



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **ROME CITY SCHOOL DISTRICT**
District ID **41-18-00-01-0000**
Superintendent **JEFFREY SIMONS**
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Grades **PK-12, UE, US**

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.

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 the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

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

District **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

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

	2008-09	2009-10	2010-11
Pre-K	330	326	333
Kindergarten	455	403	434
Grade 1	429	462	411
Grade 2	373	423	438
Grade 3	395	363	409
Grade 4	406	397	347
Grade 5	386	402	389
Grade 6	376	387	399
Ungraded Elementary	14	21	12
Grade 7	374	394	402
Grade 8	433	374	371
Grade 9	451	474	406
Grade 10	409	439	431
Grade 11	407	366	371
Grade 12	384	413	386
Ungraded Secondary	25	22	32
Total K-12	5317	5340	5238

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	20	20
Grade 8			
English	20	19	21
Mathematics	21	21	24
Science	23	21	23
Social Studies	19	21	22
Grade 10			
English	19	20	21
Mathematics		21	14
Science	5	12	14
Social Studies	20	20	22

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**District ID **41-18-00-01-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2120	40%	1933	36%	1981	38%
Reduced-Price Lunch	603	11%	532	10%	420	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	41	1%	58	1%	70	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	22	0%	20	0%	22	0%
Black or African American	386	7%	436	8%	417	8%
Hispanic or Latino	230	4%	273	5%	272	5%
Asian or Native Hawaiian/Other Pacific Islander	55	1%	67	1%	83	2%
White	4622	87%	4541	85%	4428	85%
Multiracial	2	0%	3	0%	16	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		93%
Student Suspensions	358	7%	351	7%	329	6%

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

District ID 41-18-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	427	479	458
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	3%	0%
Percent with Fewer Than Three Years of Experience	5%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	44%	44%
Total Number of Core Classes	964	1050	923
Percent Not Taught by Highly Qualified Teachers in This District	1%	2%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1391	1499	1365
Percent Taught by Teachers Without Appropriate Certification	1%	3%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	30%	6%	21%
Turnover Rate of All Teachers	21%	12%	22%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	64	67	64
Total Paraprofessionals*	327	253	200
Assistant Principals	6	5	5
Principals	11	9	9

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

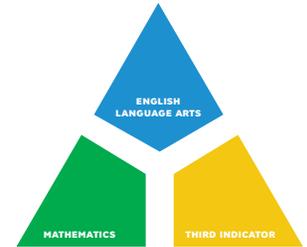
Staff Counts Information

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) 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.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irs/accountability/>.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

Improvement (Year 6)

ELA Improvement (Year 6) Science Good Standing

Math Good Standing Graduation Rate Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	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			English		
	Language Arts	Mathematics	Science	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	✓ ^{SH}	✓ ^{SH}	–	–	–	–
White	✓	✓	–	✓	✓	–
Multiracial	–	–	–	–	–	–
Other Groups						
Students with Disabilities	✗	✗	–	✗	✗	–
Limited English Proficient	✓ ^{SH}	✓ ^{SH}	–	–	–	–
Economically Disadvantaged	✗	✗	–	✗	✗	–
Student groups making AYP in each subject	✗ 6 of 8	✗ 5 of 8	✓ 1 of 1	✗ 2 of 4	✗ 2 of 4	✗ 0 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 6)
for This Subject
(2011–12)

Accountability Measures 6 of 8 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 2011-12, the district will be In Need of Improvement (Year 7) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 6) in 2012-13. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2356:2279)			99%		135	120		
Ethnicity								
American Indian or Alaska Native (13:13)	–	–	–	–	–	–		–
Black or African American (214:200)			99%		120	114		
Hispanic or Latino (113:110)			98%		125	112		
Asian or Native Hawaiian/Other Pacific Islander (33:33)		–	–		103	105	20	113
White (1981:1921)			100%		138	120		
Multiracial (2:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (451:465)			99%		70	117	88	83
Limited English Proficient (32:33)		–	–		58	105	20	72
Economically Disadvantaged (1258:1202)			99%		117	119	119	125
Final AYP Determination	 6 of 8							
Non-Accountability Groups								
Female (1161:1128)			100%		143	119		
Male (1195:1151)			99%		127	119		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 5 of 8 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2358:2283)			100%		141	135	
Ethnicity							
American Indian or Alaska Native (13:13)	–	–	–	–	–	–	–
Black or African American (214:201)			100%		129	129	
Hispanic or Latino (113:111)			100%		114	127	127 123
Asian or Native Hawaiian/Other Pacific Islander (33:33)		–	–		112	120	20 121
White (1983:1923)			100%		145	135	
Multiracial (2:2)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (452:462)			99%		88	132	103 99
Limited English Proficient (32:34)		–	–		65	120	20 79
Economically Disadvantaged (1259:1207)			100%		123	134	133 131
Final AYP Determination	 5 of 8						
Non-Accountability Groups							
Female (1162:1129)			100%		144	134	
Male (1196:1154)			100%		139	134	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (739:701)		Qualified		98%		177	100		
Ethnicity									
American Indian or Alaska Native (11:11)	–	–	–	–	–	–	–	–	–
Black or African American (61:55)		Qualified		97%		173	100		
Hispanic or Latino (42:40)		Qualified		98%		163	100		
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–	–	–
White (615:585)		Qualified		99%		180	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (140:136)		Qualified		95%		144	100		
Limited English Proficient (13:12)	–	–	–	–	–	–	–	–	–
Economically Disadvantaged (380:353)		Qualified		98%		167	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (380:363)				99%		179	100		
Male (359:338)				98%		175	100		
Migrant (0:0)									

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status  Improvement (Year 6)
for This Subject
(2011–12)

Accountability Measures 2 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 2011-12, the district will be In Need of Improvement (Year 7) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 6) in 2012-13. [210]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (378:374)			99%		184	177	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (28:25)	–	–	–	–	–	–	–
Hispanic or Latino (18:17)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:6)	–	–	–	–	–	–	–
White (325:325)			99%		184	177	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (51:58)			96%		145	170	159 [‡] 151
Limited English Proficient (1:1)	–	–	–	–	–	–	–
Economically Disadvantaged (122:130)			99%		172	174	171 [‡] 175
Final AYP Determination	 2 of 4						
Non-Accountability Groups							
Female (188:179)			99%		191	175	
Male (190:195)			98%		178	175	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 2 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (378:374)			99%		182	174	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (28:25)	–	–	–	–	–	–	–
Hispanic or Latino (18:17)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:6)	–	–	–	–	–	–	–
White (325:325)			99%		182	174	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (51:58)			96%		117	167	144‡ 125
Limited English Proficient (1:1)	–	–	–	–	–	–	–
Economically Disadvantaged (122:130)			99%		169	171	171‡ 172
Final AYP Determination	 2 of 4						
Non-Accountability Groups							
Female (188:179)			99%		184	172	
Male (190:195)			99%		180	172	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2011–12)  Improvement (Year 1)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (491)			73%	80%	76%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (32)			72%	80%	16%
Hispanic or Latino (29)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—	
White (424)			74%	80%	79%
Multiracial (0)					
Other Groups					
Students with Disabilities (95)			49%	80%	58%
Limited English Proficient (2)		—	—	—	
Economically Disadvantaged (181)			65%	80%	69%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (252)			79%	80%	
Male (239)			67%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **77%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

