

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-11-00-01-0016
 Name: New Rochelle High School
 Principal: Don Baughman

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	761	719	796
Tenth	748	766	746
Eleventh	727	758	784
Twelfth	651	662	723
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2887	2905	3049

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	94	3.3%	100	3.4%	99	3.2%
Black (Not Hispanic)	800	27.7%	810	27.9%	839	27.5%
Hispanic	677	23.4%	639	22.0%	722	23.7%
White (Not Hispanic)	1316	45.6%	1356	46.7%	1389	45.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	19	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	26	24
Mathematics Grade 10	24	23	23
Science Grade 10	24	27	25
Social Studies Grade 10	23	24	21

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	275	9.5%	267	9.2%	218	7.2%
Eligible for Free Lunch	659	22.8%	719	24.8%	757	24.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.3%		98.9%		97.3%
Student Suspensions	181	6.1%	228	7.9%	227	7.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.5%	9.2%	9.1%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	96%	96%	94%

Staff Counts

Staff	2003-04
Total Teachers	186
Total Other Professional Staff	35
Total Paraprofessionals	NA
Teaching Out of Certification*	7

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	426	285	67%	454	283	62%	463	279	60%
Students with Disabilities	53	4	8%	44	11	25%	59	13	22%
All Students	479	289	60%	498	294	59%	522	292	56%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	305	110	14	5	19	69
Percent	58%	21%	3%	1%	4%	13%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
59	13	9	68

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		14		30	1.1%
	Entered GED Program*	21		17		6	0.2%
	Total Noncompleters	32		31		36	1.4%
Students with Disabilities	Dropped Out	0		1		10	1.8%
	Entered GED Program*	3		1		3	0.5%
	Total Noncompleters	3		2		13	2.4%
All Students	Dropped Out	11	0.4%	15	0.5%	40	1.3%
	Entered GED Program*	24	0.8%	18	0.6%	9	0.3%
	Total Noncompleters	35	1.2%	33	1.1%	49	1.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	2489	2408	2479
	Number of Students with Disabilities	398	363	420
	Number of All Students	2887	2771	2899
	Percent of Enrollment	100%	95%	95%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

