

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-12-01-06-0000

Name: Byram Hills Central School District

Superintendent: John A. Chambers

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	193	204	220
First	207	201	219
Second	204	210	208
Third	217	207	216
Fourth	217	219	221
Fifth	205	219	225
Sixth	197	209	222
Ungraded Elementary	0	0	0
Seventh	222	201	208
Eighth	189	217	204
Ninth	163	189	218
Tenth	166	164	188
Eleventh	167	156	156
Twelfth	136	166	152
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2483	2562	2657

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	108	4.3%	116	4.5%	97	3.7%
Black (Not Hispanic)	13	0.5%	9	0.4%	9	0.3%
Hispanic	48	1.9%	44	1.7%	44	1.7%
White (Not Hispanic)	2314	93.2%	2393	93.4%	2507	94.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	23	22
Common Branch	23	24	23
English Grade 8	23	25	24
Mathematics Grade 8	23	25	25
Science Grade 8	23	26	25
Social Studies Grade 8	23	27	25
English Grade 10	20	22	20
Mathematics Grade 10	21	20	20
Science Grade 10	21	20	19
Social Studies Grade 10	24	25	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	3	0.1%	8	0.3%	12	0.4%
<b>Eligible for Free Lunch</b>	2	0.1%	4	0.2%	5	0.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.0%		95.7%		95.1%
<b>Student Suspensions</b>	44	1.8%	27	1.1%	12	0.5%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	0.0%	0.0%	0.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	205
Total Other Professional Staff	38
Total Paraprofessionals	79
Teaching Out of Certification*	19
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis.  
Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	118	0	0%	139	0	0%	140	0	0%
Students with Disabilities	15	0	0%	27	0	0%	17	0	0%
All Students	133	0	0%	166	0	0%	157	0	0%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	150	5	0	0	0	2
Percent	96%	3%	0%	0%	0%	1%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
17	0	0	17

