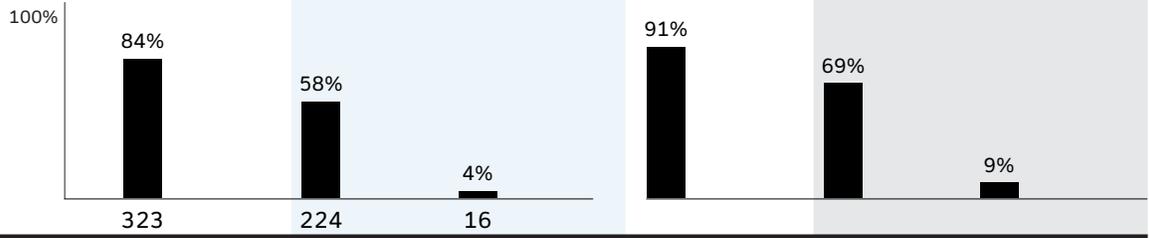
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	323	224	16	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	383	84%	58%	4%				
Female	189	86%	60%	6%				
Male	194	83%	57%	2%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	28	86%	46%	7%				
Hispanic or Latino	15	87%	40%	7%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	332	85%	60%	4%				
Small Group Totals	8	63%	63%	0%				
General-Education Students	311	95%	70%	5%				
Students with Disabilities	72	36%	8%	0%				
English Proficient	383	84%	58%	4%				
Limited English Proficient								
Economically Disadvantaged	173	75%	43%	3%				
Not Disadvantaged	210	92%	71%	5%				
Migrant								
Not Migrant	383	84%	58%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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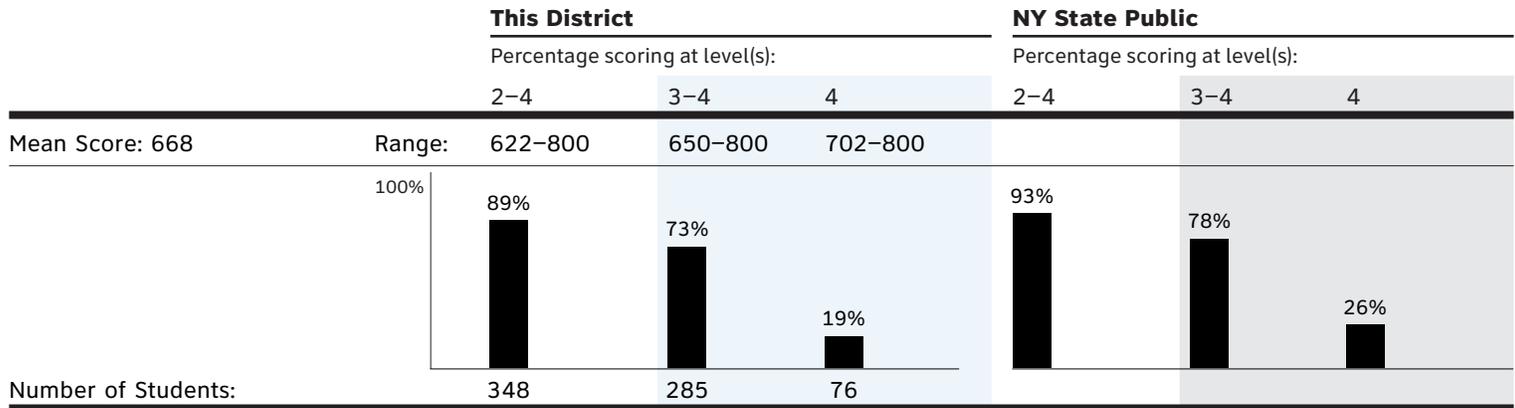
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	4	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	1	-	-	N/A	2	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	392	89%	73%	19%				
Female	191	87%	72%	21%				
Male	201	91%	74%	17%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	27	85%	70%	7%				
Hispanic or Latino	16	94%	63%	6%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	341	89%	74%	21%				
Small Group Totals	8	75%	63%	0%				
General-Education Students	315	96%	83%	24%				
Students with Disabilities	77	61%	31%	1%				
English Proficient	391	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	180	83%	56%	8%				
Not Disadvantaged	212	93%	87%	29%				
Migrant								
Not Migrant	392	89%	73%	19%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

