

# 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	2000-2001	2001-2002	2002-2003
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	724	761	719
Tenth	743	748	766
Eleventh	727	727	758
Twelfth	733	651	662
Ungraded Secondary	19	0	0
Total K-12 Enrollment	2946	2887	2905

## 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	102	3.5%	94	3.3%	100	3.4%
Black (Not Hispanic)	825	28.0%	800	27.7%	810	27.9%
Hispanic	664	22.5%	677	23.4%	639	22.0%
White (Not Hispanic)	1355	46.0%	1316	45.6%	1356	46.7%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	19
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	23	0	0
English Grade 10	25	23	26
Mathematics Grade 10	23	24	23
Science Grade 10	22	24	27
Social Studies Grade 10	23	23	24

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	246	8.4%	275	9.5%	267	9.2%
Eligible for Free Lunch	1213	41.2%	659	22.8%	719	24.8%

### 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		97.0%		97.3%		98.9%
Student Suspensions	175	6.5%	181	6.1%	228	7.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.2%	5.5%	9.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	87%	96%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	194
Total Other Professional Staff	37
Total Paraprofessionals	NA
Teaching Out of Certification*	13
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	444	221	50%	426	285	67%	454	283	62%
Students with Disabilities	36	6	17%	53	4	8%	44	11	25%
All Students	480	227	47%	479	289	60%	498	294	59%

\*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	319	133	3	9	9	25
Percent	64%	27%	1%	2%	2%	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)
44	11	12	56

\*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			11		14	
	Entered GED Program*			21		17	
	Total Noncompleters			32		31	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			3		1	
	Total Noncompleters			3		2	
All Students	Dropped Out	18	0.6%	11	0.4%	15	0.5%
	Entered GED Program*	21	0.7%	24	0.8%	18	0.6%
	Total Noncompleters	39	1.3%	35	1.2%	33	1.1%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		2489	2408
	Number of Students with Disabilities		398	363
	Number of All Students		2887	2771
	Percent of Enrollment		100%	95%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(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	21	62%	2	#	9	44%
Science	42	71%	13	69%	17	53%
Reading	0	0%	3	#	5	60%
Writing	0	0%	3	#	5	80%
Global Studies	96	50%	7	57%	4	#
U.S. Hist & Gov't	117	42%	21	76%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	61	74%	30	73%	60	63%
Science	25	36%	35	57%	31	39%
Reading	33	58%	37	70%	32	78%
Writing	36	83%	31	77%	30	60%
Global Studies	51	33%	49	39%	29	24%
U.S. Hist & Gov't	48	42%	39	59%	26	38%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	579	650	610	99	73	54
Number Scoring 55–100	518	570	521	73	50	34
Number Scoring 65–100	463	496	471	55	33	24
Number Scoring 85–100	205	249	185	6	5	5
Percentage of Tested Scoring 55–100	89%	88%	85%	74%	68%	63%
Percentage of Tested Scoring 65–100	80%	76%	77%	56%	45%	44%
Percentage of Tested Scoring 85–100	35%	38%	30%	6%	7%	9%
<b>Mathematics A</b>						
Number Tested	247	206	722	60	33	67
Number Scoring 55–100	99	105	506	12	15	24
Number Scoring 65–100	40	53	414	5	7	16
Number Scoring 85–100	0	5	157	0	0	4
Percentage of Tested Scoring 55–100	40%	51%	70%	20%	45%	36%
Percentage of Tested Scoring 65–100	16%	26%	57%	8%	21%	24%
Percentage of Tested Scoring 85–100	0%	2%	22%	0%	0%	6%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	652	654	707	74	83	69
Number Scoring 55–100	590	571	600	52	54	52
Number Scoring 65–100	504	479	508	37	36	36
Number Scoring 85–100	208	161	222	7	8	8
Percentage of Tested Scoring 55–100	90%	87%	85%	70%	65%	75%
Percentage of Tested Scoring 65–100	77%	73%	72%	50%	43%	52%
Percentage of Tested Scoring 85–100	32%	25%	31%	9%	10%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	551	653	631	74	81	51
Number Scoring 55–100	449	568	586	31	53	40
Number Scoring 65–100	386	461	515	21	30	28
Number Scoring 85–100	215	185	234	5	2	10
Percentage of Tested Scoring 55–100	81%	87%	93%	42%	65%	78%
Percentage of Tested Scoring 65–100	70%	71%	82%	28%	37%	55%
Percentage of Tested Scoring 85–100	39%	28%	37%	7%	2%	20%

