

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-11-00-01-0016  
 Name: New Rochelle High School  
 Principal: Donald T. Conetta

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	719	796	795
Tenth	766	746	865
Eleventh	758	784	771
Twelfth	662	723	763
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2905	3049	3194

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	100	3.4%	99	3.2%	111	3.5%
Black (Not Hispanic)	810	27.9%	839	27.5%	861	27.0%
Hispanic	639	22.0%	722	23.7%	738	23.1%
White (Not Hispanic)	1356	46.7%	1389	45.6%	1484	46.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	19	0	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	26	24	27
Mathematics Grade 10	23	23	24
Science Grade 10	27	25	26
Social Studies Grade 10	24	21	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	267	9.2%	218	7.2%	247	7.7%
Eligible for Free Lunch	719	24.8%	757	24.8%	1005	31.5%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		98.9%		97.3%		97.0%
Student Suspensions	228	7.9%	227	7.8%	218	7.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.2%	9.1%	10.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	96%	94%	96%

### Staff Counts

Staff	2004-05
Total Teachers	199
Total Other Professional Staff	41
Total Paraprofessionals	NA
Teaching Out of Certification*	8

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	454	463	486
	Regents Diplomas	283	279	362
	% Regents Diplomas	62%	60%	74%
	Regents Diplomas with Advanced Designation**			200
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	44	59	58
	Regents Diplomas	11	13	27
	% Regents Diplomas	25%	22%	47%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates	12	9	9
<b>All Students</b>	Total Graduates*	498	522	544
	Regents Diplomas	294	292	389
	% Regents Diplomas	59%	56%	72%
	Regents Diplomas with Advanced Designation**			205
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	12	9	9

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

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

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	329	120	1	2	6	0	22	6
	<b>Percent</b>	68%	25%	0%	0%	1%	0%	5%	1%
<b>Students with Disabilities</b>	<b>Number</b>	22	20	1	0	4	0	10	1
	<b>Percent</b>	38%	34%	2%	0%	7%	0%	17%	2%
<b>All Students</b>	<b>Number</b>	351	140	2	2	10	0	32	7
	<b>Percent</b>	65%	26%	0%	0%	2%	0%	6%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	14		30	1.1%	17	0.6%
	Entered GED Program*	17		6	0.2%	6	0.2%
	Total Noncompleters	31		36	1.4%	23	0.8%
<b>Students with Disabilities</b>	Dropped Out	1		10	1.8%	5	1.0%
	Entered GED Program*	1		3	0.5%	4	0.8%
	Total Noncompleters	2		13	2.4%	9	1.9%
<b>All Students</b>	Dropped Out	15	0.5%	40	1.3%	22	0.7%
	Entered GED Program*	18	0.6%	9	0.3%	10	0.3%
	Total Noncompleters	33	1.1%	49	1.5%	32	1.0%

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

(Form - C)