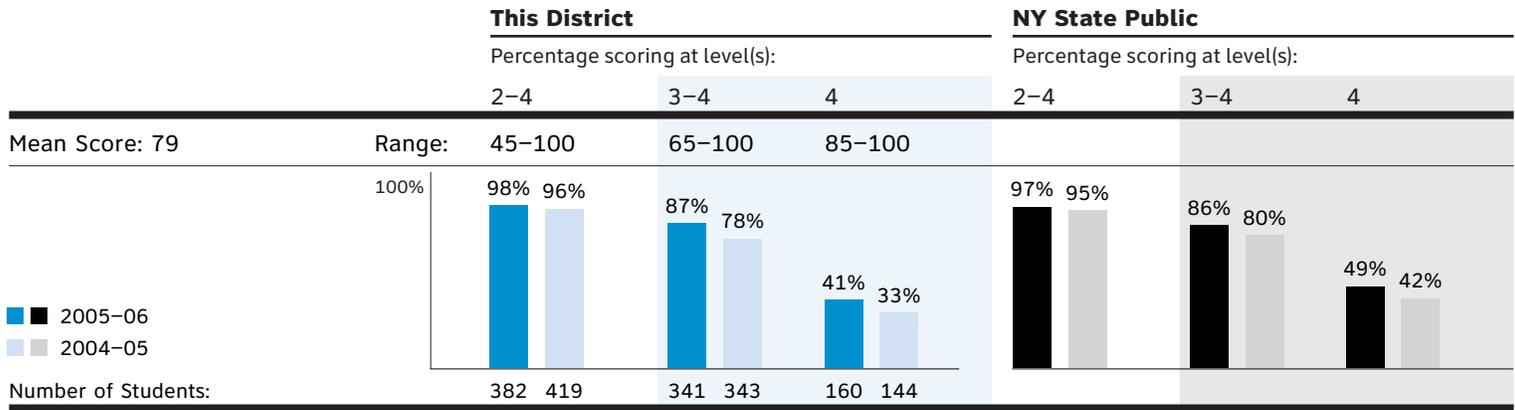
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	4	3	3	-	-	-

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	390	98%	87%	41%	437	96%	78%	33%
Female	191	98%	86%	40%	212	95%	77%	33%
Male	199	98%	89%	42%	225	96%	80%	33%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	28	96%	79%	11%	31	94%	71%	23%
Hispanic or Latino	17	100%	88%	12%	16	88%	56%	38%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	337	98%	89%	45%	382	96%	80%	33%
Small Group Totals	8	88%	63%	25%	8	100%	100%	50%
General-Education Students	316	99%	92%	48%	361	99%	84%	39%
Students with Disabilities	74	92%	68%	12%	76	82%	50%	7%
English Proficient	389	-	-	-	434	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	183	96%	80%	27%	191	91%	63%	19%
Not Disadvantaged	207	100%	94%	53%	246	100%	91%	44%
Migrant								
Not Migrant	390	98%	87%	41%	437	96%	78%	33%

NOTES

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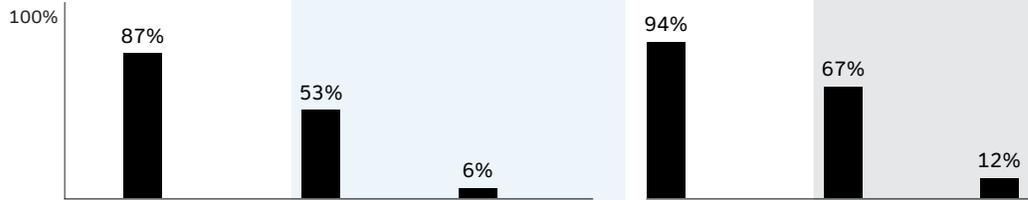
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	4	3	-	-	-

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	390	237	27	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	447	87%	53%	6%				
Female	217	89%	54%	7%				
Male	230	86%	52%	5%				
American Indian or Alaska Native	7	71%	29%	0%				
Black or African American	43	93%	51%	0%				
Hispanic or Latino	17	82%	59%	6%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	0%				
White	375	87%	53%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	354	97%	64%	7%				
Students with Disabilities	93	48%	10%	1%				
English Proficient	445	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	212	82%	40%	2%				
Not Disadvantaged	235	92%	65%	10%				
Migrant								
Not Migrant	447	87%	53%	6%				

NOTES

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Other Assessments

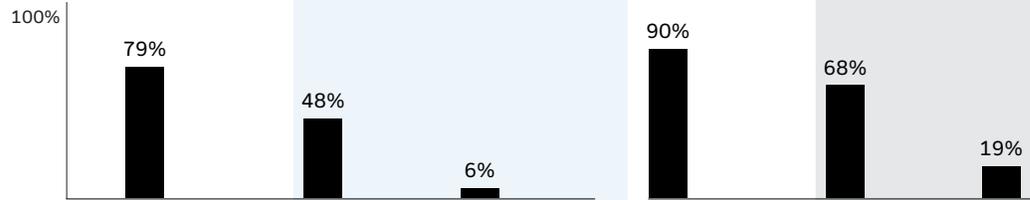
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	2	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	354	215	27			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	446	79%	48%	6%				
Female	216	81%	52%	7%				
Male	230	78%	45%	5%				
American Indian or Alaska Native	7	71%	57%	0%				
Black or African American	41	68%	27%	2%				
Hispanic or Latino	19	63%	26%	5%				
Asian or Native Hawaiian/Other Pacific Islander	5	60%	40%	0%				
White	374	82%	52%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	355	90%	58%	8%				
Students with Disabilities	91	38%	10%	0%				
English Proficient	442	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	217	71%	32%	2%				
Not Disadvantaged	229	88%	64%	10%				
Migrant								
Not Migrant	446	79%	48%	6%				