6 schools identified 67% of total

BELLAMY ELEMENTARY SCHOOL
GANSEVOORT ELEMENTARY SCHOOL
JOHN E JOY ELEMENTARY SCHOOL
LOUIS V DENTI ELEMENTARY SCHOOL
RIDGE MILLS ELEMENTARY SCHOOL
STOKES ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 11% of total

GEORGE R STALEY UPPER ELEMENTARY SCHOOL

Improvement (year 2) Focused

1 school identified 11% of total

ROME FREE ACADEMY

Restructuring (advanced) Focused

1 school identified 11% of total

LYNDON H STROUGH MIDDLE SCHOOL

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

Summary of 2010–11 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	51%			411
Grade 4	50%			345
Grade 5	45%			375
Grade 6	53%			398
Grade 7	39%			400
Grade 8	41%			390

Mathematics			
Grade 3	42%		412
Grade 4	51%		346
Grade 5	56%		379
Grade 6	56%		402
Grade 7	59%		397
Grade 8	37%		390

Science			
Grade 4	82%		345
Grade 8	74%		321

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	81%			426
Mathematics	80%			426

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

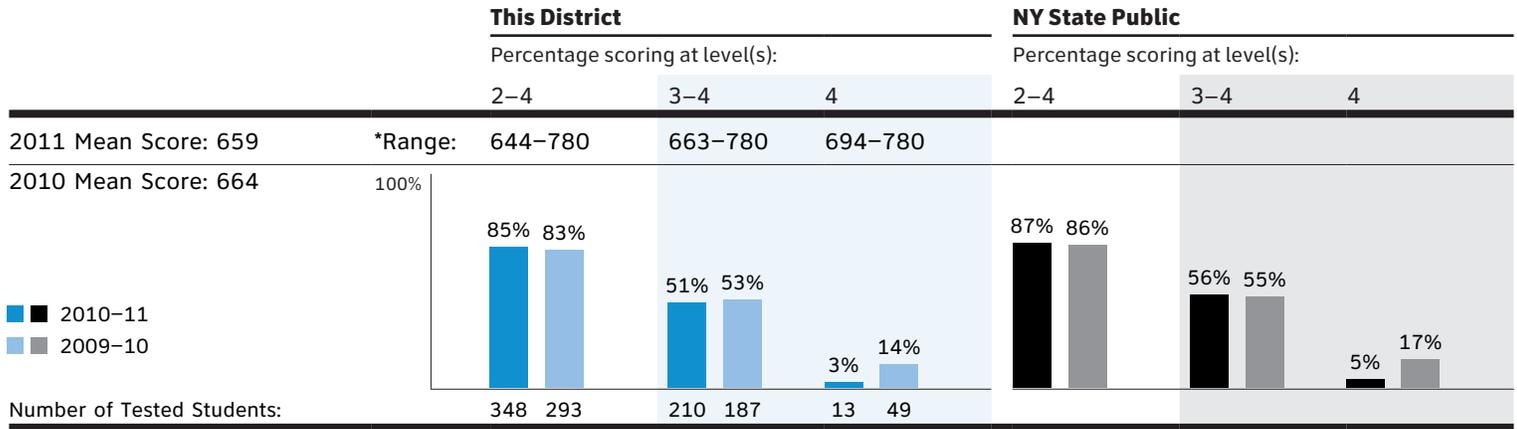
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	411	85%	51%	3%	351	83%	53%	14%
Female	202	88%	53%	2%	181	86%	56%	15%
Male	209	81%	49%	4%	170	81%	50%	12%
American Indian or Alaska Native					3	-	-	-
Black or African American	38	82%	29%	3%	23	78%	57%	13%
Hispanic or Latino	12	75%	42%	0%	23	83%	35%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	354	86%	54%	3%	299	84%	55%	14%
Multiracial	1	-	-	-				
Small Group Totals	7	71%	29%	0%	6	83%	50%	17%
General-Education Students	346	94%	59%	4%	285	93%	64%	17%
Students with Disabilities	65	35%	8%	0%	66	41%	9%	2%
English Proficient	405	85%	52%	3%	347	-	-	-
Limited English Proficient	6	50%	0%	0%	4	-	-	-
Economically Disadvantaged	239	78%	38%	1%	197	77%	45%	10%
Not Disadvantaged	172	94%	69%	6%	154	92%	64%	19%
Migrant								
Not Migrant	411	85%	51%	3%	351	83%	53%	14%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	5	4	4	2	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A

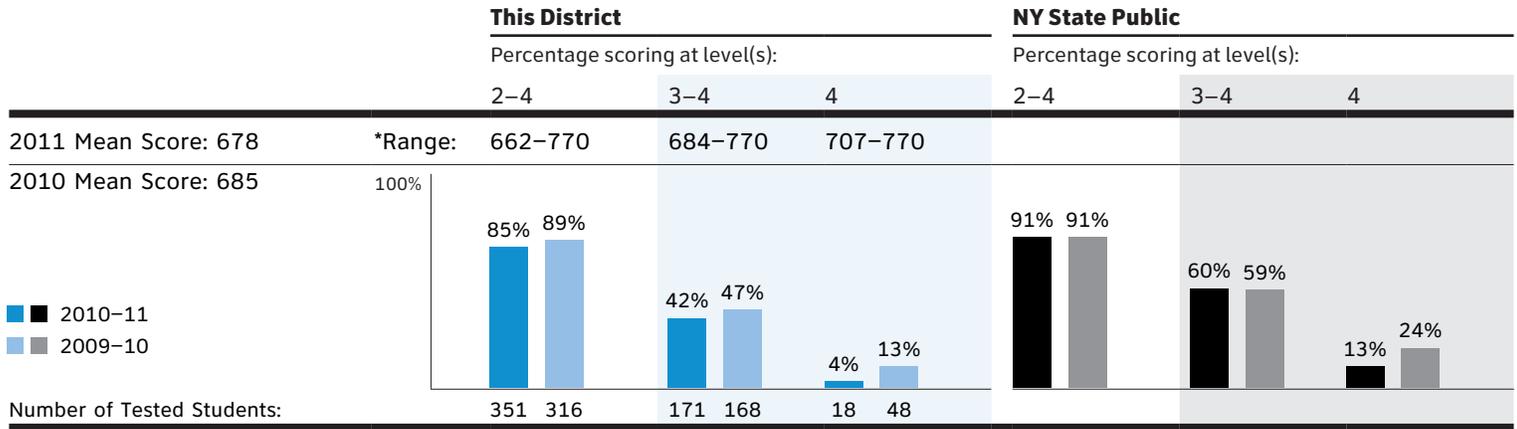
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	412	85%	42%	4%	356	89%	47%	13%
Female	203	85%	39%	3%	183	89%	46%	13%
Male	209	86%	44%	5%	173	88%	49%	14%
American Indian or Alaska Native					3	-	-	-
Black or African American	38	82%	26%	3%	23	83%	43%	17%
Hispanic or Latino	12	67%	8%	0%	23	83%	52%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	6	-	-	-
White	355	86%	44%	5%	301	90%	47%	13%
Multiracial	1	-	-	-				
Small Group Totals	7	71%	43%	0%	9	78%	44%	11%
General-Education Students	347	93%	47%	5%	288	97%	54%	16%
Students with Disabilities	65	42%	12%	0%	68	54%	19%	1%
English Proficient	406	86%	42%	4%	349	89%	48%	14%
Limited English Proficient	6	33%	17%	0%	7	71%	0%	0%
Economically Disadvantaged	240	76%	28%	1%	201	83%	39%	10%
Not Disadvantaged	172	98%	60%	9%	155	96%	57%	18%
Migrant								
Not Migrant	412	85%	42%	4%	356	89%	47%	13%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