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

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	9	44%	5	40%
Science	13	69%	17	53%	6	83%
Reading	3	#	5	60%	2	#
Writing	3	#	5	80%	3	#
Global Studies	7	57%	4	#	7	14%
U.S. Hist & Gov't	21	76%	3	#	5	40%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	73%	60	63%	38	58%
Science	35	57%	31	39%	46	54%
Reading	37	70%	32	78%	30	63%
Writing	31	77%	30	60%	36	81%
Global Studies	49	39%	29	24%	43	23%
U.S. Hist & Gov't	39	59%	26	38%	34	41%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	650	610	726	73	54	87
Number Scoring 55-100	570	521	654	50	34	57
Number Scoring 65-100	496	471	569	33	24	44
Number Scoring 85-100	249	185	261	5	5	10
Percentage of Tested Scoring 55-100	88%	85%	90%	68%	63%	66%
Percentage of Tested Scoring 65-100	76%	77%	78%	45%	44%	51%
Percentage of Tested Scoring 85-100	38%	30%	36%	7%	9%	11%
Mathematics A						
Number Tested	206	722	954	33	67	111
Number Scoring 55-100	105	506	879	15	24	83
Number Scoring 65-100	53	414	761	7	16	60
Number Scoring 85-100	5	157	249	0	4	9
Percentage of Tested Scoring 55-100	51%	70%	92%	45%	36%	75%
Percentage of Tested Scoring 65-100	26%	57%	80%	21%	24%	54%
Percentage of Tested Scoring 85-100	2%	22%	26%	0%	6%	8%
Mathematics B						
Number Tested	0	0	265	0	0	13
Number Scoring 55-100	0	0	224	0	0	9
Number Scoring 65-100	0	0	192	0	0	9
Number Scoring 85-100	0	0	70	0	0	2
Percentage of Tested Scoring 55-100	0%	0%	85%	0%	0%	69%
Percentage of Tested Scoring 65-100	0%	0%	72%	0%	0%	69%
Percentage of Tested Scoring 85-100	0%	0%	26%	0%	0%	15%
Global History and Geography						
Number Tested	654	707	754	83	69	106
Number Scoring 55-100	571	600	661	54	52	72
Number Scoring 65-100	479	508	532	36	36	35
Number Scoring 85-100	161	222	248	8	8	9
Percentage of Tested Scoring 55-100	87%	85%	88%	65%	75%	68%
Percentage of Tested Scoring 65-100	73%	72%	71%	43%	52%	33%
Percentage of Tested Scoring 85-100	25%	31%	33%	10%	12%	8%
U.S. History and Government						
Number Tested	653	631	713	81	51	97
Number Scoring 55-100	568	586	608	53	40	67
Number Scoring 65-100	461	515	499	30	28	40
Number Scoring 85-100	185	234	281	2	10	15
Percentage of Tested Scoring 55-100	87%	93%	85%	65%	78%	69%
Percentage of Tested Scoring 65-100	71%	82%	70%	37%	55%	41%
Percentage of Tested Scoring 85-100	28%	37%	39%	2%	20%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	495	518	575	73	45	84
Number Scoring 55-100	486	489	525	70	43	60
Number Scoring 65-100	447	442	465	54	33	42
Number Scoring 85-100	53	64	68	3	6	3
Percentage of Tested Scoring 55-100	98%	94%	91%	96%	96%	71%
Percentage of Tested Scoring 65-100	90%	85%	81%	74%	73%	50%
Percentage of Tested Scoring 85-100	11%	12%	12%	4%	13%	4%
Physical Setting/Earth Science						
Number Tested	177	245	215	18	21	19
Number Scoring 55-100	169	217	197	18	17	19
Number Scoring 65-100	147	192	173	14	15	16
Number Scoring 85-100	26	39	33	0	4	0
Percentage of Tested Scoring 55-100	95%	89%	92%	100%	81%	100%
Percentage of Tested Scoring 65-100	83%	78%	80%	78%	71%	84%
Percentage of Tested Scoring 85-100	15%	16%	15%	0%	19%	0%
Physical Setting/Chemistry						
Number Tested	382	400	429	17	15	15
Number Scoring 55-100	348	359	395	16	13	15
Number Scoring 65-100	260	276	322	9	7	11
Number Scoring 85-100	36	56	75	1	0	2
Percentage of Tested Scoring 55-100	91%	90%	92%	94%	87%	100%
Percentage of Tested Scoring 65-100	68%	69%	75%	53%	47%	73%
Percentage of Tested Scoring 85-100	9%	14%	17%	6%	0%	13%
Physical Setting/Physics						
Number Tested			203			5
Number Scoring 55-100			198			5
Number Scoring 65-100			196			5
Number Scoring 85-100			67			0
Percentage of Tested Scoring 55-100			98%			100%
Percentage of Tested Scoring 65-100			97%			100%
Percentage of Tested Scoring 85-100			33%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	71	61	81	1	0	1
Number Scoring 55-100	70	60	81	#	0	#
Number Scoring 65-100	68	58	80	#	0	#
Number Scoring 85-100	56	42	46	#	0	#
Percentage of Tested Scoring 55-100	99%	98%	100%	#	0%	#
Percentage of Tested Scoring 65-100	96%	95%	99%	#	0%	#
Percentage of Tested Scoring 85-100	79%	69%	57%	#	0%	#
Comprehensive Italian						
Number Tested	53	59	67	2	1	3
Number Scoring 55-100	47	56	67	#	#	#
Number Scoring 65-100	47	50	66	#	#	#
Number Scoring 85-100	18	17	29	#	#	#
Percentage of Tested Scoring 55-100	89%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	89%	85%	99%	#	#	#
Percentage of Tested Scoring 85-100	34%	29%	43%	#	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	3	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Comprehensive Spanish						
Number Tested	200	196	216	7	4	8
Number Scoring 55-100	194	192	214	7	#	8
Number Scoring 65-100	187	186	205	7	#	8
Number Scoring 85-100	131	106	138	4	#	3
Percentage of Tested Scoring 55-100	97%	98%	99%	100%	#	100%
Percentage of Tested Scoring 65-100	94%	95%	95%	100%	#	100%
Percentage of Tested Scoring 85-100	66%	54%	64%	57%	#	38%
Comprehensive Latin						
Number Tested	26	21	32	1	0	2
Number Scoring 55-100	26	21	32	#	0	#
Number Scoring 65-100	26	21	32	#	0	#
Number Scoring 85-100	22	18	28	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	85%	86%	88%	#	0%	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	359	386	19	16	15	0
Number Scoring 55-100	327	326	16	11	12	0
Number Scoring 65-100	307	294	14	9	10	0
Number Scoring 85-100	159	138	1	3	4	0
Percentage of Tested Scoring 55-100	91%	84%	84%	69%	80%	0%
Percentage of Tested Scoring 65-100	86%	76%	74%	56%	67%	0%
Percentage of Tested Scoring 85-100	44%	36%	5%	19%	27%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	85%	37	76%	17	88%
Students with Disabilities	24	88%	17	59%	15	53%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	539	539	539	97	97	97	636	636	636
Number Scoring 55–64	51	46	21	22	17	9	73	63	30
Number Scoring 65–84	266	216	312	27	21	38	293	237	350
Number Scoring 85–100	155	215	155	7	9	7	162	224	162
Approved Alternatives	13	0	0	0	0	0	13	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			204			4
Beginning (0-18)			22			#
Intermediate (19-31)			64			#
Advanced (32-36)			75			#
Proficient (37-39)			43			#
Reading and Writing (Grade 9-12)						
Number Tested			203			4
Beginning (0-14)			33			#
Intermediate (15-24)			76			#
Advanced (25-32)			85			#
Proficient (33-35)			9			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)