

# New York State District Report Card Comprehensive Information Report

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

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	161	194	197
Kindergarten	430	392	409
First	464	456	423
Second	481	461	423
Third	440	470	445
Fourth	492	438	444
Fifth	426	494	451
Sixth	463	435	475
Ungraded Elementary	167	121	159
Seventh	449	467	504
Eighth	459	460	489
Ninth	440	457	465
Tenth	416	415	472
Eleventh	354	417	397
Twelfth	383	323	393
Ungraded Secondary	174	175	129
Total K-12 Enrollment	6038	5981	6078

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	109	1.8%	132	2.2%	128	2.1%
Black (Not Hispanic)	405	6.7%	391	6.5%	398	6.5%
Hispanic	184	3.0%	198	3.3%	211	3.5%
White (Not Hispanic)	5340	88.4%	5260	87.9%	5341	87.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	18
Common Branch	19	20	20
English Grade 8	19	22	22
Mathematics Grade 8	18	19	21
Science Grade 8	19	23	25
Social Studies Grade 8	22	24	22
English Grade 10	22	21	23
Mathematics Grade 10	22	22	21
Science Grade 10	21	22	23
Social Studies Grade 10	21	21	26

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	43	0.7%	43	0.7%	33	0.5%
Eligible for Free Lunch	1604	28.6%	2001	35.8%	1804	31.8%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		93.6%		93.9%
Student Suspensions	648	10.5%	435	7.2%	421	7.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	9.0%	8.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	484
Total Other Professional Staff	73
Total Paraprofessionals	211
Teaching Out of Certification*	15
Teachers with Temporary Licenses	2

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	299	169	57%	268	153	57%	292	190	65%
Students with Disabilities	34	8	24%	8	1	12%	24	2	8%
All Students	333	177	53%	276	154	56%	316	192	61%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	138	139	0	14	8	17
Percent	44%	44%	0%	4%	3%	5%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
24	2	18	42