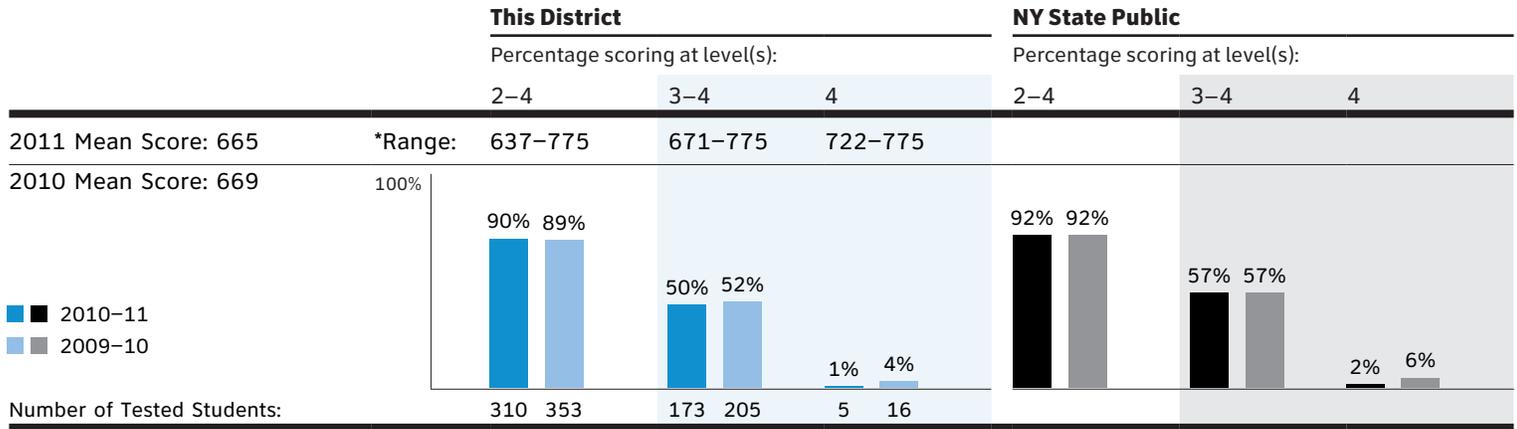
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	4	3	2	-	-	-

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	345	90%	50%	1%	395	89%	52%	4%
Female	184	93%	55%	2%	195	93%	56%	5%
Male	161	86%	44%	1%	200	86%	48%	3%
American Indian or Alaska Native	3	-	-	-				
Black or African American	24	88%	46%	4%	37	84%	32%	0%
Hispanic or Latino	21	95%	62%	0%	23	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	1	-	-	-
White	291	91%	50%	1%	334	91%	55%	4%
Multiracial								
Small Group Totals	9	56%	44%	0%	24	79%	33%	4%
General-Education Students	281	97%	60%	2%	337	96%	59%	5%
Students with Disabilities	64	58%	6%	0%	58	50%	10%	0%
English Proficient	337	91%	51%	1%	391	-	-	-
Limited English Proficient	8	50%	0%	0%	4	-	-	-
Economically Disadvantaged	196	86%	43%	2%	216	84%	38%	0%
Not Disadvantaged	149	95%	60%	1%	179	96%	69%	8%
Migrant								
Not Migrant	345	90%	50%	1%	395	89%	52%	4%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	6	6	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

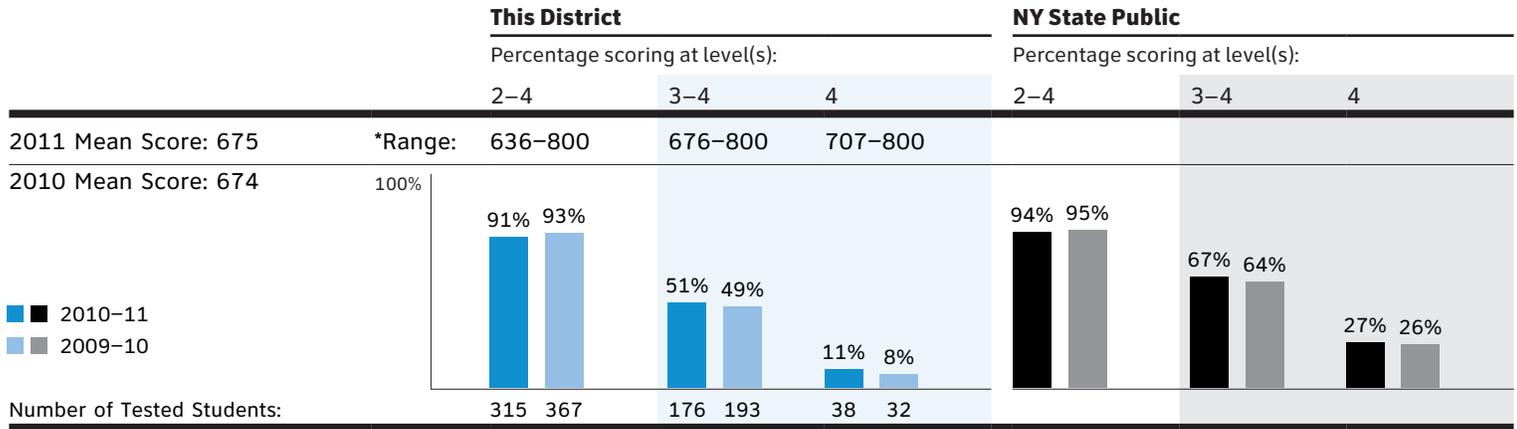
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	346	91%	51%	11%	394	93%	49%	8%
Female	184	93%	52%	12%	195	93%	49%	7%
Male	162	88%	50%	10%	199	93%	49%	10%
American Indian or Alaska Native	3	-	-	-				
Black or African American	24	88%	46%	4%	37	97%	35%	0%
Hispanic or Latino	22	86%	36%	9%	23	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	1	-	-	-
White	291	92%	53%	12%	332	94%	51%	10%
Multiracial					1	-	-	-
Small Group Totals	9	78%	33%	11%	25	76%	40%	0%
General-Education Students	282	98%	59%	13%	337	98%	55%	9%
Students with Disabilities	64	63%	16%	0%	57	67%	11%	0%
English Proficient	337	92%	52%	11%	390	-	-	-
Limited English Proficient	9	67%	0%	0%	4	-	-	-
Economically Disadvantaged	197	87%	44%	9%	217	90%	38%	2%
Not Disadvantaged	149	96%	60%	14%	177	97%	62%	16%
Migrant								
Not Migrant	346	91%	51%	11%	394	93%	49%	8%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

