

New York State District Report Card Comprehensive Information Report

BEDS Code: 10-03-08-02-0000

Name: Berkshire Union Free School District

Superintendent: Sharifa E. Perry

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	5	17	9
Eighth	26	28	32
Ninth	101	100	104
Tenth	85	87	75
Eleventh	38	30	44
Twelfth	8	10	15
Ungraded Secondary	0	0	0
Total K-12 Enrollment	263	272	279

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	3	1.1%	3	1.1%	2	0.7%
Black (Not Hispanic)	117	44.5%	110	40.4%	123	44.1%
Hispanic	41	15.6%	57	21.0%	52	18.6%
White (Not Hispanic)	102	38.8%	102	37.5%	102	36.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	5	8	8
Mathematics Grade 8	0	0	0
Science Grade 8	0	8	0
Social Studies Grade 8	5	8	9
English Grade 10	9	10	8
Mathematics Grade 10	0	7	12
Science Grade 10	7	12	0
Social Studies Grade 10	8	10	10

(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	263	100.0%	272	100.0%	279	100.0%

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		0.0%		0.0%		0.0%
Student Suspensions	23	7.9%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	11
Total Paraprofessionals	25
Teaching Out of Certification*	1
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	1	1	100%	3	3	100%	2	0	0%
Students with Disabilities	3	0	0%	1	1	100%	4	0	0%
All Students	4	1	25%	4	4	100%	6	0	0%

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

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	2	3	0	0	0	1
Percent	33%	50%	0%	0%	0%	17%

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)
4	0	4	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	80	34.5%	0	0.0%	0	0.0%
	Total Noncompleters	80	34.5%	0	0.0%	0	0.0%

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

(Form – C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4-12

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

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	23	91%	4	#	8	100%

(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%	3	#	3	#
Science	0	0%	0	0%	1	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	3	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	80%	11	91%
Science	16	31%	2	#	9	67%
Reading	2	#	3	#	7	86%
Writing	3	#	3	#	7	71%
Global Studies	5	20%	4	#	10	30%
U.S. Hist & Gov't	4	#	3	#	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	27	18	24	27	6	10
Number Scoring 55–100	16	9	10	16	4	3
Number Scoring 65–100	8	4	6	8	2	3
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	59%	50%	42%	59%	67%	30%
Percentage of Tested Scoring 65–100	30%	22%	25%	30%	33%	30%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Mathematics A						
Number Tested	22	41	46	22	17	20
Number Scoring 55–100	8	3	6	8	1	3
Number Scoring 65–100	6	1	1	6	1	1
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	36%	7%	13%	36%	6%	15%
Percentage of Tested Scoring 65–100	27%	2%	2%	27%	6%	5%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	2	3	0	1	2
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%	#	#
Global History and Geography						
Number Tested	45	70	65	45	30	30
Number Scoring 55–100	26	27	21	26	11	8
Number Scoring 65–100	14	13	12	14	6	4
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	58%	39%	32%	58%	37%	27%
Percentage of Tested Scoring 65–100	31%	19%	18%	31%	20%	13%
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	17	23	31	17	9	18
Number Scoring 55–100	5	15	12	5	6	8
Number Scoring 65–100	3	14	7	3	6	4
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	29%	65%	39%	29%	67%	44%
Percentage of Tested Scoring 65–100	18%	61%	23%	18%	67%	22%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	12	18	36	12	8	17
Number Scoring 55–100	8	17	23	8	7	10
Number Scoring 65–100	5	14	16	5	6	7
Number Scoring 85–100	0	1	1	0	0	1
Percentage of Tested Scoring 55–100	67%	94%	64%	67%	88%	59%
Percentage of Tested Scoring 65–100	42%	78%	44%	42%	75%	41%
Percentage of Tested Scoring 85–100	0%	6%	3%	0%	0%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	7	2	14	7	0	7
Number Scoring 55–100	6	#	10	6	0	5
Number Scoring 65–100	5	#	10	5	0	5
Number Scoring 85–100	0	#	2	0	0	1
Percentage of Tested Scoring 55–100	86%	#	71%	86%	0%	71%
Percentage of Tested Scoring 65–100	71%	#	71%	71%	0%	71%
Percentage of Tested Scoring 85–100	0%	#	14%	0%	0%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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 Italian						
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 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	29	20	15	29	10	7
Number Scoring 55–100	28	20	15	28	10	7
Number Scoring 65–100	24	19	14	24	10	7
Number Scoring 85–100	15	10	13	15	5	6
Percentage of Tested Scoring 55–100	97%	100%	100%	97%	100%	100%
Percentage of Tested Scoring 65–100	83%	95%	93%	83%	100%	100%
Percentage of Tested Scoring 85–100	52%	50%	87%	52%	50%	86%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	2	1	0	2	0	0
Number Scoring 55–100	#	#	0	#	0	0
Number Scoring 65–100	#	#	0	#	0	0
Number Scoring 85–100	#	#	0	#	0	0
Percentage of Tested Scoring 55–100	#	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	2	0	0	2	0	0
Number Scoring 55–100	#	0	0	#	0	0
Number Scoring 65–100	#	0	0	#	0	0
Number Scoring 85–100	#	0	0	#	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	#	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	18	72%	28%	0%	0%
	Students with Disabilities	15	73%	27%	0%	0%
	All Students	33	73%	27%	0%	0%

(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
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	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	6	6	6	2	2	2	8	8	8
Number Scoring 55–64	#	#	#	#	#	#	2	0	0
Number Scoring 65–84	#	#	#	#	#	#	0	1	3
Number Scoring 85–100	#	#	#	#	#	#	0	0	0
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)