

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



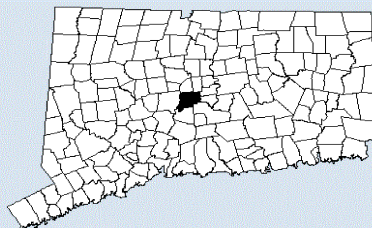
Berlin School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,805
Per Pupil Expenditures ¹	\$16,044
Total Expenditures ¹	\$48,116,117

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,327	47.3	48.4
Male	1,478	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	92	3.3	5.1
Black or African American	*	*	12.9
Hispanic or Latino	264	9.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	72	2.6	2.9
White	2,310	82.4	54.8
English Learners	76	2.7	6.8
Eligible for Free or Reduced-Price Meals	408	14.5	35.9
Students with Disabilities ¹	362	12.9	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	161	12.3	11	0.8
Male	163	11.3	69	4.6
Black or African American	17	27.0	*	*
Hispanic or Latino	50	19.3	24	9.0
White	239	10.6	47	2.0
English Learners	7	8.9	*	*
Eligible for Free or Reduced-Price Meals	91	23.3	31	7.1
Students with Disabilities	74	21.9	35	8.5
District	324	11.8	80	2.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 18

Number of school-based arrests: Fewer than 6

²A 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.

³The 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 2016-17

Berlin School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	204.3
Paraprofessional Instructional Assistants	25.9
Special Education	
Teachers and Instructors	34.8
Paraprofessional Instructional Assistants	62.3
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	13.8
Library/Media	
Specialists (Certified)	4.6
Support Staff	5.0
Instructional Specialists Who Support Teachers	10.2
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	107.0

¹In 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	0.3	1.0
Black or African American	1	0.3	3.6
Hispanic or Latino	3	1.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	288	98.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino	*	*	*	*
White	112	60.5	160	80.4
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	12	37.5	23	63.9
Students with Disabilities	7	25.0	14	38.9
District	128	58.4	192	79.3
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	13	40.6
Emotional Disturbance	9	37.5
Intellectual Disability	0	0
Learning Disability	91	71.7
Other Health Impairment	37	68.5
Other Disabilities	8	32.0
Speech/Language Impairment	45	72.6
District	203	61.3
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Berlin School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	34	1.2
Emotional Disturbance	24	0.8
Intellectual Disability	7	0.2
Learning Disability	127	4.4
Other Health Impairment	54	1.9
Other Disabilities	32	1.1
Speech/Language Impairment	70	2.4
All Disabilities	348	12.2

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,189,856	8,805	9,663
Instructional Supplies and Equipment	871,153	304	321
Improvement of Instruction and Educational Media Services	1,366,303	478	578
Student Support Services	4,645,901	1,624	1,103
Administration and Support Services	5,098,472	1,782	1,861
Plant Operation and Maintenance	5,555,155	1,942	1,637
Transportation	2,542,162	850	877
Costs of Students Tuitioned Out	1,669,606	N/A	N/A
Other	1,177,509	412	201
Total	48,116,117	16,044	16,236

Additional Expenditures

Land, Buildings, and Debt Service	12,308,028	4,302	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,107,266	46.0
Noncertified Personnel	1,631,252	18.3
Purchased Services	279,261	3.1
Tuition to Other Schools	1,336,309	15.0
Special Ed. Transportation	820,978	9.2
Other Expenditures	754,355	8.4
Total Expenditures	8,929,421	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.1	81.0
State	27.0	16.6
Federal	1.8	2.3
Tuition & Other	0.1	0.1