NOTES

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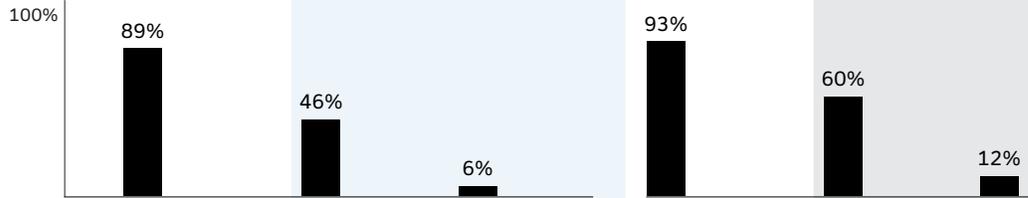
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	This test was not given in 2004-05.			

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	381	198	24	93%	60%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	427	89%	46%	6%				
Female	207	91%	49%	6%				
Male	220	87%	44%	5%				
American Indian or Alaska Native	6	-	-	-				
Black or African American	34	82%	32%	0%				
Hispanic or Latino	18	89%	39%	11%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	365	90%	48%	6%	This test was not given in 2004-05.			
Small Group Totals	10	70%	40%	0%				
General-Education Students	365	96%	53%	7%				
Students with Disabilities	62	47%	10%	0%				
English Proficient	425	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	205	82%	34%	2%				
Not Disadvantaged	222	95%	58%	9%				
Migrant								
Not Migrant	427	89%	46%	6%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
	83%	44%	3%	87%	60%	13%
Number of Students:	353	189	11			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	425	83%	44%	3%				
Female	207	82%	43%	1%				
Male	218	84%	46%	4%				
American Indian or Alaska Native	6	-	-	-				
Black or African American	33	73%	30%	0%				
Hispanic or Latino	19	95%	32%	0%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	363	83%	46%	3%	This test was not given in 2004-05.			
Small Group Totals	10	90%	50%	0%				
General-Education Students	364	90%	51%	3%				
Students with Disabilities	61	44%	8%	2%				
English Proficient	422	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	206	75%	32%	1%				
Not Disadvantaged	219	90%	56%	4%				
Migrant								
Not Migrant	425	83%	44%	3%				

NOTES

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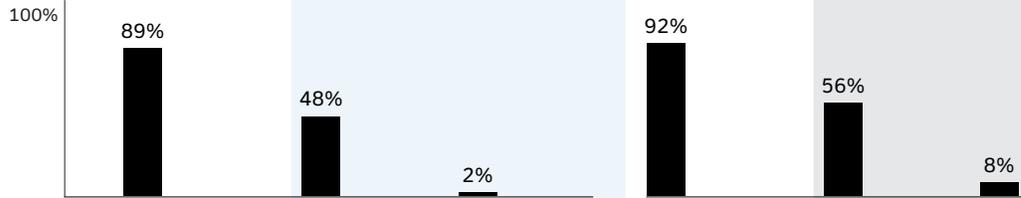
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	383	206	10	383	206	10



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	432	89%	48%	2%				
Female	211	93%	50%	3%				
Male	221	85%	45%	2%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	33	88%	36%	0%				
Hispanic or Latino	20	85%	40%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	367	89%	49%	3%	This test was not given in 2004-05.			
Small Group Totals	12	92%	50%	0%				
General-Education Students	364	94%	55%	3%				
Students with Disabilities	68	62%	9%	0%				
English Proficient	432	89%	48%	2%				
Limited English Proficient								
Economically Disadvantaged	184	82%	35%	2%				
Not Disadvantaged	248	94%	57%	3%				
Migrant	3	-	-	-				
Not Migrant	429	-	-	-				

