

The New York State District Report Card

Accountability and Overview Report 2006 – 07

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

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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.qov

Use this report to:

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.

View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

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 Profile

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

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

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	223	224	211
Grade 1	227	230	225
Grade 2	231	229	235
Grade 3	235	223	233
Grade 4	213	236	227
Grade 5	224	208	232
Grade 6	214	222	211
Ungraded Elementary	0	0	1
Grade 7	218	216	219
Grade 8	218	216	211
Grade 9	198	211	206
Grade 10	195	195	214
Grade 11	216	190	198
Grade 12	183	211	185
Ungraded Secondary	0	0	0
Total K-12	2795	2811	2808

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

	2004-05	2005-06	2006-07
Common Branch	22	22	22
Grade 8			
English	18	21	19
Mathematics	20	21	20
Science	22	21	20
Social Studies	21	22	20
Grade 10			
English	18	18	21
Mathematics	18	19	19
Science	20	19	20
Social Studies	19	19	20

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 Profile

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

Demographic Factors

	2004-05		200	2005-06		2006-07	
	#	%	#	%	#	%	
Eligible for Free Lunch	8	0%	5	0%	2	0%	
Reduced-Price Lunch	1	0%	1	0%	5	0%	
Student Stability*		N/A		N/A		N/A	
Limited English Proficient	15	1%	12	0%	8	0%	
Racial/Ethnic Origin							
American Indian or Alaska Native	1	0%	2	0%	2	0%	
Black or African American	11	0%	5	0%	7	0%	
Hispanic or Latino	36	1%	32	1%	26	1%	
Asian or Native	129	5%	125	4%	121	4%	
Hawaiian/Other Pacific Islander							
White	2618	94%	2647	94%	2652	94%	
Multiracial**	N/A	N/A	N/A	N/A	0	0%	

^{*} Not available at the district level.

Attendance and Suspensions

	200	2003-04		1-05	2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		95%
Student Suspensions	35	1%	68	2%	14	0%

District ID 66-12-01-06-0000

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.

^{**} Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

District Profile

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	242	247	235
Percent with No Valid Teaching Certificate	3%	1%	1%
Percent Teaching Out of Certification	7%	3%	1%
Percent with Fewer Than Three Years of Experience	11%	8%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	43%	46%
Total Number of Core Classes*	N/A	880	591
Percent Not Taught by Highly Qualified Teachers	N/A	2%	1%
Total Number of Classes	824	885	892
Percent Taught by Teachers Without Appropriate Certification	6%	3%	2%

^{*} Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	22%	9%
Turnover Rate of All Teachers	13%	14%	9%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	33	31	31
Total Paraprofessionals*	91	92	87
Assistant Principals	5	4	5
Principals	4	4	4

^{*} Not available at the school level.

District ID 66-12-01-06-0000

Teacher Qualifications Information

The Percent Teaching Out of Certification is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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.



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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

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Useful Terms for Understanding Accountability

Accountability Cohort for English

and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003-04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003-04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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 2006–07 safe harbor targets were calculated using the following equation:

2005-06 PI + (200 - the 2005-06 PI) × 0.10

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 Pl. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 Pl. The 2006–07 target is provided for groups whose Pl was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

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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)

New York State Status

(Applies to New York State districts)

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 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 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 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 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 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 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 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 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.

■ 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Summary

Overall Accountability Status (2007–08)	■ Good Standing						
	ELA Good Standing		Science	Good Standing			
	Math ■	Good Standing	Graduation Rate	Good Standing			
Title I Part A Funding	Years the	District Receive	ed Title I Part A Funding				
	2005-06		2006-07	2007-08			
	NO		NO	NO			

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

	Elementary /	Middle Level		Secondary Level			
Student Crounc	English			English			
Student Groups	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate	
All Students	✓	✓	~	✓	V	/	
Ethnicity		,					
American Indian or Alaska Native							
Black or African American	_	-					
Hispanic or Latino	_	-	•••••••	_	<u> </u>	••••••	
Asian or Native Hawaiian/Other Pacific Islander	✓	~		-	-		
White	~	V	•••••••	~	V	••••••	
Multiracial							
Other Groups							
Students with Disabilities	V	V		_	_		
Limited English Proficient	_	_	•••••••	•••••••		•••••••	
Economically Disadvantaged	_	_	•••••••	•••••••••	•••••••	••••••	
Student groups making AYP in each subject	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 1 of 1	

AYP Status Federal Good Standing Made AYP Made AYP Using Safe Harbor Target Made AYP Made

Improvement (Year 4) 🔥

 Insufficient Number of Students to Determine AYP Status

Improvement (Year 5 & Above) Requiring Academic Progress (Year 5 & Above)

Pending – Requires Special Evaluation

Requiring Academic Progress (Year 4)

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)	•	Good Standing
Accountability Measures 4		Student groups making AYP in English Language Arts
	~	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

	AYP	Participation ²		Test Performance ³		Performance Objectives		
Student Group (Total: Continuous Enrollment) ¹	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	or Target
All Students (1341:1332)	✓	<u>✓</u>	100%	<u> </u>	191	119	2000 07	2007 00
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)	_	_	-	_	-	_	••••••••	<u> </u>
Hispanic or Latino (12:12)					_	-	••••••••	_
Asian or Native Hawaiian/Other Pacific Islander (46:46)	~	~	100%	V	191	108		
White (1277:1268)	V	V	100%	V	191	110		
Multiracial (0:0)			••••					
Other Groups								
Students with Disabilities ⁴ (158:155)	V	V	98%	V	157	114		
Limited English Proficient ⁵ (5:3)	_	_	_	_	-	_	••••••	-
Economically Disadvantaged (4:4)	_	_	-	-	-	_		_
Final AYP Determination	✓ 4 of 4							

NOTES

- 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.
- 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.
- If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
 - † This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



✓ SH Made AYP Using Safe Harbor Target

- Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

July 15, 2008

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)	•	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in Mathematics
	~	Made AYP
Prospective Status		This district will be in good standing in 2008-09 [201]

