



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **WHITE PLAINS CITY SCHOOL
DISTRICT**

District ID **662200010000**

Superintendent **TIMOTHY CONNORS**

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Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	180	180	178
Kindergarten	527	506	531
Grade 1	470	510	484
Grade 2	460	453	498
Grade 3	474	463	447
Grade 4	499	467	470
Grade 5	482	495	458
Grade 6	477	506	494
Ungraded Elementary	170	174	150
Grade 7	478	495	500
Grade 8	486	489	497
Grade 9	501	538	557
Grade 10	487	471	512
Grade 11	499	476	501
Grade 12	389	458	456
Ungraded Secondary	265	220	206
Total K-12	6664	6721	6761

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	20	20	19
Grade 8			
English	21	19	21
Mathematics	18	19	18
Science	23	23	21
Social Studies	21	20	19
Grade 10			
English	23	23	24
Mathematics	22	21	22
Science	20	21	20
Social Studies	22	20	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District WHITE PLAINS CITY SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2032	30%	2543	38%	1740	26%
Reduced-Price Lunch	637	10%	565	8%	512	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	653	10%	848	13%	922	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	7	0%	5	0%
Black or African American	1461	22%	1460	22%	1371	20%
Hispanic or Latino	2591	39%	2710	40%	2867	42%
Asian or Native Hawaiian/Other Pacific Islander	210	3%	216	3%	209	3%
White	2397	36%	2328	35%	2309	34%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		97%		96%
Student Suspensions	232	N/A	277	4%	269	4%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District WHITE PLAINS CITY SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1668	1775	2282
Percent Not Taught by Highly Qualified Teachers	2%	4%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	3	1
Percent with No Valid Teaching Certificate	1%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	6	11	5
Percentage of Total	1%	2%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	57%	58%	60%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	575	588	573
Total Other Professional Staff	90	91	90
Total Paraprofessionals*	268	230	273
Assistant Principals	10	10	9
Principals	8	7	8

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

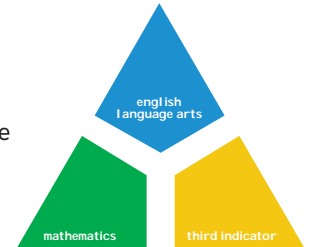
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓	✓	–	✗	✓	–
Limited English Proficient	✓	✓	–	✓ ^{SH}	✓	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **WHITE PLAINS CITY SCHOOL DISTRICT**


























Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3009:2932)			100%		163	120	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (606:589)			99%		142	117	
Hispanic or Latino (1301:1252)			100%		156	119	
Asian or Native Hawaiian/Other Pacific Islander (88:87)			100%		192	111	
White (1011:1001)			100%		182	119	
Other Groups							
Students with Disabilities ⁴ (325:313)			98%		96	116	98 106
Limited English Proficient (389:355)			100%		161	116	
Economically Disadvantaged (1314:1279)			99%		149	119	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WHITE PLAINS CITY SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3006:2928)			100%		155	84	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (604:591)			100%		133	82	
Hispanic or Latino (1297:1251)			100%		142	83	
Asian or Native Hawaiian/Other Pacific Islander (90:86)			99%		194	75	
White (1012:997)			100%		181	83	
Other Groups							
Students with Disabilities ⁴ (325:314)			98%		100	80	
Limited English Proficient (380:356)			100%		116	80	
Economically Disadvantaged (1316:1278)			100%		137	83	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WHITE PLAINS CITY SCHOOL DISTRICT**


















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (999:974)		Qualified		99%		180	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (188:182)		Qualified		98%		168	100	
Hispanic or Latino (426:411)		Qualified		100%		171	100	
Asian or Native Hawaiian/Other Pacific Islander (33:33)	–	–	–	–		194	100	
White (351:347)		Qualified		99%		195	100	
Other Groups								
Students with Disabilities (105:102)		Qualified		98%		158	100	
Limited English Proficient (126:120)		Qualified		100%		142	100	
Economically Disadvantaged (413:405)		Qualified		99%		168	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WHITE PLAINS CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts






















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (506:488)			98%		175	149	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (116:110)			98%		170	144	
Hispanic or Latino (190:186)			98%		159	146	
Asian or Native Hawaiian/Other Pacific Islander (19:15)	–	–	–	–	–	–	–
White (180:176)			99%		193	146	
Other Groups							
Students with Disabilities (47:50)			96%		118	141	129 126
Limited English Proficient (20:33)		–	–		97	137	79 107
Economically Disadvantaged (124:134)			99%		160	145	
Final AYP Determination	 6 of 7						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WHITE PLAINS CITY SCHOOL DISTRICT**






















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (506:488)			99%		184	141	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (116:110)			98%		175	136	
Hispanic or Latino (190:186)			99%		178	138	
Asian or Native Hawaiian/Other Pacific Islander (19:15)	–	–	–	–	–	–	–
White (180:176)			99%		195	138	
Other Groups							
Students with Disabilities (47:50)			98%		138	133	
Limited English Proficient (20:33)		–	–		161	129	
Economically Disadvantaged (124:134)			100%		175	137	
Final AYP Determination	 7 of 7						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WHITE PLAINS CITY SCHOOL DISTRICT**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (489)			79%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (109)			71%	55%		
Hispanic or Latino (165)			66%	55%		
Asian or Native Hawaiian/Other Pacific Islander (16)		–	–	–	–	–
White (199)			94%	55%		
Other Groups						
Students with Disabilities (74)			55%	55%		
Limited English Proficient (23)		–	–	–	–	–
Economically Disadvantaged (119)			78%	55%		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **WHITE PLAINS CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

6 schools identified 86% of total

CHURCH STREET SCHOOL
GEORGE WASHINGTON SCHOOL
MAMARONECK AVENUE SCHOOL
POST ROAD SCHOOL
RIDGEWAY SCHOOL
WHITE PLAINS MIDDLE SCHOOL

