

# 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	2001-02	2002-03	2003-04
Pre-K	299	288	288
Kindergarten	710	684	682
First	756	827	806
Second	722	783	835
Third	822	712	783
Fourth	780	837	716
Fifth	740	798	855
Sixth	778	771	776
Ungraded Elementary	122	101	89
Seventh	782	783	804
Eighth	748	810	781
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	9847	10011	10176

## 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	387	3.9%	374	3.7%	394	3.9%
Black (Not Hispanic)	2635	26.8%	2632	26.3%	2611	25.7%
Hispanic	2758	28.0%	2953	29.5%	3041	29.9%
White (Not Hispanic)	4067	41.3%	4052	40.5%	4130	40.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	21
Common Branch	22	22	22
English Grade 8	22	20	20
Mathematics Grade 8	20	18	20
Science Grade 8	21	21	19
Social Studies Grade 8	21	19	20
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**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1369	13.5%	1348	13.1%	1368	13.1%
<b>Eligible for Free Lunch</b>	3070	32.9%	3506	36.8%	3083	31.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.7%		96.1%		95.6%
<b>Student Suspensions</b>	412	4.2%	489	5.0%	488	4.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.9%	9.2%	12.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	712
Total Other Professional Staff	143
Total Paraprofessionals	239
Teaching Out of Certification*	18

\*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	2%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	18	0	0
	Number of Students with Disabilities	12	0	0
	Number of All Students	30	0	0
	Percent of Enrollment	2%	0%	0%
6-8	Number of General-Education Students	1161	1152	1942
	Number of Students with Disabilities	370	294	395
	Number of All Students	1531	1446	2337
	Percent of Enrollment	66%	61%	98%
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	38		
Completed and Passed Regents Exams	38	100%	77%
Completed and had Course Average of 75% or More	38	100%	81%
Completed and Attained a HS Diploma or Equivalent	38	100%	96%
Completed and Whose Status is Known	38		
Completed and Were Successfully Placed	38	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	3	27%	19%

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	84	99%	24	100%	79	78%
German	0	0%	0	0%	0	0%
Italian	90	97%	95	99%	90	87%
Latin	40	98%	36	97%	43	98%
Spanish	168	91%	213	96%	187	90%

## 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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

# 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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
Number Tested	206	723	956	33	67	111
Number Scoring 55-100	105	507	881	15	24	83
Number Scoring 65-100	53	415	763	7	16	60
Number Scoring 85-100	5	158	251	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%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
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%
<b>U.S. History and Government</b>						
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
<b>Living Environment</b>						
Number Tested	644	659	743	73	45	87
Number Scoring 55-100	635	630	693	70	43	63
Number Scoring 65-100	596	583	633	54	33	45
Number Scoring 85-100	169	175	174	3	6	4
Percentage of Tested Scoring 55-100	99%	96%	93%	96%	96%	72%
Percentage of Tested Scoring 65-100	93%	88%	85%	74%	73%	52%
Percentage of Tested Scoring 85-100	26%	27%	23%	4%	13%	5%
<b>Physical Setting/Earth Science</b>						
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%
<b>Physical Setting/Chemistry</b>						
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%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%	#
<b>Comprehensive Italian</b>						
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%	#	#	#
<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	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%
<b>Comprehensive Spanish</b>						
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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
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
<b>Nov 2003</b>	General-Education Students	762	6%	4%	52%	38%
	Students with Disabilities	89	20%	12%	57%	10%
	All Students	851	7%	5%	53%	35%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	686	5%	41%	42%	12%
	Students with Disabilities	83	12%	63%	23%	2%
	All Students	769	6%	43%	40%	11%

(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
<b>Elementary Level</b>						
Social Studies	6	1	0	1	2	3
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			353			0
Beginning (0-18)			20			0
Intermediate (19-31)			48			0
Advanced (32-36)			118			0
Proficient (37-39)			167			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			354			0
Beginning (0-14)			73			0
Intermediate (15-24)			62			0
Advanced (25-32)			131			0
Proficient (33-35)			88			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			377			6
Beginning (0-18)			21			0
Intermediate (19-31)			39			1
Advanced (32-36)			82			0
Proficient (37-39)			235			5
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			378			6
Beginning (0-14)			75			2
Intermediate (15-24)			177			2
Advanced (25-32)			76			2
Proficient (33-35)			50			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			135			9
Beginning (0-18)			8			0
Intermediate (19-31)			7			0
Advanced (32-36)			22			3
Proficient (37-39)			98			6
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			135			9
Beginning (0-14)			14			1
Intermediate (15-24)			46			6
Advanced (25-32)			63			2
Proficient (33-35)			12			0

\*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 – K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			118			1
Beginning (0-18)			11			#
Intermediate (19-31)			17			#
Advanced (32-36)			46			#
Proficient (37-39)			44			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			118			1
Beginning (0-14)			10			#
Intermediate (15-24)			50			#
Advanced (25-32)			45			#
Proficient (33-35)			13			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			212			4
Beginning (0-18)			23			#
Intermediate (19-31)			66			#
Advanced (32-36)			79			#
Proficient (37-39)			44			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			211			4
Beginning (0-14)			33			#
Intermediate (15-24)			79			#
Advanced (25-32)			90			#
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)