

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-11-00-01-0000

Name: New Rochelle City School District

Superintendent: Linda E. Kelly

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	298	299	288
Kindergarten	609	710	684
First	706	756	827
Second	813	722	783
Third	773	822	712
Fourth	749	780	837
Fifth	781	740	798
Sixth	781	778	771
Ungraded Elementary	132	122	101
Seventh	750	782	783
Eighth	766	748	810
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	9806	9847	10011

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	382	3.9%	387	3.9%	374	3.7%
Black (Not Hispanic)	2709	27.6%	2635	26.8%	2632	26.3%
Hispanic	2659	27.1%	2758	28.0%	2953	29.5%
White (Not Hispanic)	4056	41.4%	4067	41.3%	4052	40.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	20
Common Branch	23	22	22
English Grade 8	22	22	20
Mathematics Grade 8	22	20	18
Science Grade 8	22	21	21
Social Studies Grade 8	23	21	19
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
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	1371	13.6%	1369	13.5%	1348	13.1%
Eligible for Free Lunch	3726	39.9%	3070	32.9%	3506	36.8%

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		95.9%		95.7%		96.1%
Student Suspensions	441	4.7%	412	4.2%	489	5.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.4%	6.9%	9.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	745
Total Other Professional Staff	150
Total Paraprofessionals	235
Teaching Out of Certification*	34
Teachers with Temporary Licenses	7

*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		2%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		18	0
	Number of Students with Disabilities		12	0
	Number of All Students		30	0
	Percent of Enrollment		2%	0%
6-8	Number of General-Education Students		1161	1152
	Number of Students with Disabilities		370	294
	Number of All Students		1531	1446
	Percent of Enrollment		66%	61%
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	93	100%	84	99%	24	100%
German	0	0%	0	0%	0	0%
Italian	104	97%	90	97%	95	99%
Latin	40	95%	40	97%	36	97%
Spanish	179	95%	168	91%	213	96%

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	5	100%	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
Comprehensive English						
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%
Mathematics A						
Number Tested	247	206	723	60	33	67
Number Scoring 55–100	99	105	507	12	15	24
Number Scoring 65–100	40	53	415	5	7	16
Number Scoring 85–100	0	5	158	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%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
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%
U.S. History and Government (first administered June 2001)						
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
Living Environment (first administered June 2001)						
Number Tested	586	644	659	73	73	45
Number Scoring 55–100	561	635	630	60	70	43
Number Scoring 65–100	528	596	583	47	54	33
Number Scoring 85–100	141	169	175	6	3	6
Percentage of Tested Scoring 55–100	96%	99%	96%	82%	96%	96%
Percentage of Tested Scoring 65–100	90%	93%	88%	64%	74%	73%
Percentage of Tested Scoring 85–100	24%	26%	27%	8%	4%	13%
Physical Setting/Earth Science (first administered June 2001)						
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%
Physical Setting/Chemistry (first administered June 2002)						
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%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%
Comprehensive Italian						
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%	#	#
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	290	200	196	0	7	4
Number Scoring 55–100	286	194	192	0	7	#
Number Scoring 65–100	276	187	186	0	7	#
Number Scoring 85–100	221	131	106	0	4	#
Percentage of Tested Scoring 55–100	99%	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%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
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%
Sequential Mathematics, Course III						
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
Nov 2002	General-Education Students	649	2%	12%	67%	19%
	Students with Disabilities	124	19%	19%	56%	6%
	All Students	773	5%	13%	65%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	677	3%	34%	51%	11%
	Students with Disabilities	118	10%	64%	24%	2%
	All Students	795	4%	39%	47%	10%

(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
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	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)