Requiring Academic Progress (Year 2)















1 school identified 14% of total



WHITE PLAINS SENIOR HIGH SCHOOL


District **WHITE PLAINS CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	73%			388
Grade 4	70%			410
Grade 5	72%			431
Grade 6	65%			464
Grade 7	67%			461
Grade 8	58%			457
Mathematics				
Grade 3	77%			469
Grade 4	75%			483
Grade 5	61%			473
Grade 6	53%			518
Grade 7	59%			513
Grade 8	58%			506
Science				
Grade 4	89%			481
Grade 8	73%			502

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	78%			512
Mathematics	85%			512

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	78%			512

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

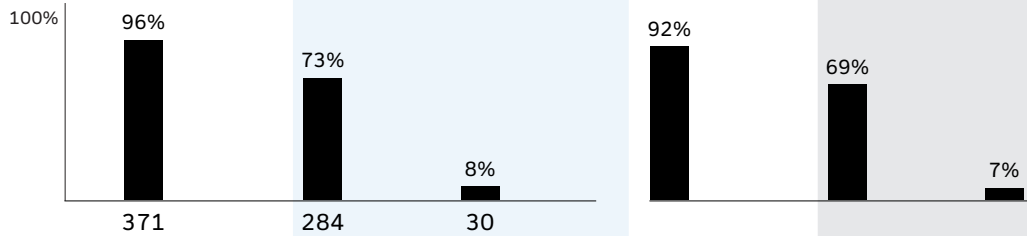
Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	371	284	30	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	388	96%	73%	8%				
Female	209	96%	76%	8%				
Male	179	95%	70%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	79	85%	52%	0%				
Hispanic or Latino	136	98%	70%	4%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	160	99%	85%	13%	This test was not given in 2004-05.			
Small Group Totals	13	100%	92%	23%				
General-Education Students	360	99%	78%	8%				
Students with Disabilities	28	57%	14%	0%				
English Proficient	385	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	160	93%	62%	2%				
Not Disadvantaged	228	98%	81%	12%				
Migrant								
Not Migrant	388	96%	73%	8%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	76	52	43	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
	94%	77%	23%	94%	81%	25%
Number of Students:	443	363	109			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	469	94%	77%	23%				
Female	245	95%	79%	24%				
Male	224	94%	76%	22%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	81	88%	62%	6%				
Hispanic or Latino	213	94%	69%	11%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	160	98%	95%	44%	This test was not given in 2004-05.			
Small Group Totals	15	100%	100%	60%				
General-Education Students	432	96%	81%	25%				
Students with Disabilities	37	76%	35%	3%				
English Proficient	389	96%	83%	27%				
Limited English Proficient	80	85%	50%	5%				
Economically Disadvantaged	225	92%	64%	7%				
Not Disadvantaged	244	96%	90%	38%				
Migrant								
Not Migrant	469	94%	77%	23%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	7	7	This test was not given in 2004-05.			

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	612-775	650-775	716-775			
Number of Students:	374	286	53			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	410	91%	70%	13%				
Female	201	95%	76%	16%				
Male	209	88%	64%	10%				
American Indian or Alaska Native								
Black or African American	78	81%	45%	4%				
Hispanic or Latino	152	91%	63%	7%				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	31%				
White	164	95%	87%	21%				
Small Group Totals								
General-Education Students	377	94%	74%	14%				
Students with Disabilities	33	61%	24%	0%				
English Proficient	409	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	158	88%	54%	4%				
Not Disadvantaged	252	93%	79%	18%				
Migrant								
Not Migrant	410	91%	70%	13%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

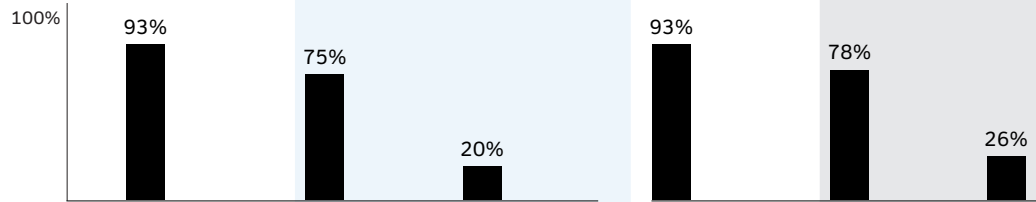
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	9	9	9	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	73	64	58	N/A	60	43	38	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 674	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	451	362	99			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	483	93%	75%	20%				
Female	230	94%	77%	22%				
Male	253	93%	73%	19%				
American Indian or Alaska Native								
Black or African American	79	87%	58%	11%				
Hispanic or Latino	221	90%	67%	10%				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	88%	59%				
White	166	99%	92%	36%				
Small Group Totals								
General-Education Students	445	95%	78%	22%				
Students with Disabilities	38	76%	45%	5%				
English Proficient	411	95%	81%	23%				
Limited English Proficient	72	83%	43%	6%				
Economically Disadvantaged	222	88%	63%	7%				
Not Disadvantaged	261	98%	85%	32%				
Migrant								
Not Migrant	483	93%	75%	20%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

