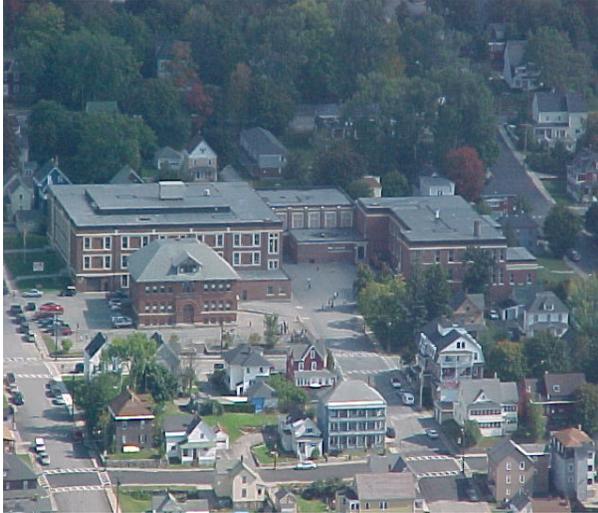


BERLIN PUBLIC SCHOOLS

Berlin Public Schools opened the 2008-09 school year with an enrollment of 1,446 students, Kindergarten to grade 12.



Hillside Elementary School taken on a 5th grade hike to the top of Mt Forist

Marston, Bartlett and Brown Schools provided 440 kindergarten to grade 3 students with highly qualified teachers and current educational programs in reading and mathematics. The elementary staff provided cutting edge reading instruction in a “response to intervention” model. Grade level teachers met every 4-6 weeks to review students’ reading progress based on assessment data, then planned instruction for remediation for students not attaining the benchmarks. This model, with frequent assessments and review, prevents a “wait to fail” model.

Grade 3 NECAP scores from fall of 2008 reported that 14% more students reached proficient levels in reading from the previous year.

Bartlett and Brown Schools were awarded the Blue Ribbon Achievement Award for an exemplary school volunteer program. Both

elementary schools were also awarded Gold Circle Partnership Awards for school/business partnerships that enhance the educational programs. Those partnerships were: Androscoggin Valley Hospital, St. Kieran Center for the Arts, Berlin High School, White Mt. Community College, Isaacson Structural Steel, Inc.

The students visited many local establishments, the Berlin Public Library, Androscoggin Valley Hospital, Isaacson Structural Steel, Inc., Berlin Bowling Center, Notre-Dame Arena, St. Kieran Center for the Arts.

In celebration of literacy, schools hosted book fairs, had many community guest readers for Dr. Seuss’s birthday and participated in Book It, a home/school reading incentive program.

The elementary schools are part of a five-year US Dept. of Agriculture grant, to provide daily, free fruits and/or vegetables for student snacks.

120 students participated in after-school programming which provides homework assistance, enrichment, exploratory activities and library/reading activities.

Hillside School, grades 4 – 6, was awarded a grant from the Roy Foundation that funded several laptop computers. An additional state grant funded interactive Smartboard systems for the classrooms. Technology in the classroom supports active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.

Reading data teams were implemented to review individual student assessments and to form intervention groups to address areas of weakness for students who were not proficient in reading. Math assessments

were administered and reviewed for focus on curriculum revisions.

A family literacy night was sponsored by Title I and the after-school program. The students presented a readers' theater and participated in different literacy events. 209 students and family members participated.

The Title I program is a federally funded program to provide supplemental support in reading instruction to students in grades K-6. The program employs 19 reading assistants, and 3 supervisors, with a financial allocation of \$747,990.59. A requirement of Title I is to set aside funds for parent involvement. Title I also funded a summer reading program for students in grade 3 and 4, and provided a summer day program in collaboration with 21st Century Community of Learners, After-School Program.

Berlin Junior High School, grades 7 and 8, operate under a teaming and looping model. Students are grouped in teams and maintain the same academic core teachers for two years. NWEA Measures of Academic Testing are used to assess student progress twice each year. Students take these assessments on computers and the results are reviewed for curriculum improvements. The students at B.Jr.H.S. made AYP (Acceptable Yearly Progress) on the fall 2008 NECAP (New England Common Assessment Program).

Students who achieved academic honors and high honors were recognized and rewarded with a discount card to local businesses. Seventh graders participated in a "Reality Fair" sponsored by Woodlands Credit Union and Guardian Angel Credit Union. This fair prepared students to budget their finances and plan for the future. Eighth graders participated in a community "Health-A-Rama" planned by Androskoggin Valley Hospital. Students gained information from

several health-related health booths and displays.

Berlin High School's improvement plan over the past four years has been particularly effective. Failure rates have been reduced by 39% in English and by 44% in math. Additionally, state test scores from the NECAP have continued to improve for the school as a whole and in disaggregated subgroups. Berlin High School is one point higher than state average in reading and one point lower than average in math. The school showed 26% improvement in reading scores, 21% improvement in math and 14% improvement in writing. The State's District Report Card indicated Berlin High School is the fifth most improved high school in reading and the most improved high school in math, based on 2007-08 NECAP.

The most important factor influencing change is the improvement in school climate driven by the high school's adoption, implementation and universal acceptance of the philosophy and direction of the PBIS (Positive Behavioral Interventions and Supports) program. The APEX grant from the University of New Hampshire Institute on Disability was instrumental in improving the entire educational experience at Berlin High School. A drop-out prevention and recovery program is ongoing; the Frameworks Youth Suicide Prevention Project is continuing and an advisory program has been initiated.

There are student-centered career enhancing programs included in course offerings with "running start" and project "lead the way". These courses offer credit at the community college and/or pre-engineering classes.

182 students were enrolled in the 2-year Career and Technical Education (CTE) programs. These programs include: Building Trades, Welding, Health

Occupations, Automotive and Child Care. The Child Care program operates a pre-school program for 3 and 4 year-olds living in Berlin. The Building Trades program constructed a private home; the Welding students were successful at winning silver and bronze medals in state competition. FCCLA (Family Career and Community Leaders of America) is an active organization that led some of our students to state and national competitions winning a gold medal at the national level.

Under the guidelines of No Child Left Behind (NCLB), Berlin is designated as a District In Need of Improvement (DINI) in reading due to the district not attaining Acceptable Yearly Progress (AYP) for two years in a row. This status is based on the NECAP scores in disaggregated groups of students with disabilities and students in low socio-economic status. A district improvement plan is documented and schools are working simultaneously towards achieving instructional goals for all students.

Berlin community members can access more data and information about Berlin Public Schools at: www.sau3.org and www.ed.state.nh.us School District Profiles.

Respectfully Submitted,

Corinne Cascadden
Superintendent of Schools

Mission Statement

The Berlin Public Schools are committed to the belief that all students must be given appropriate opportunities to achieve clearly defined, meaningful, and rigorous standards which include those outlined in the New Hampshire curriculum Frameworks. We further believe that the learner is the focus of all of our efforts and that the evolution of our programs will be guided by data that reflect what each learner knows and is able to accomplish.

Each of the programs in the Berlin Public Schools will emphasize depth of understanding and the active participation of students in the learning process. We will capitalize on the power of technology as a motivational information source and as a problem-solving tool by integrating appropriate technologies within each program area.

Our vision cannot be attained if the Berlin Public Schools must act alone. We and our students are part of a larger learning community. Parents and the community at large must share in the responsibility to educate our youth. The community must provide the resources necessary to support the schools and must also help students value learning in all its contexts - within school and outside of the formal educational setting. Community members can best help students see that the process of becoming a competent member of the local and global communities is one of continuous progress that lasts a lifetime.