

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



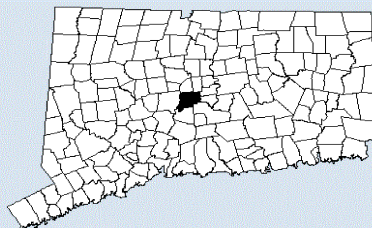
Berlin School District

Mr. Brian Benigni, Superintendent • 860-828-6581 • <http://www.berlinschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,755
Per Pupil Expenditures ¹	\$17,340
Total Expenditures ¹	\$50,373,902

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,336	48.5	48.4
Male	1,419	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	104	3.8	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	306	11.1	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	90	3.3	3.8
White	2,188	79.4	51.1
English Learners	93	3.4	8.3
Eligible for Free or Reduced-Price Meals	609	22.1	43.3
Students with Disabilities ³	420	15.2	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	116	8.9	22	1.6
Male	112	8.1	58	4.0
Black or African American	10	15.9	8	12.1
Hispanic or Latino of any race	53	16.9	25	7.7
White	146	6.8	42	1.9
English Learners	20	20.8	*	*
Eligible for Free or Reduced-Price Meals	107	18.2	44	6.5
Students with Disabilities	65	16.3	31	6.8
District	228	8.4	80	2.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 88

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	191.3
Paraprofessional Instructional Assistants	27.8
Special Education	
Teachers and Instructors	36.6
Paraprofessional Instructional Assistants	69.7
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	10.8
Library/Media	
Specialists (Certified)	3.6
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.4
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	106.6

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	0.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	276	99.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	16	57.1	10	*
White	148	74.7	155	88.6
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	29	65.9	34	82.9
Students with Disabilities	18	62.1	17	63.0
District	181	73.3	178	85.6
State		75.8		84.8

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	17	37.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	74	52.5
Other Health Impairment	44	62.0
Other Disabilities	*	*
Speech/Language Impairment	59	72.0
District	204	51.6
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	49	1.8	2.0
Emotional Disturbance	21	0.8	1.1
Intellectual Disability	13	0.5	0.5
Learning Disability	141	5.1	5.7
Other Health Impairment	71	2.6	3.3
Other Disabilities	24	0.9	1.1
Speech/Language Impairment	88	3.2	1.8
All Disabilities	407	14.6	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	3.4	8.2
Private Schools or Other Settings	23	5.7	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$31,492,646	\$10,841	\$10,923
Support services - students	\$3,467,555	\$1,244	\$1,277
Support services - instruction	\$1,600,022	\$574	\$682
Support services - general administration	\$678,598	\$243	\$467
Support services - school based administration	\$2,077,355	\$745	\$1,021
Central and other support services	\$1,516,106	\$544	\$679
Operation and maintenance of plant	\$4,885,401	\$1,753	\$1,718
Student transportation services	\$3,006,592	\$1,402	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,649,627	\$592	\$163
Minor school construction	.	.	\$59
Total	\$50,373,902	\$17,340	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,269,232	39.0	28.5
Instructional Aide Salaries	\$1,394,443	12.7	10.1
Other Salaries	\$1,032,031	9.4	11.1
Employee Benefits	\$750,773	6.9	13.0
Purchased Services Other Than Transportation	\$379,919	3.5	5.7
Special Education Tuition	\$1,714,800	15.7	22.5
Supplies	\$94,702	0.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,286,416	11.8	8.0
Equipment	\$8,834	0.1	0.2
All Other Expenditures	\$6,365	0.1	0.1
Total	\$10,937,514	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	82.4
State	15.7
Federal	1.7
Tuition & Other	0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	23	91.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	46	93.5
Students with Disabilities	25	96.0
District	233	98.3
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	91.3	95.8
Male	78.0	84.7
Black or African American	*	*
Hispanic or Latino of any race	76.2	*
White	84.5	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	74.4
Students with Disabilities	40.0	*
District	83.9	90.6
State	71.5	87.5

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	78.9%	100%	60.4%
	Oral	75.0%	100%	57.6%
Chronic Absenteeism	All Students	8.4%	<=5%	12.2%
	High Needs Students	16.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	78.9%	75%	80.4%
On-track to High School Graduation		98.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		89.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		83.9%	75%	71.5%
Arts Access		39.7%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	89.6%	4.4%	10.9%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Berlin Public School District is committed to a continuous improvement process. For the past two years, the district administration has organized improvement planning around three core goals/areas of focus: PURPOSE: Build shared understanding of and commitment to student achievement of the Berlin Learner Outcomes. PASSION: Cultivate a strong learning culture for both educators and students. PRIDE: Enhance community partnerships to support student learning. The administration collaboratively developed a detailed continuous improvement plan, with action steps in four categories: learning environments, learning partnerships, leveraging digital, and pedagogical practices. Throughout the year, the administration conducted periodic reviews of the progress made in implementing the plan, and identified concrete actions taken to address various strategies in the plan. The Berlin Board of Education reviewed and adopted an updated version of the plan in October, 2019. Each of the five schools developed building-based plans in alignment with these district goals.