# Career Development and Occupational Studies (CDOS)

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

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	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	2408	2479	2726
	Number of Students with Disabilities	363	420	468
	Number of All Students	2771	2899	3194
	Percent of Enrollment	95%	95%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	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	2002-03		2003-04		2004-05	
	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%	1	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	44%	5	40%	10	60%
Science	17	53%	6	83%	9	33%
Reading	5	60%	2	#	6	50%
Writing	5	80%	3	#	3	#
Global Studies	4	#	7	14%	14	14%
U.S. Hist & Gov't	3	#	5	40%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	60	63%	38	58%	45	73%
Science	31	39%	46	54%	53	42%
Reading	32	78%	30	63%	33	58%
Writing	30	60%	36	81%	28	75%
Global Studies	29	24%	43	23%	66	15%
U.S. Hist & Gov't	26	38%	34	41%	40	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	610	726	667	54	87	95
Number Scoring 55-100	521	654	581	34	57	61
Number Scoring 65-100	471	569	527	24	44	45
Number Scoring 85-100	185	261	280	5	10	12
Percentage of Tested Scoring 55-100	85%	90%	87%	63%	66%	64%
Percentage of Tested Scoring 65-100	77%	78%	79%	44%	51%	47%
Percentage of Tested Scoring 85-100	30%	36%	42%	9%	11%	13%
<b>Mathematics A</b>						
Number Tested	722	954	956	67	111	125
Number Scoring 55-100	506	879	836	24	83	80
Number Scoring 65-100	414	761	730	16	60	61
Number Scoring 85-100	157	249	209	4	9	6
Percentage of Tested Scoring 55-100	70%	92%	87%	36%	75%	64%
Percentage of Tested Scoring 65-100	57%	80%	76%	24%	54%	49%
Percentage of Tested Scoring 85-100	22%	26%	22%	6%	8%	5%
<b>Mathematics B</b>						
Number Tested	0	265	305	0	13	10
Number Scoring 55-100	0	224	251	0	9	9
Number Scoring 65-100	0	192	210	0	9	6
Number Scoring 85-100	0	70	66	0	2	2
Percentage of Tested Scoring 55-100	0%	85%	82%	0%	69%	90%
Percentage of Tested Scoring 65-100	0%	72%	69%	0%	69%	60%
Percentage of Tested Scoring 85-100	0%	26%	22%	0%	15%	20%
<b>Global History and Geography</b>						
Number Tested	707	754	815	69	106	123
Number Scoring 55-100	600	661	650	52	72	71
Number Scoring 65-100	508	532	528	36	35	47
Number Scoring 85-100	222	248	210	8	9	8
Percentage of Tested Scoring 55-100	85%	88%	80%	75%	68%	58%
Percentage of Tested Scoring 65-100	72%	71%	65%	52%	33%	38%
Percentage of Tested Scoring 85-100	31%	33%	26%	12%	8%	7%
<b>U.S. History and Government</b>						
Number Tested	631	713	658	51	97	68
Number Scoring 55-100	586	608	530	40	67	39
Number Scoring 65-100	515	499	440	28	40	27
Number Scoring 85-100	234	281	258	10	15	11
Percentage of Tested Scoring 55-100	93%	85%	81%	78%	69%	57%
Percentage of Tested Scoring 65-100	82%	70%	67%	55%	41%	40%
Percentage of Tested Scoring 85-100	37%	39%	39%	20%	15%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	518	575	698	45	84	101
Number Scoring 55-100	489	525	589	43	60	74
Number Scoring 65-100	442	465	512	33	42	59
Number Scoring 85-100	64	68	79	6	3	2
Percentage of Tested Scoring 55-100	94%	91%	84%	96%	71%	73%
Percentage of Tested Scoring 65-100	85%	81%	73%	73%	50%	58%
Percentage of Tested Scoring 85-100	12%	12%	11%	13%	4%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	245	215	285	21	19	20
Number Scoring 55-100	217	197	252	17	19	18
Number Scoring 65-100	192	173	217	15	16	16
Number Scoring 85-100	39	33	41	4	0	4
Percentage of Tested Scoring 55-100	89%	92%	88%	81%	100%	90%
Percentage of Tested Scoring 65-100	78%	80%	76%	71%	84%	80%
Percentage of Tested Scoring 85-100	16%	15%	14%	19%	0%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	400	429	387	15	15	12
Number Scoring 55-100	359	395	354	13	15	12
Number Scoring 65-100	276	322	279	7	11	9
Number Scoring 85-100	56	75	92	0	2	1
Percentage of Tested Scoring 55-100	90%	92%	91%	87%	100%	100%
Percentage of Tested Scoring 65-100	69%	75%	72%	47%	73%	75%
Percentage of Tested Scoring 85-100	14%	17%	24%	0%	13%	8%
<b>Physical Setting/Physics</b>						
Number Tested		203	206		5	7
Number Scoring 55-100		198	205		5	7
Number Scoring 65-100		196	199		5	7
Number Scoring 85-100		67	95		0	2
Percentage of Tested Scoring 55-100		98%	100%		100%	100%
Percentage of Tested Scoring 65-100		97%	97%		100%	100%
Percentage of Tested Scoring 85-100		33%	46%		0%	29%

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

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	61	81	61	0	1	0
Number Scoring 55-100	60	81	61	0	#	0
Number Scoring 65-100	58	80	59	0	#	0
Number Scoring 85-100	42	46	39	0	#	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	99%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	69%	57%	64%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	59	67	74	1	3	3
Number Scoring 55-100	56	67	74	#	#	#
Number Scoring 65-100	50	66	74	#	#	#
Number Scoring 85-100	17	29	44	#	#	#
Percentage of Tested Scoring 55-100	95%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	85%	99%	100%	#	#	#
Percentage of Tested Scoring 85-100	29%	43%	59%	#	#	#
<b>Comprehensive German</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 Hebrew</b>						
Number Tested	0	3	2	0	0	0
Number Scoring 55-100	0	#	#	0	0	0
Number Scoring 65-100	0	#	#	0	0	0
Number Scoring 85-100	0	#	#	0	0	0
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	196	216	214	4	8	2
Number Scoring 55-100	192	214	210	#	8	#
Number Scoring 65-100	186	205	202	#	8	#
Number Scoring 85-100	106	138	106	#	3	#
Percentage of Tested Scoring 55-100	98%	99%	98%	#	100%	#
Percentage of Tested Scoring 65-100	95%	95%	94%	#	100%	#
Percentage of Tested Scoring 85-100	54%	64%	50%	#	38%	#
<b>Comprehensive Latin</b>						
Number Tested	21	32	28	0	2	0
Number Scoring 55-100	21	32	28	0	#	0
Number Scoring 65-100	21	32	28	0	#	0
Number Scoring 85-100	18	28	22	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	86%	88%	79%	0%	#	0%

(Form – H)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	536	536	536	98	98	98	634	634	634
Number Scoring 55–64	55	57	32	18	16	19	73	73	51
Number Scoring 65–84	236	168	310	36	28	46	272	196	356
Number Scoring 85–100	200	253	164	7	15	4	207	268	168
Approved Alternatives	6	0	0	0	0	0	6	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		204	238		4	1
Beginning		22	22		#	#
Intermediate		64	102		#	#
Advanced		75	60		#	#
Proficient		43	54		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		203	233		4	1
Beginning		33	17		#	#
Intermediate		76	86		#	#
Advanced		85	47		#	#
Proficient		9	83		#	#

\*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)