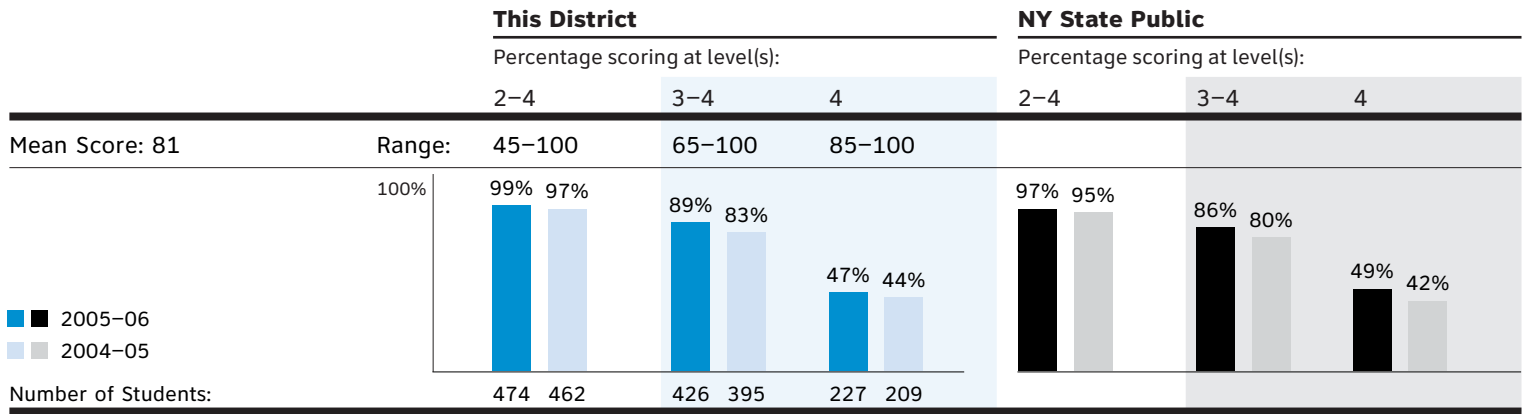
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	9	9	9	9

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	481	99%	89%	47%	477	97%	83%	44%
Female	231	99%	89%	51%	238	97%	83%	46%
Male	250	98%	88%	44%	239	96%	83%	42%
American Indian or Alaska Native								
Black or African American	78	99%	79%	23%	99	93%	75%	29%
Hispanic or Latino	221	97%	84%	35%	205	97%	76%	31%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	81%	14	100%	93%	71%
White	166	100%	98%	72%	159	99%	96%	67%
Small Group Totals								
General-Education Students	443	99%	90%	49%	431	98%	86%	46%
Students with Disabilities	38	97%	74%	21%	46	83%	50%	22%
English Proficient	408	100%	93%	53%	415	99%	88%	48%
Limited English Proficient	73	93%	63%	15%	62	85%	50%	13%
Economically Disadvantaged	219	97%	82%	27%	236	95%	73%	25%
Not Disadvantaged	262	100%	94%	64%	241	99%	92%	63%
Migrant								
Not Migrant	481	99%	89%	47%	477	97%	83%	44%

NOTES

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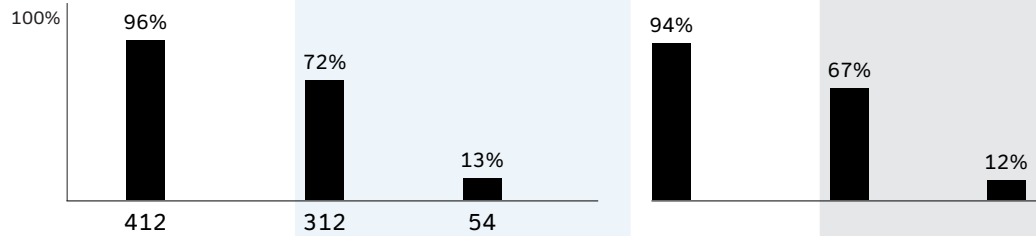
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	9	9	9	9

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 666	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	412	312	54	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	431	96%	72%	13%				
Female	220	95%	71%	14%				
Male	211	96%	73%	11%				
American Indian or Alaska Native								
Black or African American	97	94%	59%	6%				
Hispanic or Latino	175	94%	67%	6%				
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	20%				
White	149	99%	87%	24%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	384	99%	79%	14%				
Students with Disabilities	47	70%	17%	2%				
English Proficient	412	97%	75%	13%				
Limited English Proficient	19	63%	26%	5%				
Economically Disadvantaged	197	91%	56%	4%				
Not Disadvantaged	234	99%	86%	20%				
Migrant								
Not Migrant	431	96%	72%	13%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

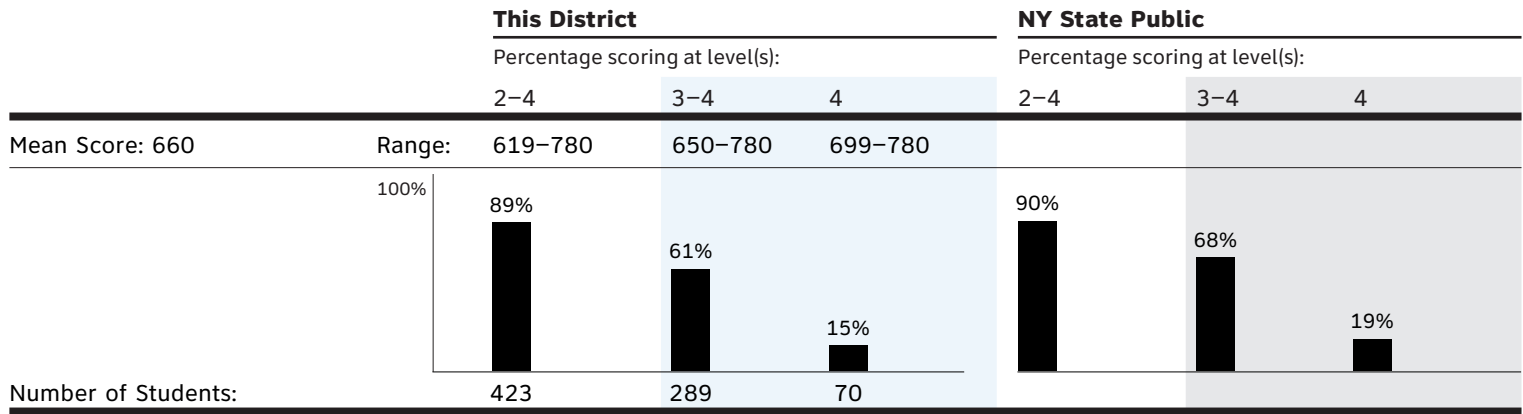
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	44	41	36	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	473	89%	61%	15%				
Female	244	89%	59%	14%				
Male	229	90%	64%	16%				
American Indian or Alaska Native								
Black or African American	99	81%	46%	4%				
Hispanic or Latino	210	89%	53%	8%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	33%				
White	152	95%	79%	30%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	423	94%	66%	17%				
Students with Disabilities	50	54%	20%	0%				
English Proficient	412	91%	66%	17%				
Limited English Proficient	61	77%	31%	3%				
Economically Disadvantaged	228	83%	46%	5%				
Not Disadvantaged	245	96%	75%	24%				
Migrant								
Not Migrant	473	89%	61%	15%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	8	This test was not given in 2004-05.			