NOTES

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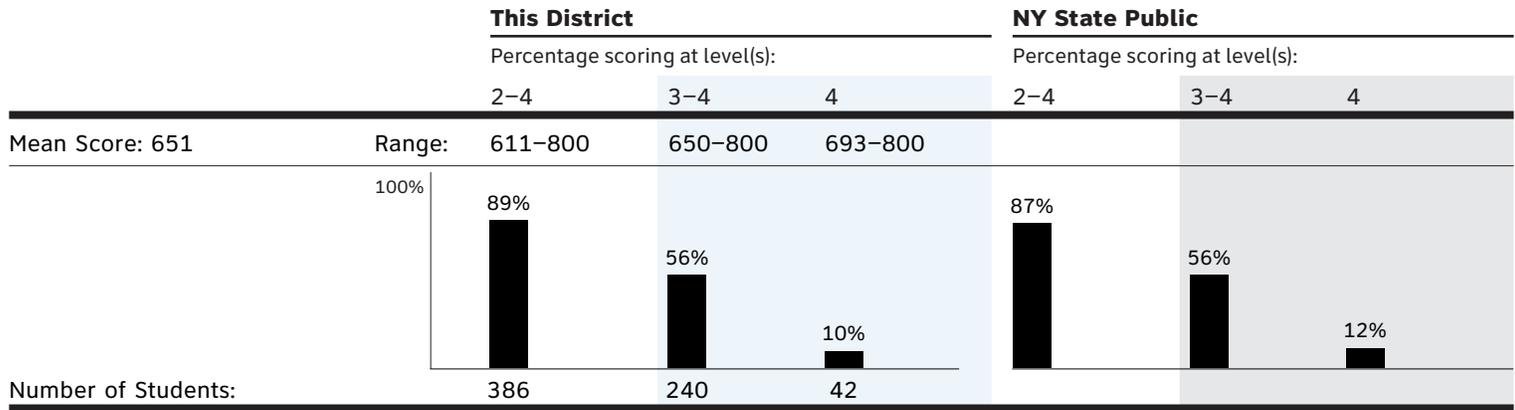
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	432	89%	56%	10%				
Female	211	90%	55%	9%				
Male	221	89%	57%	10%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	33	73%	39%	3%				
Hispanic or Latino	20	90%	45%	5%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	366	91%	57%	10%	This test was not given in 2004-05.			
Small Group Totals	13	92%	62%	15%				
General-Education Students	363	96%	64%	12%				
Students with Disabilities	69	54%	10%	0%				
English Proficient	432	89%	56%	10%				
Limited English Proficient								
Economically Disadvantaged	189	84%	42%	5%				
Not Disadvantaged	243	94%	66%	14%				
Migrant	4	-	-	-				
Not Migrant	428	-	-	-				

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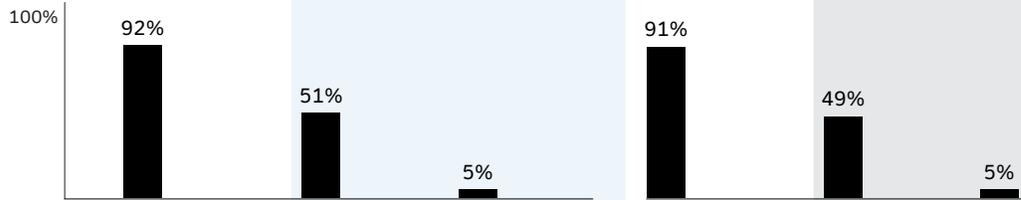
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	This test was not given in 2004-05.			

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 650	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	426	235	23	426	235	23



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	464	92%	51%	5%				
Female	237	94%	58%	6%				
Male	227	90%	43%	4%				
American Indian or Alaska Native								
Black or African American	27	85%	37%	0%				
Hispanic or Latino	22	100%	45%	5%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	0%				
White	409	92%	52%	5%				
Small Group Totals								
General-Education Students	387	97%	59%	5%				
Students with Disabilities	77	65%	8%	3%				
English Proficient	464	92%	51%	5%				
Limited English Proficient								
Economically Disadvantaged	189	88%	33%	1%				
Not Disadvantaged	275	94%	63%	8%				
Migrant	3	-	-	-				
Not Migrant	461	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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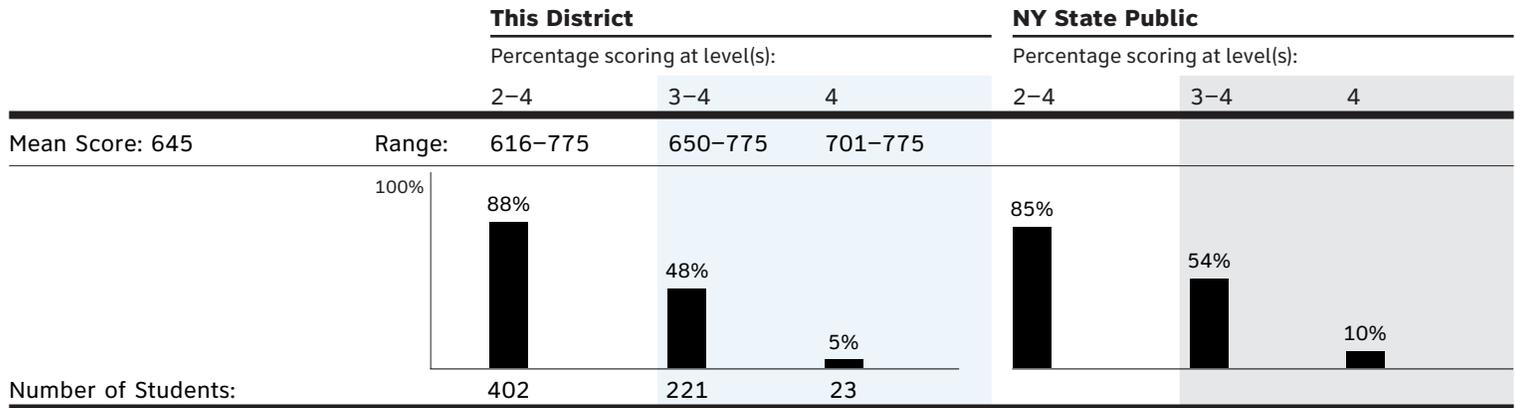
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	-	-	N/A	0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	459	88%	48%	5%				
Female	239	89%	47%	5%				
Male	220	86%	50%	5%				
American Indian or Alaska Native								
Black or African American	25	88%	20%	0%				
Hispanic or Latino	22	82%	55%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	0%				
White	405	88%	49%	6%				
Small Group Totals								
General-Education Students	382	93%	53%	6%				
Students with Disabilities	77	61%	22%	1%				
English Proficient	458	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	193	83%	31%	2%				
Not Disadvantaged	266	91%	61%	8%				
Migrant	3	-	-	-				
Not Migrant	456	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

