

New York State District Report Card Comprehensive Information Report

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

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	180	180	180
Kindergarten	465	505	527
First	501	464	470
Second	503	491	460
Third	509	499	474
Fourth	468	522	499
Fifth	491	483	482
Sixth	484	473	477
Ungraded Elementary	155	159	170
Seventh	453	489	478
Eighth	466	456	486
Ninth	528	532	501
Tenth	410	502	487
Eleventh	398	433	499
Twelfth	408	402	389
Ungraded Secondary	329	185	265
Total K-12 Enrollment	6568	6595	6664

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	188	2.9%	189	2.9%	215	3.2%
Black (Not Hispanic)	1479	22.5%	1467	22.2%	1461	21.9%
Hispanic	2389	36.4%	2466	37.4%	2591	38.9%
White (Not Hispanic)	2512	38.2%	2473	37.5%	2397	36.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	20
Common Branch	21	20	20
English Grade 8	21	18	21
Mathematics Grade 8	20	18	18
Science Grade 8	24	21	23
Social Studies Grade 8	21	19	21
English Grade 10	18	22	23
Mathematics Grade 10	21	21	22
Science Grade 10	20	21	20
Social Studies Grade 10	21	22	22

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	710	10.5%	624	9.2%	653	9.5%
Eligible for Free Lunch	2045	32.5%	1763	28.0%	2032	32.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		94.2%		96.0%
Student Suspensions	306	4.7%	259	3.9%	232	3.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.6%	9.1%	10.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	575
Total Other Professional Staff	108
Total Paraprofessionals	268
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	339	178	53%	345	172	50%	336	218	65%
Students with Disabilities	21	0	0%	41	4	10%	42	2	5%
All Students	360	178	49%	386	176	46%	378	220	58%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	233	94	1	5	23	22
Percent	62%	25%	0%	1%	6%	6%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
42	2	5	47