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 668	Range: 598-785			650-785 705-785		
Number of Students:	438	303	99			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	464	94%	65%	21%				
Female	192	96%	71%	28%				
Male	272	93%	61%	17%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	93%	56%	8%				
Hispanic or Latino	178	93%	51%	10%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	167	96%	84%	39%	This test was not given in 2004-05.			
Small Group Totals	13	100%	100%	54%				
General-Education Students	411	97%	70%	24%				
Students with Disabilities	53	72%	28%	0%				
English Proficient	461	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	183	92%	48%	6%				
Not Disadvantaged	281	96%	77%	31%				
Migrant								
Not Migrant	464	94%	65%	21%				

NOTES

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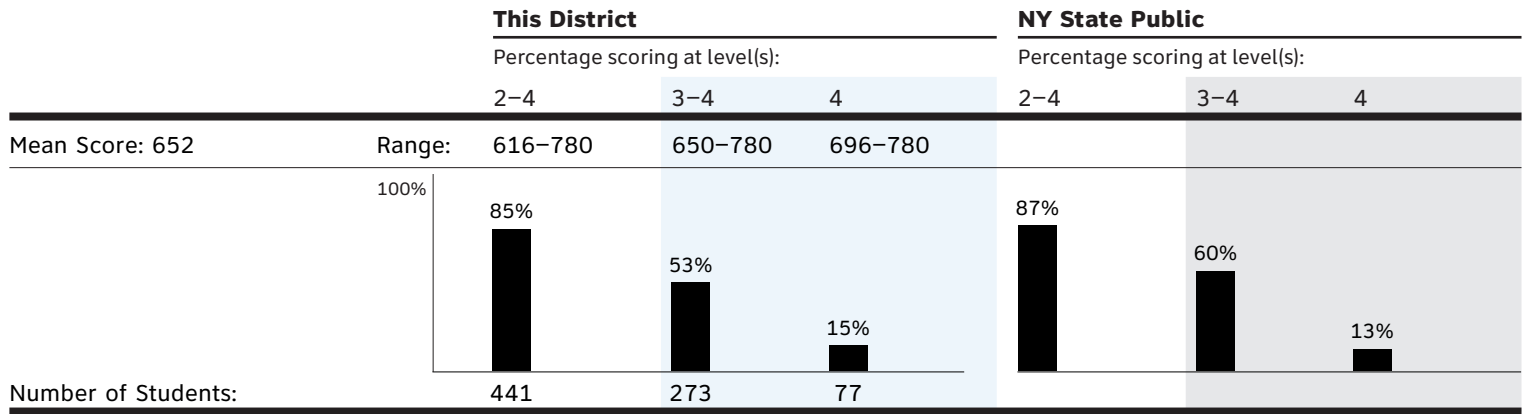
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	54	51	47	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	518	85%	53%	15%				
Female	215	90%	57%	15%				
Male	303	82%	50%	15%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	110	76%	35%	5%				
Hispanic or Latino	222	81%	37%	5%				
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-				
White	170	95%	79%	32%	This test was not given in 2004-05.			
Small Group Totals	16	100%	100%	44%				
General-Education Students	463	88%	57%	16%				
Students with Disabilities	55	58%	20%	4%				
English Proficient	463	86%	56%	16%				
Limited English Proficient	55	78%	24%	4%				
Economically Disadvantaged	231	78%	35%	3%				
Not Disadvantaged	287	91%	67%	24%				
Migrant								
Not Migrant	518	85%	53%	15%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	Range: 600-790			650-790 712-790		
Number of Students:	441	309	61			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	461	96%	67%	13%				
Female	241	97%	68%	14%				
Male	220	94%	66%	12%				
American Indian or Alaska Native								
Black or African American	110	93%	51%	3%				
Hispanic or Latino	169	96%	60%	7%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	33%				
White	170	96%	83%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	410	98%	71%	14%				
Students with Disabilities	51	78%	33%	4%				
English Proficient	458	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	159	97%	52%	3%				
Not Disadvantaged	302	95%	75%	19%				
Migrant								
Not Migrant	461	96%	67%	13%				