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

	AYP	Participation ²		Test Perfo	rmance ³	Performance Objectives		
Student Group (Total: Continuous Enrollment) ¹	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	or Target
All Students (1344:1332)		✓	100%	✓ Criterion	195	83	2000-07	2007-00
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)	- -	_	-	_	-	_	• • • • • • • • • • • • • • • • • • • •	_
Hispanic or Latino (12:12)					_	_	• • • • • • • • • • • • • • • • • • • •	_
Asian or Native Hawaiian/Other Pacific Islander (47:46)	✓	~	100%	~	196	72	•••••••••	•••
White (1279:1268)	/	V	100%	/	195	83	· · · · · · · · · · · · · · · · · · ·	••••••••
Multiracial (0:0)	••••••••		••••				• • • • • • • • • • • • • • • • • • • •	••••••••
Other Groups								
Students with Disabilities ⁴ (159:155)	V	v	97%	V	165	78		
Limited English Proficient ⁵ (5:5)	- -	_	_	_	-	-	•••••••••	_
Economically Disadvantaged (4:4)	- -	_	_	_	-	_	••••••••	<u> </u>
Final AYP Determination	✓ 4 of 4							

NOTES

- 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.
- 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.
- If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- Insufficient Number of Students to Determine AYP Status

Made AYP Using Safe Harbor Target

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

AYP Status

Made AYP

Did Not Make AYP

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)	•	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Science
	~	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

	AYP		Participation ²		Test Perfo	rmance ³	Performance Objectives		
Student Group (Total: Continuous Enrollment) ¹	Status	Safe Harbor Oualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress	
All Students (442:438)	V	Qualified	<u> </u>	100%	<u> </u>	197	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (0:0)							•••••	••••••	•••••
Hispanic or Latino (2:2)		_	_	-	-	-	-	• •• • • • • • • • • • •	-
Asian or Native Hawaiian/Other Pacific Islander (18:18)		_	_	_	_	_	_	• • • • • • • • • • • • • • • • • • • •	_
White (422:418)		Qualified	~	100%	V	197	100	• • • • • • • • • • • • • • • • • • • •	• •• • • • • • • • • • • • • • • • • • •
Multiracial (0:0)	• • • • • • • • • •	•••••	••••••	••••	••••	• • • • • • • • • • • • • • • • • • • •	•••	• •• • • • • • • • • •	
Other Groups									
Students with Disabilities (55:55)		Qualified	~	100%	V	182	100		
Limited English Proficient ⁴ (1:1)	• • • • • • • • • • • • • • • • • • • •	_		-	_	-	-	• • • • • • • • • • • • • • • • • • • •	- -
Economically Disadvantaged (2:2)	••••••	_	_	-	_	-	-	• • • • • • • • • • • • • • • • • • • •	- -
Final AYP Determination	1 0	of 1						,	,

NOTES

- 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.
- 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.
- 4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

1

Made AYP

Y

Made AYP Using Safe Harbor Target



Did Not Make AYP

 Insufficient Number of Students to Determine AYP Status

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)	•	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English Language Arts
	~	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

	AYP Participation ²		Test Perfo	rmance ³	Performance Objectives			
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbor Target	
(12th Graders: 2003 Cohort) ¹	Status	Criterion	Tested	Criterion	Index	AMO	2006-07	2007-08
All Students (185:186)	/	✓	100%	/	197	151		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American								
(O:O)								
						-		-
Asian or Native Hawaiian/Other Pacific Islander (11:11)	_	_	-	-	-	-		_
White (171:172)	~	/	100%	/	197	151	• • • • • • • • • • • • • • • • • • • •	•••
Multiracial (0:0)	• • • • • • • • • • • • • • • • • • • •	•••••••		• • • • • • • • • • • • • • • • • • • •			• • • • • • • • • • • • • • • • • • • •	•••
Other Groups								
Students with Disabilities (21:22)	_	_	-	_	-	_		_
Limited English Proficient ⁴ (0:0)	•	•••••••		•••••			•••••••	••••••••
Economically Disadvantaged (0:0)	•	••••••	••••••	• • • • • • • • • • • • • • • • • • • •			•••••••	•••••••
Final AYP Determination	✓ 2 of 2							

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

 Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.
- 4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)	•	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in Mathematics
	V	Made AYP
Prospective Status		This district will be in good standing in 2008-09 [201]

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

	AYP	Participat	ion ²	Test Perfo	rmance ³	Performance Obje		es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	r Target
(12th Graders: 2003 Cohort) ¹	Status	Criterion	Tested	Criterion	Index	AMO	2006-07	2007-08
All Students (185:186)	/	/	100%	V	198	144		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American								
(0:0)								
/>					_			
Asian or Native Hawaiian/Other Pacific Islander (11:11)	_	_	-	_	-	-		_
White (171:172)	V	V	100%	V	198	144	• • • • • • • • • • • • • • • • • • • •	•••••••
Multiracial (0:0)	•••••••	••••••	••••		•••••••••••••••••••••••••••••••••••••••		• • • • • • • • • • • • • • • • • • • •	•••••••
Other Groups								
Students with Disabilities (21:22)	_	_	-	_	-	_		-
Limited English Proficient ⁴ (0:0)	•••••••	•••••		•			••••••••	•••
Economically Disadvantaged (0:0)	•••••••	••••••	•••••	••••			•••••••	
Final AYP Determination	✓ 2 of 2	2						

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

 Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.
- 4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

Graduation Rate

Accountability Status for This Indicator (2007–08)	•	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Graduation Rate
	~	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

	Grad	uation		Objectives			
Student Group		Met	Graduation	State	Progress Target		
(Cohort Count) ¹	AYP	Criterion	Rate ²	Standard	2006-07	2007-08	
All Students (210)	/	/	99%	55%			
Ethnicity							
American Indian or Alaska Native (0)							
Black or African American (0)							
Hispanic or Latino (5)		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander (14)		_	-	_			
White (191)	• • • • • • • • • • • • • • • • • • • •	~	98%	55%		• • • • • • • • • • • • • • • • • • • •	
Multiracial (0)	• • • • • • • • • • • • • • • • • • • •	•••••		•••••••		• •• • • • • • • • • • • • • • • • • • •	
Other Groups							
Students with Disabilities (32)		~	94%	55%			
Limited English Proficient ³ (0)	• • • • • • • • • • • • • • • • • • • •					•	
Economically Disadvantaged (0)	• • • • • • • • •		•	••••		•	
Final AYP Determination	v 1	of 1					

NOTES

- 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 2002 cohort that earned a local or Regents diploma by August 31, 2006.
- If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

School Accountability Status

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

2007-08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status	New York State Status	
	Good Standing	
	4 schools identified 100% of total	
	BYRAM HILLS HIGH SCHOOL	
	COMAN HILL SCHOOL	
	H C CRITTENDEN MIDDLE SCHOOL	
	WAMPUS SCHOOL	

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

Summary of 2006-07 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.

