

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Berlin School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,803
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data for 2017-18 will be added later this year.



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 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 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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,340	47.8	48.4
Male	1,463	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	98	3.5	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	317	11.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	81	2.9	3.6
White	2,236	79.8	52.4
English Learners	81	2.9	7.6
Eligible for Free or Reduced-Price Meals	584	20.8	42.1
Students with Disabilities ³	400	14.3	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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 district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	55	4.2	32	2.3
Male	53	3.7	104	7.0
Black or African American	*	*	13	18.1
Hispanic or Latino of any race	35	11.3	43	13.3
White	58	2.6	77	3.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	9.6	65	10.2
Students with Disabilities	38	9.4	58	12.7
District	108	3.9	136	4.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 54

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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	191.5
Paraprofessional Instructional Assistants	26.6
Special Education	
Teachers and Instructors	36.7
Paraprofessional Instructional Assistants	73.1
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	13.4
Library/Media	
Specialists (Certified)	4.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	105.2

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

	District		State
	Count	Percent of Total (%)	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	3.8
Hispanic or Latino of any race	1	0.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	282	99.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.0

Instruction and Resources

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	*	*	17	77.3
White	121	70.8	178	90.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	51.1	24	70.6
Students with Disabilities	12	48.0	15	62.5
District	134	65.0	209	88.9
State		74.5		85.2

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	14	36.8
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	80	59.3
Other Health Impairment	44	67.7
Other Disabilities	*	*
Speech/Language Impairment	45	62.5
District	192	52.9
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.5	1.9
Emotional Disturbance	18	0.6	1.1
Intellectual Disability	11	0.4	0.5
Learning Disability	137	4.8	5.5
Other Health Impairment	66	2.3	3.2
Other Disabilities	34	1.2	1.1
Speech/Language Impairment	81	2.8	1.8
All Disabilities	389	13.7	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	3.6	8.2
Private Schools or Other Settings	20	5.1	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

NOTE: Expenditure data for 2017-18 will be added later this year.

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services			
Instructional Supplies and Equipment			
Improvement of Instruction and Educational Media Services			
Student Support Services			
Administration and Support Services			
Plant Operation and Maintenance			
Transportation			
Costs of Students Tuitioned Out			
Other			
Total			
Additional Expenditures			
Land, Buildings, and Debt Service			

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel			
Noncertified Personnel			
Purchased Services			
Tuition to Other Schools			
Special Ed. Transportation			
Other Expenditures			
Total Expenditures			

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local		
State		
Federal		
Tuition & Other		

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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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	76.4	46	81.1	22	76.6
Black or African American	*	*	*	*	14	*
Hispanic or Latino of any race	167	58.5	167	55.6	69	55.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	76.4	33	78.8	14	*
White	1,169	72.9	1,167	71.5	535	69.7
English Learners	87	60.5	87	60.3	33	59.5
Non-English Learners	1,361	71.7	1,359	70.3	622	68.5
Eligible for Free or Reduced-Price Meals	304	61.2	303	59.0	143	58.9
Not Eligible for Free or Reduced-Price Meals	1,144	73.7	1,143	72.5	512	70.6
Students with Disabilities	220	51.0	220	45.7	99	49.0
Students without Disabilities	1,228	74.6	1,226	74.0	556	71.5
High Needs	470	59.8	470	57.1	211	58.0
Non-High Needs	978	76.4	976	75.8	444	72.9
District	1,448	71.0	1,446	69.7	655	68.1

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	34	32
National Public	34	32	36	
MATH				
Connecticut	45	39	40	33
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	95.8	71.2	79.8	91.5	846	84.3
Curl Up	92.6	87.8	86.6	90.6	846	89.2
Push Up	84.7	74.6	75.2	85.9	846	79.9
Mile Run/PACER	88.9	87.8	76.1	70.9	846	80.5
All Tests - District	77.4	52.2	55.9	59.6	846	60.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

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	27	70.4
District	216	94.0
State		88.3

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	97.9	112	59.3
Male	97.6	137	54.4
Black or African American	*	*	*
Hispanic or Latino of any race	97.5	10	25.0
White	97.6	220	59.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.7	25	31.6
Students with Disabilities	79.6	*	*
District	97.7	249	56.5
State	95.9		42.6

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

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.