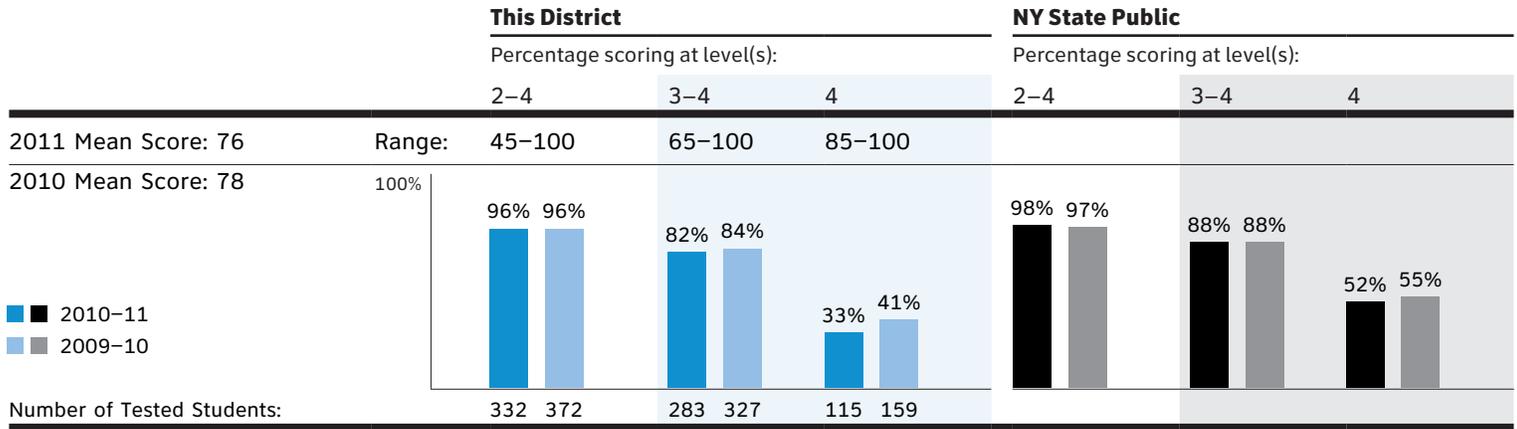
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	6	6	4	2

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	345	96%	82%	33%	388	96%	84%	41%
Female	185	98%	84%	33%	191	96%	83%	42%
Male	160	94%	79%	34%	197	95%	85%	40%
American Indian or Alaska Native	3	-	-	-				
Black or African American	24	96%	75%	25%	37	97%	81%	24%
Hispanic or Latino	22	91%	77%	36%	23	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	1	-	-	-
White	290	98%	84%	34%	326	97%	86%	44%
Multiracial					1	-	-	-
Small Group Totals	9	56%	44%	33%	25	84%	68%	28%
General-Education Students	281	98%	90%	38%	333	98%	90%	47%
Students with Disabilities	64	88%	48%	11%	55	84%	51%	7%
English Proficient	336	98%	84%	34%	384	-	-	-
Limited English Proficient	9	44%	22%	0%	4	-	-	-
Economically Disadvantaged	198	94%	76%	26%	215	94%	78%	28%
Not Disadvantaged	147	99%	90%	43%	173	98%	92%	57%
Migrant								
Not Migrant	345	96%	82%	33%	388	96%	84%	41%

NOTES

The - symbol indicates that data for a group of students have 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

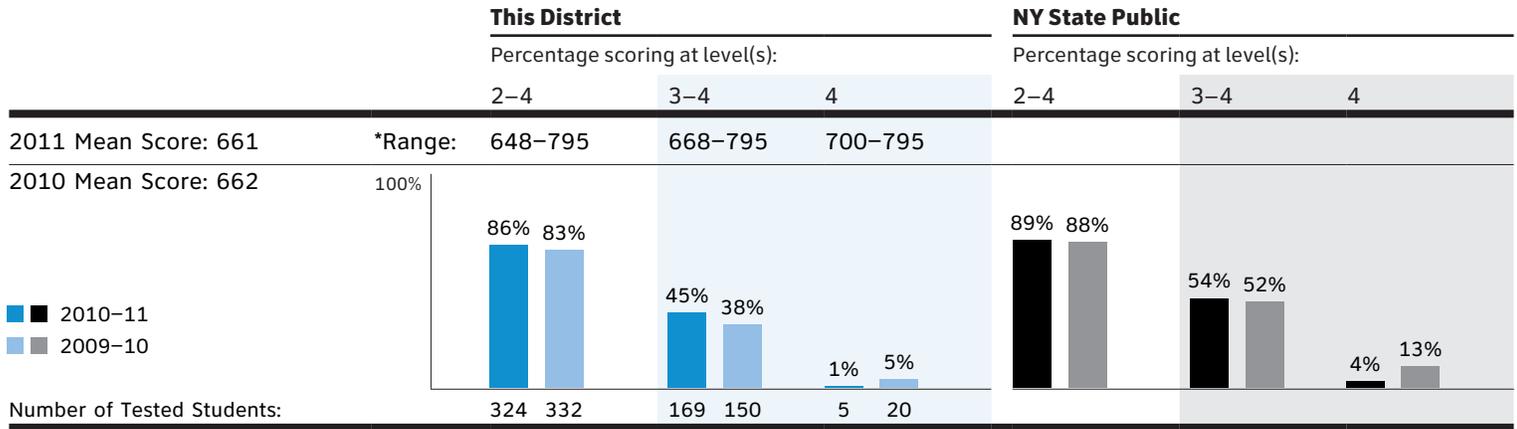
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	6	6	5	4

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	375	86%	45%	1%	400	83%	38%	5%
Female	187	89%	51%	2%	196	87%	36%	6%
Male	188	84%	39%	1%	204	79%	39%	4%
American Indian or Alaska Native					2	-	-	-
Black or African American	32	84%	25%	0%	35	71%	34%	9%
Hispanic or Latino	21	-	-	-	14	57%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	-	-	-
White	320	87%	48%	2%	342	85%	38%	5%
Multiracial								
Small Group Totals	23	78%	26%	0%	9	78%	22%	11%
General-Education Students	314	95%	53%	2%	324	90%	45%	6%
Students with Disabilities	61	41%	3%	0%	76	55%	7%	0%
English Proficient	373	-	-	-	396	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	198	80%	32%	1%	217	73%	26%	3%
Not Disadvantaged	177	93%	59%	2%	183	95%	51%	7%
Migrant					1	-	-	-
Not Migrant	375	86%	45%	1%	399	-	-	-

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	7	6	6	3	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