⁴Revenue 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 2016-17

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	45	77.4	45	75.1	22	65.1
Black or African American	27	58.9	27	53.8	17	*
Hispanic or Latino	140	61.5	140	56.3	65	48.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	45	73.6	45	72.0	16	*
White	1240	72.9	1240	70.2	546	61.2
English Learners	70	65.6	70	64.3	24	48.5
Non-English Learners	1429	72.1	1429	69.0	642	60.1
Eligible for Free or Reduced-Price Meals	192	58.9	192	53.9	82	47.7
Not Eligible for Free or Reduced-Price Meals	1307	73.6	1307	70.9	584	61.4
Students with Disabilities	193	49.9	193	42.6	80	41.4
Students without Disabilities	1306	75.0	1306	72.6	586	62.2
High Needs	367	57.5	367	52.6	145	46.9
Non-High Needs	1132	76.4	1132	74.0	521	63.2
District	1499	71.8	1499	68.8	666	59.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.5	70.9	81.6	89.8	856	84.3
Curl Up	94.5	85.5	81.6	95.6	856	89.0
Push Up	86.5	73.9	80.2	80.5	856	80.0
Mile Run/PACER	89.0	79.1	79.7	72.7	856	80.0
All Tests - District	76.0	39.3	14.3	62.9	856	47.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2016-17

Berlin School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	43	81.4
Students with Disabilities	28	71.4
District	249	94.8
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	133	58.6
Male	96.6	120	51.3
Black or African American	*	*	*
Hispanic or Latino	87.1	*	*
White	98.2	220	57.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.1	21	30.9
Students with Disabilities	81.3	0	0.0
District	97.4	253	54.9
State	96.1		43.5

³College 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

⁴Participation 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.

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

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

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.2	94.2
Male	84.6	91.5
Black or African American	*	*
Hispanic or Latino	*	*
White	87.8	93.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.6	*
Students with Disabilities	63.6	*
District	85.8	92.9
State	72.0	88.5

⁵College 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.

⁶College 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 2016-17

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.8	75	47.8	50	95.7	67.1
	High Needs Students	57.5	75	38.4	50	76.7	55.9
Math Performance Index	All Students	68.8	75	45.8	50	91.7	62.2
	High Needs Students	52.6	75	35.1	50	70.2	50.5
Science Performance	All Students	59.7	75	39.8	50	79.6	55.3
	High Needs Students	46.9	75	31.3	50	62.5	45.2
ELA Academic Growth	All Students	56.4%	100%	56.4	100	56.4	55.4%
	High Needs Students	50.8%	100%	50.8	100	50.8	49.8%
Math Academic Growth	All Students	73.3%	100%	73.3	100	73.3	61.7%
	High Needs Students	59.4%	100%	59.4	100	59.4	53.7%
Chronic Absenteeism	All Students	11.8%	<=5%	36.4	50	72.9	9.9%
	High Needs Students	19.8%	<=5%	20.4	50	40.9	15.8%
Preparation for CCR	% Taking Courses	69.4%	75%	46.3	50	92.6	70.7%
	% Passing Exams	54.9%	75%	36.6	50	73.2	43.5%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.8%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.9%	94%	97.8	100	97.8	82.0%
Postsecondary Entrance (Class of 2016)		85.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.4% 47.2%	75%	31.5	50	62.9	92.0% 51.6%
Arts Access		50.8%	60%	42.3	50	84.6	50.5%
Accountability Index				1039.4	1350	77.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	57.5	17.5	16.7	
Math Performance Index Gap	74.0	52.6	21.4	18.7	
Science Performance Index Gap	63.2	46.9	16.4	16.6	
Graduation Rate Gap	94.0%	91.9%	2.1%	12.0%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	98.7
Math	All Students	99.1
	High Needs Students	98.7
Science	All Students	99.6
	High Needs Students	98.7

³Minimum 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: 45.5

State: 50.2

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 2016-17

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 adopted annually by the Berlin Board of Education and supported by measurable building goals, which are enhanced 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 an area of concern. 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. Common procedures are implemented at all schools based on the cumulative number of absences over a given period of time.

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. Berlin Public Schools 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 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. Throughout the district, 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 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 including the website, Blackboard Connect and monthly newsletters to ensure that all interested parents have access to events and happenings occurring throughout the school 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 meetings held by the superintendent of schools. The district holds a yearly preschool screening for students between the ages of 2 -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 94 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 2016-17

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.