	-	of students that above Level 3	Total Tested
English Language Arts	0%	50%	100%
Grade 3	90%	,	231
Grade 4	92%		227
Grade 5	89%		231
Grade 6	96%		211
Grade 7	96%		218
Grade 8	89%		210
Mathematics			
Grade 3	96%		231
Grade 4	95%		227
Grade 5	97%		232
Grade 6	99%		211
Grade 7	96%		220
Grade 8	92%		210
Science			
Grade 4	98%		228
Grade 8	95%		112
	-	of students that above Level 3	2003 Total Cohort
Secondary Level	0%	50%	100%
English	98%	1	188
Mathematics	99%		188

District ID 66-12-01-06-0000

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:

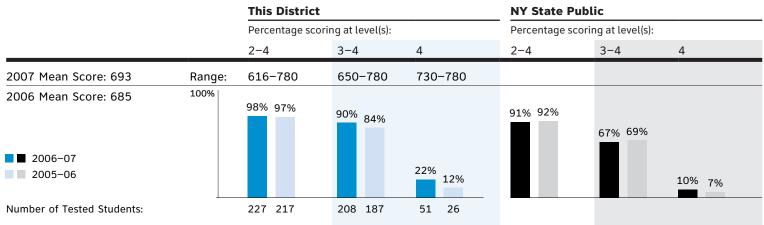
Low Need Districts

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

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

This District's Results in Grade 3 English Language Arts



Doculto by	2006-07 S	chool Yea	r		2005-06	2005-06 School Year			
Results by	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	231	98%	90%	22%	223	97%	84%	12%	
Female	114	100%	93%	21%	114	97%	82%	15%	
Male	117	97%	87%	23%	109	97%	85%	8%	
American Indian or Alaska Native									
Black or African American	2	-	_	-					
Hispanic or Latino	5	-	-	-	2	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	22%	12	-	_	_	
White	215	99%	90%	23%	209	98%	84%	11%	
Multiracial	• • • • • • • • • • • • • • • • • • • •		•••••	••••••			•••••	•••••	
Small Group Totals	7	86%	86%	0%	14	93%	79%	14%	
General-Education Students	199	100%	96%	24%	196	99%	90%	13%	
Students with Disabilities	32	88%	50%	9%	27	81%	37%	0%	
English Proficient	229	-	_	-	223	97%	84%	12%	
Limited English Proficient	2	_	_	-			•••••	•••••	
Economically Disadvantaged	2	-	_	-	2	-	_	_	
Not Disadvantaged	229	-			221	-		_	
Migrant									
Not Migrant	231	98%	90%	22%	223	97%	84%	12%	

NOTES

The – symbol indicates that data for a group of students have 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.

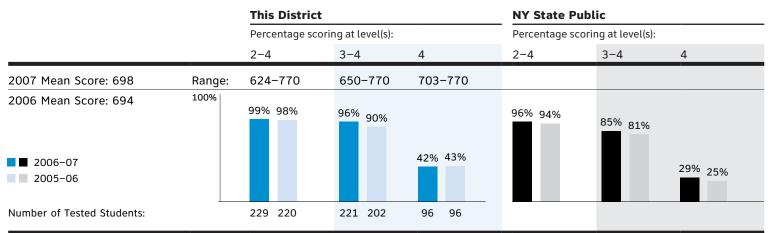
Other	er 2006-07 S				2005-06 S 0	School Year			
_	Total	Total	Number sc	oring at leve	el(s):				
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				New NYSAA 2006 and 2	AA were developed in 2007, d 2007 results cannot be com			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 3 Mathematics



Posults by	2006-07 S	chool Yea	r		2005-06	2005-06 School Year				
Results by Student Group	Total Tested	referring at tevet(s).			Total Tested	Percentage scoring 2-4 3-4		t level(s):		
All Students	231	99%	96%	42%	225	98%	90%	43%		
Female	114	100%	97%	40%	115	99%	89%	39%		
Male	117	98%	94%	43%	110	96%	91%	46%		
American Indian or Alaska Native										
Black or African American	2	_	_	-						
Hispanic or Latino	5	-	_	-	2	-	_	_		
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	12	-	_	-		
White	215	100%	96%	42%	211	98%	90%	43%		
Multiracial			•••••	••••••			•••••	•••••		
Small Group Totals	7	86%	86%	0%	14	100%	86%	36%		
General-Education Students	199	100%	99%	47%	197	100%	96%	48%		
Students with Disabilities	32	94%	75%	6%	28	82%	46%	7%		
English Proficient	229	-	-	_	224	-	_	_		
Limited English Proficient	2	-	-	-	1	-	- -	_		
Economically Disadvantaged	2	-	-	_	3	-	_	_		
Not Disadvantaged	229	_	-		222	-		_		
Migrant										
Not Migrant	231	99%	96%	42%	225	98%	90%	43%		

NOTES

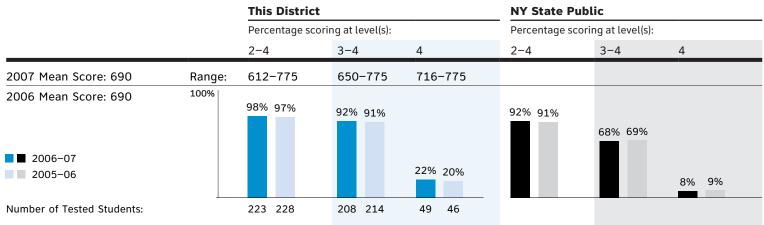
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, are suppressed to protect the privacy of individual students. data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2006-07 S c	chool Year		2005-06 School Year			
Assessments	Total	Number scoring at level(s):		Total	Number scoring at level(s):		
Assessifients	Tested	2-4 3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0			New NYSAA 2006 and 2	were deve 007 results	loped in 20 cannot be	007, so compared.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

