

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



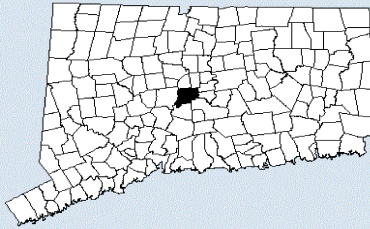
## Berlin School District

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

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,963
Per Pupil Expenditures <sup>1</sup>	\$14,349
Total Expenditures <sup>1</sup>	\$44,524,328

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
 (2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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 ensure student confidentiality.

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

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,369	46.2	48.3
Male	1,594	53.8	51.6
American Indian	*	*	0.2
Asian	90	3.0	4.6
Black or African American	69	2.3	12.9
Hispanic or Latino	256	8.6	21.2
Pacific Islander	*	*	0.0
White	2,465	83.2	58.4
Two or More Races	79	2.7	2.3
English Language Learners	74	2.5	5.7
Eligible for Free or Reduced-Price Meals	420	14.2	37.3
Students with Disabilities <sup>1</sup>	314	10.6	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	76	5.6	28	2.0
Male	66	4.2	78	4.8
Black or African American	6	8.6	10	14.7
Hispanic or Latino	32	12.4	26	9.9
White	95	3.9	67	2.7
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	64	16.1	56	12.5
Students with Disabilities	43	14.3	30	8.3
District	142	4.9	106	3.5
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 6**

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## Berlin School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	208.5
Paraprofessional Instructional Assistants	18.6
<b>Special Education</b>	
Teachers and Instructors	35.1
Paraprofessional Instructional Assistants	43.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	14.0
<b>Library/Media</b>	
Specialists (Certified)	4.6
Support Staff	4.9
Instructional Specialists Who Support Teachers	10.1
Counselors, Social Workers and School Psychologists	16.8
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	106.8

<sup>1</sup>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 (%)
Asian	1	0.3	1.0
Black or African American	0	0	3.5
Hispanic	2	0.7	3.6
Native American	0	0	0.1
White	298	99.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	44	24.2	80	38.8
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	*	*
District	49	23.4	88	36.5
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	17	48.6
Emotional Disturbance	9	42.9
Intellectual Disability	*	*
Learning Disability	75	81.5
Other Health Impairment	41	73.2
Other Disabilities	*	*
Speech/Language Impairment	61	83.6
District	207	70.9
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Berlin School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.2	1.4
Emotional Disturbance	21	0.7	1.0
Intellectual Disability	*	*	0.4
Learning Disability	92	3.0	4.2
Other Health Impairment	56	1.8	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	77	2.5	1.9
All Disabilities	305	10.0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,995,835	7,735	8,769
Instructional Supplies and Equipment	1,133,391	381	275
Improvement of Instruction and Educational Media Services	1,273,767	428	487
Student Support Services	4,265,593	1,435	965
Administration and Support Services	4,841,171	1,628	1,600
Plant Operation and Maintenance	5,162,991	1,737	1,472
Transportation	2,198,714	704	786
Costs of Students Tuitioned Out	1,750,418	N/A	N/A
Other	902,448	304	178
Total	44,524,328	14,349	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,711,042	576	1,434
-----------------------------------	-----------	-----	-------

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

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,793,921	44.2	35.6
Noncertified Personnel	1,437,968	16.7	14.5
Purchased Services	410,117	4.8	5.0
Tuition to Other Schools	1,405,967	16.4	21.4
Special Ed. Transportation	635,918	7.4	8.5
Other Expenditures	906,477	10.6	14.9
Total Expenditures	8,590,368	100.0	100.0
PK-12 Expenditures Used for Special Education		19.3	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.3	80.6
State	19.6	17.2
Federal	2.1	2.2
Tuition & Other	0.0	0.1

