

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-22-00-01-0000
 Name: White Plains City School District
 Superintendent: Timothy P. Connors

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	180	180	180
Kindergarten	505	527	506
First	464	470	510
Second	491	460	453
Third	499	474	463
Fourth	522	499	467
Fifth	483	482	495
Sixth	473	477	506
Ungraded Elementary	159	170	174
Seventh	489	478	495
Eighth	456	486	489
Ninth	532	501	538
Tenth	502	487	471
Eleventh	433	499	476
Twelfth	402	389	458
Ungraded Secondary	185	265	220
Total K-12 Enrollment	6595	6664	6721

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	189	2.9%	215	3.2%	223	3.3%
Black (Not Hispanic)	1467	22.2%	1461	21.9%	1460	21.7%
Hispanic	2466	37.4%	2591	38.9%	2710	40.3%
White (Not Hispanic)	2473	37.5%	2397	36.0%	2328	34.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	20	19
Common Branch	20	20	20
English Grade 8	18	21	19
Mathematics Grade 8	18	18	19
Science Grade 8	21	23	23
Social Studies Grade 8	19	21	20
English Grade 10	22	23	23
Mathematics Grade 10	21	22	21
Science Grade 10	21	20	21
Social Studies Grade 10	22	22	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	624	9.2%	653	9.5%	848	12.3%
Eligible for Free Lunch	1763	28.0%	2032	32.0%	2543	37.8%

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		94.2%		96.0%		96.5%
Student Suspensions	259	3.9%	232	3.5%	277	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.1%	10.0%	8.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	588
Total Other Professional Staff	108
Total Paraprofessionals	230
Teaching Out of Certification*	11

*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
General-Education Students	Total Graduates*	345	336	405
	Regents Diplomas	172	218	337
	% Regents Diplomas	50%	65%	83%
	Regents Diplomas with Advanced Designation**			185
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	41	42	54
	Regents Diplomas	4	2	21
	% Regents Diplomas	10%	5%	39%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	10	5	9
All Students	Total Graduates*	386	378	459
	Regents Diplomas	176	220	358
	% Regents Diplomas	46%	58%	78%
	Regents Diplomas with Advanced Designation**			185
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	10	5	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
General-Education Students	Number	269	83	1	2	32	0	16	2
	Percent	66%	20%	0%	0%	8%	0%	4%	0%
Students with Disabilities	Number	13	21	2	0	6	0	12	0
	Percent	24%	39%	4%	0%	11%	0%	22%	0%
All Students	Number	282	104	3	2	38	0	28	2
	Percent	61%	23%	1%	0%	8%	0%	6%	0%

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.
General-Education Students	Dropped Out	32		43	2.4%	50	2.6%
	Entered GED Program*	14		7	0.4%	10	0.5%
	Total Noncompleters	46		50	2.8%	60	3.2%
Students with Disabilities	Dropped Out	10		8	2.7%	9	3.1%
	Entered GED Program*	2		2	0.7%	1	0.3%
	Total Noncompleters	12		10	3.3%	10	3.4%
All Students	Dropped Out	42	2.1%	51	2.5%	59	2.7%
	Entered GED Program*	16	0.8%	9	0.4%	11	0.5%
	Total Noncompleters	58	2.9%	60	2.9%	70	3.2%

*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	2
	Number of Students with Disabilities	0	3	0
	Number of All Students	0	3	2
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	45
	Number of Students with Disabilities	19	21	51
	Number of All Students	19	21	96
	Percent of Enrollment	1%	1%	5%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	33	97%	32	100%	27	100%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	92%	47	96%	45	100%