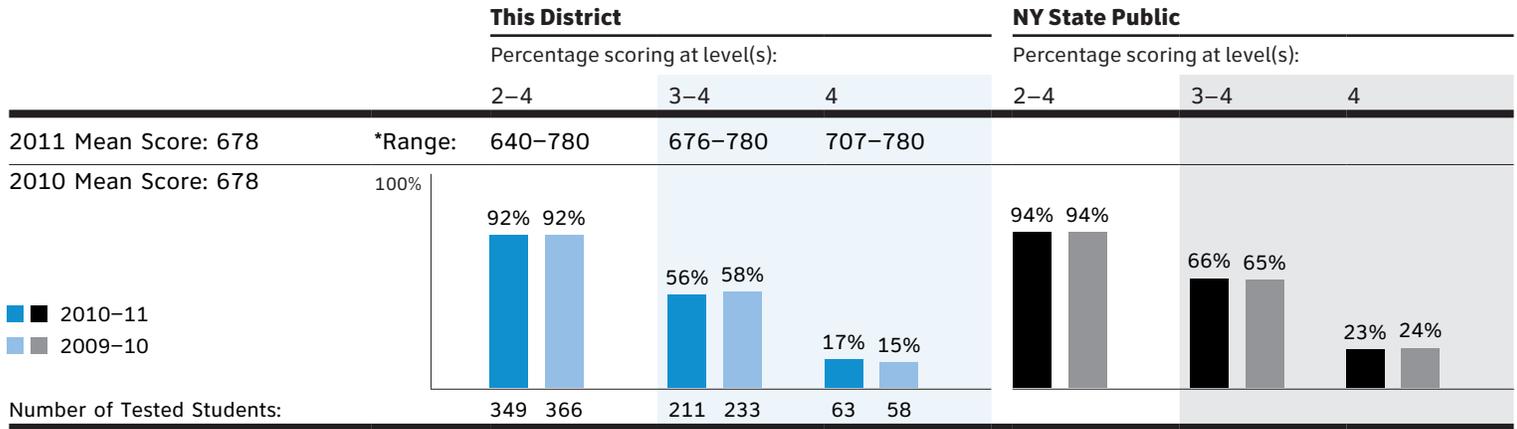
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	379	92%	56%	17%	399	92%	58%	15%
Female	188	94%	59%	16%	195	93%	56%	12%
Male	191	90%	53%	17%	204	91%	61%	17%
American Indian or Alaska Native					2	-	-	-
Black or African American	33	97%	36%	12%	35	94%	34%	3%
Hispanic or Latino	21	-	-	-	14	71%	36%	7%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	-	-	-
White	323	93%	58%	17%	341	92%	62%	16%
Multiracial								
Small Group Totals	23	74%	48%	13%	9	89%	67%	0%
General-Education Students	318	99%	65%	20%	323	97%	66%	17%
Students with Disabilities	61	57%	7%	0%	76	70%	26%	4%
English Proficient	377	-	-	-	395	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	201	88%	43%	8%	217	85%	46%	8%
Not Disadvantaged	178	97%	70%	26%	182	100%	73%	23%
Migrant					1	-	-	-
Not Migrant	379	92%	56%	17%	398	-	-	-

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	7	7	6	3	6	6	6	4

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

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
2011 Mean Score: 660	*Range: 644-785	662-785	694-785			
2010 Mean Score: 661						
Number of Tested Students:	349	341	209	186	2	16

Results by Student Group

	2010-11 School Year				2009-10 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	398	88%	53%	1%	390	87%	48%	4%
Female	193	91%	56%	1%	179	92%	53%	4%
Male	205	84%	49%	0%	211	83%	43%	4%
American Indian or Alaska Native	2	-	-	-				
Black or African American	35	83%	43%	0%	40	88%	38%	3%
Hispanic or Latino	16	75%	38%	0%	19	89%	32%	5%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	5	40%	40%	20%
White	338	89%	54%	1%	326	88%	50%	4%
Multiracial								
Small Group Totals	9	89%	44%	0%				
General-Education Students	325	96%	61%	1%	308	96%	58%	5%
Students with Disabilities	73	52%	14%	0%	82	54%	10%	0%
English Proficient	394	-	-	-	386	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	209	79%	40%	0%	210	80%	31%	1%
Not Disadvantaged	189	97%	66%	1%	180	96%	67%	7%
Migrant								
Not Migrant	398	88%	53%	1%	390	87%	48%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	6	6	5	3	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A

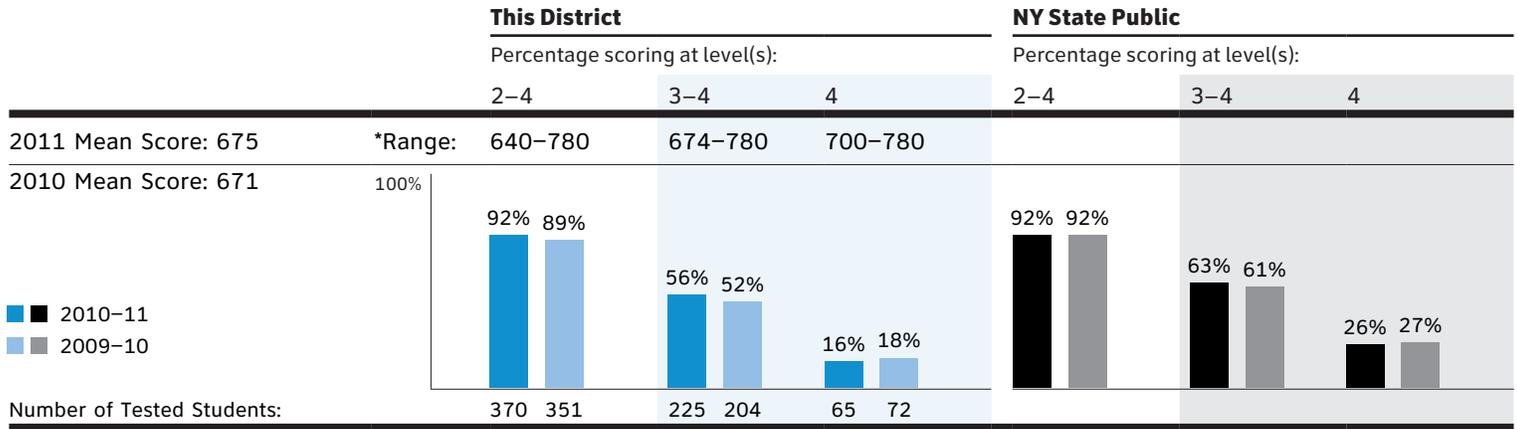
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	402	92%	56%	16%	395	89%	52%	18%
Female	195	94%	56%	16%	183	92%	52%	17%
Male	207	90%	56%	16%	212	86%	51%	19%
American Indian or Alaska Native	2	-	-	-				
Black or African American	35	100%	54%	3%	42	86%	43%	5%
Hispanic or Latino	17	65%	47%	12%	20	80%	55%	25%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	7	57%	14%	14%
White	341	93%	57%	18%	326	90%	53%	20%
Multiracial								
Small Group Totals	9	89%	56%	0%				
General-Education Students	327	98%	65%	20%	313	96%	62%	23%
Students with Disabilities	75	67%	17%	1%	82	62%	12%	1%
English Proficient	397	93%	57%	16%	389	90%	52%	19%
Limited English Proficient	5	20%	0%	0%	6	33%	0%	0%
Economically Disadvantaged	211	86%	41%	9%	215	82%	34%	8%
Not Disadvantaged	191	99%	73%	24%	180	97%	73%	31%
Migrant								
Not Migrant	402	92%	56%	16%	395	89%	52%	18%

