

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-22-00-01-0011
 Name: White Plains Senior High School
 Principal: Christine Robbins

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	467	528	532
Tenth	455	410	502
Eleventh	466	398	433
Twelfth	393	408	402
Ungraded Secondary	28	171	106
Total K-12 Enrollment	1809	1915	1975

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	47	2.6%	57	3.0%	56	2.8%
Black (Not Hispanic)	420	23.2%	410	21.4%	442	22.4%
Hispanic	619	34.2%	675	35.2%	708	35.8%
White (Not Hispanic)	723	40.0%	773	40.4%	769	38.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	12	7
Mathematics Grade 8	0	0	0
Science Grade 8	15	9	12
Social Studies Grade 8	20	8	18
English Grade 10	21	18	22
Mathematics Grade 10	20	21	21
Science Grade 10	19	20	21
Social Studies Grade 10	19	21	22

(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	225	12.4%	246	12.9%	210	10.6%
Eligible for Free Lunch	401	22.2%	460	24.0%	366	18.5%

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%		96.5%		97.1%
Student Suspensions	141	7.6%	113	6.3%	112	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	5.5%	6.7%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	99%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	164
Total Other Professional Staff	37
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*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	344	154	45%	339	178	53%	333	171	51%
Students with Disabilities	34	3	9%	18	0	0%	33	4	12%
All Students	378	157	42%	357	178	50%	366	175	48%

*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	217	112	0	5	28	4
Percent	59%	31%	0%	1%	8%	1%

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)
33	4	5	38

*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			31		28	
	Entered GED Program*			13		13	
	Total Noncompleters			44		41	
Students with Disabilities	Dropped Out			6		5	
	Entered GED Program*			1		0	
	Total Noncompleters			7		5	
All Students	Dropped Out	17	0.9%	37	1.9%	33	1.7%
	Entered GED Program*	33	1.8%	14	0.7%	13	0.7%
	Total Noncompleters	50	2.8%	51	2.7%	46	2.3%

*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		5	0
	Number of Students with Disabilities		3	19
	Number of All Students		8	19
	Percent of Enrollment		0%	1%