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%	0	0%	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	15	100%	13	69%	11	91%
Science	14	86%	4	#	2	#
Reading	4	#	0	0%	2	#
Writing	5	100%	0	0%	2	#
Global Studies	6	67%	4	#	2	#
U.S. Hist & Gov't	7	86%	3	#	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	71%	53	75%	37	49%
Science	51	49%	57	56%	61	49%
Reading	16	81%	24	71%	18	50%
Writing	16	94%	24	92%	23	65%
Global Studies	16	25%	19	47%	22	32%
U.S. Hist & Gov't	15	87%	16	69%	5	60%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	462	521	505	48	56	59
Number Scoring 55-100	407	495	459	27	45	41
Number Scoring 65-100	364	442	389	21	31	22
Number Scoring 85-100	155	200	170	3	2	2
Percentage of Tested Scoring 55-100	88%	95%	91%	56%	80%	69%
Percentage of Tested Scoring 65-100	79%	85%	77%	44%	55%	37%
Percentage of Tested Scoring 85-100	34%	38%	34%	6%	4%	3%
Mathematics A						
Number Tested	669	598	585	63	59	71
Number Scoring 55-100	492	555	525	24	50	44
Number Scoring 65-100	382	472	446	14	32	30
Number Scoring 85-100	89	109	106	1	1	1
Percentage of Tested Scoring 55-100	74%	93%	90%	38%	85%	62%
Percentage of Tested Scoring 65-100	57%	79%	76%	22%	54%	42%
Percentage of Tested Scoring 85-100	13%	18%	18%	2%	2%	1%
Mathematics B						
Number Tested	190	290	311	2	4	10
Number Scoring 55-100	153	247	223	#	#	4
Number Scoring 65-100	125	220	175	#	#	3
Number Scoring 85-100	36	68	37	#	#	0
Percentage of Tested Scoring 55-100	81%	85%	72%	#	#	40%
Percentage of Tested Scoring 65-100	66%	76%	56%	#	#	30%
Percentage of Tested Scoring 85-100	19%	23%	12%	#	#	0%
Global History and Geography						
Number Tested	534	493	520	59	49	59
Number Scoring 55-100	490	465	474	46	42	49
Number Scoring 65-100	451	417	434	36	32	43
Number Scoring 85-100	209	211	200	5	4	12
Percentage of Tested Scoring 55-100	92%	94%	91%	78%	86%	83%
Percentage of Tested Scoring 65-100	84%	85%	83%	61%	65%	73%
Percentage of Tested Scoring 85-100	39%	43%	38%	8%	8%	20%
U.S. History and Government						
Number Tested	448	486	492	53	48	45
Number Scoring 55-100	428	453	452	42	39	35
Number Scoring 65-100	392	415	414	32	28	22
Number Scoring 85-100	197	241	269	10	9	9
Percentage of Tested Scoring 55-100	96%	93%	92%	79%	81%	78%
Percentage of Tested Scoring 65-100	88%	85%	84%	60%	58%	49%
Percentage of Tested Scoring 85-100	44%	50%	55%	19%	19%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	555	520	659	41	64	47
Number Scoring 55-100	514	456	571	32	35	26
Number Scoring 65-100	457	399	499	23	26	19
Number Scoring 85-100	90	95	116	0	1	0
Percentage of Tested Scoring 55-100	93%	88%	87%	78%	55%	55%
Percentage of Tested Scoring 65-100	82%	77%	76%	56%	41%	40%
Percentage of Tested Scoring 85-100	16%	18%	18%	0%	2%	0%
Physical Setting/Earth Science						
Number Tested	455	510	376	61	44	39
Number Scoring 55-100	362	413	314	28	19	14
Number Scoring 65-100	297	347	257	13	8	8
Number Scoring 85-100	105	96	58	2	0	1
Percentage of Tested Scoring 55-100	80%	81%	84%	46%	43%	36%
Percentage of Tested Scoring 65-100	65%	68%	68%	21%	18%	21%
Percentage of Tested Scoring 85-100	23%	19%	15%	3%	0%	3%
Physical Setting/Chemistry						
Number Tested	273	328	263	2	1	6
Number Scoring 55-100	237	308	258	#	#	6
Number Scoring 65-100	181	247	227	#	#	4
Number Scoring 85-100	39	40	25	#	#	0
Percentage of Tested Scoring 55-100	87%	94%	98%	#	#	100%
Percentage of Tested Scoring 65-100	66%	75%	86%	#	#	67%
Percentage of Tested Scoring 85-100	14%	12%	10%	#	#	0%
Physical Setting/Physics						
Number Tested		12	178		0	0
Number Scoring 55-100		12	167		0	0
Number Scoring 65-100		12	151		0	0
Number Scoring 85-100		9	65		0	0
Percentage of Tested Scoring 55-100		100%	94%		0%	0%
Percentage of Tested Scoring 65-100		100%	85%		0%	0%
Percentage of Tested Scoring 85-100		75%	37%		0%	0%