This District's Results in Grade 4 English Language Arts



Doculto by	2006-07	chool Yea	r		2005-06	chool Yea	r	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	227	98%	92%	22%	235	97%	91%	20%
Female	112	99%	94%	24%	116	97%	90%	21%
Male	115	97%	90%	19%	119	97%	92%	18%
American Indian or Alaska Native								
Black or African American	• • • • • • • • • • • • • • • • • • • •		•••••	•••••			•••••	•••••
Hispanic or Latino	1	-	-	-	2	-	_	-
Asian or Native Hawaiian/Other Pacific Islander	12	_	_	_	3	-	_	_
White	214	99%	92%	20%	230	97%	91%	20%
Multiracial	• • • • • • • • • • • • • • • • • • • •	••••••••	•••••	•••••••		•••••••	••••••	••••••
Small Group Totals	13	92%	92%	46%	5	100%	80%	0%
General-Education Students	201	100%	96%	24%	210	100%	97%	21%
Students with Disabilities	26	85%	58%	4%	25	72%	44%	4%
English Proficient	226	_	-	_	235	97%	91%	20%
Limited English Proficient	1	_	_	- -				•••••
Economically Disadvantaged	1	_	-	_	1	_	_	_
Not Disadvantaged	226	_			234			
Migrant								
Not Migrant	227	98%	92%	22%	235	97%	91%	20%

NOTES

The – symbol indicates that data for a group of students have 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.

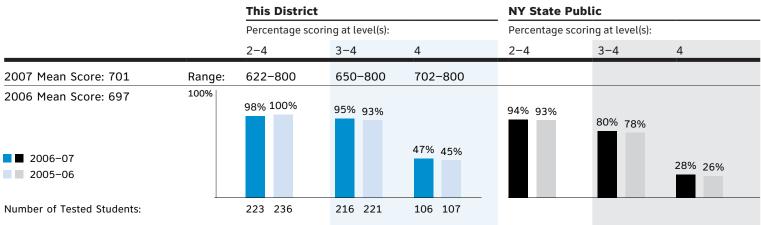
Other	ther 2006-07 S				2005-06 School Year				
_	Total	Number sco	oring at leve	el(s):	Total	Number sco	oring at leve	el(s):	
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	New NYSAA 2006 and 2	AA were developed in 2007, I 2007 results cannot be com			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 4 Mathematics



Doculto by	2006-07	School Yea	r		2005-06	School Yea	ır	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	227	98%	95%	47%	237	100%	93%	45%
Female	112	99%	96%	40%	117	99%	91%	43%
Male	115	97%	95%	53%	120	100%	95%	48%
American Indian or Alaska Native								
Black or African American								•••••
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	12	_	_	_	3	_	_	_
White	214	98%	95%	45%	232	100%	93%	46%
Multiracial	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••	••••••		• • • • • • • • • • • • • • • • • • • •	••••••	••••••
Small Group Totals	13	100%	92%	69%	5	100%	100%	0%
General-Education Students	201	100%	99%	52%	211	100%	97%	49%
Students with Disabilities	26	85%	65%	4%	26	96%	62%	12%
English Proficient	226	_	_	_	236	-	_	_
Limited English Proficient	1	_	_	-	1	_	-	_
Economically Disadvantaged	1	-	_	_	1	_	_	_
Not Disadvantaged	226	-	_		236			
Migrant								
Not Migrant	227	98%	95%	47%	237	100%	93%	45%

NOTES

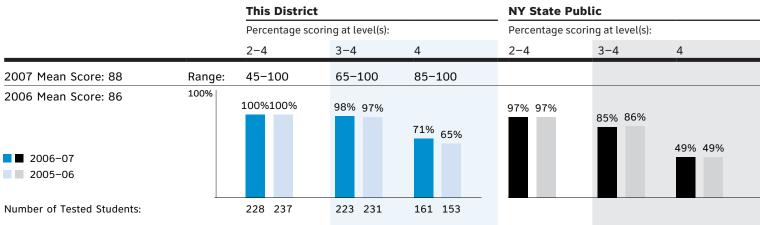
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2006-07 S 0	hool Year			2005-06 School Year			
_	Total Number scoring at level(s):				Total	ramber scoring at tever(s).		
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	New NYSAA 2006 and 2	A were deve 2007 results	eloped in 2 cannot be	007, so compared.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 4 Science



Doculto by	2006-07	School Yea	r		2005-06	School Yea	ır	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	228	100%	98%	71%	237	100%	97%	65%
Female	112	100%	99%	67%	117	100%	96%	58%
Male	116	100%	97%	74%	120	100%	99%	71%
American Indian or Alaska Native								
Black or African American		••••		•••••		• • • • • • • • • • • • • • • • • • • •	••••••	•••••
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	12	_	_	_	3	_	_	_
White	215	100%	98%	71%	232	100%	97%	65%
Multiracial	••••••	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	••••••	• • • • • • • • • • • • • • • • • • • •	••••••	••••••
Small Group Totals	13	100%	92%	62%	5	100%	100%	60%
General-Education Students	202	100%	99%	76%	211	100%	99%	69%
Students with Disabilities	26	100%	88%	31%	26	100%	88%	27%
English Proficient	227	_	_	_	236	_	_	_
Limited English Proficient	1	_	_	_	1	_	-	_
Economically Disadvantaged	1	_	_	_	1	-	_	_
Not Disadvantaged	227	-			236		-	
Migrant								
Not Migrant	228	100%	98%	71%	237	100%	97%	65%

NOTES

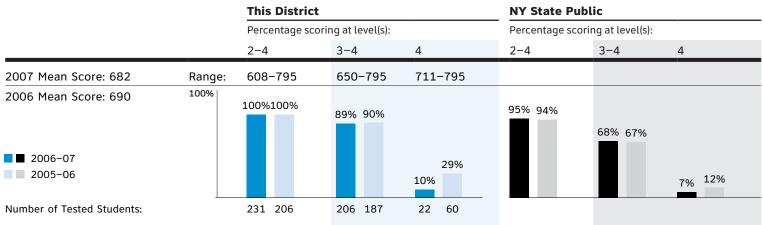
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Other	2006-07 S 0	chool Year			2005-06 School Year			
_	Total	Number sco	ring at leve	l(s):	Total	Number scoring at level(s):		
Assessments	Tested	2-4	3-4	4	Tested	2-4	2-4 3-4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	New NYSAA 2006 and 2	A were deve 2007 results	eloped in 2 cannot be	007, so compared.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