(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	442	495	518	72	73	45
Number Scoring 55–100	417	486	489	59	70	43
Number Scoring 65–100	384	447	442	46	54	33
Number Scoring 85–100	49	53	64	5	3	6
Percentage of Tested Scoring 55–100	94%	98%	94%	82%	96%	96%
Percentage of Tested Scoring 65–100	87%	90%	85%	64%	74%	73%
Percentage of Tested Scoring 85–100	11%	11%	12%	7%	4%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	139	177	245	19	18	21
Number Scoring 55–100	125	169	217	18	18	17
Number Scoring 65–100	109	147	192	14	14	15
Number Scoring 85–100	16	26	39	1	0	4
Percentage of Tested Scoring 55–100	90%	95%	89%	95%	100%	81%
Percentage of Tested Scoring 65–100	78%	83%	78%	74%	78%	71%
Percentage of Tested Scoring 85–100	12%	15%	16%	5%	0%	19%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		382	400		17	15
Number Scoring 55–100		348	359		16	13
Number Scoring 65–100		260	276		9	7
Number Scoring 85–100		36	56		1	0
Percentage of Tested Scoring 55–100		91%	90%		94%	87%
Percentage of Tested Scoring 65–100		68%	69%		53%	47%
Percentage of Tested Scoring 85–100		9%	14%		6%	0%
<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	72	71	61	0	1	0
Number Scoring 55–100	71	70	60	0	#	0
Number Scoring 65–100	70	68	58	0	#	0
Number Scoring 85–100	54	56	42	0	#	0
Percentage of Tested Scoring 55–100	99%	99%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	96%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	75%	79%	69%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	61	53	59	0	2	1
Number Scoring 55–100	61	47	56	0	#	#
Number Scoring 65–100	61	47	50	0	#	#
Number Scoring 85–100	30	18	17	0	#	#
Percentage of Tested Scoring 55–100	100%	89%	95%	0%	#	#
Percentage of Tested Scoring 65–100	100%	89%	85%	0%	#	#
Percentage of Tested Scoring 85–100	49%	34%	29%	0%	#	#
<b>Comprehensive German</b>						
Number Tested	1	0	0	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%
<b>Comprehensive Hebrew</b>						
Number Tested	4	0	0	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%
<b>Comprehensive Spanish</b>						
Number Tested	251	200	196	0	7	4
Number Scoring 55–100	247	194	192	0	7	#
Number Scoring 65–100	239	187	186	0	7	#
Number Scoring 85–100	190	131	106	0	4	#
Percentage of Tested Scoring 55–100	98%	97%	98%	0%	100%	#
Percentage of Tested Scoring 65–100	95%	94%	95%	0%	100%	#
Percentage of Tested Scoring 85–100	76%	66%	54%	0%	57%	#
<b>Comprehensive Latin</b>						
Number Tested	23	26	21	0	1	0
Number Scoring 55–100	23	26	21	0	#	0
Number Scoring 65–100	23	26	21	0	#	0
Number Scoring 85–100	21	22	18	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	91%	85%	86%	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	472	381	96	26	20	9
Number Scoring 55–100	392	347	64	23	18	6
Number Scoring 65–100	365	320	43	23	17	2
Number Scoring 85–100	172	174	5	6	4	0
Percentage of Tested Scoring 55–100	83%	91%	67%	88%	90%	67%
Percentage of Tested Scoring 65–100	77%	84%	45%	88%	85%	22%
Percentage of Tested Scoring 85–100	36%	46%	5%	23%	20%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	361	359	386	18	16	15
Number Scoring 55–100	311	327	326	16	11	12
Number Scoring 65–100	292	307	294	16	9	10
Number Scoring 85–100	138	159	138	6	3	4
Percentage of Tested Scoring 55–100	86%	91%	84%	89%	69%	80%
Percentage of Tested Scoring 65–100	81%	86%	76%	89%	56%	67%
Percentage of Tested Scoring 85–100	38%	44%	36%	33%	19%	27%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	27	85%	37	76%
Students with Disabilities	5	80%	24	88%	17	59%

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	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
<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	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	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	469	469	469	57	57	57	526	526	526
Number Scoring 55–64	24	50	21	11	13	7	35	63	28
Number Scoring 65–84	221	218	262	27	22	28	248	240	290
Number Scoring 85–100	203	183	165	5	2	3	208	185	168
Approved Alternatives	7	0	0	0	0	0	7	0	0

(Form – K)