

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



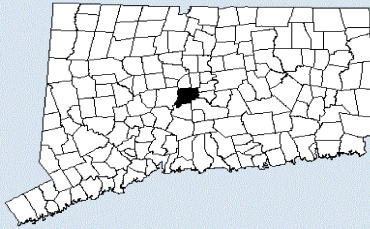
Berlin School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,909
Per Pupil Expenditures ¹	\$15,102
Total Expenditures ¹	\$46,860,082

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,347	46.3	48.3
Male	1,562	53.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	86	3.0	4.7
Black or African American	68	2.3	12.9
Hispanic or Latino	256	8.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	74	2.5	2.5
White	2,421	83.2	57.2
English Language Learners	67	2.3	6.3
Eligible for Free or Reduced-Price Meals	414	14.2	37.6
Students with Disabilities ¹	324	11.1	13.3

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	77	5.8	32	2.3
Male	94	6.1	67	4.2
Black or African American	10	14.9	12	17.6
Hispanic or Latino	44	16.6	31	11.6
White	110	4.7	54	2.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	83	20.0	47	10.4
Students with Disabilities	59	18.3	29	7.5
District	171	6.0	99	3.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 44

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	210.4
Paraprofessional Instructional Assistants	21.8
Special Education	
Teachers and Instructors	34.3
Paraprofessional Instructional Assistants	49.6
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	14.8
Library/Media	
Specialists (Certified)	4.6
Support Staff	4.9
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	106.6

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	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	0.0
White	295	98.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

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	6	*	12	*
White	145	69.7	161	84.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	50.0	18	56.3
Students with Disabilities	6	25.0	17	56.7
District	165	66.3	183	83.2
State		58.4		73.8

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	19	55.9
Emotional Disturbance	15	57.7
Intellectual Disability	*	*
Learning Disability	73	73.0
Other Health Impairment	37	69.8
Other Disabilities	*	*
Speech/Language Impairment	57	86.4
District	205	68.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	37	1.2	1.5
Emotional Disturbance	26	0.9	1.0
Intellectual Disability	6	0.2	0.5
Learning Disability	100	3.4	4.4
Other Health Impairment	53	1.8	2.6
Other Disabilities	23	0.8	1.0
Speech/Language Impairment	71	2.4	1.9
All Disabilities	316	10.6	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	5.1	8.1
Private Schools or Other Settings	15	4.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,332,208	7,909	9,134
Instructional Supplies and Equipment	1,570,577	532	334
Improvement of Instruction and Educational Media Services	1,263,609	428	498
Student Support Services	5,111,618	1,733	1,001
Administration and Support Services	4,587,408	1,555	1,694
Plant Operation and Maintenance	5,834,822	1,978	1,572
Transportation	2,328,866	746	813
Costs of Students Tuitioned Out	1,840,108	N/A	N/A
Other	990,866	336	186
Total	46,860,082	15,102	15,289

Additional Expenditures

Land, Buildings, and Debt Service	11,791,847	3,997	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,807,501	43.2	35.1
Noncertified Personnel	1,493,265	16.9	14.2
Purchased Services	410,259	4.7	5.2
Tuition to Other Schools	1,474,936	16.7	22.0
Special Ed. Transportation	699,750	7.9	8.6
Other Expenditures	934,762	10.6	14.9
Total Expenditures	8,820,473	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.9	80.9
State	32.4	17.0
Federal	1.6	2.0
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	45	73.6	45	69.9	23	69.3
Black or African American	33	49.7	33	44.5	21	48.0
Hispanic or Latino	134	61.9	134	54.3	58	52.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	45	71.0	44	66.7	21	64.6
White	1322	69.9	1322	65.1	573	63.6
English Language Learners	47	61.7	47	57.2	7	*
Non-English Language Learners	1534	69.1	1533	64.2	690	62.6
Eligible for Free or Reduced-Price Meals	211	56.1	210	50.1	104	52.4
Not Eligible for Free or Reduced-Price Meals	1370	70.9	1370	66.1	593	64.2
Students with Disabilities	187	47.1	186	41.8	74	45.1
Students without Disabilities	1394	71.8	1394	66.9	623	64.5
High Needs	367	54.8	366	49.2	154	51.2
Non-High Needs	1214	73.2	1214	68.4	543	65.6
District	1581	68.9	1580	64.0	697	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			
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	94.5	76.6	89.9	88.9	877	87.6
Curl Up	94.5	85.6	93.1	96.5	877	92.4
Push Up	83.2	73.4	83.5	91.0	877	82.6
Mile Run/PACER	89.1	87.8	85.8	73.9	877	84.5
All Tests - District	73.9	51.4	68.8	63.8	877	64.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	38	89.5	.		.
Students with Disabilities	33	75.8	90.7	No	91.1
District	235	94.9	93.9	Yes	93.9
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	83.3	111	51.4
Male	76.7	94	37.2
Black or African American	*	0	*
Hispanic or Latino	35.3	*	*
White	84.2	185	46.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	44.1	8	11.8
Students with Disabilities	*	*	*
District	79.7	205	43.7
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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.

Copyright © 2015 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.1	99.2
Male	85.2	91.4
Black or African American	*	*
Hispanic or Latino	*	*
White	87.8	96.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	71.1	*
Students with Disabilities	74.3	*
District	88.1	95.8
State	72.6	88.8

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 first 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	68.9	75	91.9	100	91.9	67.9
	High Needs Students	54.8	75	73.1	100	73.1	56.7
Math Performance Index	All Students	64.0	75	85.3	100	85.3	59.3
	High Needs Students	49.2	75	65.7	100	65.7	47.8
Science Performance Index	All Students	62.4	75	83.2	100	83.2	56.5
	High Needs Students	51.2	75	68.3	100	68.3	45.9
Chronic Absenteeism	All Students	6.0%	<=5%	48.1	50	96.1	10.6%
	High Needs Students	15.8%	<=5%	28.4	50	56.7	17.3%
Preparation for CCR	% Taking Courses	74.2%	75%	49.5	50	98.9	66.1%
	% Passing Exams	43.7%	75%	29.1	50	58.3	37.3%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		94.9%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		96.8%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		88.1%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.2% 64.7%	75%	43.1	50	86.2	87.6% 51.0%
Arts Access		38.9%	60%	32.4	50	64.8	45.7%
Accountability Index				1048.0	1250	83.8	

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	73.2	54.8	18.3	17.3	
Math Performance Index Gap	68.4	49.2	19.2	19.6	
Science Performance Index Gap	65.6	51.2	14.4	17.2	
Graduation Rate Gap	94.0%	96.8%	-2.8%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.3
	High Needs Students	97.7
Math	All Students	99.3
	High Needs Students	97.5
Science	All Students	99.9
	High Needs Students	99.4

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: 51.0

State: 50.1

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 114 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.