

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



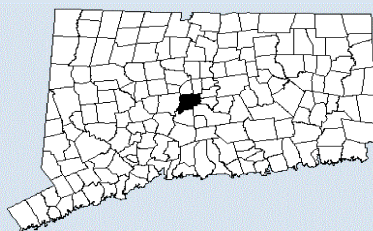
## Berlin School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,795
Per Pupil Expenditures <sup>1</sup>	\$16,702
Total Expenditures <sup>1</sup>	\$48,887,145

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,335	47.8	48.4
Male	1,460	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	87	3.1	5.1
Black or African American	54	1.9	12.8
Hispanic or Latino	298	10.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	78	2.8	3.3
White	2,274	81.4	53.6
English Learners	77	2.8	7.2
Eligible for Free or Reduced-Price Meals	420	15.0	36.7
Students with Disabilities <sup>1</sup>	378	13.5	14.8

<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	47	3.6	7	0.5
Male	52	3.7	91	6.3
Black or African American	*	*	*	*
Hispanic or Latino	21	7.4	24	8.3
White	61	2.8	61	2.7
English Learners	10	12.7	0	0.0
Eligible for Free or Reduced-Price Meals	52	10.0	43	7.7
Students with Disabilities	23	6.6	30	7.2
District	99	3.7	98	3.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 72

Number of school-based arrests: 7

<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 2017-18

## Berlin School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	191.9
Paraprofessional Instructional Assistants	24.6
<b>Special Education</b>	
Teachers and Instructors	35.7
Paraprofessional Instructional Assistants	62.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	9.0
School Level	12.8
<b>Library/Media</b>	
Specialists (Certified)	4.6
Support Staff	5.0
Instructional Specialists Who Support Teachers	11.2
Counselors, Social Workers and School Psychologists	17.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	103.7

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	0.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	281	98.9	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	11	55.0
White	130	67.4	146	81.1
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	14	42.4	29	60.4
Students with Disabilities	*	*	14	46.7
District	147	63.4	170	78.3
State		69.3		80.1

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	15	42.9
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	102	71.3
Other Health Impairment	37	71.2
Other Disabilities	7	25.9
Speech/Language Impairment	40	62.5
District	208	59.8
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Berlin School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	39	1.4	1.8
Emotional Disturbance	19	0.7	1.1
Intellectual Disability	9	0.3	0.5
Learning Disability	143	5.0	5.2
Other Health Impairment	52	1.8	3.1
Other Disabilities	31	1.1	1.1
Speech/Language Impairment	75	2.6	1.8
All Disabilities	368	12.9	14.5

<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	22	6.0	8.3
Private Schools or Other Settings	18	4.9	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,180,942	9,022	9,847
Instructional Supplies and Equipment	745,193	267	287
Improvement of Instruction and Educational Media Services	1,228,946	440	589
Student Support Services	4,363,119	1,563	1,120
Administration and Support Services	5,973,744	2,140	1,905
Plant Operation and Maintenance	5,197,182	1,862	1,648
Transportation	2,783,676	950	904
Costs of Students Tuitioned Out	2,209,168	N/A	N/A
Other	1,205,175	432	208
Total	48,887,145	16,702	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	5,306,848	1,901	1,393
-----------------------------------	-----------	-------	-------

<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,342,110	40.7	33.8
Noncertified Personnel	1,715,012	16.1	14.5
Purchased Services	591,572	5.5	5.5
Tuition to Other Schools	1,911,775	17.9	23.4
Special Ed. Transportation	1,043,592	9.8	8.7
Other Expenditures	1,073,928	10.1	14.1
Total Expenditures	10,677,989	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.6	82.5
State	14.5	15.4
Federal	1.8	2.0
Tuition & Other	0.1	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 2017-18

