

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-02-01-04-0000

Name: Berne-Knox-Westerlo Central School District

Superintendent: Steven M. Schrade

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	71	68	78
First	74	76	69
Second	82	70	75
Third	79	81	73
Fourth	90	82	83
Fifth	99	98	83
Sixth	105	93	97
Ungraded Elementary	0	0	0
Seventh	90	106	93
Eighth	85	94	101
Ninth	105	91	89
Tenth	89	96	88
Eleventh	98	93	96
Twelfth	85	100	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1152	1148	1111

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	0.3%	4	0.3%	6	0.5%
Black (Not Hispanic)	4	0.3%	11	1.0%	10	0.9%
Hispanic	3	0.3%	10	0.9%	7	0.6%
White (Not Hispanic)	1142	99.1%	1123	97.8%	1088	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	20
Common Branch	20	20	19
English Grade 8	16	18	24
Mathematics Grade 8	21	16	28
Science Grade 8	20	22	26
Social Studies Grade 8	22	24	19
English Grade 10	25	24	25
Mathematics Grade 10	11	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	17	17	0

(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	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	155	13.5%	153	13.3%	150	13.5%

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		95.6%		95.2%		95.3%
Student Suspensions	24	2.0%	20	1.7%	39	3.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.5%	8.6%	8.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	11
Total Paraprofessionals	26
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	77	43	56%	90	66	73%	73	54	74%
Students with Disabilities	3	0	0%	0	0	0%	11	8	73%
All Students	80	43	54%	90	66	73%	84	62	74%

*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	27	45	4	1	6	1
Percent	32%	54%	5%	1%	7%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
11	8	1	12

*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			1		2	
	Entered GED Program*			0		1	
	Total Noncompleters			1		3	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	3	0.8%	1	0.3%	3	0.8%
	Entered GED Program*	1	0.3%	0	0.0%	1	0.3%
	Total Noncompleters	4	1.1%	1	0.3%	4	1.1%

*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		264	61
	Number of Students with Disabilities		25	18
	Number of All Students		289	79
	Percent of Enrollment		99%	27%
9-12	Number of General-Education Students		337	253
	Number of Students with Disabilities		43	53
	Number of All Students		380	306
	Percent of Enrollment		100%	85%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	40	90%	0	0%	32	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	94%	0	0%	58	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%

(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	1	#	7	100%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	2	#	5	80%
Science	0	0%	0	0%	0	0%
Reading	0	0%	4	#	6	83%
Writing	5	80%	5	80%	5	100%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	95	75	88	6	5	7
Number Scoring 55–100	95	74	86	6	4	7
Number Scoring 65–100	93	69	81	5	4	5
Number Scoring 85–100	42	43	48	0	2	2
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	80%	100%
Percentage of Tested Scoring 65–100	98%	92%	92%	83%	80%	71%
Percentage of Tested Scoring 85–100	44%	57%	55%	0%	40%	29%
Mathematics A						
Number Tested	64	0	79	4	0	9
Number Scoring 55–100	60	0	73	#	0	9
Number Scoring 65–100	53	0	65	#	0	9
Number Scoring 85–100	19	0	9	#	0	4
Percentage of Tested Scoring 55–100	94%	0%	92%	#	0%	100%
Percentage of Tested Scoring 65–100	83%	0%	82%	#	0%	100%
Percentage of Tested Scoring 85–100	30%	0%	11%	#	0%	44%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	84	17	77	12	0	8
Number Scoring 55–100	84	15	73	12	0	6
Number Scoring 65–100	81	13	70	11	0	4
Number Scoring 85–100	38	8	34	1	0	0
Percentage of Tested Scoring 55–100	100%	88%	95%	100%	0%	75%
Percentage of Tested Scoring 65–100	96%	76%	91%	92%	0%	50%
Percentage of Tested Scoring 85–100	45%	47%	44%	8%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	97	82	71	5	10	7
Number Scoring 55–100	86	79	71	4	10	7
Number Scoring 65–100	82	76	70	2	9	7
Number Scoring 85–100	51	30	50	0	1	5
Percentage of Tested Scoring 55–100	89%	96%	100%	80%	100%	100%
Percentage of Tested Scoring 65–100	85%	93%	99%	40%	90%	100%
Percentage of Tested Scoring 85–100	53%	37%	70%	0%	10%	71%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	69	132	111	16	10	16
Number Scoring 55–100	69	132	110	16	10	16
Number Scoring 65–100	66	132	106	13	10	14
Number Scoring 85–100	23	57	28	2	3	1
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	100%	95%	81%	100%	88%
Percentage of Tested Scoring 85–100	33%	43%	25%	12%	30%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	76	34	107	11	2	1
Number Scoring 55–100	66	28	91	7	#	#
Number Scoring 65–100	62	23	77	6	#	#
Number Scoring 85–100	21	3	30	1	#	#
Percentage of Tested Scoring 55–100	87%	82%	85%	64%	#	#
Percentage of Tested Scoring 65–100	82%	68%	72%	55%	#	#
Percentage of Tested Scoring 85–100	28%	9%	28%	9%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		34	71		2	5
Number Scoring 55–100		33	70		#	5
Number Scoring 65–100		24	60		#	4
Number Scoring 85–100		5	23		#	0
Percentage of Tested Scoring 55–100		97%	99%		#	100%
Percentage of Tested Scoring 65–100		71%	85%		#	80%
Percentage of Tested Scoring 85–100		15%	32%		#	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	31	23	28	0	0	0
Number Scoring 55–100	31	23	28	0	0	0
Number Scoring 65–100	31	23	28	0	0	0
Number Scoring 85–100	12	10	13	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	39%	43%	46%	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	31	33	23	0	1	0
Number Scoring 55–100	31	32	23	0	#	0
Number Scoring 65–100	31	32	23	0	#	0
Number Scoring 85–100	12	13	3	0	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	39%	39%	13%	0%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	0	101	0	0	7	0
Number Scoring 55–100	0	89	0	0	5	0
Number Scoring 65–100	0	74	0	0	5	0
Number Scoring 85–100	0	22	0	0	0	0
Percentage of Tested Scoring 55–100	0%	88%	0%	0%	71%	0%
Percentage of Tested Scoring 65–100	0%	73%	0%	0%	71%	0%
Percentage of Tested Scoring 85–100	0%	22%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	63	49	51	0	1	2
Number Scoring 55–100	58	44	47	0	#	#
Number Scoring 65–100	50	39	39	0	#	#
Number Scoring 85–100	21	11	10	0	#	#
Percentage of Tested Scoring 55–100	92%	90%	92%	0%	#	#
Percentage of Tested Scoring 65–100	79%	80%	76%	0%	#	#
Percentage of Tested Scoring 85–100	33%	22%	20%	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	50	100%	0	0%	4	#
Students with Disabilities	12	75%	0	0%	1	#

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	74	8%	16%	72%	4%
	Students with Disabilities	9	33%	44%	22%	0%
	All Students	83	11%	19%	66%	4%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	94	0%	10%	63%	28%
	Students with Disabilities	6	0%	50%	50%	0%
	All Students	100	0%	12%	62%	26%

(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	70	70	70	11	11	11	81	81	81
Number Scoring 55–64	3	1	1	0	1	0	3	2	1
Number Scoring 65–84	29	35	39	10	9	9	39	44	48
Number Scoring 85–100	36	30	29	1	1	2	37	31	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)