This District's Results in Grade 5 English Language Arts



Doculto by	2006-07	School Yea	r		2005-06	School Yea	r	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	231	100%	89%	10%	207	100%	90%	29%
Female	113	100%	86%	8%	114	99%	92%	29%
Male	118	100%	92%	11%	93	100%	88%	29%
American Indian or Alaska Native								
Black or African American			•••••	•••••		• • • • • • • • • • • • • • • • • • • •	•••••	••••••
Hispanic or Latino	2	_	_	- -	1	- · · · · · · · · · · · · · · · · · · ·	-	_
Asian or Native Hawaiian/Other	3		_	- -	8	- -	_	<u> </u>
Pacific Islander White	226	100%	 89%	 10%	198	99%	90%	 28%
Multiracial	•••••	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	••••••	••••••
Small Group Totals	5	100%	80%	0%	9	100%	89%	44%
General-Education Students	207	100%	92%	11%	187	100%	94%	32%
Students with Disabilities	24	100%	63%	0%	20	95%	60%	0%
English Proficient	231	100%	89%	10%	207	100%	90%	29%
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	•••••	• • • • • • • • • • • • • • • • • • • •	•••••	••••••
Economically Disadvantaged					1	-	_	-
Not Disadvantaged	231	100%	89%	10%	206		-	
Migrant								
Not Migrant	231	100%	89%	10%	207	100%	90%	29%

NOTES

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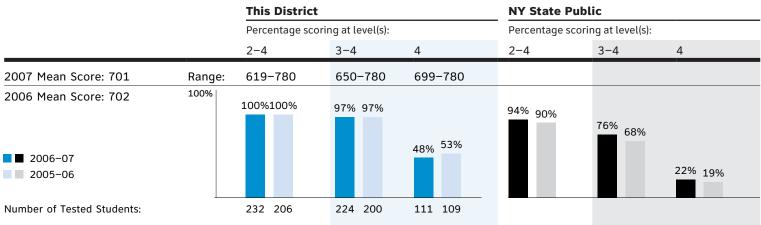
Other	2006-07 S				2005-06 S 0	School Year			
_	Total	Total	Number sc	oring at leve	el(s):				
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				New NYSAA 2006 and 2	AA were developed in 2007, I 2007 results cannot be com			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 5 Mathematics



Doculto by	2006-07	School Yea	r		2005-06	School Yea	ır	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	je scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	232	100%	97%	48%	207	100%	97%	53%
Female	115	100%	95%	48%	114	99%	96%	47%
Male	117	100%	98%	48%	93	100%	97%	59%
American Indian or Alaska Native								
Black or African American								•••••
Hispanic or Latino	2	-	_	-	1	-	-	-
Asian or Native Hawaiian/Other	4	_	_	_	8	_	_	_
Pacific Islander	4 	 			0			
White	226	100%	96%	47%	198	99%	96%	53%
Multiracial								
Small Group Totals	6	100%	100%	67%	9	100%	100%	44%
General-Education Students	208	100%	98%	50%	188	100%	98%	56%
Students with Disabilities	24	100%	83%	25%	19	95%	84%	16%
English Proficient	231	-	_	_	207	100%	97%	53%
Limited English Proficient	1		-	-		••••	••••••	•••••
Economically Disadvantaged					1	-	-	-
Not Disadvantaged	232	100%	97%	48%	206	-	·····	
Migrant								
Not Migrant	232	100%	97%	48%	207	100%	97%	53%

NOTES

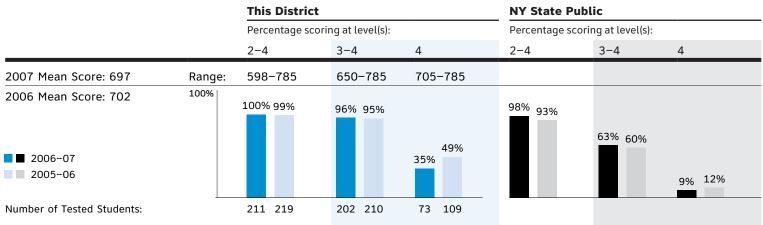
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Other	2006-07 S 0	chool Year			2005-06 School Year				
Assessments	Total Tested	Tostod					mber scoring at level(s):		
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0	2-4	3-4	4	New NYSA	2-4 A were deve 2007 results	3-4 cloped in 2 cannot be	007, so compared.	

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

This District's Results in Grade 6 English Language Arts



Doculto by	2006-07	School Yea	r		2005-06 S	chool Yea	ır	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	211	100%	96%	35%	221	99%	95%	49%
Female	114	100%	97%	39%	103	99%	95%	53%
Male	97	100%	94%	29%	118	99%	95%	46%
American Indian or Alaska Native								
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	1	-	_	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	_	_	_	7	_	_	_
White	201	100%	96%	33%	210	99%	95%	49%
Multiracial	***************************************		••••••	••••••		••••••	••••••	••••••
Small Group Totals	10	100%	100%	70%	11	100%	100%	55%
General-Education Students	187	100%	98%	39%	199	100%	99%	54%
Students with Disabilities	24	100%	79%	0%	22	91%	59%	5%
English Proficient	211	100%	96%	35%	221	99%	95%	49%
Limited English Proficient				•••••			••••••	•••••
Economically Disadvantaged					1	_	_	_
Not Disadvantaged	211	100%	96%	35%	220	_	-	_
Migrant								
Not Migrant	211	100%	96%	35%	221	99%	95%	49%

NOTES

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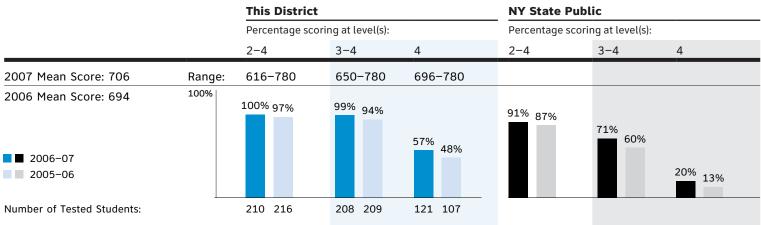
Other	2006-07 S 0	chool Year			2005-06 School Year				
Assessments	Total	Total Number scoring at level(s): Total					Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	New NYSAA 2006 and 2	YSAA were developed in 200 and 2007 results cannot be co			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 6 Mathematics



