

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



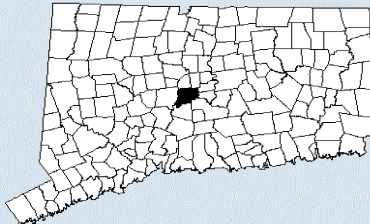
Berlin School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,715
Per Pupil Expenditures ¹	\$18,172
Total Expenditures ¹	\$51,754,070

¹ Expenditure data reflect the 2019-20 school 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 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,330	49.0	48.4
Male	1,385	51.0	51.5
American Indian or Alaska Native	*	*	0.3
Asian	97	3.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	318	11.7	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	93	3.4	4.0
White	2,132	78.5	49.9
English Learners	101	3.7	8.3
Eligible for Free or Reduced-Price Meals	631	23.2	42.7
Students with Disabilities ³	424	15.6	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	123	9.4	*	*
Male	136	9.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	81	25.2	9	2.7
White	145	7.0	24	1.1
English Learners	25	23.6	0	0.0
Eligible for Free or Reduced-Price Meals	144	24.4	18	2.6
Students with Disabilities	85	20.6	20	4.1
District	259	9.7	38	1.4
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 31

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2020-21

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	195.4
Paraprofessional Instructional Assistants	36.2
Special Education	
Teachers and Instructors	37.6
Paraprofessional Instructional Assistants	72.7
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	13.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.2
Counselors, Social Workers and School Psychologists	19.0
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	112.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	2	0.7	1.3
Black or African American	2	0.7	4.1
Hispanic or Latino of any race	1	0.4	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	281	97.9	89.9

¹ In 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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	7.3

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	14	66.7	21	80.8
White	146	84.9	197	92.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	29	78.4	43	87.8
Students with Disabilities	16	66.7	34	85.0
District	178	81.3	239	91.6
State		75.9		85.6

² College-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	16	32.7
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	89	61.4
Other Health Impairment	49	70.0
Other Disabilities	*	*
Speech/Language Impairment	59	71.1
District	223	55.9
State		67.9

³ This 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	52	1.9	2.1
Emotional Disturbance	19	0.7	1.1
Intellectual Disability	13	0.5	0.5
Learning Disability	146	5.3	5.8
Other Health Impairment	70	2.6	3.3
Other Disabilities	26	0.9	1.2
Speech/Language Impairment	90	3.3	1.9
All Disabilities	416	15.2	15.9

¹ This 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	3.4	8.3
Private Schools or Other Settings	27	6.5	4.8

² This 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).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$31,577,671	\$11,088	\$11,205
Support services - students	\$5,114,964	\$1,870	\$1,346
Support services - instruction	\$1,367,639	\$500	\$698
Support services - general administration	\$1,282,616	\$469	\$464
Support services - school based administration	\$2,339,784	\$855	\$1,037
Central and other support services	\$4,132,628	\$1,511	\$691
Operation and maintenance of plant	\$2,281,116	\$834	\$1,692
Student transportation services	\$2,872,507	\$1,261	\$1,159
Food services	\$61,311	\$22	\$21
Enterprise operations	\$723,835	\$265	\$151
Total	\$51,754,070	\$18,172	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,239,110	33.5	29.6
Instructional Aide Salaries	\$1,635,550	12.9	11.1
Other Salaries	\$1,085,894	8.6	9.5
Employee Benefits	\$1,510,025	11.9	13.5
Purchased Services Other Than Transportation	\$592,781	4.7	5.4
Special Education Tuition	\$2,229,000	17.6	22.5
Supplies	\$44,847	0.4	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,310,477	10.4	7.2
Equipment	\$4,136	0.0	0.2
All Other Expenditures	\$5,109	0.0	0.1
Total	\$12,656,929	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.5	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	81.3
State	15.3
Federal	1.7
Tuition & Other	1.7

⁴ Revenue 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).

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	25

¹ NAEP 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54	87.0
Students with Disabilities	35	62.9
District	208	92.8
State		88.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	107	47.3
Male	92.5	104	40.9
Black or African American	*	*	*
Hispanic or Latino	87.2	8	17.0
White	94.3	177	46.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	89.5	28	32.6
Students with Disabilities	67.2	*	*
District	93.8	211	44.0
State	85.0		36.0

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.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	88.0	94.6
Male	83.0	92.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.1	93.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.8	85.7
Students with Disabilities	68.2	*
District	85.1	93.3
State	67.4	84.9

³ College 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.

⁴ College 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	9.7%	<=5%	19.0%
	High Needs Students	20.2%	<=5%	30.2%
Preparation for CCR	% Taking Courses	86.9%	75%	80.6%
	% Passing Exams	44.0%	75%	36.0%
On-track to High School Graduation		97.3%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		92.8%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		91.3%	94%	85.2%
Postsecondary Entrance (Class of 2020)		85.1%	75%	67.4%
Arts Access		39.7%	60%	50.7%

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
Graduation Rate Gap	94.0%	91.3%	2.7%	9.8%	N

¹ If 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.

² If 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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Berlin School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Berlin Public School District is committed to a continuous improvement process. The administration has collaboratively developed a detailed continuous improvement plan, with action steps in four categories: learning environments, learning partnerships, leveraging digital, and pedagogical practices. Throughout the year, the administration conducted periodic reviews of the progress made in implementing the plan, and identified concrete actions taken to address various strategies in the plan. The Berlin Board of Education reviewed and adopted an updated version of the plan in October, 2020. 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. 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. While the pandemic greatly impacted our in-person, out of school activities, we are looking forward to the return of the Common Ground program at McGee Middle School, through which identified students have opportunities to 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 provides community based services to 18-21 year olds. This year, the Transition Academy will become the Central CT Transition Academy, as we will be partnering with Cromwell Public Schools to provide services to our students.

Recognizing that parent partnerships are a vital piece of the school district's success, we continue to welcome parent volunteers at all schools, who 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. This year, as a result of the COVID-19 pandemic, we worked diligently to provide ongoing communication to our families and to solicit feedback on our efforts, including strengths and areas for improvement, as we navigated providing in-person, hybrid, and distance learning opportunities to our students.

Information for families is posted on the district website.

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 working to become more responsive to concerns expressed by students, alumni, and community members regarding district equity efforts. These are some of the ways we have been addressing the issues of racism, tolerance, civil discourse and social justice.

— We launched an Equity and Social Justice Advisory Committee, bringing together parents, students, community members, and educators to learn more about equity issues and to provide feedback and ideas for district-wide improvements. At the end of the year, subcommittees were formed, including Curriculum, Recruitment and Retention, Professional Learning, School Culture and Opportunities, and Parent/Family Outreach.

— We have continued to support events during Black History month, including bulletin board displays and library displays.

— We have reviewed our Language Arts/English curricula and made changes to offer more diverse literature selections, as well as investing in the purchase of more diverse texts for classroom and school libraries.

— We are beginning to use the Social Justice Teaching Standards in curriculum development.

— The district sponsored a book club to read *Caste*, by Isabel Wilkerson.

— The district supported teacher attendance at a variety of outside professional learning sessions on culturally responsive schools, equity, and college admissions for students of color and restorative practices.

Our participation in the Open Choice Program is districtwide, with 120 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. Open Choice liaisons are in place at each school to provide an additional layer of support for students and families.

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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.