

# New York State District Report Card Comprehensive Information Report

BEDS Code: 49-01-01-04-0000

Name: Berlin Central School District

Superintendent: Maria A. Diamond

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	81	54	74
First	89	77	55
Second	83	88	76
Third	92	81	84
Fourth	97	88	77
Fifth	77	93	87
Sixth	103	83	96
Ungraded Elementary	0	0	0
Seventh	94	102	80
Eighth	91	88	97
Ninth	95	110	109
Tenth	78	71	80
Eleventh	73	71	63
Twelfth	56	64	68
Ungraded Secondary	10	0	0
Total K-12 Enrollment	1119	1070	1046

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	0.6%	13	1.2%	8	0.8%
Black (Not Hispanic)	9	0.8%	11	1.0%	17	1.6%
Hispanic	7	0.6%	7	0.7%	5	0.5%
White (Not Hispanic)	1096	97.9%	1039	97.1%	1016	97.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	18	19
Common Branch	20	19	18
English Grade 8	19	20	24
Mathematics Grade 8	17	16	19
Science Grade 8	22	19	24
Social Studies Grade 8	22	21	24
English Grade 10	20	17	23
Mathematics Grade 10	16	16	21
Science Grade 10	17	0	17
Social Studies Grade 10	0	0	23

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
NA	NA

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

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	239	21.4%	203	19.0%	219	20.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		94.1%		94.4%
Student Suspensions	79	6.9%	79	7.1%	82	7.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.7%	12.2%	13.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	92
Total Other Professional Staff	9
Total Paraprofessionals	45
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	60	36	60%	51	35	69%	48	36	75%
Students with Disabilities	0	0	0%	9	1	11%	8	4	50%
All Students	60	36	60%	60	36	60%	56	40	71%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

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

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	10	30	3	7	3	3
Percent	18%	54%	5%	12%	5%	5%

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

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
8	4	10	18

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		3	
	Entered GED Program*			4		7	
	Total Noncompleters			11		10	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			2		2	
	Total Noncompleters			4		4	
All Students	Dropped Out	7	2.3%	9	2.8%	5	1.6%
	Entered GED Program*	0	0.0%	6	1.9%	9	2.8%
	Total Noncompleters	7	2.3%	15	4.7%	14	4.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		94	75
	Number of Students with Disabilities		0	15
	Number of All Students		94	90
	Percent of Enrollment		34%	33%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	54	87%	63	98%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	2	#	3	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	5	100%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	3	#	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	86%	5	80%	10	100%
Science	3	#	2	#	4	#
Reading	1	#	0	0%	1	#
Writing	1	#	1	#	0	0%
Global Studies	10	50%	2	#	3	#
U.S. Hist & Gov't	7	86%	3	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	77	64	59	12	8	4
Number Scoring 55–100	75	61	55	10	7	#
Number Scoring 65–100	68	53	53	6	6	#
Number Scoring 85–100	19	28	20	0	1	#
Percentage of Tested Scoring 55–100	97%	95%	93%	83%	88%	#
Percentage of Tested Scoring 65–100	88%	83%	90%	50%	75%	#
Percentage of Tested Scoring 85–100	25%	44%	34%	0%	12%	#
<b>Mathematics A</b>						
Number Tested	0	7	81	0	1	11
Number Scoring 55–100	0	2	62	0	#	5
Number Scoring 65–100	0	2	54	0	#	4
Number Scoring 85–100	0	0	10	0	#	0
Percentage of Tested Scoring 55–100	0%	29%	77%	0%	#	45%
Percentage of Tested Scoring 65–100	0%	29%	67%	0%	#	36%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	80	56	81	5	2	9
Number Scoring 55–100	78	55	71	4	#	6
Number Scoring 65–100	67	46	69	3	#	6
Number Scoring 85–100	20	15	26	0	#	1
Percentage of Tested Scoring 55–100	97%	98%	88%	80%	#	67%
Percentage of Tested Scoring 65–100	84%	82%	85%	60%	#	67%
Percentage of Tested Scoring 85–100	25%	27%	32%	0%	#	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	80	66	61	9	8	1
Number Scoring 55–100	67	60	60	2	7	#
Number Scoring 65–100	53	53	54	0	6	#
Number Scoring 85–100	18	14	16	0	1	#
Percentage of Tested Scoring 55–100	84%	91%	98%	22%	88%	#
Percentage of Tested Scoring 65–100	66%	80%	89%	0%	75%	#
Percentage of Tested Scoring 85–100	23%	21%	26%	0%	12%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	55	56	80	1	5	8
Number Scoring 55–100	55	56	79	#	5	8
Number Scoring 65–100	55	55	77	#	4	8
Number Scoring 85–100	17	20	23	#	2	1
Percentage of Tested Scoring 55–100	100%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	96%	#	80%	100%
Percentage of Tested Scoring 85–100	31%	36%	29%	#	40%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	56	81	71	3	10	7
Number Scoring 55–100	55	79	67	#	10	6
Number Scoring 65–100	50	75	58	#	10	4
Number Scoring 85–100	22	30	23	#	2	0
Percentage of Tested Scoring 55–100	98%	98%	94%	#	100%	86%
Percentage of Tested Scoring 65–100	89%	93%	82%	#	100%	57%
Percentage of Tested Scoring 85–100	39%	37%	32%	#	20%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		33	39		2	3
Number Scoring 55–100		32	33		#	#
Number Scoring 65–100		21	19		#	#
Number Scoring 85–100		1	1		#	#
Percentage of Tested Scoring 55–100		97%	85%		#	#
Percentage of Tested Scoring 65–100		64%	49%		#	#
Percentage of Tested Scoring 85–100		3%	3%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	56	36	2	0	0	0
Number Scoring 55–100	54	33	#	0	0	0
Number Scoring 65–100	45	31	#	0	0	0
Number Scoring 85–100	8	11	#	0	0	0
Percentage of Tested Scoring 55–100	96%	92%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	86%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	31%	#	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	64	39	4	0	1	1
Number Scoring 55–100	56	28	#	0	#	#
Number Scoring 65–100	49	23	#	0	#	#
Number Scoring 85–100	11	8	#	0	#	#
Percentage of Tested Scoring 55–100	88%	72%	#	0%	#	#
Percentage of Tested Scoring 65–100	77%	59%	#	0%	#	#
Percentage of Tested Scoring 85–100	17%	21%	#	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	35	33	23	0	1	0
Number Scoring 55–100	33	27	20	0	#	0
Number Scoring 65–100	30	24	16	0	#	0
Number Scoring 85–100	10	9	5	0	#	0
Percentage of Tested Scoring 55–100	94%	82%	87%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	73%	70%	0%	#	0%
Percentage of Tested Scoring 85–100	29%	27%	22%	0%	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	97%	42	100%	22	100%
Students with Disabilities	4	#	19	100%	7	86%

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

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	96	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	98	10%	11%	64%	14%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	87	0%	39%	48%	13%
	Students with Disabilities	9	0%	78%	22%	0%
	All Students	96	0%	43%	46%	11%

(Form – J)

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

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

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	60	60	60	15	15	15	75	75	75
Number Scoring 55–64	3	5	0	2	1	2	5	6	2
Number Scoring 65–84	32	36	31	3	5	3	35	41	34
Number Scoring 85–100	19	13	24	0	1	2	19	14	26
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)