Copyright © 2019 ACT, Inc. www.act.org

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	77.8	92.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.4	95.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.4	81.3
Students with Disabilities	41.9	*
District	84.8	94.5
State	70.9	87.8

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	71.0	75	47.4	50	94.7	67.7
	High Needs Students	59.8	75	39.9	50	79.8	58.1
Math Performance Index	All Students	69.7	75	46.5	50	92.9	63.1
	High Needs Students	57.1	75	38.1	50	76.1	52.7
Science Performance Index	All Students	68.1	75	45.4	50	90.7	63.8
	High Needs Students	58.0	75	38.6	50	77.3	54.2
ELA Academic Growth	All Students	55.5%	100%	55.5	100	55.5	59.9%
	High Needs Students	53.8%	100%	53.8	100	53.8	55.1%
Math Academic Growth	All Students	65.2%	100%	65.2	100	65.2	62.5%
	High Needs Students	64.3%	100%	64.3	100	64.3	55.2%
Progress Toward English Proficiency	Literacy	63.2%	100%	31.6	50	63.2	60.0%
	Oral	67.4%	100%	33.7	50	67.4	52.1%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	8.4%	<=5%	43.1	50	86.2	16.1%
Preparation for CCR	% Taking Courses	77.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	56.5%	75%	37.6	50	75.3	42.6%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.8%	94%	95.6	100	95.6	83.3%
Postsecondary Entrance (Class of 2018)		84.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.0% 60.8%	75%	40.5	50	81.0	96.4% 52.9%
Arts Access		41.2%	60%	34.3	50	68.6	51.9%
Accountability Index				1161.0	1450	80.1	

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	75.0	59.8	15.2	15.4	
Math Performance Index Gap	75.0	57.1	17.9	17.6	
Science Performance Index Gap	72.9	58.0	14.9	16.1	
Graduation Rate Gap	94.0%	89.8%	4.2%	11.1%	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	98.1
	High Needs Students	98.0
Math	All Students	98.1
	High Needs Students	98.0
Science	All Students	97.8
	High Needs Students	97.3

³Minimum participation standard is 95%.

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

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: * **State: 51.5**

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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. In August, 2019, the district administration developed a new format for district improvement planning. Three core goals/areas of focus were identified: . **PURPOSE:** Build shared understanding of and commitment to student achievement of the Berlin Learner Outcomes. **PASSION:** Cultivate a strong learning culture for both educators and students. **PRIDE:** Enhance community partnerships to support student learning. The administration collaboratively developed a detailed continuous improvement plan, with action steps in four categories: learning environments, learning partnerships, leveraging digital, and pedagogical practices. The Berlin Board of Education reviewed and adopted this plan in October. Each of the five schools developed building-based plans in alignment with these district goals.

District efforts to address student truancy have included collaboration with the Department of Children and Families and Berlin Social Services. Berlin board policy 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. One particular strategy is the development of the Common Ground program at McGee Middle School, through which identified students have opportunities participate in recreational activities outside of the school day, providing an avenue for students to develop social relationships with caring adults and other students.

Berlin is 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 needs. Our Transition Academy, located on Main Street, provides community based services to 18-21 year olds. This year, a panel presentation was held at Berlin High School to provide parents of students with significant needs guidance on future planning. Representatives from the Department of Developmental Services, the Connecticut Council of Developmental Disabilities, a special needs planning attorney and a probate judge presented information on "Preparing for Life After Public Schools".

We recognize that parent partnerships are a vital piece of the school district's success. Parent volunteers are welcome at all schools and are considered a valuable resource. 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. .

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, with 128 Open Choice students enrolled in our five schools. Through Open Choice grant funding, the district provides late bus transportation so that students from the Open Choice Program can more easily participate in sports, clubs, and other extracurricular activities beyond the school day. The district offers after school academic support at McGee Middle School and Berlin High School. Many of our Open Choice students and their families spent time at the Berlin Fair, an annual community tradition, with complimentary admission for Open Choice students supported by the Berlin Lions Club. .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. This year, an after school faculty book club brought more than 30 Berlin educators together to discuss teaching social comprehension. Twenty Berlin educators and eight high school students attended the 4th annual conference on Dismantling Systemic Racism. A number of Berlin High students also participated in the CT Youth Forum, a regional effort to bring students from more than 35 high schools in the Greater Hartford region together to build bridges across communities.

Berlin High School has an active Unity Club, which supports "Be A Leader" Unity Teams. These are school-based teams of student leaders committed to the mission of creating a safe culture in schools. Through student-designed and student-led projects, Unity Teams help schools bring attention to and deal with bullying, teasing, harassment and the use of degrading language. Unity Team members participate in off site training, which includes team building exercises, cultural proficiency training and action planning. By developing an understanding of bias and bullying, Unity Team members are poised to share their learning with their peers in order to promote a positive school climate for all.

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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 is met, adjustments are 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 is then used at the two secondary schools. However, a different per student fixed amount is 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.