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## Berlin School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	62.0	69.2	64.7	64.5	.	.	.	.	
Hispanic or Latino	69.8	76.5	74.8	69.6	.	.	.	.	
English Language Learners	74.9	69.0	62.1	54.9	.	.	.	.	
Eligible for Free or Reduced-Price Meals	72.1	72.3	72.9	69.5	.	.	.	.	
Students with Disabilities	63.3	61.6	56.7	51.1	.	.	.	.	
High Needs	70.7	70.1	68.2	64.7	.	.	.	.	
District	90.0	89.8	89.4	86.8	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	61.7	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	62.1	64.6	60.9	.	.	.	.	
Students with Disabilities	51.2	.	57.7	55.4	.	.	.	.	
High Needs	58.2	64.2	64.4	62.2	.	.	.	.	
District	84.2	86.3	86.5	85.4	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	95.8	72.7	87.4	83.3	797	85.1
Curl Up	96.7	90.4	90.8	96.1	797	93.5
Push Up	84.0	66.7	71.4	95.6	797	79.0
Mile Run/PACER	86.9	81.8	83.5	66.7	797	80.2
All Tests - District	76.1	49.0	59.2	56.1	797	60.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Berlin School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	84.8	.		.
Students with Disabilities	24	87.5	90.3	No	90.7
District	262	96.2	93.8	Yes	93.9
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.4	125	58.7
Male	81.0	94	39.7
Black or African American	*	0	*
Hispanic or Latino	60.0	9	25.7
White	86.3	198	51.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	50.9	7	12.7
Students with Disabilities	*	*	*
District	83.6	219	48.7
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2014 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	87.5	98.4
Male	77.7	85.0
Black or African American	*	*
Hispanic or Latino	*	*
White	83.3	92.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.3	*
Students with Disabilities	51.6	*
District	82.9	93.2
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2013-14

## Berlin School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

The Berlin Public School District is committed to a continuous improvement process. District goals are supported by measurable building goals, which are supported by team professional growth goals and action steps. This cycle forms the framework for continuous student achievement through focused instructional improvement. The capacity of teachers and administrators is developed through focused, ongoing, individual job-embedded professional development related to individual, school and district goals.

Student truancy has not been a concern based on our very positive attendance records to date. We have a K-12 policy which requires parents to contact the school should their child be 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 throughout the district with set procedures being initiated based on the cumulative number of absences over a given period of time.

System-wide efforts to increase parental involvement are taking place at all levels. Throughout the district, parent partnerships are seen as a vital piece of the school district's success. Parent volunteers are welcome at all schools and are considered a valuable resource. Numerous school-sponsored activities occur throughout the year and parent participation is typically high. Annual surveys are used to better understand parent perceptions regarding the school district and areas requiring improvement. All schools and the Board of Education utilize a number of communication tools to ensure that all interested parents have access to events and happenings occurring throughout the school district.

The continuous improvement model continues to guide all schools in the development of focused, data-driven action plans, performance indicators, and the continued implementation of a scientific, research-based intervention (SRBI) model across the school district.

The district is committed to supporting students in their least restrictive environment. The special education services provided to students 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 styles.

We have strengthened the programming needs of the district by employing a full-time board certified behavioral analyst and an assistive technology specialist. In addition, all of our related services staff members are employed by the district which allows for ongoing consultation, collaboration and direct services for students receiving special education and 504 services. We also work closely with a psychiatrist to support the social and emotional needs of students.

We provide ongoing resources and information to families via the Berlin Public Schools website. Information regarding workshops, events, and seminars for families is posted on the district website and may be mailed home to specific families based on the information. Information regarding special education programs and services is shared at monthly parent advisory meetings held by the superintendent of schools. In addition, the district holds a yearly preschool screening for students between the ages of 2 to 4 at the Berlin Community Center.

#### **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 pleased with the response to these efforts from students, staff, and members of the community. Our participation in the Open CHOICE Program is districtwide and during this year we had 112 CHOICE students in our five schools. There is a sincere commitment to reduce racial, ethnic and economic isolation. The Board of Education recognizes that Berlin is not a highly-diverse community and that the greater Berlin community also benefits from participation in CHOICE. We continue to expand the CHOICE seats we offer in an attempt to bring additional students into our district. Many of our CHOICE students spent time at the Berlin Fair and enjoyed the experience.

Each of our schools continues to participate in and provide a number of learning activities designed to promote diversity. When curriculum is revised, diligent attention is given to be certain it is reflective of diversity. Administration continues to offer updates to the Board of Education and community outlining the activities that are conducted as part of the district's efforts to educate students about understanding differences among people.

# District Profile and Performance Report for School Year 2013-14

## Berlin School District

### **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 was met, adjustments were 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 was then used at the two secondary schools. However, a different per student fixed amount was used because of the significantly higher costs as mentioned above.

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