

STRATEGIC SCHOOL PROFILE 2012-13**Berlin School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 18,215

1990-2000 Population Growth: 8.5%

Number of Public Schools: 5

Per Capita Income in 2000: \$27,744

Percent of Adults without a High School Diploma in 2000*: 13.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.0%

District Enrollment as % of Estimated. Student Population: 92.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 2,972
5-Year Enrollment Change -9.0%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	397	13.4	17.8	36.7
K-12 Students Who Are Not Fluent in English	71	2.4	2.5	5.8
Students Identified as Gifted and/or Talented	0	0.0	4.3	3.8
PK-12 Students Receiving Special Education Services in District	300	10.1	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	146	86.9	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	50	11.4	14.8	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	102	3.4
Black	53	1.8
Hispanic	240	8.1
Pacific Islander	1	0.0
White	2,487	83.7
Two or more races	88	3.0
Total Minority	485	16.3

Percent of Minority Professional Staff: 1.4%

Open Choice:

91 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

8.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 23.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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 100 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 our offering 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	63.2	56.9	46.3	
Writing	66.8	60.0	49.1	
Mathematics	73.5	61.4	60.2	
Grade 4 Reading	66.0	62.6	41.1	
Writing	71.5	63.0	56.3	
Mathematics	63.6	65.1	31.6	
Grade 5 Reading	78.4	66.9	58.4	
Writing	77.2	65.6	65.8	
Mathematics	77.9	69.2	50.3	
Science	67.0	62.3	39.1	
Grade 6 Reading	81.9	73.3	50.3	
Writing	76.7	65.1	59.4	
Mathematics	74.3	67	47.0	
Grade 7 Reading	91.9	78.9	81.6	
Writing	79.0	64.9	72.8	
Mathematics	83.0	65.4	74.7	
Grade 8 Reading	88.5	76.2	70.9	
Writing	81.0	67.2	61.0	
Mathematics	81.5	65.0	69.8	
Science	75.7	60.4	61.0	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	65.0	48.5	65.2	
Writing Across the Disciplines	78.3	62.1	68.2	
Mathematics	67.1	52.4	65.2	
Science	63.8	48.8	61.7	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	62.6	51.1	75.4

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		87.6	78.5	
Average Score	Mathematics	526	503	67.7
	Critical Reading	502	499	45.1
	Writing	516	504	54.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	94.7	84.8	74.3
2011-12 Annual Dropout Rate for Grade 9 through 12	1.0	2.1	32.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	82.6
% Employed (Civilian Employment and in Armed Services)	6.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	204.90
Paraprofessional Instructional Assistants	20.40
Special Education	
Teachers and Instructors	34.10
Paraprofessional Instructional Assistants	44.60
Library/Media Specialists and/or Assistants	9.73
Staff Devoted to Adult Education	1.15
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	12.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.30
Counselors, Social Workers, and School Psychologists	16.87
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	130.00

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	89.3	81.6	79.8

Average Class Size	District	DRG	State
Grade K	15.3	17.5	18.9
Grade 2	19.8	19.4	19.8
Grade 5	19.8	21.2	21.3
Grade 7	18.9	20.1	20.2
High School	20.7	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	999	995	999
Middle School	1,044	1,028	1,029
High School	1,048	1,000	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.3	2.7	2.7
Middle School	1.7	2.2	2.1
High School	1.5	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$22,630	\$7,503	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,235	\$409	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$967	\$321	\$475	\$397	\$471
Student Support Services	\$3,946	\$1,308	\$949	\$919	\$950
Administration and Support Services	\$4,481	\$1,486	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$6,165	\$2,044	\$1,466	\$1,499	\$1,459
Transportation	\$2,195	\$703	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$1,851	N/A	N/A	N/A	N/A
Other	\$881	\$292	\$170	\$176	\$170
Total	\$44,350	\$14,219	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,083	\$359	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,487,777	19.1	22.0	21.8