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	31		32		43	2.4%
	Entered GED Program*	13		14		7	0.4%
	Total Noncompleters	44		46		50	2.8%
Students with Disabilities	Dropped Out	6		10		8	2.7%
	Entered GED Program*	1		2		2	0.7%
	Total Noncompleters	7		12		10	3.3%
All Students	Dropped Out	37	1.9%	42	2.1%	51	2.5%
	Entered GED Program*	14	0.7%	16	0.8%	9	0.4%
	Total Noncompleters	51	2.7%	58	2.9%	60	2.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	3
	Number of All Students	0	0	3
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	5	0	0
	Number of Students with Disabilities	3	19	21
	Number of All Students	8	19	21
	Percent of Enrollment	0%	1%	1%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	97%	33	97%	32	100%
German	1	#	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	50	96%	53	92%	47	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	78%	15	100%	13	69%
Science	33	85%	14	86%	4	#
Reading	2	#	4	#	0	0%
Writing	2	#	5	100%	0	0%
Global Studies	7	71%	6	67%	4	#
U.S. Hist & Gov't	21	62%	7	86%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	53	70%	55	71%	53	75%
Science	35	43%	51	49%	57	56%
Reading	17	82%	16	81%	24	71%
Writing	14	100%	16	94%	24	92%
Global Studies	23	52%	16	25%	19	47%
U.S. Hist & Gov't	10	70%	15	87%	16	69%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	412	462	521	43	48	56
Number Scoring 55-100	344	407	495	23	27	45
Number Scoring 65-100	269	364	442	13	21	31
Number Scoring 85-100	134	155	200	4	3	2
Percentage of Tested Scoring 55-100	83%	88%	95%	53%	56%	80%
Percentage of Tested Scoring 65-100	65%	79%	85%	30%	44%	55%
Percentage of Tested Scoring 85-100	33%	34%	38%	9%	6%	4%
Mathematics A						
Number Tested	446	669	598	45	63	59
Number Scoring 55-100	295	492	555	11	24	50
Number Scoring 65-100	238	382	472	5	14	32
Number Scoring 85-100	118	89	109	0	1	1
Percentage of Tested Scoring 55-100	66%	74%	93%	24%	38%	85%
Percentage of Tested Scoring 65-100	53%	57%	79%	11%	22%	54%
Percentage of Tested Scoring 85-100	26%	13%	18%	0%	2%	2%
Mathematics B						
Number Tested	0	190	290	0	2	4
Number Scoring 55-100	0	153	247	0	#	#
Number Scoring 65-100	0	125	220	0	#	#
Number Scoring 85-100	0	36	68	0	#	#
Percentage of Tested Scoring 55-100	0%	81%	85%	0%	#	#
Percentage of Tested Scoring 65-100	0%	66%	76%	0%	#	#
Percentage of Tested Scoring 85-100	0%	19%	23%	0%	#	#
Global History and Geography						
Number Tested	430	534	493	56	59	49
Number Scoring 55-100	389	490	465	38	46	42
Number Scoring 65-100	326	451	417	21	36	32
Number Scoring 85-100	115	209	211	6	5	4
Percentage of Tested Scoring 55-100	90%	92%	94%	68%	78%	86%
Percentage of Tested Scoring 65-100	76%	84%	85%	38%	61%	65%
Percentage of Tested Scoring 85-100	27%	39%	43%	11%	8%	8%
U.S. History and Government						
Number Tested	446	448	486	44	53	48
Number Scoring 55-100	402	428	453	32	42	39
Number Scoring 65-100	314	392	415	18	32	28
Number Scoring 85-100	100	197	241	0	10	9
Percentage of Tested Scoring 55-100	90%	96%	93%	73%	79%	81%
Percentage of Tested Scoring 65-100	70%	88%	85%	41%	60%	58%
Percentage of Tested Scoring 85-100	22%	44%	50%	0%	19%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	429	555	520	50	41	64
Number Scoring 55-100	417	514	456	42	32	35
Number Scoring 65-100	391	457	399	35	23	26
Number Scoring 85-100	126	90	95	0	0	1
Percentage of Tested Scoring 55-100	97%	93%	88%	84%	78%	55%
Percentage of Tested Scoring 65-100	91%	82%	77%	70%	56%	41%
Percentage of Tested Scoring 85-100	29%	16%	18%	0%	0%	2%
Physical Setting/Earth Science						
Number Tested	529	455	510	48	61	44
Number Scoring 55-100	449	362	413	18	28	19
Number Scoring 65-100	372	297	347	10	13	8
Number Scoring 85-100	92	105	96	0	2	0
Percentage of Tested Scoring 55-100	85%	80%	81%	38%	46%	43%
Percentage of Tested Scoring 65-100	70%	65%	68%	21%	21%	18%
Percentage of Tested Scoring 85-100	17%	23%	19%	0%	3%	0%
Physical Setting/Chemistry						
Number Tested	225	273	328	2	2	1
Number Scoring 55-100	202	237	308	#	#	#
Number Scoring 65-100	145	181	247	#	#	#
Number Scoring 85-100	29	39	40	#	#	#
Percentage of Tested Scoring 55-100	90%	87%	94%	#	#	#
Percentage of Tested Scoring 65-100	64%	66%	75%	#	#	#
Percentage of Tested Scoring 85-100	13%	14%	12%	#	#	#
Physical Setting/Physics						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			12			0