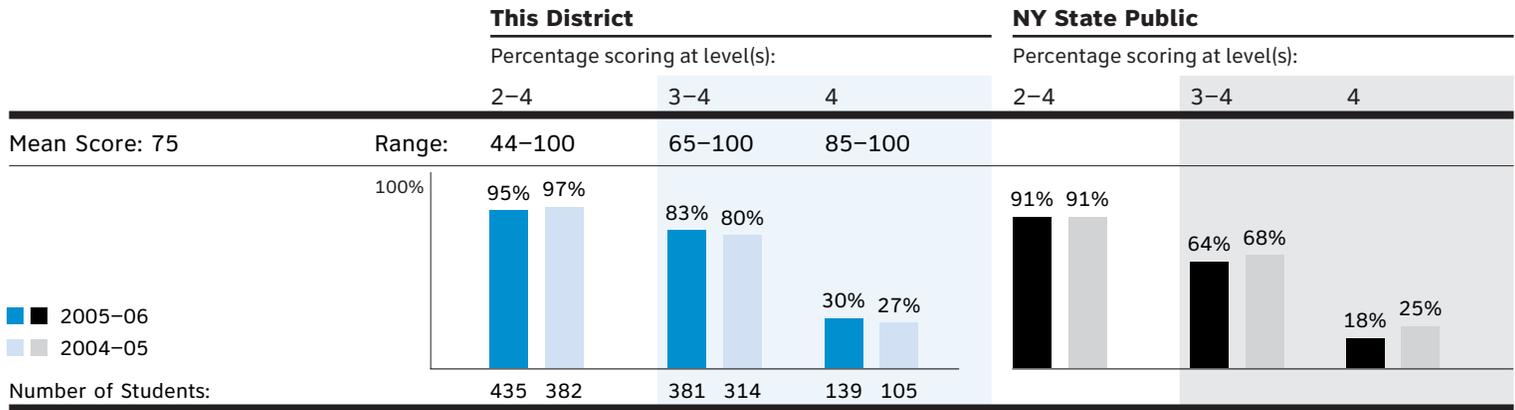
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	2	-	-	-

District **ROME CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	460	95%	83%	30%	392	97%	80%	27%
Female	240	95%	81%	27%	191	97%	75%	23%
Male	220	94%	85%	34%	201	98%	85%	30%
American Indian or Alaska Native								
Black or African American	23	91%	57%	17%	23	100%	61%	9%
Hispanic or Latino	23	96%	83%	22%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	14%	4	-	-	-
White	407	95%	84%	32%	350	97%	81%	28%
Small Group Totals					19	95%	84%	32%
General-Education Students	387	97%	87%	34%	327	99%	85%	30%
Students with Disabilities	73	81%	63%	10%	65	89%	55%	12%
English Proficient	459	-	-	-	390	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	191	94%	75%	13%	168	97%	71%	17%
Not Disadvantaged	269	95%	88%	42%	224	98%	87%	34%
Migrant	3	-	-	-				
Not Migrant	457	-	-	-	392	97%	80%	27%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	2	-	-	-
Regents Science	0				63	63	63	45

