

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Berlin High School Berlin School District

860-828-6577 • <http://www.berlinschools.org>

School Information

Grade Range **9-12**
Enrollment **899**

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	412	45.8	47.8
Male	487	54.2	52.2
American Indian or Alaska Native	0	0.0	*
Asian	35	3.9	3.5
Black or African American	23	2.6	*
Hispanic or Latino of any race	93	10.3	11.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	24	2.7	2.9
White	724	80.5	79.8
English Learners	6	0.7	2.9
Eligible for Free or Reduced-Price Meals	168	18.7	20.8
Students with Disabilities ¹	94	10.5	14.3

¹Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.
NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the school identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	21	5.1	11	2.6
Male	19	4.0	41	8.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	15.3	14	14.7
White	21	2.9	32	4.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	18	10.8	24	12.8
Students with Disabilities	16	17.2	21	20.6
School	40	4.5	52	5.7
District		3.9		4.8

Number of students in 2017-18 qualified as truant under state statute: 14

Number of school-based arrests: Fewer than 6

²A student is chronically absent if they miss 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.

³This column displays the 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	65.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	7.7
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
School Level	5.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	29.6

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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.4
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	1	1.1	0.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	87	98.9	99.3

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.9	10.1

Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1048
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:25 AM
End Time	02:10 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	16	80.0
White	118	70.2	173	90.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	52.4	24	75.0
Students with Disabilities	9	42.9	9	*
School	131	65.2	203	89.8
District		65.0		88.9

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	26	59.1
Other Health Impairment	10	*
Other Disabilities	0	0.0
Speech/Language Impairment	7	*
School	46	48.9
District		52.9

³This table includes students ages 6-21 with an IEP or services plan.

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	6	*	6	*	6	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	17	*	17	*	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	166	64.2	166	60.0	167	66.3
English Learners	9	*	9	*	9	*
Non-English Learners	189	63.2	189	59.3	189	66.6
Eligible for Free or Reduced-Price Meals	42	51.1	42	46.8	42	56.7
Not Eligible for Free or Reduced-Price Meals	156	65.5	156	61.6	156	68.1
Students with Disabilities	18	*	18	*	19	*
Students without Disabilities	180	64.5	180	61.0	179	67.9
High Needs	55	49.2	55	44.8	55	54.3
Non-High Needs	143	67.5	143	63.7	143	70.1
School	198	62.4	198	58.4	198	65.7

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	32	
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	91.5	213	91.5
Curl Up	N/A	N/A	N/A	90.6	213	90.6
Push Up	N/A	N/A	N/A	85.9	213	85.9
Mile Run/PACER	N/A	N/A	N/A	70.9	213	70.9
All Tests - School	N/A	N/A	N/A	59.6	213	59.6
All Tests - District	77.4	52.2	55.9	59.6		60.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	19	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	45	93.3
Students with Disabilities	22	86.4
School	211	96.2
District		94.0

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	112	60.2
Male	99.6	137	56.8
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	10	27.0
White	99.2	220	61.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.6	25	33.8
Students with Disabilities	91.7	*	*
School	99.3	249	58.3
District	97.7		56.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	92.2	96.3
Male	79.2	92.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.9	95.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.9	81.3
Students with Disabilities	44.8	*
School	85.6	94.5
District	84.8	94.5

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

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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	62.4	75	124.9	150	83.2	67.7
	High Needs Students	49.2	75	98.5	150	65.6	58.1
Math Performance Index	All Students	58.4	75	116.9	150	77.9	63.1
	High Needs Students	44.8	75	89.6	150	59.7	52.7
Science Performance Index	All Students	65.7	75	87.6	100	87.6	63.8
	High Needs Students	54.3	75	72.5	100	72.5	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	11.3%	<=5%	37.4	50	74.8	16.1%
Preparation for CCR	% Taking Courses	78.2%	75%	50.0	50	100.0	80.0%
	% Passing Exams	58.3%	75%	38.9	50	77.8	42.6%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.2%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.7%	94%	95.4	100	95.4	83.3%
Postsecondary Entrance (Class of 2018)		85.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		86.6% 59.6%	75%	19.9	50	39.7	96.4% 52.9%
Arts Access		40.9%	60%	34.1	50	68.1	51.9%
Accountability Index				1165.5	1450	80.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	67.5	49.2	18.3	15.3	
Math Performance Index Gap	63.7	44.8	18.9	17.4	
Science Performance Index Gap	70.1	54.3	15.7	16.3	
Graduation Rate Gap	94.0%	89.7%	4.3%	8.0%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

³Minimum participation standard is 95%.