

The New York State School Report Card

School CEDAR PLACE ELEMENTARY SCHOOL District YONKERS CITY SCHOOL DISTRICT School ID 662300010045 Principal EMILY VEALE-FORD Telephone (914) 376-8969 Grades PK-5, UE

Comprehensive Information Report 2005 – 06

Regents Exams

		All Students				General-Education Student				s Students with Disabilities			
		Total Tested	Percentag scoring at	-		Total Tested	Percentag scoring at			Total Percentage of Tested scoring at or a		-	
			55	65	85		55	65	85		55	65	85
Comprehensive English	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Mathematics A	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Mathematics B	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Global History	2005–06	0				0				0			
and Geography	2004–05	0				0				0			
	2003-04	0				0				0			
U.S. History	2005–06	0				0				0			
and Government	2004–05	0				0				0			
	2003-04	0				0				0			
Living Environment	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/	2005–06	0				0				0			
Earth Science	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/Chemistry	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/Physics	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Exams

		All St	All Students				General-Education Student				s Students with Disabilities			
		Total	Percenta	ge of stuc	lents	Total	Percenta	ge of stud	ents	Total	5			
		Tested	scoring a	t or above	9:	Tested	5			Tested	Tested scoring at or a			
			55	65	85		55	65	85		55	65	85	
Comprehensive French	2005–06	0				0				0				
	2004–05	0				0				0				
	2003-04	0				0				0				
Comprehensive German	2005–06	0				0				0				
	2004–05	0				0				0				
	2003-04	0				0				0				
Comprehensive Hebrew	2005–06	0				0				0				
	2004–05	0				0				0				
	2003-04	0				0				0				
Comprehensive Italian	2005–06	0				0				0				
	2004–05	0				0				0				
	2003-04	0				0				0				
Comprehensive Latin	2005–06	0				0				0				
	2004–05	0				0				0				
	2003-04	0				0				0				
Comprehensive Spanish	2005–06	0				0				0				
	2004–05	0				0				0				
	2003-04	0				0				0				

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Competency Tests

		All Student	5	General-Ed	ucation Students	s Students with Disabilities		
		Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing	
Mathematics	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Science	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Reading	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Writing	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Global Studies	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
U.S. History	2005–06	0		0		0		
and Government	2004-05	0		0		0		
	2003-04	0		0		0		

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Second Language Proficiency Examinations

		All Student	S	General-Ed	ucation Students	ts Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
French	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
German	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Italian	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Latin	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Spanish	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

New York State English as a Second Language Achievement Test (NYSESLAT)

