

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



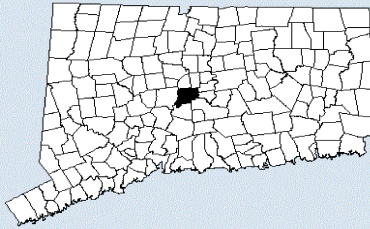
Berlin School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,879
Per Pupil Expenditures ¹	\$15,425
Total Expenditures ¹	\$46,983,664

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,349	46.9	48.3
Male	1,530	53.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	86	3.0	4.9
Black or African American	65	2.3	12.8
Hispanic or Latino	264	9.2	23.0
Pacific Islander	*	*	0.0
Two or More Races	80	2.8	2.7
White	2,378	82.6	55.9
English Learners	65	2.3	6.4
Eligible for Free or Reduced-Price Meals	433	15.0	38.0
Students with Disabilities ¹	342	11.9	13.7

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	50	3.8	16	1.2
Male	53	3.5	74	4.8
Black or African American	7	11.1	*	*
Hispanic or Latino	27	10.7	22	8.6
White	65	2.8	60	2.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	11.8	35	7.9
Students with Disabilities	38	11.4	34	8.3
District	103	3.7	90	3.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 38

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	200.6
Paraprofessional Instructional Assistants	25.3
Special Education	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	57.3
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	15.8
Library/Media	
Specialists (Certified)	4.6
Support Staff	5.0
Instructional Specialists Who Support Teachers	10.2
Counselors, Social Workers and School Psychologists	16.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	103.7

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	3.5
Hispanic or Latino	3	1.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	285	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.4

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	*	*	*	*
Hispanic or Latino	*	*	7	*
White	119	61.0	183	84.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	13	40.6	17	54.8
Students with Disabilities	*	*	11	35.5
District	139	58.2	209	80.7
State		61.2		73.9

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	20	55.6
Emotional Disturbance	9	37.5
Intellectual Disability	*	*
Learning Disability	78	72.2
Other Health Impairment	35	66.0
Other Disabilities	*	*
Speech/Language Impairment	56	83.6
District	205	65.5
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.3	1.6
Emotional Disturbance	24	0.8	1.0
Intellectual Disability	7	0.2	0.5
Learning Disability	108	3.7	4.6
Other Health Impairment	57	1.9	2.8
Other Disabilities	27	0.9	1.0
Speech/Language Impairment	74	2.5	1.9
All Disabilities	335	11.4	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,529,251	8,125	9,387
Instructional Supplies and Equipment	981,028	339	318
Improvement of Instruction and Educational Media Services	1,754,985	606	541
Student Support Services	4,781,649	1,651	1,048
Administration and Support Services	4,710,563	1,627	1,790
Plant Operation and Maintenance	5,597,824	1,933	1,608
Transportation	2,436,676	787	845
Costs of Students Tuitioned Out	2,047,913	N/A	N/A
Other	1,143,775	395	194
Total	46,983,664	15,425	15,762

Additional Expenditures

Land, Buildings, and Debt Service	14,934,882	5,157	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,099,197	44.8	35.1
Noncertified Personnel	1,483,362	16.2	14.5
Purchased Services	279,039	3.0	5.5
Tuition to Other Schools	1,699,644	18.6	21.6
Special Ed. Transportation	742,424	8.1	8.3
Other Expenditures	852,406	9.3	15.0
Total Expenditures	9,156,072	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.4	80.9
State	33.8	16.9
Federal	1.6	2.2
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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	46	75.9	46	73.4	17	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	132	63.7	131	54.9	61	52.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	49	77.0	49	72.9	13	*
White	1272	73.8	1269	67.6	568	63.6
English Learners	46	59.8	46	57.0	11	*
Non-English Learners	1482	73.2	1478	66.8	662	62.7
Eligible for Free or Reduced-Price Meals	183	61.6	183	53.7	96	52.8
Not Eligible for Free or Reduced-Price Meals	1345	74.3	1341	68.2	577	64.0
Students with Disabilities	197	53.7	195	44.8	93	44.5
Students without Disabilities	1331	75.6	1329	69.6	580	65.3
High Needs	353	59.3	351	51.8	164	49.9
Non-High Needs	1175	76.8	1173	70.9	509	66.4
District	1528	72.8	1524	66.5	673	62.4

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			
Grade 4			
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	94.7	80.1	85.5	85.7	768	86.5
Curl Up	89.4	87.4	85.5	91.6	768	88.5
Push Up	89.9	71.2	78.0	66.0	768	76.0
Mile Run/PACER	85.6	82.7	75.8	71.4	768	78.8
All Tests - District	72.9	52.9	52.2	49.3	768	56.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	81.8	.		.
Students with Disabilities	32	78.1	91.1	No	91.4
District	210	93.8	93.9	No	93.9
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.5	126	53.2
Male	95.4	112	42.9
Black or African American	*	0	*
Hispanic or Latino	84.4	*	*
White	97.1	210	51.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.7	12	19.0
Students with Disabilities	*	0	*
District	96.4	238	47.8
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.7	95.1
Male	79.0	88.0
Black or African American	*	*
Hispanic or Latino	*	*
White	84.2	93.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	75.0
Students with Disabilities	63.0	*
District	83.7	91.6
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.8	75	48.5	50	97.0	67.7
	High Needs Students	59.3	75	39.5	50	79.0	56.7
Math Performance Index	All Students	66.5	75	44.3	50	88.6	61.4
	High Needs Students	51.8	75	34.5	50	69.0	49.9
Science Performance Index	All Students	62.4	75	41.6	50	83.2	57.5
	High Needs Students	49.9	75	33.3	50	66.6	47.0
ELA Academic Growth	All Students	72.9%	100%	72.9	100	72.9	63.8%
	High Needs Students	67.7%	100%	67.7	100	67.7	58.3%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	65.0%
	High Needs Students	57.4%	100%	57.4	100	57.4	57.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	9.3%	<=5%	41.4	50	82.8	15.6%
Preparation for CCR	% Taking Courses	69.9%	75%	46.6	50	93.2	67.6%
	% Passing Exams	47.8%	75%	31.9	50	63.7	40.7%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.8%	94%	99.8	100	99.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.5%	94%	92.1	100	92.1	78.6%
Postsecondary Entrance (Class of 2015)		83.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.4% 56.6%	75%	37.8	50	75.5	89.2% 50.5%
Arts Access		50.1%	60%	41.8	50	83.5	47.5%
Accountability Index				1097.4	1350	81.3	

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	59.3	15.7	16.5	
Math Performance Index Gap	70.9	51.8	19.1	18.9	
Science Performance Index Gap	66.4	49.9	16.5	17.2	
Graduation Rate Gap	94.0%	86.5%	7.5%	15.3%	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	99.2
	High Needs Students	97.9
Math	All Students	99.0
	High Needs Students	97.3
Science	All Students	99.4
	High Needs Students	98.3

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: 57.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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. 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 focused, ongoing, individual job-embedded professional development related to individual, team, school and district goals.

Student truancy has not been a 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 with set procedures being initiated based on the cumulative number of absences over a given period of time.

We regularly look at data to inform our decisions regarding allocation of resources, instructional decisions and implementation of interventions. These efforts lead to 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. 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. The programming has been strengthened by the district 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 recognize that parent partnerships are a vital piece of the school district's success, and to support this belief, system-wide efforts to increase parental involvement are taking place at all levels. Throughout the district, 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 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 105 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.

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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 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.