NOTES

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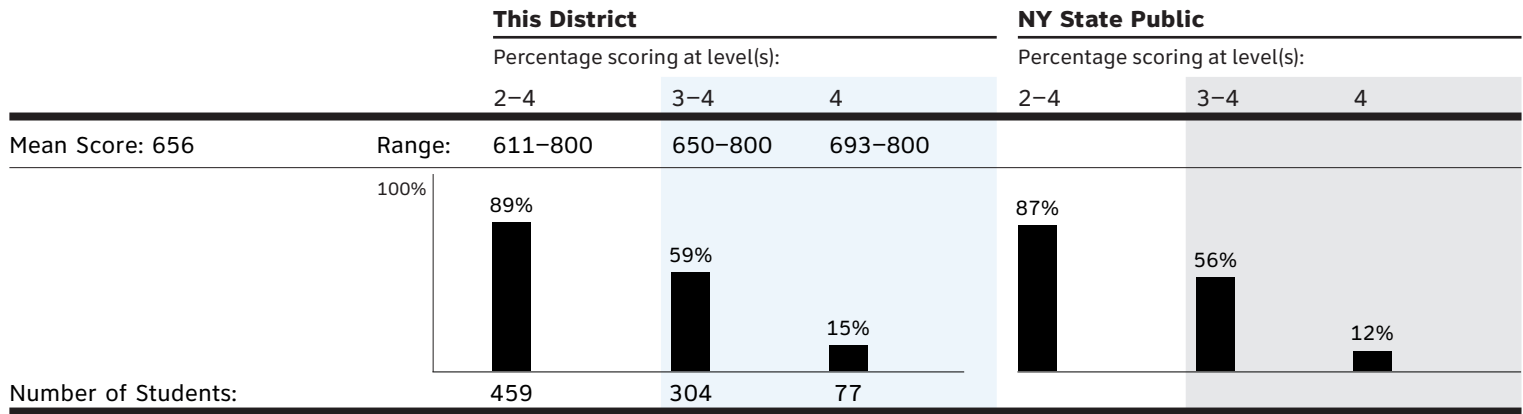
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	56	51	46	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	513	89%	59%	15%				
Female	262	92%	59%	15%				
Male	251	87%	59%	15%				
American Indian or Alaska Native								
Black or African American	113	86%	45%	4%				
Hispanic or Latino	219	86%	46%	6%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	62%				
White	168	95%	83%	30%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	463	92%	63%	16%				
Students with Disabilities	50	64%	24%	4%				
English Proficient	456	92%	64%	17%				
Limited English Proficient	57	68%	19%	2%				
Economically Disadvantaged	202	87%	45%	4%				
Not Disadvantaged	311	91%	68%	22%				
Migrant								
Not Migrant	513	89%	59%	15%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	–	–	–	This test was not given in 2004-05.			

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 662	602-790	650-790	715-790			
Number of Students:	420	265	48			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	457	92%	58%	11%				
Female	224	94%	62%	13%				
Male	233	90%	55%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	87%	42%	7%				
Hispanic or Latino	154	89%	42%	2%				
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-				
White	181	97%	79%	19%				
Small Group Totals	16	100%	88%	19%				
General-Education Students	402	97%	64%	12%				
Students with Disabilities	55	53%	11%	2%				
English Proficient	452	92%	58%	11%				
Limited English Proficient	5	60%	20%	0%				
Economically Disadvantaged	158	89%	36%	3%				
Not Disadvantaged	299	94%	70%	14%				
Migrant								
Not Migrant	457	92%	58%	11%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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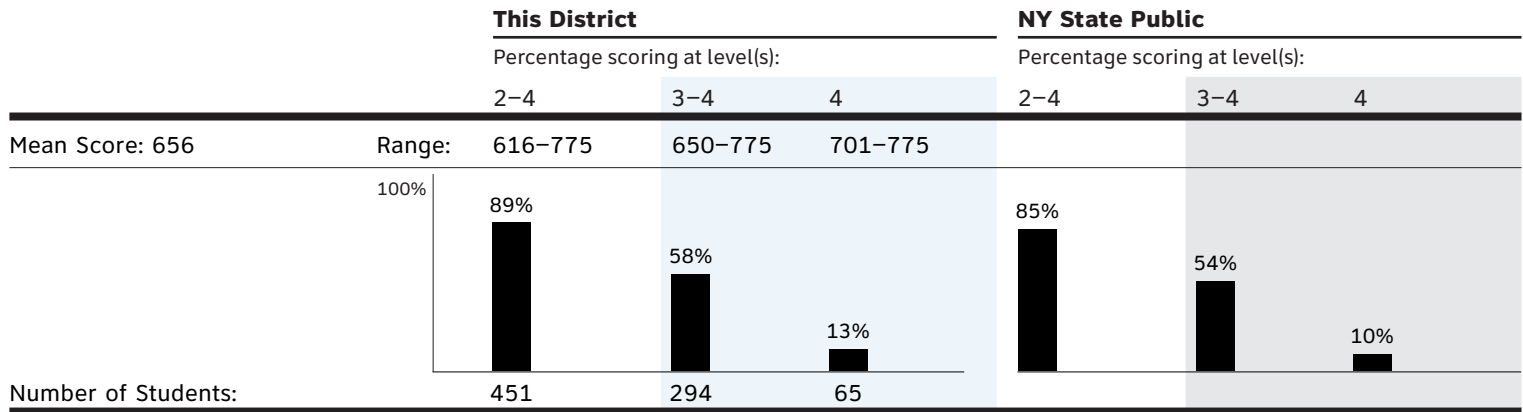
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	49	47	38	N/A	50	49	45	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	506	89%	58%	13%				
Female	248	91%	56%	12%				
Male	258	87%	60%	14%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	108	84%	39%	7%				
Hispanic or Latino	200	86%	46%	5%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	180	95%	80%	24%				
Small Group Totals	18	100%	89%	28%				
General-Education Students	450	93%	63%	14%				
Students with Disabilities	56	59%	16%	0%				
English Proficient	454	91%	62%	14%				
Limited English Proficient	52	77%	25%	0%				
Economically Disadvantaged	192	85%	45%	5%				
Not Disadvantaged	314	92%	66%	18%				
Migrant								
Not Migrant	506	89%	58%	13%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