## Berlin School District

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	45	80.0	45	81.5
Black or African American	23	58.8	23	56.2
Hispanic or Latino	154	61.8	154	55.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	41	79.1	41	76.6
White	1201	73.8	1200	70.6
English Learners	76	63.9	75	62.5
Non-English Learners	1389	73.2	1389	69.6
Eligible for Free or Reduced-Price Meals	247	63.2	246	56.8
Not Eligible for Free or Reduced-Price Meals	1218	74.6	1218	71.8
Students with Disabilities	196	50.2	196	43.3
Students without Disabilities	1269	76.2	1268	73.3
High Needs	410	60.6	409	54.9
Non-High Needs	1055	77.4	1055	74.8
District	1465	72.7	1464	69.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	96.8	78.2	76.3	93.3	751	86.0
Curl Up	95.8	83.5	87.1	92.8	751	89.7
Push Up	86.8	75.5	78.4	88.3	751	82.2
Mile Run/PACER	89.9	80.3	83.0	65.6	751	79.9
All Tests - District	79.9	53.2	52.6	55.6	751	60.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Berlin School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	11	*
Hispanic or Latino	13	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	54	79.6
Students with Disabilities	30	70.0
District	235	94.5
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	125	59.8
Male	98.3	134	55.8
Black or African American	*	*	*
Hispanic or Latino	90.7	8	18.6
White	99.2	233	62.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.5	22	27.2
Students with Disabilities	89.6	0	0.0
District	98.4	259	57.7
State	96.3		44.8

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</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 © 2018 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2018 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2018

### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	91.5	96.8
Male	83.5	93.6
Black or African American	*	*
Hispanic or Latino	*	*
White	89.0	96.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.1	88.0
Students with Disabilities	45.8	*
District	87.7	95.1
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Berlin School District

### 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.7	75	48.5	50	96.9	67.6
	High Needs Students	60.6	75	40.4	50	80.8	57.5
Math Performance Index	All Students	69.3	75	46.2	50	92.4	62.7
	High Needs Students	54.9	75	36.6	50	73.3	52.0
ELA Academic Growth	All Students	62.4%	100%	62.4	100	62.4	60.7%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.6%
Math Academic Growth	All Students	63.4%	100%	63.4	100	63.4	61.9%
	High Needs Students	52.4%	100%	52.4	100	52.4	55.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.3%	<=5%	43.4	50	86.7	16.6%
Preparation for CCR	% Taking Courses	70.6%	75%	47.1	50	94.1	74.8%
	% Passing Exams	57.7%	75%	38.5	50	76.9	44.8%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.7%	94%	91.2	100	91.2	81.8%
Postsecondary Entrance (Class of 2017)		87.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.7%   60.3%	75%	40.2	50	80.4	96.6%   50.1%
Arts Access		52.1%	60%	43.4	50	86.8	51.2%
<b>Accountability Index</b>				<b>1012.3</b>	<b>1250</b>	<b>81.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.6	14.4	15.9	
Math Performance Index Gap	74.8	54.9	19.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.7%	8.3%	12.7%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	99.1
Math	All Students	98.9
	High Needs Students	98.8
Science	All Students	99.7
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 61      State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## Berlin School District

### Narratives

---

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

The Berlin Public School District is committed to a continuous improvement process. The Berlin Board of Education adopts district goals annually. Annual district goals are aligned to support the BOE goals, which are supported by measurable building goals, which are further supported by team professional growth goals and student learning outcomes. This cycle forms the framework for continuous student achievement through focused instructional improvement. The capacity of teachers and administrators is developed through ongoing, individualized, job-embedded professional development as related to team, school and district goals. Student truancy has not been a major area of concern. We have a policy that 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. The school district is currently working collaboratively with the town's social services department to assist in addressing severe attendance issues.

Data is regularly reviewed at both the administrative and teacher level to inform our decisions regarding allocation of resources, instructional decisions and implementation of interventions. These efforts lead to informed decision making through data-driven action plans, performance indicators, and the continued implementation of a scientific research-based intervention (SRBI) model across the school district. We are 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 styles. We continue to employ a full-time board certified behavioral analyst and an assistive technology specialist and recently added a comprehensive counseling model to support our most emotionally fragile students. We also work closely with a psychiatrist to support the social and emotional needs of students. We recognize that parent partnerships are a vital piece of the school district's success and, to support this belief, system-wide efforts continue to pursue at all levels. Parent volunteers are welcome at all schools and are considered a valuable resource. Reading volunteers through RSVP, a group of area senior citizens, work with elementary students in a one-to-one learning environment. 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. Information regarding workshops, events, and seminars for families is posted on the district website. Information regarding special education programs and services is shared at monthly Parent Advisory Council meetings held by the superintendent of schools. The district holds a yearly preschool screening for students between the ages of 2A -4. .

#### **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 92 CHOICE students in our five schools. There is a 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 offer CHOICE seats 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 2017-18

## 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.