	All St	Students				General-Education Students				nts	Students with Disabilities						
	Total Tested				5	Total Tested				5	Total Tested	Percent of students scoring in each performance level:					
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		
2005–06	52	0%	29%	50%	21%	52	0%	29%	50%	21%	0						
2004-05	39	3%	10%	59%	28%	31	0%	10%	55%	35%	8	13%	13%	75%	0%		
2003-04	32	3%	13%	50%	34%	26	0%	12%	46%	42%	6	17%	17%	67%	0%		
2005–06	52	33%	33%	10%	25%	52	33%	33%	10%	25%	0						
2004-05	39	26%	44%	13%	18%	31	23%	48%	10%	19%	8	38%	25%	25%	13%		
2003-04	32	22%	19%	34%	25%	26	15%	15%	38%	31%	6	50%	33%	17%	0%		
2005-06	33	0%	3%	58%	39%	33	0%	3%	58%	39%	0						
2004–05	42	0%	2%	57%	40%	31	0%	3%	45%	52%	11	0%	0%	91%	9%		
2003-04	35	3%	17%	46%	34%	24	4%	8%	38%	50%	11	0%	36%	64%	0%		
2005–06	33	0%	12%	33%	55%	33	0%	12%	33%	55%	0						
2004-05	42	0%	29%	55%	17%	31	0%	19%	58%	23%	11	0%	55%	45%	0%		
2003-04	35	29%	43%	9%	20%	24	17%	46%	8%	29%	11	55%	36%	9%	0%		
2005–06	13	0%	0%	31%	69%	13	0%	0%	31%	69%	0						
2004–05	5	0%	0%	100%	0%	4	_	_	_	_	1	_	_	_	_		
2003-04	8	0%	0%	13%	88%	7	_	_	_	_	1	_	_	_	_		
2005–06	13	0%	15%	62%	23%	13	0%	15%	62%	23%	0						
2004-05	5	0%	0%	80%	20%	4	_	_	_	_	1	_	_	_	_		
2003-04	8	13%	38%	50%	0%	7	-	_	_	_	1	_	_	_	_		
2005–06	0					0					0						
2004–05	0					0					0						
2003-04	0					0					0						
2005–06	0					0					0						
2004-05	0					0					0						
2003-04	0					0					0						
2005–06	0					0					0						
2004-05	0					0					0						
	0					0					0						
2005-06	0					0					0						
•	0					0					0						
	2004–05 2003–04 2005–06 2004–05 2003–04 2005–06 2004–05 2003–04 2005–06 2004–05 2003–04 2005–06 2004–05 2003–04 2005–06 2004–05 2003–04 2005–06 2004–05 2003–04 2005–06 2004–05 2003–04	Total Tested 2005-06 52 2003-04 32 2005-06 52 2005-06 39 2005-06 33 2005-06 33 2005-06 33 2005-06 33 2005-06 33 2005-06 33 2005-06 33 2005-06 33 2005-06 33 2003-04 35 2003-04 35 2003-04 35 2003-04 35 2003-04 35 2003-04 35 2003-04 36 2003-04 36 2003-04 36 2003-04 30 2003-04 30 2003-04 30 2003-04 30 2003-04 30 2003-04 30 2003-04 30 2003-04 30 2003-04 30	Total Percent Tested 2005-06 52 Begin. 2004-05 39 3% 2003-04 32 3% 2005-06 52 33% 2005-06 33 26% 2003-04 32 20% 2005-06 33 0% 2005-06 33 0% 2005-06 33 0% 2003-04 35 3% 2005-06 33 0% 2003-04 35 2% 2003-04 35 2% 2003-04 35 0% 2003-04 35 0% 2003-04 35 0% 2003-04 35 0% 2003-04 13 0% 2003-04 13 0% 2003-04 0 13 2003-04 0 13 2003-04 0 14 2003-04 0 14 2003-04	TestedInternational2005-065200%29%2004-053030%30%2005-063233%33%2004-053220%44%2003-043222%19%2005-06330%20%2005-06330%20%2005-06330%20%2003-043230%20%2003-043520%43%2003-043520%43%2003-04350%30%2003-04350%30%2003-04350%30%2003-04350%30%2003-0430%30%2003-0433%3%2003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-050112003-040	Total TestedPercent-students in restruction incent-students incent-students incent-students2005-06520%29%50%2003-04323%10%50%2005-065233%33%10%2005-063326%44%13%2005-06330%34%50%2005-06330%37%50%2005-06330%12%50%2005-06330%12%33%2005-06330%12%33%2005-06330%12%33%2005-06330%13%50%2003-04350%0%13%2005-06130%13%50%2003-04380%13%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04013%50%50%2003-04014%14%50%2003-04014%14% <td>IndexPercent state state state state state state statePick2005-06520%20%50%21%2003-043230%10%50%21%2003-043233%10%21%20%2003-043226%44%13%21%2003-043220%19%34%25%2003-043220%37%57%40%2003-04320%17%46%34%2003-04350%12%57%40%2003-043520%42%50%57%10%2003-043520%42%50%40%20%2003-043520%30%10%30%60%2003-04630%10%10%20%2003-04015%10%10%20%2003-04015%10%10%20%2003-04015%15%10%10%2003-04015%15%15%15%2003-04015%15%15%15%2003-04015%15%15%15%2003-04015%15%15%15%2003-04015%15%15%15%2003-04015%15%15%15%2003-04015%15%15%15%2003-04015%15%<</td> <td>Total Percent of students successes Total rester Total rester Total rester Total rester 2005-06 52 0% 29% 50% 21% 52 2004-05 39 3% 10% 50% 28% 31 2003-04 32 3% 13% 50% 34% 26% 2003-04 32 3% 33% 10% 25% 52 2004-05 39 26% 44% 13% 18% 31 2003-04 32 22% 19% 34% 25% 53 2004-05 33 0% 34% 55% 33 2004-05 42 0% 2% 55% 33 2004-05 43 0% 10% 34% 24 2005-06 13 0% 10% 34% 34 2004-05 5 0% 0% 34% 20% 34 2004-05 5 0% <</td> <td>Total TestedPercent students scored TestedTotal TestedProfeBeginInterm Jer JerProfeBegin2005-06520%20%50%21%520%2005-06323%10%50%34%2660%2005-065233%33%10%25%5233%2005-06330%26%44%13%18%31123%2005-06330%23%55%330%2005-06330%23%55%330%2005-06330%23%55%330%2005-06330%23%55%330%2005-06330%23%55%330%2005-06130%20%55%17%3140%2005-06130%20%31%0%20%13%0%2005-06130%10%10%10%10%10%10%2005-06130%10%20%23%10%10%2005-06015%16%23%10%20%10%10%2005-06015%15%16%10%10%10%</td> <td>Total TestedPercent of structure test of the end of test of test</td> <td>Total Percent students students store Research store Research Resea</td> <td>Total Percent of students is events Total Percent of students is events Total Percent of students is events Total Percent of students Total Percent of students is events Total Percent of students is events Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students Total Percent of students <th cols<="" td=""><td>Initial Percent of students scoring Tested Interm Adv. 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NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Elementary/Middle-Level Social Studies 2005–06