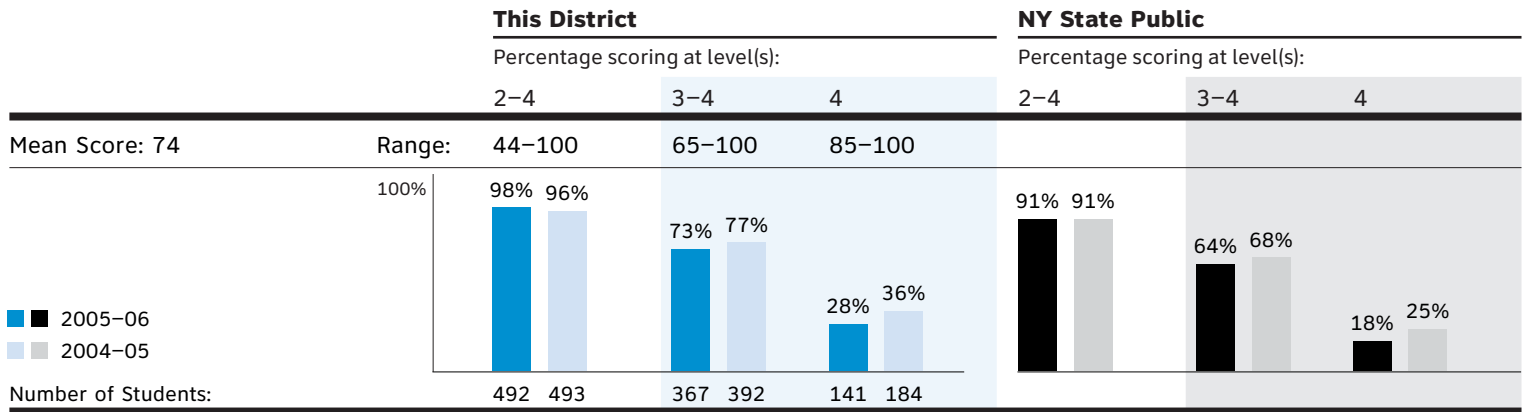
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	7	7	7	7

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	502	98%	73%	28%	511	96%	77%	36%
Female	243	98%	68%	23%	236	98%	79%	37%
Male	259	98%	78%	32%	275	95%	75%	35%
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	98%	60%	13%	106	95%	67%	15%
Hispanic or Latino	199	96%	61%	11%	207	94%	68%	18%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	17	100%	94%	59%
White	179	99%	92%	53%	181	99%	91%	66%
Small Group Totals	18	100%	89%	56%				
General-Education Students	446	98%	76%	31%	460	97%	81%	39%
Students with Disabilities	56	95%	46%	7%	51	88%	39%	10%
English Proficient	449	99%	78%	31%	463	98%	82%	40%
Limited English Proficient	53	89%	32%	0%	48	81%	25%	0%
Economically Disadvantaged	189	96%	59%	12%	233	92%	63%	16%
Not Disadvantaged	313	99%	81%	38%	278	100%	88%	53%
Migrant								
Not Migrant	502	98%	73%	28%	511	96%	77%	36%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	7	7	7	7
Regents Science	0				0			

District **WHITE PLAINS CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

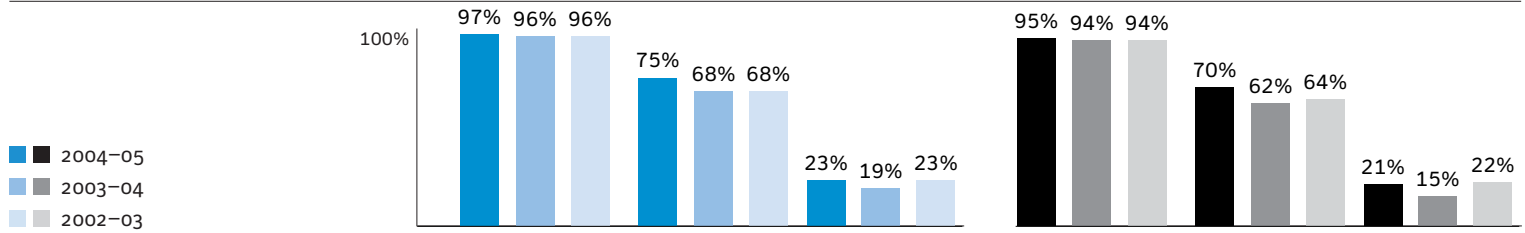
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	14	93	217	97	421	668
Feb 2004	19	127	227	88	461	662
Feb 2003	19	135	221	112	487	664

Grade 8

This School

Percentage scoring at level(s):

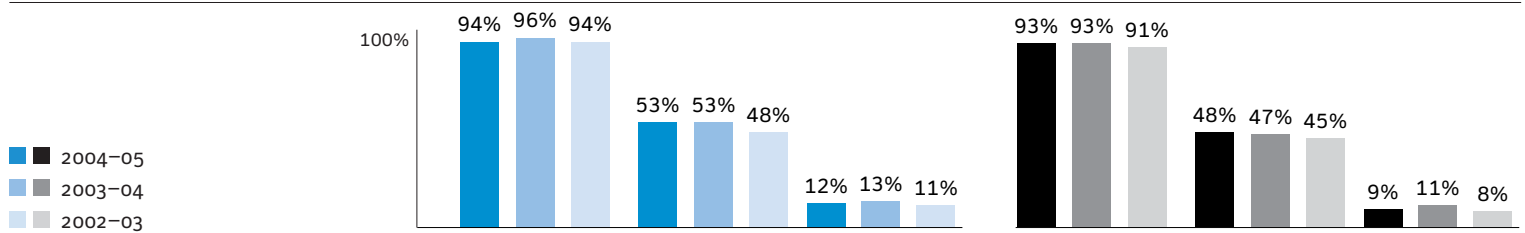
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	27	194	196	57	474	702
Jan 2004	18	212	196	61	487	703
Jan 2003	26	212	164	52	454	698