NOTES

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Other Assessments

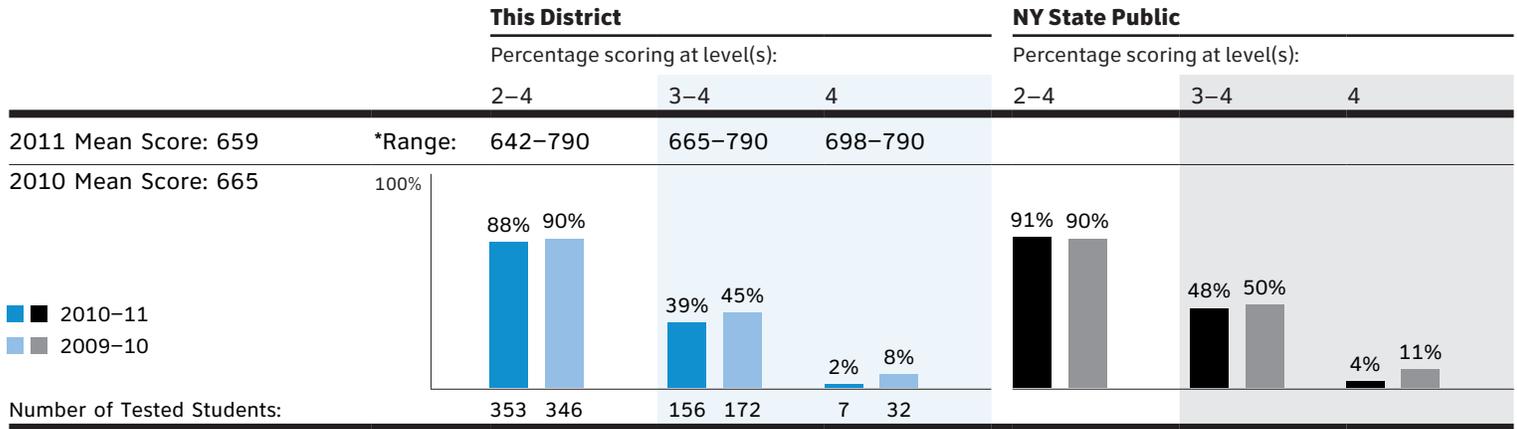
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	4	4	-	-	-

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	400	88%	39%	2%	386	90%	45%	8%
Female	186	91%	44%	3%	197	91%	52%	10%
Male	214	86%	35%	1%	189	88%	37%	7%
American Indian or Alaska Native					8	-	-	-
Black or African American	45	84%	33%	0%	36	92%	33%	6%
Hispanic or Latino	20	100%	35%	0%	16	81%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	4	-	-	-
White	326	89%	40%	2%	322	90%	46%	9%
Multiracial	1	-	-	-				
Small Group Totals	9	44%	22%	0%	12	92%	33%	8%
General-Education Students	313	97%	48%	2%	309	97%	54%	10%
Students with Disabilities	87	56%	7%	0%	77	61%	5%	0%
English Proficient	394	89%	40%	2%	383	-	-	-
Limited English Proficient	6	33%	0%	0%	3	-	-	-
Economically Disadvantaged	210	82%	24%	0%	193	83%	33%	5%
Not Disadvantaged	190	95%	56%	3%	193	96%	56%	12%
Migrant								
Not Migrant	400	88%	39%	2%	386	90%	45%	8%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

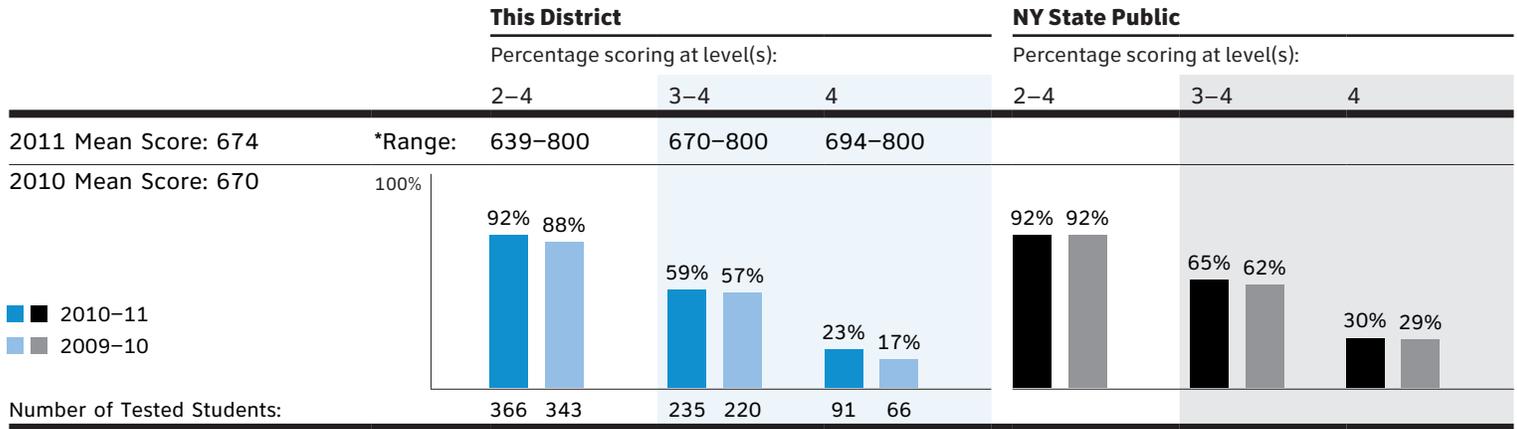
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	397	92%	59%	23%	388	88%	57%	17%
Female	185	95%	61%	20%	199	90%	61%	17%
Male	212	90%	58%	25%	189	87%	52%	17%
American Indian or Alaska Native					8	-	-	-
Black or African American	45	91%	42%	13%	37	86%	46%	5%
Hispanic or Latino	20	90%	50%	20%	17	76%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	4	-	-	-
White	323	93%	63%	25%	322	89%	59%	19%
Multiracial	1	-	-	-				
Small Group Totals	9	67%	44%	11%	12	100%	50%	17%
General-Education Students	313	99%	70%	28%	312	96%	66%	21%
Students with Disabilities	84	68%	20%	5%	76	55%	20%	3%
English Proficient	391	93%	60%	23%	383	89%	57%	17%
Limited English Proficient	6	67%	17%	0%	5	40%	20%	0%
Economically Disadvantaged	210	89%	44%	10%	195	81%	44%	6%
Not Disadvantaged	187	96%	76%	37%	193	96%	70%	28%
Migrant								
Not Migrant	397	92%	59%	23%	388	88%	57%	17%