* 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
Comprehensive French						
Number Tested	82	90	74	1	1	1
Number Scoring 55-100	81	90	74	#	#	#
Number Scoring 65-100	81	90	74	#	#	#
Number Scoring 85-100	50	64	45	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	61%	71%	61%	#	#	#
Comprehensive Italian						
Number Tested	61	59	52	0	3	1
Number Scoring 55-100	60	58	52	0	#	#
Number Scoring 65-100	59	58	52	0	#	#
Number Scoring 85-100	39	30	31	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	97%	98%	100%	0%	#	#
Percentage of Tested Scoring 85-100	64%	51%	60%	0%	#	#
Comprehensive German						
Number Tested	11	9	9	0	1	0
Number Scoring 55-100	11	9	9	0	#	0
Number Scoring 65-100	11	9	8	0	#	0
Number Scoring 85-100	6	6	5	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	55%	67%	56%	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	198	255	240	7	7	16
Number Scoring 55-100	197	255	235	7	7	16
Number Scoring 65-100	196	255	233	7	7	16
Number Scoring 85-100	150	193	185	6	5	10
Percentage of Tested Scoring 55-100	99%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 85-100	76%	76%	77%	86%	71%	62%
Comprehensive Latin						
Number Tested	14	16	8	0	0	0
Number Scoring 55-100	14	16	8	0	0	0
Number Scoring 65-100	13	16	7	0	0	0
Number Scoring 85-100	7	9	0	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	56%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	478	6%	6%	45%	42%
	Students with Disabilities	40	20%	15%	45%	20%
	All Students	518	8%	7%	45%	41%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	473	2%	24%	53%	21%
	Students with Disabilities	57	18%	60%	23%	0%
	All Students	530	4%	28%	50%	19%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	9	0	0	0	0	9
Middle Level						
Social Studies	7	0	0	0	0	7
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	5	0	0	0	0	5
Mathematics	5	0	0	0	0	5
Science	5	0	0	0	0	5

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	425	425	425	73	73	73	498	498	498
Number Scoring 55–64	16	17	21	5	14	11	21	31	32
Number Scoring 65–84	183	128	247	32	18	32	215	146	279
Number Scoring 85–100	193	237	142	8	11	2	201	248	144
Approved Alternatives	5	0	0	1	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
Listening and Speaking (Grade K-1)						
Number Tested		253	280		15	19
Beginning		26	10		2	1
Intermediate		75	50		7	10
Advanced		106	149		3	6
Proficient		46	71		3	2
Reading and Writing (Grade K-1)						
Number Tested		253	280		15	19
Beginning		113	79		6	5
Intermediate		53	107		4	8
Advanced		64	59		4	6
Proficient		23	35		1	0
Listening and Speaking (Grade 2-4)						
Number Tested		191	219		14	22
Beginning		13	4		1	1
Intermediate		36	24		3	10
Advanced		56	112		4	9
Proficient		86	79		6	2
Reading and Writing (Grade 2-4)						
Number Tested		191	215		14	22
Beginning		55	11		8	5
Intermediate		92	63		5	10
Advanced		40	92		1	5
Proficient		4	49		0	2
Listening and Speaking (Grade 5-6)						
Number Tested		90	99		4	2
Beginning		9	4		#	#
Intermediate		10	17		#	#
Advanced		22	51		#	#
Proficient		49	27		#	#
Reading and Writing (Grade 5-6)						
Number Tested		90	99		4	2
Beginning		14	6		#	#
Intermediate		30	22		#	#
Advanced		38	55		#	#
Proficient		8	16		#	#

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		88	100		0	2
Beginning		14	11		0	#
Intermediate		13	23		0	#
Advanced		31	34		0	#
Proficient		30	32		0	#
Reading and Writing (Grade 7-8)						
Number Tested		88	100		0	2
Beginning		15	18		0	#
Intermediate		28	33		0	#
Advanced		34	27		0	#
Proficient		11	22		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		215	217		0	2
Beginning		43	10		0	#
Intermediate		73	88		0	#
Advanced		59	50		0	#
Proficient		40	69		0	#
Reading and Writing (Grade 9-12)						
Number Tested		215	225		0	3
Beginning		47	20		0	#
Intermediate		72	101		0	#
Advanced		81	57		0	#
Proficient		15	47		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 - L)