District **WHITE PLAINS CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

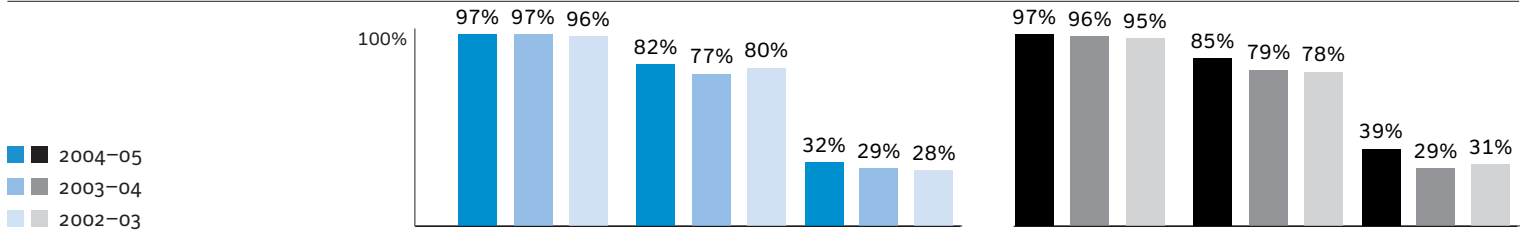
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	15	71	239	153	478	664
May 2004	17	98	244	150	509	663
May 2003	21	82	273	149	525	661

Grade 8

This School

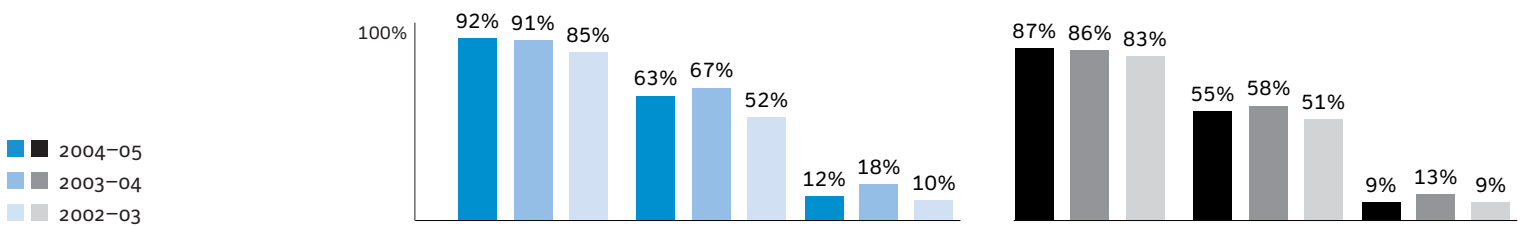
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	43	154	270	62	529	725
May 2004	47	122	247	91	507	727
May 2003	71	165	203	48	487	718

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

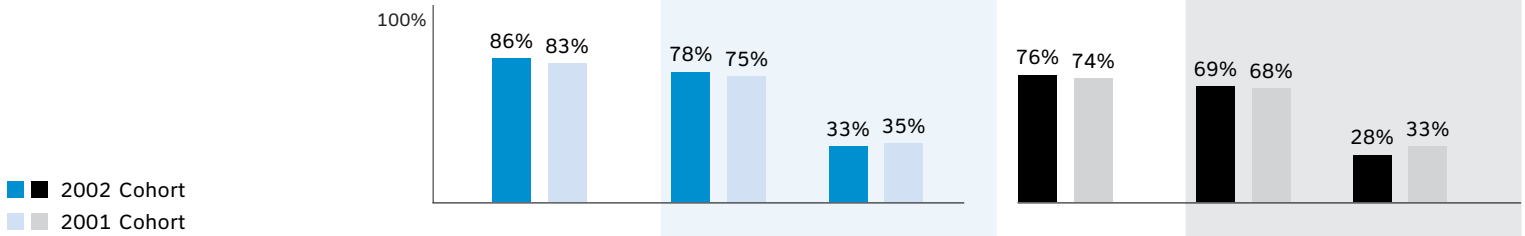
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	512	86%	78%	33%	538	83%	75%	35%
Female	256	89%	83%	41%	256	86%	78%	41%
Male	256	84%	73%	24%	282	80%	73%	30%
American Indian or Alaska Native	1	–	–	–				
Black or African American	118	83%	75%	19%	119	76%	66%	18%
Hispanic or Latino	194	79%	67%	14%	199	73%	61%	15%
Asian or Native Hawaiian/Other Pacific Islander	16	–	–	–	17	94%	94%	65%
White	183	95%	91%	60%	203	96%	93%	63%
Small Group Totals	17	94%	94%	41%				
General-Education Students	454	91%	83%	36%	458	87%	82%	41%
Students with Disabilities	58	53%	36%	3%	80	56%	39%	3%
English Proficient	475	90%	82%	35%	483	88%	82%	39%
Limited English Proficient	37	41%	24%	0%	55	33%	20%	4%
Economically Disadvantaged	141	82%	68%	9%				
Not Disadvantaged	371	88%	82%	42%				
Migrant								
Not Migrant	512	86%	78%	33%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	3

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

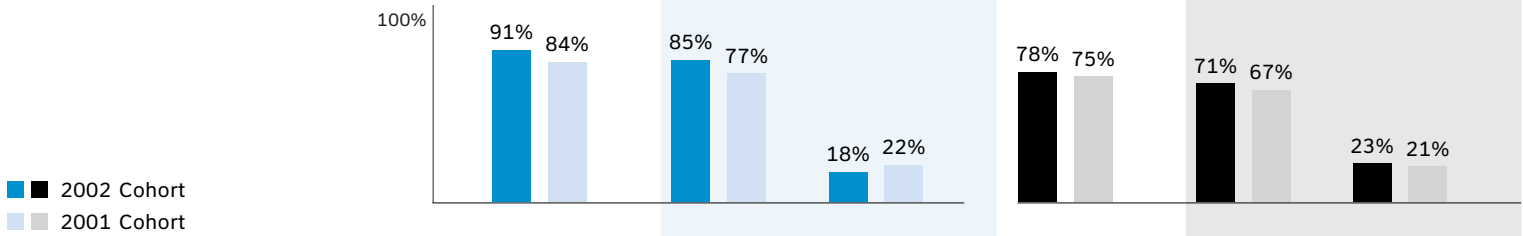
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	512	91%	85%	18%	538	84%	77%	22%
Female	256	93%	88%	19%	256	87%	80%	24%
Male	256	88%	82%	17%	282	80%	74%	20%
American Indian or Alaska Native	1	–	–	–				
Black or African American	118	86%	79%	6%	119	72%	61%	8%
Hispanic or Latino	194	88%	79%	11%	199	78%	71%	8%
Asian or Native Hawaiian/Other Pacific Islander	16	–	–	–	17	94%	94%	59%
White	183	96%	94%	32%	203	95%	92%	40%
Small Group Totals	17	94%	94%	35%				
General-Education Students	454	94%	90%	20%	458	89%	84%	25%
Students with Disabilities	58	60%	48%	3%	80	51%	36%	3%
English Proficient	475	92%	87%	20%	483	87%	80%	24%
Limited English Proficient	37	70%	62%	0%	55	56%	51%	5%
Economically Disadvantaged	141	89%	78%	6%				
Not Disadvantaged	371	91%	88%	23%				
Migrant								
Not Migrant	512	91%	85%	18%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	5