NOTES

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Other Assessments

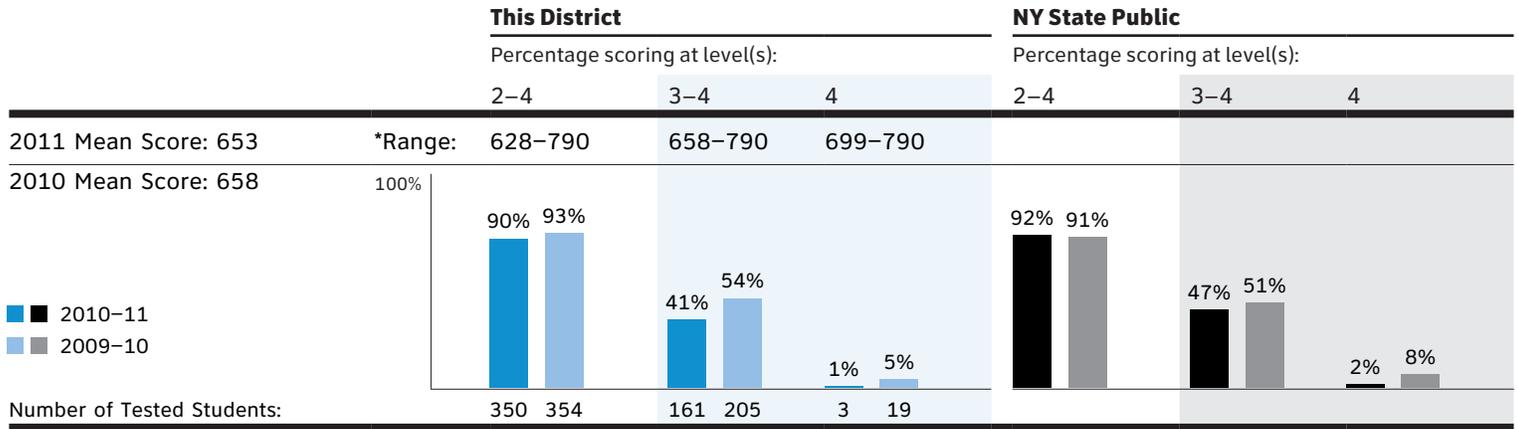
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	1	-	-	-

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	90%	41%	1%	382	93%	54%	5%
Female	196	94%	50%	1%	191	93%	63%	7%
Male	194	86%	32%	1%	191	93%	45%	3%
American Indian or Alaska Native	8	-	-	-	5	60%	20%	0%
Black or African American	38	87%	32%	0%	25	100%	48%	4%
Hispanic or Latino	20	75%	40%	0%	20	95%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	67%	67%	0%
White	320	91%	43%	1%	326	93%	55%	6%
Multiracial								
Small Group Totals	12	83%	33%	0%				
General-Education Students	317	97%	50%	1%	324	98%	62%	6%
Students with Disabilities	73	56%	3%	0%	58	60%	5%	0%
English Proficient	386	-	-	-	380	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	181	83%	28%	0%	163	86%	35%	3%
Not Disadvantaged	209	95%	53%	1%	219	98%	68%	6%
Migrant								
Not Migrant	390	90%	41%	1%	382	93%	54%	5%

NOTES

The - symbol indicates that data for a group of students have 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.

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Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	7	7	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

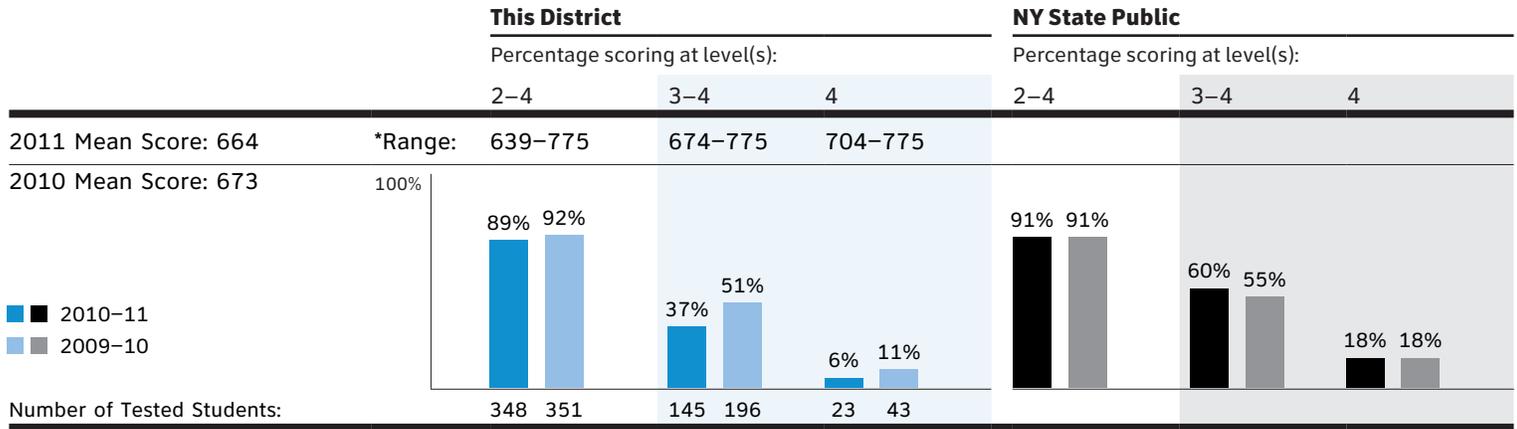
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	89%	37%	6%	383	92%	51%	11%
Female	195	89%	44%	4%	192	93%	53%	15%
Male	195	89%	31%	8%	191	90%	49%	8%
American Indian or Alaska Native	8	-	-	-	5	80%	40%	0%
Black or African American	38	79%	26%	3%	25	84%	36%	4%
Hispanic or Latino	20	65%	25%	0%	20	95%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	67%	33%
White	320	92%	40%	7%	327	92%	52%	12%
Multiracial								
Small Group Totals	12	83%	25%	8%				
General-Education Students	317	94%	43%	7%	324	97%	59%	13%
Students with Disabilities	73	68%	14%	0%	59	64%	8%	0%
English Proficient	386	-	-	-	381	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	181	84%	20%	2%	163	88%	33%	3%
Not Disadvantaged	209	94%	52%	10%	220	94%	65%	17%
Migrant								
Not Migrant	390	89%	37%	6%	383	92%	51%	11%

NOTES

The - symbol indicates that data for a group of students have 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.