Doculto by	2006-07	School Yea	r		2005-06 S	chool Yea	rcentage scoring at level(s): 2-4		
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested				
All Students	211	100%	99%	57%	222	97%	94%	48%	
Female	115	100%	100%	55%	104	97%	94%	42%	
Male	96	99%	97%	60%	118	97%	94%	53%	
American Indian or Alaska Native									
Black or African American	1	-	-	-	2	-	-	-	
Hispanic or Latino	1	-	-	-	2	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	8	_	-	_	8	_	_	_	
White	201	100%	99%	57%	210	97%	94%	48%	
Multiracial	•••••	• • • • • • • • • • • • • • • • • • • •	••••••	••••••			••••••	•••••	
Small Group Totals	10	100%	100%	70%	12	100%	100%	58%	
General-Education Students	188	100%	99%	62%	199	100%	99%	52%	
Students with Disabilities	23	96%	91%	17%	23	74%	52%	13%	
English Proficient	210	_	_	-	222	97%	94%	48%	
Limited English Proficient	1	-	-	- -			••••••	•••••	
Economically Disadvantaged					1	-	_	_	
Not Disadvantaged	211	100%	99%	57%	221	-			
Migrant									
Not Migrant	211	100%	99%	57%	222	97%	94%	48%	

NOTES

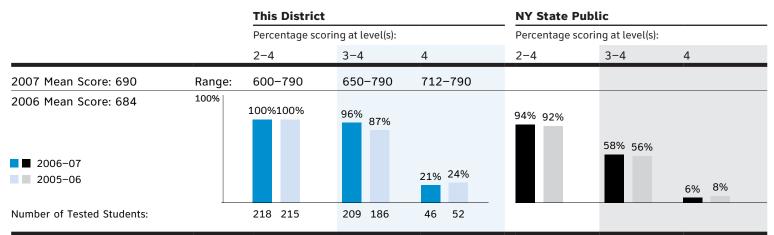
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Other	2006-07 S 0	2005-06 School Year							
_	Total	Number sco	ring at level	l(s):	Total Number scoring at level			(s):	
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	New NYSAA 2006 and 2	Nere deve	eloped in 2 cannot be	007, so compared.	

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

This District's Results in Grade 7 English Language Arts



Posults by	2006-07	School Yea	r		2005-06 S	6 School Year			
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	218	100%	96%	21%	215	100%	87%	24%	
Female	106	100%	93%	18%	95	100%	92%	24%	
Male	112	100%	98%	24%	120	100%	83%	24%	
American Indian or Alaska Native									
Black or African American	3	_	_	_					
Hispanic or Latino	2		-	_	1			-	
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	75%	6	_	-	_	
White	205	100%	96%	19%	208	100%	87%	25%	
Multiracial	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	•••••	••••••	•••••	•••••	
Small Group Totals	5	100%	80%	20%	7	100%	86%	0%	
General-Education Students	202	100%	98%	22%	187	100%	93%	28%	
Students with Disabilities	16	100%	69%	6%	28	100%	46%	0%	
English Proficient	218	100%	96%	21%	215	100%	87%	24%	
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		••••••	***************************************	•••••••	•••••	••••••	
Economically Disadvantaged					1	-	-	_	
Not Disadvantaged	218	100%	96%	21%	214	- · · · · · · · · · · · · · · · · · · ·		-	
Migrant									
Not Migrant	218	100%	96%	21%	215	100%	87%	24%	

NOTES

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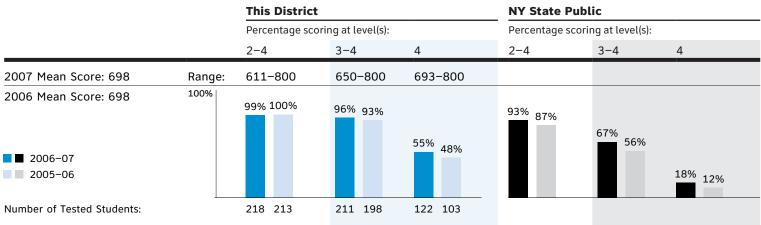
Other	2006-07 S 0		2005-06 School Year						
Assessments	Total	Number sco	oring at leve	el(s):	Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA 2006 and 2	NYSAA were developed in 2007 and 2007 results cannot be co			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 7 Mathematics



Doculto by	2006-07 S	chool Yea	r		2005-06	School Yea	r	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring at	level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	220	99%	96%	55%	214	100%	93%	48%
Female	107	98%	96%	50%	94	99%	96%	49%
Male	113	100%	96%	60%	120	100%	90%	48%
American Indian or Alaska Native								
Black or African American	3	_	-	-			•	•••••
Hispanic or Latino	2	-	_	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	88%	6	_	_	_
White	207	99%	96%	55%	207	100%	93%	47%
Multiracial	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	••••••	••••••		• • • • • • • • • • • • • • • • • • • •	••••••	•••••
Small Group Totals	5	100%	80%	40%	7	100%	86%	71%
General-Education Students	202	100%	99%	59%	186	100%	97%	54%
Students with Disabilities	18	89%	61%	11%	28	96%	64%	11%
English Proficient	220	99%	96%	55%	214	100%	93%	48%
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •			•••••			•••••	•••••
Economically Disadvantaged					1	-	_	-
Not Disadvantaged	220	99%	96%	55%	213			_
Migrant								
Not Migrant	220	99%	96%	55%	214	100%	93%	48%

NOTES

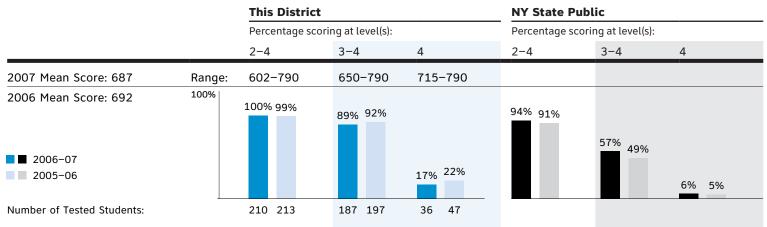
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Other	2006-07 S 0	chool Year			2005-06 S	2005-06 School Year				
_	Total	Number sco	ring at level	l(s):	Total Number scoring at level(s)			.(s):		
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA 2006 and 2	A were deve 2007 results	eloped in 2 cannot be	007, so compared.		