	All Students					General-Education Students					Students with Disabilities					
		Percentag scoring at	<i>.</i>	dents		Total Percentage of students Tested scoring at level:			Total Percentage of students Tested scoring at level:							
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	0					0					0					
Middle Level	0					0					0					

2002 Total Cohort Performance on Regents Exams After Four Years

All Students					General-Education Students					Students with Disabilities					
	Cohort Enrollment	Percentage students so 55–64	coring:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives
Global History and Geography	0					0					0				
U.S. History and Government	0					0					0				
Science	0					0					0				

New York State Alternate Assessments (NYSAA) 2005–06

All St	All Students								
Total Tested	Total Number of students scoring Tested at Level:								
	1	2	3	4					
0									
0									
0									
0									
	Total Tested 0 0	Total Number o Tested at Level: 1 0 0	Total Number of studen Tested at Level: 1 2 0 0	Tested at Level: 1 2 3 0 0 0					

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels and in the English and mathematics at the secondary level are available in the Accountability and Overview Report part of The New York State Report Card.

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.

NOTE

High School Completers

		All Students		General-Educ	ation Students	Students with Disabilities		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2005–06	0		0		0		
	2004–05	0		0		0		
	2003-04	0		0		0		
Receiving a Regents Diploma	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving a Regents Diploma	2005–06	0		0		0		
with Advanced Designation	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving an	2005–06	0		0		0		
Individualized Education	2004–05	0		0		0		
Program (IEP) Diploma	2003-04	0		0		0		

NOTE An NA indicates that the diploma was not available in that year.

High School Noncompleters

		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2005–06	0		0		0		
	2004–05	0		0		0		
	2003-04	0		0		0		
Entered Approved High	2005–06	0		0		0		
School Equivalency	2004-05	0		0		0		
Preparation Program	2003-04	0		0		0		
Total Noncompleters	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		

Post-secondary Plans of 2005-06 Graduates

	All Students		General-Edu	cation Students	Students with Disabilities		
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
To 4-year College	0		0		0		
To 2-year College	0		0		0		
To Other Post-secondary	0		0		0		
To the Military	0		0		0		
To Employment	0		0		0		
To Adult Services	0		0		0		
To Other Known Plans	0		0		0		
Plan Unknown	0		0		0		

7 More Information about the School

School CEDAR PLACE ELEMENTARY SCHOOL District YONKERS CITY SCHOOL DISTRICT

Financial Information

2004–05 School District-wide Total Expenditures per Pupil	\$17,478	
2004–05 NYS Public School Total Expenditures per Pupil	\$15,035	
2005–06 Estimated Percentage of Students from Families Receiving Public Assistance	71-80%	

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.