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Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	7	6	6	6

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

This District's Results in Grade 8 Science

This District

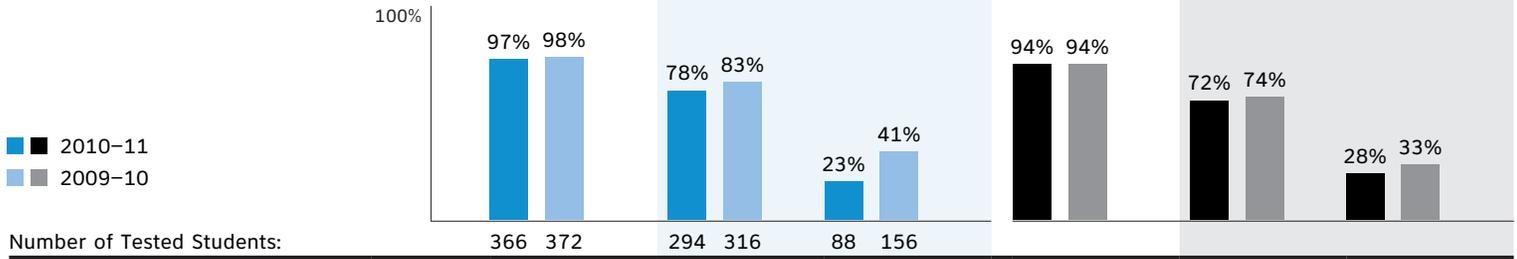
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	321	96%	74%	15%	336	98%	81%	37%
Female	158	97%	74%	13%	158	97%	80%	32%
Male	163	94%	73%	17%	178	98%	83%	42%
American Indian or Alaska Native	6	-	-	-	5	100%	60%	20%
Black or African American	33	91%	76%	3%	21	100%	76%	10%
Hispanic or Latino	18	94%	56%	6%	18	100%	78%	28%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	100%	60%	60%
White	260	97%	76%	17%	287	98%	83%	40%
Multiracial								
Small Group Totals	10	90%	40%	10%				
General-Education Students	255	98%	80%	17%	280	99%	88%	44%
Students with Disabilities	66	88%	48%	5%	56	91%	46%	2%
English Proficient	318	-	-	-	334	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	166	94%	66%	7%	156	97%	69%	21%
Not Disadvantaged	155	98%	81%	23%	180	99%	92%	51%
Migrant								
Not Migrant	321	96%	74%	15%	336	98%	81%	37%

NOTES

The - symbol indicates that data for a group of students have 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

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

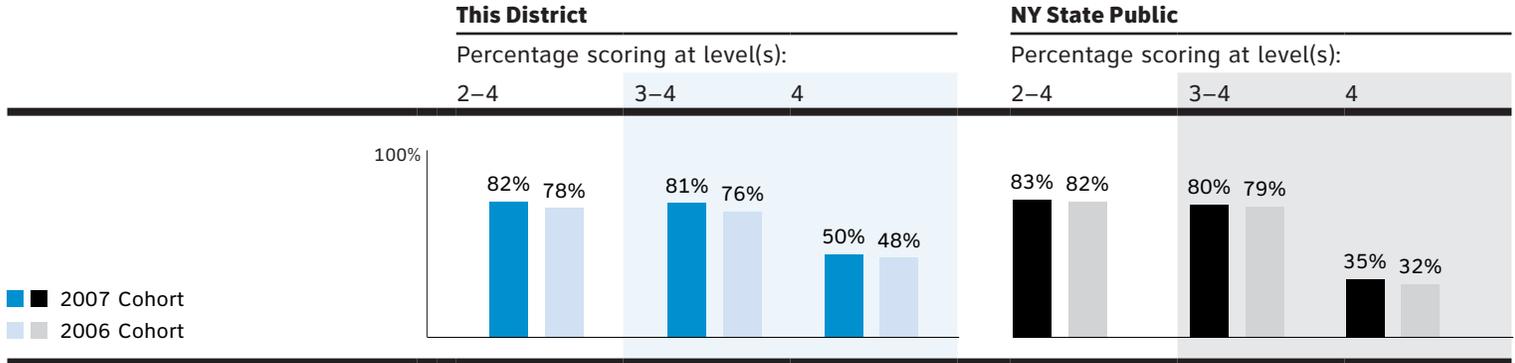
	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	7	7	6	6
Regents Science	58	58	58	41	43	43	43	31

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	426	82%	81%	50%	494	78%	76%	48%
Female	204	86%	85%	61%	255	82%	81%	53%
Male	222	79%	77%	40%	239	73%	71%	43%
American Indian or Alaska Native	1	-	-	-				
Black or African American	29	72%	72%	31%	32	78%	75%	31%
Hispanic or Latino	21	81%	76%	33%	29	66%	59%	38%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	100%	100%	83%
White	366	84%	83%	53%	427	78%	77%	49%
Multiracial	1	-	-	-				
Small Group Totals	10	70%	70%	40%				
General-Education Students	355	89%	88%	58%	407	83%	82%	57%
Students with Disabilities	71	51%	45%	11%	87	54%	47%	5%
English Proficient	424	-	-	-	492	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	145	79%	77%	41%	183	72%	69%	33%
Not Disadvantaged	281	84%	84%	55%	311	81%	80%	57%
Migrant								
Not Migrant	426	82%	81%	50%	494	78%	76%	48%

NOTES

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* 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.

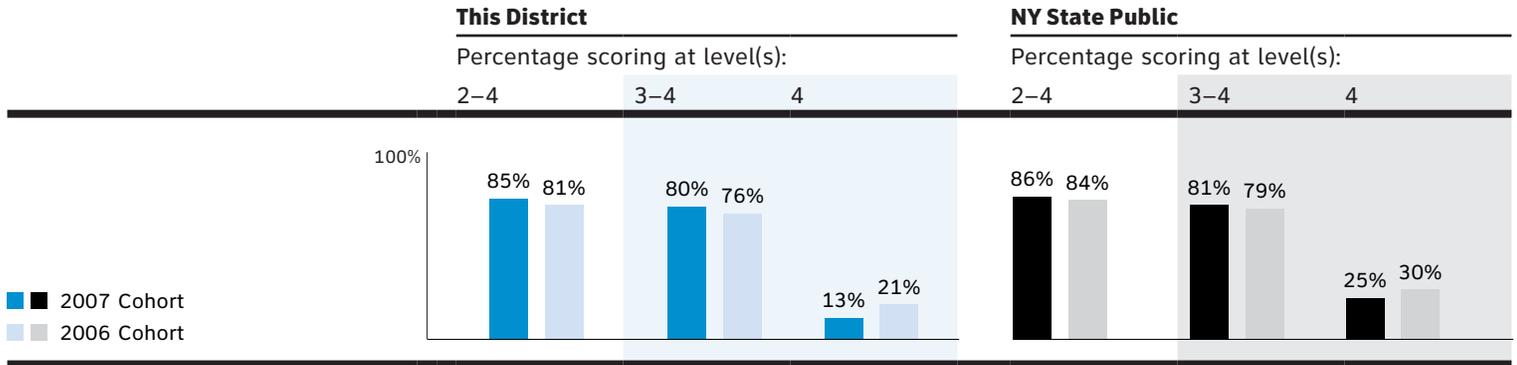
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	426	85%	80%	13%	494	81%	76%	21%
Female	204	86%	83%	14%	255	83%	79%	18%
Male	222	85%	77%	13%	239	78%	73%	24%
American Indian or Alaska Native	1	-	-	-				
Black or African American	29	76%	76%	3%	32	84%	75%	6%
Hispanic or Latino	21	81%	71%	5%	29	72%	66%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	100%	100%	33%
White	366	87%	81%	14%	427	81%	77%	22%
Multiracial	1	-	-	-				
Small Group Totals	10	70%	70%	30%				
General-Education Students	355	94%	91%	16%	407	88%	85%	25%
Students with Disabilities	71	41%	27%	0%	87	44%	34%	1%
English Proficient	424	-	-	-	492	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	145	83%	74%	8%	183	76%	68%	10%
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** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.