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%	2	#	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	3	#	9	78%	13	100%
Science	20	55%	33	85%	13	85%
Reading	0	0%	2	#	4	#
Writing	0	0%	2	#	4	#
Global Studies	18	72%	7	71%	5	60%
U.S. Hist & Gov't	44	52%	21	62%	5	80%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	96%	52	71%	48	73%
Science	36	50%	33	42%	46	48%
Reading	11	27%	17	82%	14	79%
Writing	6	100%	13	100%	15	93%
Global Studies	14	64%	22	50%	16	25%
U.S. Hist & Gov't	15	40%	10	70%	13	85%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	410	408	455	34	39	46
Number Scoring 55–100	377	340	401	25	19	25
Number Scoring 65–100	329	265	359	14	9	19
Number Scoring 85–100	148	132	155	1	2	3
Percentage of Tested Scoring 55–100	92%	83%	88%	74%	49%	54%
Percentage of Tested Scoring 65–100	80%	65%	79%	41%	23%	41%
Percentage of Tested Scoring 85–100	36%	32%	34%	3%	5%	7%
Mathematics A						
Number Tested	0	445	652	0	44	55
Number Scoring 55–100	0	294	484	0	10	21
Number Scoring 65–100	0	237	377	0	4	11
Number Scoring 85–100	0	118	89	0	0	1
Percentage of Tested Scoring 55–100	0%	66%	74%	0%	23%	38%
Percentage of Tested Scoring 65–100	0%	53%	58%	0%	9%	20%
Percentage of Tested Scoring 85–100	0%	27%	14%	0%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	190	0	0	2
Number Scoring 55–100	0	0	153	0	0	#
Number Scoring 65–100	0	0	125	0	0	#
Number Scoring 85–100	0	0	36	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	#
Global History and Geography						
Number Tested	421	427	524	51	53	56
Number Scoring 55–100	401	387	486	42	36	44
Number Scoring 65–100	355	324	447	31	19	34
Number Scoring 85–100	144	114	208	2	5	4
Percentage of Tested Scoring 55–100	95%	91%	93%	82%	68%	79%
Percentage of Tested Scoring 65–100	84%	76%	85%	61%	36%	61%
Percentage of Tested Scoring 85–100	34%	27%	40%	4%	9%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	406	443	441	35	41	51
Number Scoring 55–100	347	399	421	18	29	40
Number Scoring 65–100	295	311	385	11	15	30
Number Scoring 85–100	151	100	195	1	0	8
Percentage of Tested Scoring 55–100	85%	90%	95%	51%	71%	78%
Percentage of Tested Scoring 65–100	73%	70%	87%	31%	37%	59%
Percentage of Tested Scoring 85–100	37%	23%	44%	3%	0%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	433	425	547	24	46	39
Number Scoring 55–100	399	414	508	19	39	31
Number Scoring 65–100	352	389	452	12	33	22
Number Scoring 85–100	77	126	89	0	0	0
Percentage of Tested Scoring 55–100	92%	97%	93%	79%	85%	79%
Percentage of Tested Scoring 65–100	81%	92%	83%	50%	72%	56%
Percentage of Tested Scoring 85–100	18%	30%	16%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	364	361	329	60	47	59
Number Scoring 55–100	239	283	239	19	17	27
Number Scoring 65–100	174	215	177	12	9	12
Number Scoring 85–100	33	31	25	0	0	1
Percentage of Tested Scoring 55–100	66%	78%	73%	32%	36%	46%
Percentage of Tested Scoring 65–100	48%	60%	54%	20%	19%	20%
Percentage of Tested Scoring 85–100	9%	9%	8%	0%	0%	2%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		224	273		1	2
Number Scoring 55–100		201	237		#	#
Number Scoring 65–100		144	181		#	#
Number Scoring 85–100		29	39		#	#
Percentage of Tested Scoring 55–100		90%	87%		#	#
Percentage of Tested Scoring 65–100		64%	66%		#	#
Percentage of Tested Scoring 85–100		13%	14%		#	#
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	61	68	82	1	0	1
Number Scoring 55–100	61	68	81	#	0	#
Number Scoring 65–100	60	67	81	#	0	#
Number Scoring 85–100	33	33	50	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 65–100	98%	99%	99%	#	0%	#
Percentage of Tested Scoring 85–100	54%	49%	61%	#	0%	#
Comprehensive Italian						
Number Tested	34	42	61	0	0	0
Number Scoring 55–100	34	42	60	0	0	0
Number Scoring 65–100	34	41	59	0	0	0
Number Scoring 85–100	21	26	39	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	62%	64%	0%	0%	0%
Comprehensive German						
Number Tested	12	14	11	0	0	0
Number Scoring 55–100	12	14	11	0	0	0
Number Scoring 65–100	12	14	11	0	0	0
Number Scoring 85–100	8	10	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	71%	55%	0%	0%	0%
Comprehensive Hebrew						
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 Spanish						
Number Tested	235	204	198	3	5	7
Number Scoring 55–100	235	204	197	#	5	7
Number Scoring 65–100	234	203	196	#	4	7
Number Scoring 85–100	191	169	150	#	4	6
Percentage of Tested Scoring 55–100	100%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	#	80%	100%
Percentage of Tested Scoring 85–100	81%	83%	76%	#	80%	86%
Comprehensive Latin						
Number Tested	12	10	14	0	0	0
Number Scoring 55–100	12	10	14	0	0	0
Number Scoring 65–100	12	10	13	0	0	0
Number Scoring 85–100	11	8	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	92%	80%	50%	0%	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	333	83	4	5	2	0
Number Scoring 55–100	269	62	#	2	#	0
Number Scoring 65–100	229	54	#	1	#	0
Number Scoring 85–100	108	10	#	1	#	0
Percentage of Tested Scoring 55–100	81%	75%	#	40%	#	0%
Percentage of Tested Scoring 65–100	69%	65%	#	20%	#	0%
Percentage of Tested Scoring 85–100	32%	12%	#	20%	#	0%
Sequential Mathematics, Course III						
Number Tested	185	238	16	3	1	0
Number Scoring 55–100	165	208	9	#	#	0
Number Scoring 65–100	152	187	6	#	#	0
Number Scoring 85–100	90	103	1	#	#	0
Percentage of Tested Scoring 55–100	89%	87%	56%	#	#	0%
Percentage of Tested Scoring 65–100	82%	79%	38%	#	#	0%
Percentage of Tested Scoring 85–100	49%	43%	6%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	79%	18	94%	6	100%
Students with Disabilities	3	#	14	100%	5	80%

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	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 2003	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
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	#	#	#	#

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	334	334	334	46	46	46	380	380	380
Number Scoring 55–64	23	40	21	11	16	15	34	56	36
Number Scoring 65–84	145	170	196	19	14	18	164	184	214
Number Scoring 85–100	136	97	101	6	4	1	142	101	102
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)