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

This District's Results in Grade 8 English Language Arts



Doculto by	2006-07	School Yea	r		2005-06 S	chool Yea	r	
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	210	100%	89%	17%	215	99%	92%	22%
Female	93	100%	94%	22%	100	99%	92%	23%
Male	117	100%	85%	14%	115	99%	91%	21%
American Indian or Alaska Native					1	-	_	_
Black or African American	• • • • • • • • • • • • • • • • • • • •		•••••	•••••			•••••	•••••
Hispanic or Latino	1	-	-	-	1	-	_	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	_	_	9	-	_	_
White	203	100%	89%	17%	204	99%	92%	22%
Multiracial	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	••••••	•••••••	••••••	•••••••	••••••	•••••••
Small Group Totals	7	100%	86%	29%	11	100%	91%	18%
General-Education Students	185	100%	94%	19%	195	100%	95%	24%
Students with Disabilities	25	100%	52%	0%	20	90%	55%	0%
English Proficient	210	100%	89%	17%	215	99%	92%	22%
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	***************************************	•••••••	••••••	•••••
Economically Disadvantaged	1	_	_	_			-	
Not Disadvantaged	209	-	·····		215	99%	92%	22%
Migrant								
Not Migrant	210	100%	89%	17%	215	99%	92%	22%

NOTES

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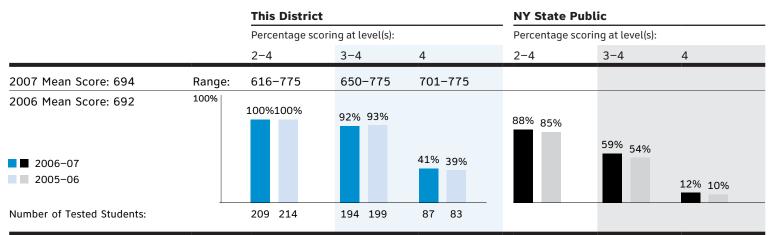
Other	2006-07 S 0		2005-06 School Year						
Assessments	Total	al Number scoring at level(s): Total					Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	New NYSAA 2006 and 2	NYSAA were developed in 2007 and 2007 results cannot be co			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 8 Mathematics



Posults by	2006-07	School Yea	r		2005-06 S	chool Yea	hool Year			
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring at	t level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	210	100%	92%	41%	215	100%	93%	39%		
Female	93	99%	95%	49%	100	99%	92%	36%		
Male	117	100%	91%	35%	115	100%	93%	41%		
American Indian or Alaska Native					1	-	_	_		
Black or African American	• • • • • • • • • • • • • • • • • • • •			•••••			••••••	•••••		
Hispanic or Latino	1	_	_	-	1	_	-	_		
Asian or Native Hawaiian/Other Pacific Islander	6	-	_	_	9	_	_	-		
White	203	100%	93%	41%	204	100%	92%	38%		
Multiracial	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	••••••	••••••		
Small Group Totals	7	100%	86%	57%	11	100%	100%	45%		
General-Education Students	185	100%	98%	47%	195	99%	97%	41%		
Students with Disabilities	25	96%	52%	0%	20	100%	45%	15%		
English Proficient	210	100%	92%	41%	215	100%	93%	39%		
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••	••••••	••••••	•••••••	••••••	•••••		
Economically Disadvantaged	1	-	_	_						
Not Disadvantaged	209	- · · · · · · · · · · · · · · · · · · ·			215	100%	93%	39%		
Migrant										
Not Migrant	210	100%	92%	41%	215	100%	93%	39%		

NOTES

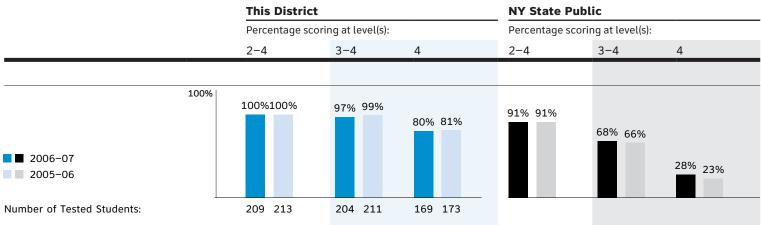
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Other	2006-07 S 0	hool Year			2005–06 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	New NYSAA 2006 and 2	A were deve 2007 results	eloped in 2 cannot be	007, so compared.	

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID **66-12-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group	2006-07	School Yea	2005-06	2005-06 School Year				
	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	112	99%	95%	66%	127	100%	98%	69%
Female	44	98%	95%	73%	61	100%	97%	61%
Male	68	100%	94%	62%	66	100%	100%	77%
American Indian or Alaska Native					1	-	_	-
Black or African American								
Hispanic or Latino	1	_	_	-	1	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	3	_	_	_	4	_	_	_
White	108			_	121	100%	99%	69%
Multiracial	••••••	••••	•••••	•••••	••••••	• • • • • • • • • • • • • • • • • • • •	••••••	••••••
Small Group Totals	112	99%	95%	66%	6	100%	83%	83%
General-Education Students	88	100%	99%	76%	112	100%	98%	75%
Students with Disabilities	24	96%	79%	29%	15	100%	100%	27%
English Proficient	112	99%	95%	66%	127	100%	98%	69%
Limited English Proficient	•••••	••••		•••••	••••••	••••	••••••	•••••
Economically Disadvantaged	1	_	_	-				
Not Disadvantaged	111			_	127	100%	98%	69%
Migrant								
Not Migrant	112	99%	95%	66%	127	100%	98%	69%

NOTES

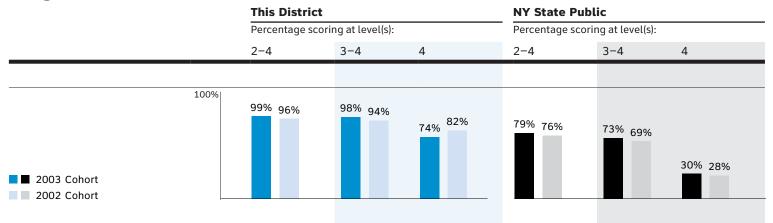
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, are suppressed to protect the privacy of individual students. data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2006-07 S 0	chool Year			2005-06 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compare				
Regents Science	98	98	98	95	86	86	86	85	