District efforts to address student truancy have included collaboration with the Department of Children and Families and Berlin Social Services. Board policy requires parents to contact the school when their child is absent. If a parent neglects to contact the school, school personnel make every effort to contact the parent on the day of the absence. Student attendance is closely monitored, tracked and recorded. One particular strategy is the development of the Common Ground program at McGee Middle School, through which identified students have opportunities to participate in recreational activities outside of the school day, providing an avenue for students to develop social relationships with caring adults and other students.

Berlin is committed to supporting students in their least restrictive environment and our special education services have been developed to support this concept. The district has expanded programming for students with significant needs by developing a comprehensive team approach to address their unique learning needs. Our Transition Academy provides community based services to 18-21 year olds. We are proud of our collaboration with nearby towns in providing services to students by organizing social events and identifying opportunities for us to partner with other towns on service delivery.

Recognizing that parent partnerships are a vital piece of the school district's success, we continue to welcome parent volunteers at all schools, who are considered a valuable resource. Numerous school-sponsored activities occur throughout the year with high parent participation. Annual surveys are used to better understand parent perceptions regarding the school district and areas requiring improvement. We utilize a number of communication tools including the website, SchoolMessenger, monthly videos and monthly newsletters from the superintendent to ensure that parents have access to events and happenings occurring throughout the district. This year, throughout the COVID-19 school closure, we worked diligently to provide ongoing communication to our families and to solicit feedback on our efforts, including strengths and areas for improvement, as we provided distance learning opportunities to our students. Information for families is posted on the district website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Berlin Public Schools provide a variety of programs and experiences that are designed to reduce racial, ethnic, and economic isolation. We are working to become more responsive to concerns expressed by students, alumni, and community members regarding district equity efforts. These are some of the ways we have been addressing the issues of racism, tolerance, civil discourse and social justice:

We have instituted events during Black History month at Berlin High School. Our Unity Club is now determining how celebrating people of color can occur all year round.

We have reviewed our Language Arts/English curricula and made changes to offer more diverse literature selections, as well as investing in the purchase of more diverse texts for classroom and school libraries.

We instituted two new social studies electives, Human Rights and Social Justice and Debating Current Events, which will provide an opportunity to engage our students in learning more about the past and present struggles in the fight for justice in this country and around the world.

We provided a number of professional learning opportunities for teachers within the district, including Productively Addressing Hurtful, Biased Comments or Actions in Elementary School, Boost Your Cultural Competency, and How Diverse is Your Classroom Library? Additionally, a group of more than 30 Berlin teachers and administrators have been participating in a year-long study as Equity Advocates. These educators learned about the Social Justice Teaching Standards and began to identify ways to incorporate them into curriculum development.

The district supported teacher attendance at a variety of outside professional learning sessions on culturally responsive schools, equity, and college admissions for students of color and restorative practices.

Our participation in the Open Choice Program is districtwide, with 120 Open Choice students enrolled in our five schools. Through Open Choice grant funding, the district provides late bus transportation so that students from the Open Choice program can more easily participate in sports, clubs, and other extracurricular activities beyond the school day.

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Equitable Allocation of Resources among District Schools

It is the practice of the Berlin Board of Education and its central office administration that each school in the district will have comparable resources while recognizing factors such as equipment and specialized supply needs at the secondary schools are inherently more costly in nature. The proposed budget for the district is created by administrators in the late fall. It is built on the assumption that the three elementary schools will receive a fixed amount for each student enrolled in the school. This will "guarantee" an equitable allocation of resources among the schools. Once that assumption is met, adjustments are then made to determine what additional resources would be allocated to particular schools to adequately address needs particular to a certain school. The same process is then used at the two secondary schools. However, a different per student fixed amount is used because of the significantly higher costs as mentioned above.

Once the proposed budget is adopted, appropriate reductions, if necessary, are made "across the board," and the same per student expenditure ratio described above is maintained as closely as possible.