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			52		69	
	Entered GED Program*			18		1	
	Total Noncompleters			70		70	
Students with Disabilities	Dropped Out			25		24	
	Entered GED Program*			3		21	
	Total Noncompleters			28		45	
All Students	Dropped Out	44	2.6%	77	4.5%	93	5.2%
	Entered GED Program*	41	2.4%	21	1.2%	22	1.2%
	Total Noncompleters	85	5.0%	98	5.7%	115	6.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		223	832
	Number of Students with Disabilities		24	161
	Number of All Students		247	993
	Percent of Enrollment		17%	64%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	76	97%	63	86%	79	89%
German	11	100%	8	88%	8	100%
Italian	64	84%	72	85%	84	82%
Latin	0	0%	0	0%	0	0%
Spanish	186	89%	256	76%	253	83%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	3	#
German	1	#	0	0%	0	0%
Italian	1	#	3	#	5	60%
Latin	0	0%	0	0%	0	0%
Spanish	7	71%	12	42%	24	67%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	83%	3	#
Science	0	0%	5	20%	2	#
Reading	0	0%	9	33%	6	67%
Writing	0	0%	9	67%	6	100%
Global Studies	3	#	3	#	2	#
U.S. Hist & Gov't	3	#	7	14%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	60	75%	49	78%	87	70%
Science	81	31%	41	27%	40	40%
Reading	40	82%	31	23%	38	74%
Writing	58	74%	29	66%	38	100%
Global Studies	10	40%	18	22%	40	17%
U.S. Hist & Gov't	17	59%	10	10%	18	44%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	323	399	380	52	33	43
Number Scoring 55–100	313	365	325	43	23	18
Number Scoring 65–100	292	300	284	34	15	12
Number Scoring 85–100	64	100	121	4	0	1
Percentage of Tested Scoring 55–100	97%	91%	86%	83%	70%	42%
Percentage of Tested Scoring 65–100	90%	75%	75%	65%	45%	28%
Percentage of Tested Scoring 85–100	20%	25%	32%	8%	0%	2%
<b>Mathematics A</b>						
Number Tested	1	450	476	1	40	58
Number Scoring 55–100	#	215	338	#	4	23
Number Scoring 65–100	#	152	276	#	3	18
Number Scoring 85–100	#	49	56	#	0	0
Percentage of Tested Scoring 55–100	#	48%	71%	#	10%	40%
Percentage of Tested Scoring 65–100	#	34%	58%	#	7%	31%
Percentage of Tested Scoring 85–100	#	11%	12%	#	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	61	0	0	0
Number Scoring 55–100	0	0	58	0	0	0
Number Scoring 65–100	0	0	56	0	0	0
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	373	402	497	47	43	83
Number Scoring 55–100	365	359	429	45	29	51
Number Scoring 65–100	327	310	375	29	17	35
Number Scoring 85–100	95	70	111	5	2	2
Percentage of Tested Scoring 55–100	98%	89%	86%	96%	67%	61%
Percentage of Tested Scoring 65–100	88%	77%	75%	62%	40%	42%
Percentage of Tested Scoring 85–100	25%	17%	22%	11%	5%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	330	427	325	54	34	42
Number Scoring 55–100	283	389	296	35	28	34
Number Scoring 65–100	238	310	265	27	18	25
Number Scoring 85–100	88	73	57	4	1	1
Percentage of Tested Scoring 55–100	86%	91%	91%	65%	82%	81%
Percentage of Tested Scoring 65–100	72%	73%	82%	50%	53%	60%
Percentage of Tested Scoring 85–100	27%	17%	18%	7%	3%	2%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	344	436	659	47	60	64
Number Scoring 55–100	334	420	620	39	51	45
Number Scoring 65–100	296	384	572	30	35	28
Number Scoring 85–100	41	94	203	1	0	4
Percentage of Tested Scoring 55–100	97%	96%	94%	83%	85%	70%
Percentage of Tested Scoring 65–100	86%	88%	87%	64%	58%	44%
Percentage of Tested Scoring 85–100	12%	22%	31%	2%	0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	331	379	143	28	14	18
Number Scoring 55–100	281	370	128	16	13	15
Number Scoring 65–100	233	349	102	12	12	12
Number Scoring 85–100	86	162	20	1	3	1
Percentage of Tested Scoring 55–100	85%	98%	90%	57%	93%	83%
Percentage of Tested Scoring 65–100	70%	92%	71%	43%	86%	67%
Percentage of Tested Scoring 85–100	26%	43%	14%	4%	21%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		60	34		1	2
Number Scoring 55–100		60	34		#	#
Number Scoring 65–100		57	29		#	#
Number Scoring 85–100		16	17		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		95%	85%		#	#
Percentage of Tested Scoring 85–100		27%	50%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	49	60	58	2	3	0
Number Scoring 55–100	48	60	58	#	#	0
Number Scoring 65–100	45	51	53	#	#	0
Number Scoring 85–100	12	8	24	#	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	92%	85%	91%	#	#	0%
Percentage of Tested Scoring 85–100	24%	13%	41%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	46	44	35	0	1	0
Number Scoring 55–100	43	43	34	0	#	0
Number Scoring 65–100	41	39	33	0	#	0
Number Scoring 85–100	17	14	11	0	#	0
Percentage of Tested Scoring 55–100	93%	98%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	89%	94%	0%	#	0%
Percentage of Tested Scoring 85–100	37%	32%	31%	0%	#	0%
<b>Comprehensive German</b>						
Number Tested	14	11	10	0	0	0
Number Scoring 55–100	14	11	10	0	0	0
Number Scoring 65–100	14	10	10	0	0	0
Number Scoring 85–100	7	5	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	45%	60%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	137	122	140	1	0	3
Number Scoring 55–100	133	120	134	#	0	#
Number Scoring 65–100	131	116	128	#	0	#
Number Scoring 85–100	71	68	79	#	0	#
Percentage of Tested Scoring 55–100	97%	98%	96%	#	0%	#
Percentage of Tested Scoring 65–100	96%	95%	91%	#	0%	#
Percentage of Tested Scoring 85–100	52%	56%	56%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	327	218	60	17	10	2
Number Scoring 55–100	229	169	38	10	7	#
Number Scoring 65–100	191	130	31	7	6	#
Number Scoring 85–100	69	24	5	1	1	#
Percentage of Tested Scoring 55–100	70%	78%	63%	59%	70%	#
Percentage of Tested Scoring 65–100	58%	60%	52%	41%	60%	#
Percentage of Tested Scoring 85–100	21%	11%	8%	6%	10%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	192	234	145	9	3	4
Number Scoring 55–100	169	220	112	7	#	#
Number Scoring 65–100	153	206	94	5	#	#
Number Scoring 85–100	75	82	31	1	#	#
Percentage of Tested Scoring 55–100	88%	94%	77%	78%	#	#
Percentage of Tested Scoring 65–100	80%	88%	65%	56%	#	#
Percentage of Tested Scoring 85–100	39%	35%	21%	11%	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	161	98%	141	99%	98	91%
Students with Disabilities	37	86%	32	81%	26	58%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	392	6%	16%	67%	11%
	Students with Disabilities	60	32%	25%	42%	2%
	All Students	452	9%	17%	64%	10%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	332	332	332	38	38	38	370	370	370
Number Scoring 55–64	14	30	9	6	5	7	20	35	16
Number Scoring 65–84	190	211	205	12	15	15	202	226	220
Number Scoring 85–100	95	71	97	5	1	2	100	72	99
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)