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		675	618
	Number of Students with Disabilities		0	96
	Number of All Students		675	714
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	16	100%	30	100%	40	100%
German	0	0%	0	0%	0	0%
Italian	44	100%	41	100%	49	100%
Latin	0	0%	0	0%	0	0%
Spanish	44	100%	93	100%	78	100%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	1	#	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	2	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	18	100%
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	1	#	1	#	9	100%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	171	158	155	26	20	21
Number Scoring 55–100	169	158	152	24	20	18
Number Scoring 65–100	164	157	152	23	20	18
Number Scoring 85–100	59	112	114	0	3	3
Percentage of Tested Scoring 55–100	99%	100%	98%	92%	100%	86%
Percentage of Tested Scoring 65–100	96%	99%	98%	88%	100%	86%
Percentage of Tested Scoring 85–100	35%	71%	74%	0%	15%	14%
<b>Mathematics A</b>						
Number Tested	0	4	190	0	4	22
Number Scoring 55–100	0	#	177	0	#	11
Number Scoring 65–100	0	#	174	0	#	8
Number Scoring 85–100	0	#	92	0	#	1
Percentage of Tested Scoring 55–100	0%	#	93%	0%	#	50%
Percentage of Tested Scoring 65–100	0%	#	92%	0%	#	36%
Percentage of Tested Scoring 85–100	0%	#	48%	0%	#	5%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	161	161	184	20	22	19
Number Scoring 55–100	161	160	184	20	21	19
Number Scoring 65–100	161	153	178	20	16	16
Number Scoring 85–100	119	84	133	9	1	3
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	95%	100%
Percentage of Tested Scoring 65–100	100%	95%	97%	100%	73%	84%
Percentage of Tested Scoring 85–100	74%	52%	72%	45%	5%	16%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	164	163	154	25	20	21
Number Scoring 55–100	163	162	153	25	20	20
Number Scoring 65–100	155	152	152	23	18	20
Number Scoring 85–100	102	82	104	5	4	3
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	95%
Percentage of Tested Scoring 65–100	95%	93%	99%	92%	90%	95%
Percentage of Tested Scoring 85–100	62%	50%	68%	20%	20%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	162	181	194	26	16	24
Number Scoring 55–100	162	181	193	26	16	23
Number Scoring 65–100	158	180	193	25	15	23
Number Scoring 85–100	51	107	108	0	3	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	96%
Percentage of Tested Scoring 65–100	98%	99%	99%	96%	94%	96%
Percentage of Tested Scoring 85–100	31%	59%	56%	0%	19%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	178	182	209	16	11	19
Number Scoring 55–100	176	182	207	14	11	19
Number Scoring 65–100	173	180	206	12	11	19
Number Scoring 85–100	119	139	150	1	2	6
Percentage of Tested Scoring 55–100	99%	100%	99%	88%	100%	100%
Percentage of Tested Scoring 65–100	97%	99%	99%	75%	100%	100%
Percentage of Tested Scoring 85–100	67%	76%	72%	6%	18%	32%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		127	142		9	1
Number Scoring 55–100		127	141		9	#
Number Scoring 65–100		106	135		6	#
Number Scoring 85–100		19	52		1	#
Percentage of Tested Scoring 55–100		100%	99%		100%	#
Percentage of Tested Scoring 65–100		83%	95%		67%	#
Percentage of Tested Scoring 85–100		15%	37%		11%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	41	39	35	0	0	0
Number Scoring 55–100	41	39	35	0	0	0
Number Scoring 65–100	41	39	35	0	0	0
Number Scoring 85–100	35	31	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	85%	79%	83%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	46	41	0	1	1
Number Scoring 55–100	0	21	41	0	#	#
Number Scoring 65–100	0	20	41	0	#	#
Number Scoring 85–100	0	15	34	0	#	#
Percentage of Tested Scoring 55–100	0%	46%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	43%	100%	0%	#	#
Percentage of Tested Scoring 85–100	0%	33%	83%	0%	#	#
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	94	82	83	3	0	2
Number Scoring 55–100	94	82	83	#	0	#
Number Scoring 65–100	94	81	83	#	0	#
Number Scoring 85–100	40	61	79	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	99%	100%	#	0%	#
Percentage of Tested Scoring 85–100	43%	74%	95%	#	0%	#
<b>Comprehensive Latin</b>						
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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	171	140	2	16	3	0
Number Scoring 55–100	160	136	#	13	#	0
Number Scoring 65–100	150	132	#	11	#	0
Number Scoring 85–100	101	106	#	3	#	0
Percentage of Tested Scoring 55–100	94%	97%	#	81%	#	0%
Percentage of Tested Scoring 65–100	88%	94%	#	69%	#	0%
Percentage of Tested Scoring 85–100	59%	76%	#	19%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	147	185	133	5	24	4
Number Scoring 55–100	140	153	120	5	16	#
Number Scoring 65–100	134	144	114	5	12	#
Number Scoring 85–100	81	86	84	4	2	#
Percentage of Tested Scoring 55–100	95%	83%	90%	100%	67%	#
Percentage of Tested Scoring 65–100	91%	78%	86%	100%	50%	#
Percentage of Tested Scoring 85–100	55%	46%	63%	80%	8%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	1	#
Students with Disabilities	3	#	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	199	0%	1%	69%	30%
	Students with Disabilities	24	0%	13%	71%	17%
	All Students	223	0%	2%	70%	29%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	177	0%	1%	54%	45%
	Students with Disabilities	28	4%	7%	79%	11%
	All Students	205	0%	1%	58%	40%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 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	139	139	139	17	17	17	156	156	156
Number Scoring 55–64	1	7	0	0	2	0	1	9	0
Number Scoring 65–84	28	54	71	7	13	15	35	67	86
Number Scoring 85–100	106	78	67	7	2	2	113	80	69
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)