Number Scoring 85-100			9			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			75%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	68	82	90	0	1	1
Number Scoring 55-100	68	81	90	0	#	#
Number Scoring 65-100	67	81	90	0	#	#
Number Scoring 85-100	33	50	64	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 65-100	99%	99%	100%	0%	#	#
Percentage of Tested Scoring 85-100	49%	61%	71%	0%	#	#
Comprehensive Italian						
Number Tested	42	61	59	0	0	3
Number Scoring 55-100	42	60	58	0	0	#
Number Scoring 65-100	41	59	58	0	0	#
Number Scoring 85-100	26	39	30	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	98%	97%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	64%	51%	0%	0%	#
Comprehensive German						
Number Tested	14	11	9	0	0	1
Number Scoring 55-100	14	11	9	0	0	#
Number Scoring 65-100	14	11	9	0	0	#
Number Scoring 85-100	10	6	6	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	71%	55%	67%	0%	0%	#
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	204	198	255	5	7	7
Number Scoring 55-100	204	197	255	5	7	7
Number Scoring 65-100	203	196	255	4	7	7
Number Scoring 85-100	169	150	193	4	6	5
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	100%	80%	100%	100%
Percentage of Tested Scoring 85-100	83%	76%	76%	80%	86%	71%
Comprehensive Latin						
Number Tested	10	14	16	0	0	0
Number Scoring 55-100	10	14	16	0	0	0
Number Scoring 65-100	10	13	16	0	0	0
Number Scoring 85-100	8	7	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	80%	50%	56%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	238	17	0	1	0	0
Number Scoring 55-100	208	10	0	#	0	0
Number Scoring 65-100	187	7	0	#	0	0
Number Scoring 85-100	103	1	0	#	0	0
Percentage of Tested Scoring 55-100	87%	59%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	79%	41%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	43%	6%	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	94%	6	100%	11	100%
Students with Disabilities	15	100%	6	67%	9	67%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	454	6%	4%	53%	37%
	Students with Disabilities	51	33%	10%	33%	24%
	All Students	505	9%	5%	51%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	465	3%	36%	51%	11%
	Students with Disabilities	60	15%	73%	12%	0%
	All Students	525	4%	40%	47%	9%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	368	368	368	46	46	46	414	414	414
Number Scoring 55–64	10	12	13	10	6	3	20	18	16
Number Scoring 65–84	216	147	212	16	17	25	232	164	237
Number Scoring 85–100	115	176	125	1	6	0	116	182	125
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			253			15
Beginning (0-18)			26			2
Intermediate (19-31)			75			7
Advanced (32-36)			106			3
Proficient (37-39)			46			3
Reading and Writing (Grade K-1)						
Number Tested			253			15
Beginning (0-14)			113			6
Intermediate (15-24)			53			4
Advanced (25-32)			64			4
Proficient (33-35)			23			1
Listening and Speaking (Grade 2-4)						
Number Tested			191			14
Beginning (0-18)			13			1
Intermediate (19-31)			36			3
Advanced (32-36)			56			4
Proficient (37-39)			86			6
Reading and Writing (Grade 2-4)						
Number Tested			191			14
Beginning (0-14)			55			8
Intermediate (15-24)			92			5
Advanced (25-32)			40			1
Proficient (33-35)			4			0
Listening and Speaking (Grade 5-6)						
Number Tested			90			4
Beginning (0-18)			9			#
Intermediate (19-31)			10			#
Advanced (32-36)			22			#
Proficient (37-39)			49			#
Reading and Writing (Grade 5-6)						
Number Tested			90			4
Beginning (0-14)			14			#
Intermediate (15-24)			30			#
Advanced (25-32)			38			#
Proficient (33-35)			8			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			88			0
Beginning (0-18)			14			0
Intermediate (19-31)			13			0
Advanced (32-36)			31			0
Proficient (37-39)			30			0
Reading and Writing (Grade 7-8)						
Number Tested			88			0
Beginning (0-14)			15			0
Intermediate (15-24)			28			0
Advanced (25-32)			34			0
Proficient (33-35)			11			0
Listening and Speaking (Grade 9-12)						
Number Tested			215			0
Beginning (0-18)			43			0
Intermediate (19-31)			73			0
Advanced (32-36)			59			0
Proficient (37-39)			40			0
Reading and Writing (Grade 9-12)						
Number Tested			215			0
Beginning (0-14)			47			0
Intermediate (15-24)			72			0
Advanced (25-32)			81			0
Proficient (33-35)			15			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)