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	80.1	17.5	2.4	0.0
Excluding School Construction	81.0	16.5	2.5	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It has been the practice of the Berlin Board of Education and its central office administration that each school in the district should have comparable resources while recognizing factors such as equipment and specialized supply needs at the secondary school are inherently more costly in nature. The proposed budget for our school district is created by our administrators in the late fall. It is built on the assumption that our three elementary schools would receive a fixed amount for each student enrolled in the school. This would “guarantee” an equitable allocation of resources among our 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 our 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 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	299
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	39	1.3	1.4	1.3
Learning Disability	90	3.0	3.6	4.0
Intellectual Disability	4	0.1	0.3	0.4
Emotional Disturbance	16	0.5	0.9	1.0
Speech Impairment	79	2.6	2.1	2.0
Other Health Impairment*	58	1.9	2.4	2.4
Other Disabilities**	13	0.4	1.0	1.0
Total	299	9.8	11.8	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	82.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	30.5	34.5	78.6	69.2
	Writing	23.3	19.9	75.6	64.4
	Mathematics	18.8	29.0	75.6	65.5
	Science	17.3	21.3	71.6	61.3
CAPT	Reading Across the Disciplines	36.4	15.7	65.0	48.5
	Writing Across the Disciplines	21.4	16.7	78.3	62.1
	Mathematics	13.0	16.8	67.1	52.4
	Science	19.2	14.6	63.8	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	18.0
	% With Accommodations	82.0
CAPT	% Without Accommodations	16.1
	% With Accommodations	83.9
% Assessed Using Skills Checklist		8.5

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	0.7
Private Schools or Other Settings	22	7.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	203	67.9	74.7	72.0
40.1 to 79.0 Percent of Time	72	24.1	16.4	16.4
0.0 to 40.0 Percent of Time	24	8.0	8.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Berlin Public School District is committed to a continuous improvement process. Within this 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. This year, the area of focus at the elementary level was the Reader's Workshop as the adopted instructional delivery model for reading instruction. At the secondary level, we continue to focus on varying instructional delivery models to ensure effective instruction for all students. Each year, district administration presents an annual testing report to the Board of Education on student performance focusing on the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT) and the Scholastic Assessment Test (SAT). The 2013 CMT and CAPT results reflected exceptionally high participation rates (100%) and continued strong performance in both math and reading. The 8th grade CMT performance, as denoted by the number of students performing at or above goal, was 81.5% in math, 88.5% in reading, 82.2% in writing and 81% in science. The CAPT performance, as denoted by the number of students performing at or above goal, was 67.1% in math, 65% in reading, 78.3% in writing and 63.8% in science. The math and science scores represent the largest percentage of students performing at or above goal since the inception of the test. The district's overall performance continues to improve in many content areas, grade levels and among subgroups. 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. A systemwide effort to evaluate student performance takes place throughout the school year. The analysis includes work with individual schools and grade levels within each school. Individual schools have instituted various professional learning communities and instructional support programs to assist in the analysis of student performance data and to help teachers use data to inform instruction. The decisions on instructional and resource allocations are made collaboratively utilizing a scientific research-based intervention model. Administrators have identified grade-level benchmark assessments and regular monitoring systems for the purpose of ongoing identification and intervention of students in need. Many efforts are underway to improve student learning. Those impacting all staff include the alignment and revision of curriculum with the Common Core State Standards, the necessary preparation for the SBAC assessment and the implementation of the new evaluation plan. Teachers, departments, schools and the district are utilizing student performance data to identify areas in need of improvement. 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. Vertical teams for math, science, language arts, social studies and technology, comprised of general and special education teachers, ensure consistency and continuity of instruction in grades K-12. The district continues to implement the instructional rounds process as a data-gathering tool linked to school improvement. Job-embedded professional development is coordinated to focus on effective instructional strategies and instructional models. Increased learning opportunities are provided for students through numerous new high school courses and after-school programs at all levels. Comprehensive, districtwide summer reading programs have been established in conjunction with the Berlin-Peck Memorial Library. Districtwide use of data systems will continue to create a common, viable, standards-based curriculum for all students.
