

New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	528	532	501
Tenth	410	502	487
Eleventh	398	433	499
Twelfth	408	402	389
Ungraded Secondary	171	106	149
Total K-12 Enrollment	1915	1975	2025

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	57	3.0%	56	2.8%	70	3.5%
Black (Not Hispanic)	410	21.4%	442	22.4%	462	22.8%
Hispanic	675	35.2%	708	35.8%	738	36.4%
White (Not Hispanic)	773	40.4%	769	38.9%	755	37.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	12	7	9
Mathematics Grade 8	0	0	9
Science Grade 8	9	12	12
Social Studies Grade 8	8	18	15
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
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	246	12.9%	210	10.6%	209	10.3%
Eligible for Free Lunch	460	24.0%	366	18.5%	583	28.8%

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		96.5%		97.1%		97.3%
Student Suspensions	113	6.3%	112	5.9%	127	6.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.5%	6.7%	9.4%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	99%	97%	96%

Staff Counts

Staff	2003-04
Total Teachers	168
Total Other Professional Staff	40
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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%	333	171	51%	330	218	66%
Students with Disabilities	18	0	0%	33	4	12%	35	2	6%
All Students	357	178	50%	366	175	48%	365	220	60%

*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	231	94	1	5	22	12
Percent	63%	26%	0%	1%	6%	3%

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)
35	2	5	40

*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		28		39	2.3%
	Entered GED Program*	13		13		5	0.3%
	Total Noncompleters	44		41		44	2.5%
Students with Disabilities	Dropped Out	6		5		6	2.5%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	7		5		6	2.5%
All Students	Dropped Out	37	1.9%	33	1.7%	45	2.3%
	Entered GED Program*	14	0.7%	13	0.7%	5	0.3%
	Total Noncompleters	51	2.7%	46	2.3%	50	2.5%

*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	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	5	0	0
	Number of Students with Disabilities	3	19	19
	Number of All Students	8	19	19
	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; completer 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	0	0%	0	0%	1	#
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%

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	0	0%	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%	13	100%	12	67%
Science	33	85%	13	85%	4	#
Reading	2	#	4	#	0	0%
Writing	2	#	4	#	0	0%
Global Studies	7	71%	5	60%	4	#
U.S. Hist & Gov't	21	62%	5	80%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	71%	48	73%	50	74%
Science	33	42%	46	48%	55	55%
Reading	17	82%	14	79%	24	71%
Writing	13	100%	15	93%	24	92%
Global Studies	22	50%	16	25%	17	47%
U.S. Hist & Gov't	10	70%	13	85%	13	77%

(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	408	455	514	39	46	54
Number Scoring 55-100	340	401	489	19	25	44
Number Scoring 65-100	265	359	436	9	19	30
Number Scoring 85-100	132	155	198	2	3	2
Percentage of Tested Scoring 55-100	83%	88%	95%	49%	54%	81%
Percentage of Tested Scoring 65-100	65%	79%	85%	23%	41%	56%
Percentage of Tested Scoring 85-100	32%	34%	39%	5%	7%	4%
Mathematics A						
Number Tested	445	652	589	44	55	57
Number Scoring 55-100	294	484	548	10	21	49
Number Scoring 65-100	237	377	467	4	11	31
Number Scoring 85-100	118	89	109	0	1	1
Percentage of Tested Scoring 55-100	66%	74%	93%	23%	38%	86%
Percentage of Tested Scoring 65-100	53%	58%	79%	9%	20%	54%
Percentage of Tested Scoring 85-100	27%	14%	19%	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	427	524	492	53	56	48
Number Scoring 55-100	387	486	465	36	44	42
Number Scoring 65-100	324	447	417	19	34	32
Number Scoring 85-100	114	208	211	5	4	4
Percentage of Tested Scoring 55-100	91%	93%	95%	68%	79%	88%
Percentage of Tested Scoring 65-100	76%	85%	85%	36%	61%	67%
Percentage of Tested Scoring 85-100	27%	40%	43%	9%	7%	8%
U.S. History and Government						
Number Tested	443	441	482	41	51	46
Number Scoring 55-100	399	421	450	29	40	38
Number Scoring 65-100	311	385	412	15	30	27
Number Scoring 85-100	100	195	239	0	8	9
Percentage of Tested Scoring 55-100	90%	95%	93%	71%	78%	83%
Percentage of Tested Scoring 65-100	70%	87%	85%	37%	59%	59%
Percentage of Tested Scoring 85-100	23%	44%	50%	0%	16%	20%

(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	425	547	519	46	39	64
Number Scoring 55-100	414	508	455	39	31	35
Number Scoring 65-100	389	452	398	33	22	26
Number Scoring 85-100	126	89	95	0	0	1
Percentage of Tested Scoring 55-100	97%	93%	88%	85%	79%	55%
Percentage of Tested Scoring 65-100	92%	83%	77%	72%	56%	41%
Percentage of Tested Scoring 85-100	30%	16%	18%	0%	0%	2%
Physical Setting/Earth Science						
Number Tested	361	329	373	47	59	44
Number Scoring 55-100	283	239	277	17	27	19
Number Scoring 65-100	215	177	213	9	12	8
Number Scoring 85-100	31	25	34	0	1	0
Percentage of Tested Scoring 55-100	78%	73%	74%	36%	46%	43%
Percentage of Tested Scoring 65-100	60%	54%	57%	19%	20%	18%
Percentage of Tested Scoring 85-100	9%	8%	9%	0%	2%	0%
Physical Setting/Chemistry						
Number Tested	224	273	328	1	2	1
Number Scoring 55-100	201	237	308	#	#	#
Number Scoring 65-100	144	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	253	5	7	7
Number Scoring 55-100	204	197	253	5	7	7
Number Scoring 65-100	203	196	253	4	7	7
Number Scoring 85-100	169	150	191	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%	75%	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	16	0	1	0	0
Number Scoring 55-100	208	9	0	#	0	0
Number Scoring 65-100	187	6	0	#	0	0
Number Scoring 85-100	103	1	0	#	0	0
Percentage of Tested Scoring 55-100	87%	56%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	79%	38%	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	14	100%	5	80%	7	57%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	3	1	#	#	#	#
Secondary Level						
English Language Arts	2	1	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	1	#	#	#	#

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	361	361	361	34	34	34	395	395	395
Number Scoring 55–64	10	12	11	10	5	3	20	17	14
Number Scoring 65–84	213	145	209	16	15	23	229	160	232
Number Scoring 85–100	114	174	125	1	5	0	115	179	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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			172			0
Beginning (0-18)			31			0
Intermediate (19-31)			58			0
Advanced (32-36)			51			0
Proficient (37-39)			32			0
Reading and Writing (Grade 9-12)						
Number Tested			172			0
Beginning (0-14)			34			0
Intermediate (15-24)			58			0
Advanced (25-32)			67			0
Proficient (33-35)			13			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)