District **ROME CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

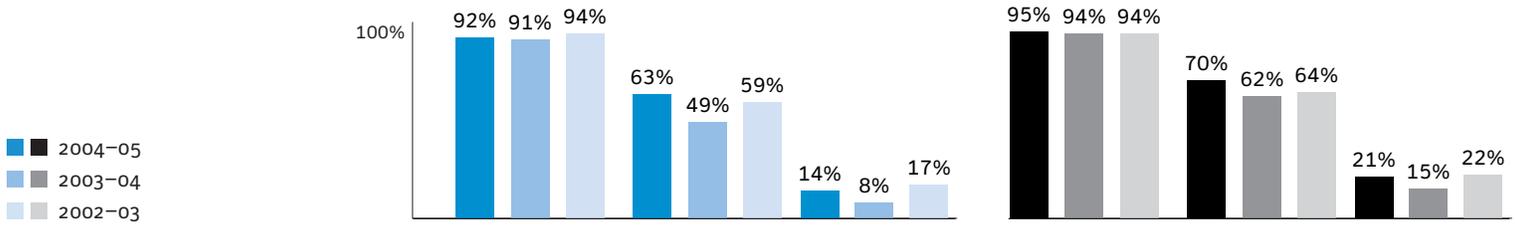
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	37	125	212	63	437	654
Feb 2004	42	201	196	39	478	644
Feb 2003	26	162	195	76	459	653

Grade 8

This School

Percentage scoring at level(s):

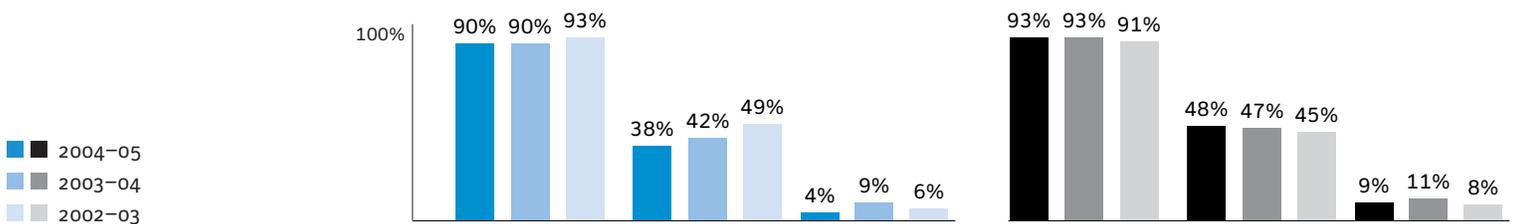
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	48	244	161	20	473	690
Jan 2004	49	222	159	40	470	693
Jan 2003	33	202	196	29	460	695

District **ROME CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

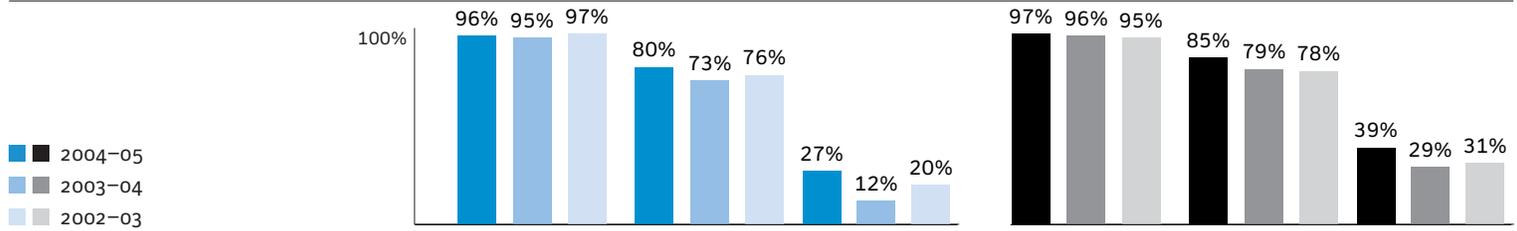
2-4 3-4 4

Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	18	72	234	118	442	661
May 2004	26	104	289	56	475	649
May 2003	13	97	255	93	458	654

Grade 8

This School

Percentage scoring at level(s):

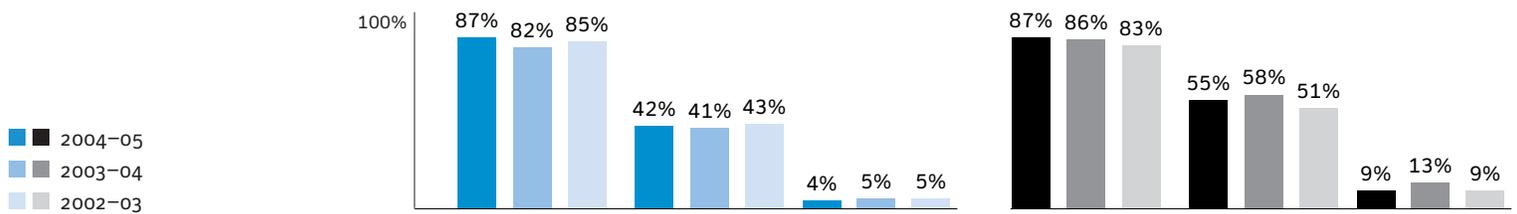
2-4 3-4 4

Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	62	209	178	18	467	710
May 2004	82	184	167	21	454	705
May 2003	67	190	174	21	452	710