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

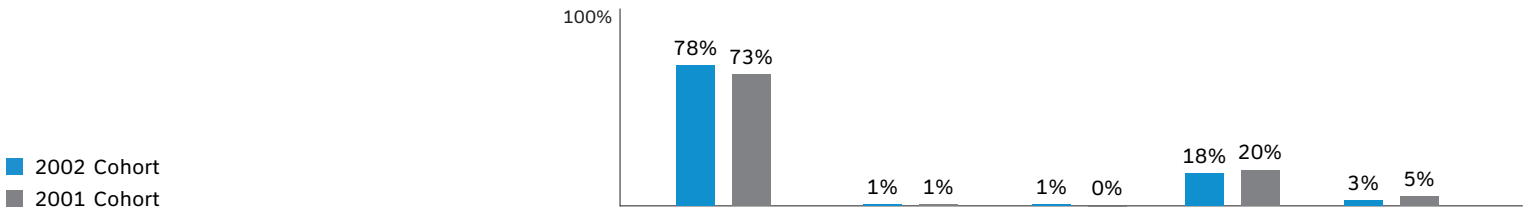
District **WHITE PLAINS CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	512	78%	1%	1%	18%	3%
	2001	538	73%	1%	0%	20%	5%
Female	2002	256	82%	1%	1%	15%	1%
	2001	256	80%	1%	0%	15%	4%
Male	2002	256	73%	1%	2%	20%	4%
	2001	282	68%	1%	0%	25%	6%
American Indian or Alaska Native	2002	1	–	–	–	–	–
Black or African American	2002	118	73%	2%	1%	23%	2%
	2001	119	67%	4%	0%	26%	3%
Hispanic or Latino	2002	194	67%	1%	1%	27%	5%
	2001	199	57%	0%	1%	32%	10%
Asian or Native Hawaiian/Other Pacific Islander	2002	16	–	–	–	–	–
White	2002	183	91%	0%	3%	6%	1%
	2001	203	93%	0%	0%	5%	2%
Small Group Totals	2002	17	88%	0%	0%	6%	6%
General-Education Students	2002	454	82%	0%	1%	15%	2%
	2001	458	77%	0%	0%	17%	5%
Students with Disabilities	2002	58	45%	7%	7%	38%	3%
	2001	80	53%	6%	0%	35%	6%
English Proficient	2002	475	82%	1%	1%	15%	2%
	2001	483	80%	1%	0%	15%	4%
Limited English Proficient	2002	37	24%	3%	0%	59%	14%
	2001	55	13%	0%	2%	67%	18%
Economically Disadvantaged	2002	141	62%	2%	2%	33%	1%
	2001	141	62%	2%	2%	33%	1%
Not Disadvantaged	2002	371	83%	0%	1%	12%	3%
	2001	371	83%	0%	1%	12%	3%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	512	78%	1%	1%	18%	3%

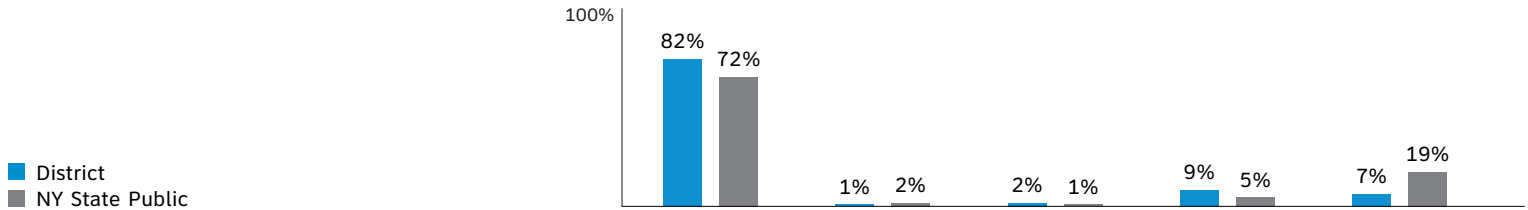
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **WHITE PLAINS CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	522	82%	1%	2%	9%	7%
Female	253	85%	1%	2%	6%	6%
Male	269	79%	1%	1%	11%	7%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	114	81%	4%	2%	9%	4%
Hispanic or Latino	187	70%	0%	2%	16%	12%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	0%	0%	6%	0%
White	203	94%	0%	1%	2%	3%
Small Group Totals						
General-Education Students	445	85%	0%	2%	7%	7%
Students with Disabilities	77	68%	6%	1%	18%	6%
English Proficient	485	87%	1%	1%	6%	5%
Limited English Proficient	37	24%	0%	3%	41%	32%
Economically Disadvantaged	133	82%	2%	2%	12%	2%
Not Disadvantaged	389	82%	1%	1%	8%	8%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	522	82%	1%	2%	9%	7%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.