

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-12-01-06-0006
 Name: Byram Hills High School
 Principal: William Donohue

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	189	218	192
Tenth	164	188	215
Eleventh	156	156	186
Twelfth	166	152	146
Ungraded Secondary	0	0	0
Total K-12 Enrollment	675	714	739

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	45	6.7%	51	7.1%	53	7.2%
Black (Not Hispanic)	5	0.7%	4	0.6%	4	0.5%
Hispanic	14	2.1%	8	1.1%	13	1.8%
White (Not Hispanic)	611	90.5%	651	91.2%	669	90.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	20
Mathematics Grade 10	19	20	19
Science Grade 10	20	19	17
Social Studies Grade 10	25	21	19

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	2	0.3%	2	0.3%
Eligible for Free Lunch	2	0.3%	3	0.4%	2	0.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		93.8%		95.3%
Student Suspensions	14	2.2%	2	0.3%	41	5.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	None	1-10%	None
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	65
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	9

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	139	0	0%	140	0	0%	134	0	0%
Students with Disabilities	27	0	0%	17	0	0%	19	0	0%
All Students	166	0	0%	157	0	0%	153	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	144	7	0	0	0	2
Percent	94%	5%	0%	0%	0%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
19	0	0	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0		1	0.2%
	Entered GED Program*	0		0		1	0.2%
	Total Noncompleters	0		0		2	0.3%
Students with Disabilities	Dropped Out	0		0		1	1.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	1.1%
All Students	Dropped Out	0	0.0%	0	0.0%	2	0.3%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.1%
	Total Noncompleters	0	0.0%	0	0.0%	3	0.4%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	675	618	654
	Number of Students with Disabilities	0	96	92
	Number of All Students	675	714	746
	Percent of Enrollment	100%	100%	101%

Career and Technical Education (CTE) Programs

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

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

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

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

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

Students with Disabilities

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

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	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	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	18	100%	0	0%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	9	100%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	158	155	183	20	21	19
Number Scoring 55-100	158	152	183	20	18	19
Number Scoring 65-100	157	152	181	20	18	18
Number Scoring 85-100	112	114	152	3	3	6
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	86%	100%
Percentage of Tested Scoring 65-100	99%	98%	99%	100%	86%	95%
Percentage of Tested Scoring 85-100	71%	74%	83%	15%	14%	32%
Mathematics A						
Number Tested	4	190	212	4	22	26
Number Scoring 55-100	#	177	211	#	11	26
Number Scoring 65-100	#	174	208	#	8	23
Number Scoring 85-100	#	92	139	#	1	5
Percentage of Tested Scoring 55-100	#	93%	100%	#	50%	100%
Percentage of Tested Scoring 65-100	#	92%	98%	#	36%	88%
Percentage of Tested Scoring 85-100	#	48%	66%	#	5%	19%
Mathematics B						
Number Tested	0	0	149	0	0	3
Number Scoring 55-100	0	0	138	0	0	#
Number Scoring 65-100	0	0	125	0	0	#
Number Scoring 85-100	0	0	71	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	48%	0%	0%	#
Global History and Geography						
Number Tested	161	184	214	22	19	32
Number Scoring 55-100	160	184	209	21	19	28
Number Scoring 65-100	153	178	205	16	16	25
Number Scoring 85-100	84	133	143	1	3	6
Percentage of Tested Scoring 55-100	99%	100%	98%	95%	100%	88%
Percentage of Tested Scoring 65-100	95%	97%	96%	73%	84%	78%
Percentage of Tested Scoring 85-100	52%	72%	67%	5%	16%	19%
U.S. History and Government						
Number Tested	163	154	182	20	21	19
Number Scoring 55-100	162	153	182	20	20	19
Number Scoring 65-100	152	152	182	18	20	19
Number Scoring 85-100	82	104	135	4	3	5
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	95%	100%
Percentage of Tested Scoring 65-100	93%	99%	100%	90%	95%	100%
Percentage of Tested Scoring 85-100	50%	68%	74%	20%	14%	26%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	181	194	204	16	24	24
Number Scoring 55-100	181	193	203	16	23	23
Number Scoring 65-100	180	193	202	15	23	22
Number Scoring 85-100	107	108	145	3	2	3
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	96%	96%
Percentage of Tested Scoring 65-100	99%	99%	99%	94%	96%	92%
Percentage of Tested Scoring 85-100	59%	56%	71%	19%	8%	12%
Physical Setting/Earth Science						
Number Tested	111	131	109	10	19	18
Number Scoring 55-100	111	129	107	10	19	18
Number Scoring 65-100	109	128	103	10	19	18
Number Scoring 85-100	68	73	50	1	6	4
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	94%	100%	100%	100%
Percentage of Tested Scoring 85-100	61%	56%	46%	10%	32%	22%
Physical Setting/Chemistry						
Number Tested	127	142	159	9	1	5
Number Scoring 55-100	127	141	155	9	#	5
Number Scoring 65-100	106	135	138	6	#	4
Number Scoring 85-100	19	52	39	1	#	1
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	#	100%
Percentage of Tested Scoring 65-100	83%	95%	87%	67%	#	80%
Percentage of Tested Scoring 85-100	15%	37%	25%	11%	#	20%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	39	35	31	0	0	0
Number Scoring 55-100	39	35	31	0	0	0
Number Scoring 65-100	39	35	31	0	0	0
Number Scoring 85-100	31	29	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	79%	83%	94%	0%	0%	0%
Comprehensive Italian						
Number Tested	46	41	45	1	1	4
Number Scoring 55-100	21	41	45	#	#	#
Number Scoring 65-100	20	41	45	#	#	#
Number Scoring 85-100	15	34	38	#	#	#
Percentage of Tested Scoring 55-100	46%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	43%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	33%	83%	84%	#	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	82	83	97	0	2	3
Number Scoring 55-100	82	83	97	0	#	#
Number Scoring 65-100	81	83	96	0	#	#
Number Scoring 85-100	61	79	84	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	99%	100%	99%	0%	#	#
Percentage of Tested Scoring 85-100	74%	95%	87%	0%	#	#
Comprehensive Latin						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	185	133	17	24	4	1
Number Scoring 55-100	153	120	13	16	#	#
Number Scoring 65-100	144	114	10	12	#	#
Number Scoring 85-100	86	84	3	2	#	#
Percentage of Tested Scoring 55-100	83%	90%	76%	67%	#	#
Percentage of Tested Scoring 65-100	78%	86%	59%	50%	#	#
Percentage of Tested Scoring 85-100	46%	63%	18%	8%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	1	#	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

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

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	132	132	132	19	19	19	151	151	151
Number Scoring 55–64	1	1	0	4	0	3	5	1	3
Number Scoring 65–84	50	29	37	13	15	14	63	44	51
Number Scoring 85–100	81	101	95	1	3	2	82	104	97
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

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

(Form - L)