District **ROME CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

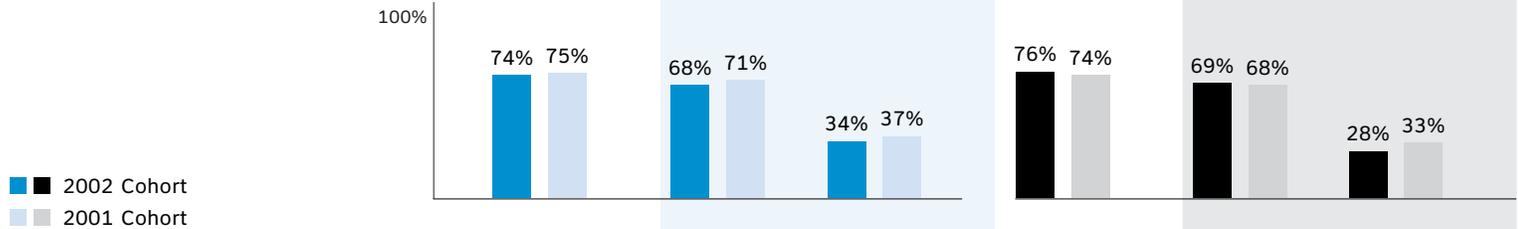
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	478	74%	68%	34%	478	75%	71%	37%
Female	211	74%	68%	39%	233	80%	75%	41%
Male	267	74%	67%	30%	245	70%	67%	33%
American Indian or Alaska Native	4	-	-	-				
Black or African American	27	70%	52%	11%	33	79%	70%	15%
Hispanic or Latino	18	72%	67%	11%	12	50%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	9	100%	100%	44%
White	419	74%	68%	36%	424	75%	71%	39%
Small Group Totals	14	86%	86%	50%				
General-Education Students	389	82%	77%	40%	397	82%	80%	44%
Students with Disabilities	89	39%	29%	6%	81	41%	25%	1%
English Proficient	473	74%	68%	34%	476	-	-	-
Limited English Proficient	5	60%	60%	0%	2	-	-	-
Economically Disadvantaged	127	62%	56%	19%				
Not Disadvantaged	351	79%	72%	39%				
Migrant	1	-	-	-				
Not Migrant	477	-	-	-				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	5

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **ROME CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

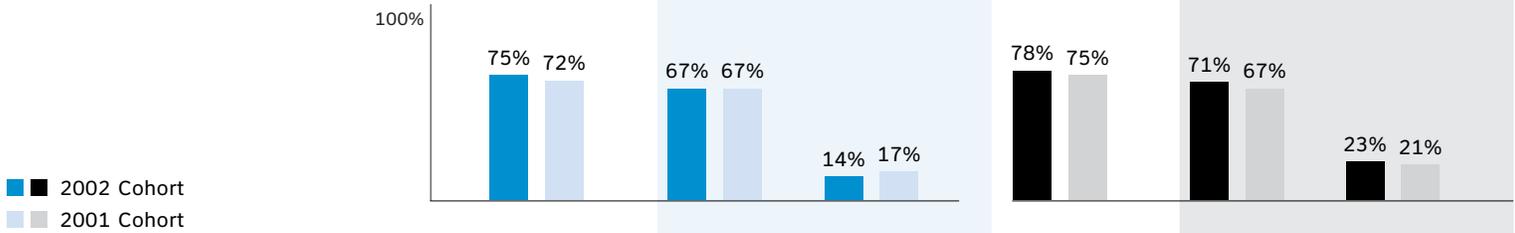
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	478	75%	67%	14%	478	72%	67%	17%
Female	211	76%	69%	15%	233	77%	72%	18%
Male	267	74%	65%	14%	245	68%	63%	16%
American Indian or Alaska Native	4	–	–	–				
Black or African American	27	67%	56%	4%	33	64%	55%	6%
Hispanic or Latino	18	67%	56%	0%	12	42%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	9	100%	100%	44%
White	419	76%	68%	16%	424	73%	69%	17%
Small Group Totals	14	79%	79%	21%				
General-Education Students	389	84%	77%	18%	397	82%	78%	20%
Students with Disabilities	89	35%	22%	0%	81	25%	15%	0%
English Proficient	473	75%	67%	15%	476	–	–	–
Limited English Proficient	5	60%	60%	0%	2	–	–	–
Economically Disadvantaged	127	65%	59%	9%				
Not Disadvantaged	351	79%	70%	17%				
Migrant	1	–	–	–				
Not Migrant	477	–	–	–				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	5