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

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



Posults by	2003 Cohor	t		2002 Cohort**					
Results by	Number	Number Percentage scoring at level(s):					age scoring at level(s):		
Student Group	of Students	2-4	3-4	4	of Students	2-4	3-4	4	
All Students	188	99%	98%	74%	213	96%	94%	82%	
Female	91	100%	99%	81%	101	98%	97%	90%	
Male	97	99%	97%	67%	112	95%	92%	75%	
American Indian or Alaska Native									
Black or African American				•			•••••		
Hispanic or Latino	3	_	- -	-	5	100%	80%	60%	
Asian or Native Hawaiian/Other Pacific Islander	11	_	_	_	14	100%	100%	64%	
White	174	99%	98%	74%	194	96%	94%	84%	
Multiracial	•••••	•••••	•••••	• • • • • • • • • • • • • • • • • • • •	•••••	•••••	•••••		
Small Group Totals	14	100%	100%	71%		•••••	•••••		
General-Education Students	165	100%	99%	81%	181	99%	98%	88%	
Students with Disabilities	23	96%	87%	26%	32	81%	75%	47%	
English Proficient	188	99%	98%	74%	207	97%	95%	84%	
Limited English Proficient	•••••	•••••	••••••	• • • • • • • • • • • • • • • • • • • •	6	83%	67%	17%	
Economically Disadvantaged									
Not Disadvantaged	188	99%	98%	74%	213	96%	94%	82%	
Migrant									
Not Migrant					213	96%	94%	82%	

NOTES

The — symbol indicates that data for a group of students have 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	2003 Cohor	t			2002 Cohort					
_	Number	Number scoring at level(s):			Number	Number sc	.(s):			
Assessments	of Students	2-4	3-4	4	of Students	2-4	3-4	4		
New York State Alternate Assessment	0				1	_	_			
(NYSAA): High School Equivalent ***										

^{*} 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.

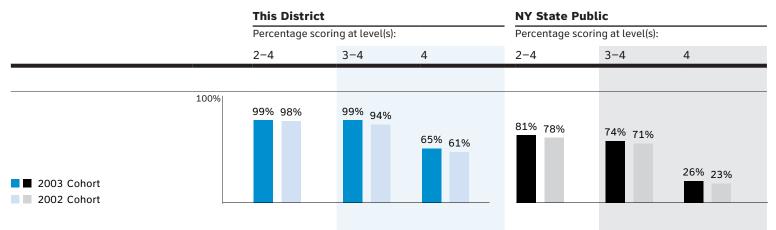
^{** 2002} cohort data are those reported in the 2005-06 Accountability and Overview Report.

^{***} The majority of cohort members took an older version of the NYSAA, developed before 2007.

District BYRAM HILLS CENTRAL SCHOOL DISTRICT

District ID 66-12-01-06-0000

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



2003 Cohor	t			2002 Cohort**				
Number	Percentag	e scoring at	Number	Percentage scoring at level(s):				
of Students	2-4	3-4	4	of Students	2-4	3-4	4	
188	99%	99%	65%	213	98%	94%	61%	
91	100%	99%	69%	101	99%	97%	63%	
97	99%	99%	61%	112	96%	92%	59%	
3	_	_	-	5	100%	60%	20%	
11	-	_	-	14	100%	100%	57%	
174	99%	99%	64%	194	97%	95%	62%	
		•••••	• • • • • • • • • • • • • • • • • • • •	•••••			•••••	
14	100%	100%	71%					
165	100%	99%	72%	181	100%	99%	69%	
23	96%	96%	17%	32	84%	69%	16%	
188	99%	99%	65%	207	98%	95%	62%	
•••••		•••••	• • • • • • • • • • • • • • • • • • • •	6	83%	67%	33%	
188	99%	99%	65%	213	98%	94%	61%	
•••••••••	• • • • • • • • • • • • • • • • • • • •	•••••••	•••••	213	98%	94%	61%	
	Number of Students 188 91 97 3 11 174 14 165 23 188	of Students 2-4 188 99% 91 100% 97 99% 3 - 11 - 174 99% 14 100% 165 100% 23 96% 188 99%	Number of Students Percentage scoring at 2-4 3-4 188 99% 99% 91 100% 99% 97 99% 99% 3 - - 11 - - 174 99% 99% 14 100% 100% 165 100% 99% 23 96% 96% 188 99% 99%	Number of Students Percentage scoring at level(s): 2-4 3-4 4 188 99% 99% 65% 91 100% 99% 69% 97 99% 99% 61% 3 - - - 11 - - - 174 99% 99% 64% 14 100% 100% 71% 165 100% 99% 72% 23 96% 96% 17% 188 99% 99% 65%	Number of Students Percentage scoring at level(s): 2-4 Number of Students 188 99% 99% 65% 213 91 100% 99% 69% 101 97 99% 99% 61% 112 3 - - - 5 11 - - - 14 174 99% 99% 64% 194 14 100% 100% 71% 181 23 96% 96% 17% 32 188 99% 99% 65% 207 6	Number of Students Percentage scoring at level(s): Number of Students Percentage 2-4 188 99% 99% 65% 213 98% 91 100% 99% 69% 101 99% 97 99% 99% 61% 112 96% 3 - - - 5 100% 11 - - - 14 100% 174 99% 99% 64% 194 97% 14 100% 100% 71% 181 100% 23 96% 96% 17% 32 84% 188 99% 99% 65% 207 98% 6 83% 188 99% 99% 65% 213 98%	Number of Students Percentage scoring at level(s): 2-4 3-4 4 Number of Students Percentage scoring at level(s): 2-4 3-4 188 99% 99% 65% 213 98% 94% 91 100% 99% 69% 101 99% 97% 97 99% 99% 61% 112 96% 92% 3 - - - 5 100% 60% 11 - - - 14 100% 100% 174 99% 99% 64% 194 97% 95% 14 100% 100% 71% 181 100% 99% 23 96% 96% 17% 32 84% 69% 188 99% 99% 65% 207 98% 95% 6 83% 67% 188 99% 99% 65% 213 98% 94%	

NOTES

The — symbol indicates that data for a group of students have 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	2003 Cohor	t			2002 Cohort					
Assessments	Number	Number scoring at level(s):			Number	Number sc	ı(s):			
	of Students	2-4	3-4	4	of Students	2-4	3-4	4		
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	_	_	-		
(NYSAA). High School Equivalent										

^{*} 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.

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