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

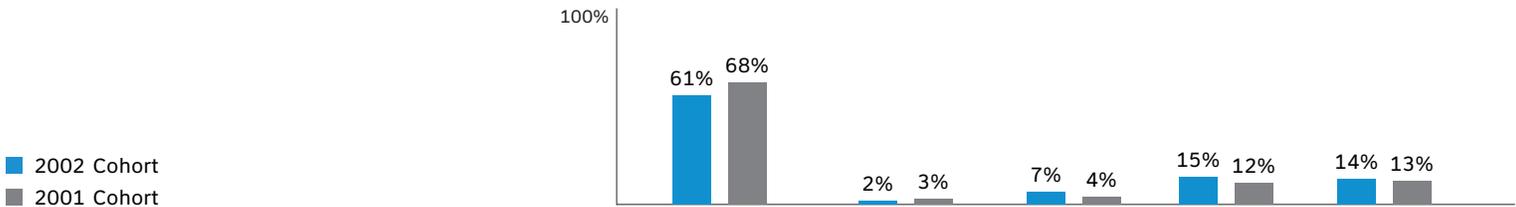
District **ROME CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	478	61%	2%	7%	15%	14%
	2001	478	68%	3%	4%	12%	13%
Female	2002	211	63%	2%	9%	13%	14%
	2001	233	77%	2%	4%	6%	11%
Male	2002	267	60%	2%	6%	17%	15%
	2001	245	59%	4%	4%	18%	14%
American Indian or Alaska Native	2002	4	–	–	–	–	–
Black or African American	2002	27	48%	0%	15%	19%	19%
	2001	33	79%	0%	6%	6%	9%
Hispanic or Latino	2002	18	39%	6%	0%	33%	22%
	2001	12	17%	8%	0%	42%	33%
Asian or Native Hawaiian/Other Pacific Islander	2002	10	–	–	–	–	–
White	2002	419	62%	2%	7%	14%	14%
	2001	424	68%	4%	4%	11%	13%
Small Group Totals	2002	14	71%	7%	7%	14%	0%
General-Education Students	2002	389	69%	0%	7%	12%	12%
	2001	397	77%	0%	4%	9%	11%
Students with Disabilities	2002	89	27%	11%	9%	28%	25%
	2001	81	25%	20%	7%	27%	21%
English Proficient	2002	473	61%	2%	7%	15%	14%
	2001	476	–	–	–	–	–
Limited English Proficient	2002	5	40%	0%	0%	40%	20%
	2001	2	–	–	–	–	–
Economically Disadvantaged	2002	127	46%	5%	6%	24%	19%
	2001	127	46%	5%	6%	24%	19%
Not Disadvantaged	2002	351	66%	1%	8%	12%	13%
	2001	351	66%	1%	8%	12%	13%
Migrant	2002	1	–	–	–	–	–
Not Migrant	2002	477	–	–	–	–	–

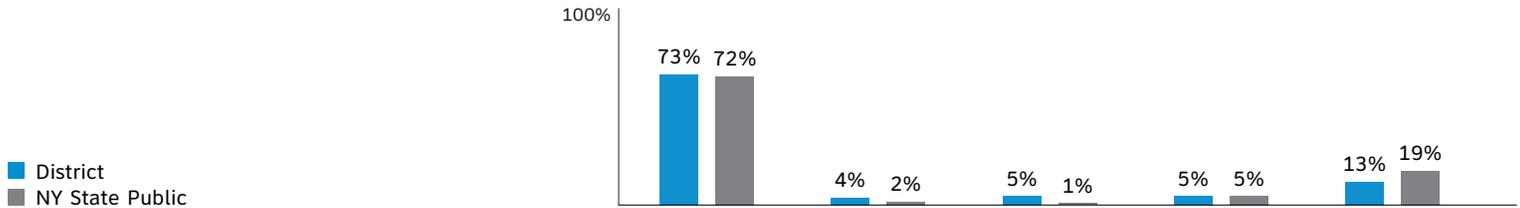
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **ROME CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	474	73%	4%	5%	5%	13%
Female	234	80%	3%	4%	3%	10%
Male	240	66%	5%	6%	8%	15%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	33	79%	0%	6%	6%	9%
Hispanic or Latino	13	31%	0%	0%	23%	46%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	11%	0%	11%	0%
White	419	74%	4%	5%	5%	12%
Small Group Totals						
General-Education Students	396	81%	0%	5%	4%	11%
Students with Disabilities	78	33%	24%	6%	14%	22%
English Proficient	473	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–
Economically Disadvantaged	101	63%	6%	5%	10%	16%
Not Disadvantaged	373	76%	3%	5%	4%	12%
Migrant	1	–	–	–	–	–
Not Migrant	473	–	–	–	–	–

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The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.