

STRATEGIC SCHOOL PROFILE 2007-08

High School Edition

Berlin High School**Berlin School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 1061
 5-Year Enrollment Change: 2.9%

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	57	5.4	9.3	23.8
Students Who Are Not Fluent in English	8	0.8	1.1	3.5
Students Identified as Gifted and/or Talented	1	0.1	6.2	4.6
Students with Disabilities	134	12.6	10.5	10.7
Juniors and Seniors Working 16 or More Hours Per Week	125	21.7	22.2	20.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.7	19.1	17.9
Biology I	17.2	20.4	18.6
English, Grade 10	23.2	20.2	18.4
American History	22.9	20.9	19.5

World Languages: Instruction was offered in the following world language(s): French, Russian, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	184	181
Total Hours per Year	1,023	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 20 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	19.8	28.7

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	23.0	22.8	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.0	91.9
Chemistry	87.2	70.1
4 or More Credits in Mathematics	87.2	63.7
3 or More Credits in Science	87.7	90.0
4 or More Credits in Social Studies	36.2	54.8
Credit for Level 3 or Higher in a World Language	36.2	58.7
2 or More Credits in Vocational Education	39.6	57.8
2 or More Credits in the Arts	41.7	39.8

Class of 2007

This school required more than the state minimum number of credits for graduation in health, physical education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	1.1	3.4
% of Gifted and/or Talented Students Who Received Services	0.0	51.0	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	56.7	73.9	72.0

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.3	3.1	2.7
% of Computers with Internet Access	100.0	98.9	99.5
% of Computers that are High or Moderate Power	81.3	96.7	96.8
# of Print Volumes Per Student*	19.0	16.2	15.6
# of Print Periodical Subscriptions	63	55	45

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		62.20
Paraprofessional Instructional Assistants		4.57
Special Education: Teachers and Instructors		13.00
Paraprofessional Instructional Assistants		14.48
Library/Media Specialists and Assistants		1.00
Administrators, Coordinators, and Department Chairs		4.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.80
Counselors, Social Workers, and School Psychologists		8.30
School Nurses		1.50
Other Staff Providing Non-Instructional Services and Support		27.45

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	14.5	13.9	13.8
% with Master's Degree or Above	75.3	72.8	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	11.5	9.0	8.9
% Assigned to Same School the Previous Year	76.6	77.1	76.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Berlin High School provides numerous opportunities throughout the year for parents to meet and work collaboratively with the high school staff.

- At the end of August, a freshmen orientation is held during which parents and incoming ninth grade students meet with school counselors, peer leaders, and administrators.
- In early September, the "Parent Back to School Night" provides parents the opportunity to meet each teacher on their child's schedule. Information specific to the courses is provided. Included in this information is the exchange of email addresses for the purpose of facilitating home-school communication.
- While a day in October is set aside for parent/teacher conferences, parents are encouraged to contact and/or meet with teachers at any time during the school year.
- In early February, parents of eighth grade students are invited to the school to meet with counselors, teachers and administrators in order to obtain information and better understand the academic and co-curricular activities and programs that the high school has to offer.

Other channels of communication with parents are provided through the Booster Club, Band Parents Association, Principal's Cabinet, and the Parent Link, a school newsletter that is sent periodically to parents.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	40	3.8
Black	6	0.6
Hispanic	19	1.8
White	995	93.8
Total Minority	66	6.2

Percent of Minority Professional Staff: 1.1

Open Choice: 1 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 8.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 17.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During the 2007-2008 school year, Berlin High School engaged in a number of activities to increase awareness of diversity and develop sensitivity to differences among people. Students were, once again, provided a number of assembly programs that focused on issues of diversity. Multi-media presentations dealt with issues of bullying, race relations, and gender issues. The "Looking in Theater" performed for ninth and tenth grade classes and elicited a high level of interest among our students by depicting several scenarios related to controversial issues of diversity. A special program was offered to the entire ninth grade class and their parents. The program's focus was on building positive and respectful student interactions among peers. The school's peer leadership Upbeat program continued to initiate programs designed to provide community services to students as well as citizens of Berlin. Upbeat initiated workshops for parents and teachers which were facilitated by representatives from the Anti-Defamation League (ADL). Members of the Upbeat diversity team participated in a statewide program held at Quinnipiac University designed to increase diversity awareness. As a result of this program, the team brought back programs that helped foster similar events at the local school level. The International Club focused on a study of Chinese and Japanese cultures throughout the school year. Their work culminated in a field trip to upper state New York where they visited Chinese and Japanese temples. As a result of our district's participation in the Choice program, whereby Hartford students may attend school in Berlin, the high school welcomed our first Choice students as they moved from McGee Middle School to Berlin High School.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	45.9	38.9	68.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	9	9.1
% of Grade 12 Students Tested	18.5	21.0
% of Exams Scored 3 or More*	62.8	71.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	57.1	45.5	68.1
Writing Across the Disciplines	71.0	57.9	68.5
Mathematics	65.1	50.1	73.5
Science	60.1	46.3	70.3

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	516	504	69.3
Critical Reading	496	502	52.0
Writing	503	503	58.1
% of Graduates Tested	92.8	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.1	92.6	43.9
Cumulative Four-Year Dropout Rate for Class of 2007	4.4	6.2	41.1
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	54.5

Activities of Graduates	School	State
% Pursuing Higher Education	89.4	83.4
% Employed, Civilian and Military	3.8	12.3

Student Attendance	School	State High Schools
% Present on October 1	96.2	94.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 102 students were responsible for these incidents. These students represent 9.6% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	7	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	10	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	62	0
School Policy Violations	281	0
Total	362	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Berlin High School is engaged in a variety of educational initiatives to improve student achievement. These include a school-wide focus on literacy, with each academic discipline committed to implementing instructional and assessment strategies to strengthen students' skills as critical readers and writers. Our school goal for the year has as its objective an increase in students' ability to respond effectively and accurately to non-fiction reading selections, to be measured by improved student performance on the reading portion of the Connecticut Academic Performance Test (CAPT) and on school-generated assessments.

Another initiative to improve student achievement is the systematic accumulation and analysis of student performance data in order to plan for, modify, and improve instruction to meet the needs of all students. Through the use of common formative assessments, teachers gather and review student performance data that indicate student learning and areas of continued need. As a result of a new seven-period schedule, academic departments have been provided with common planning time twice each week so that all teachers can participate in the analysis and discussion of student performance results. The ultimate purpose of this initiative is to improve instructional methods in order to improve student achievement.

An additional initiative aimed at student achievement is the on-going alignment of all course curricula with state and national subject-area standards and the consistent implementation of curricular goals throughout the school district, from kindergarten through grade twelve. Vertical teams have been established in the school district in the core academic areas, and a district-wide format and model for curriculum has been adopted. The consistent focus on discipline-specific skills and content in all earlier grades insures that students are ready for instruction at the appropriate level when they reach Berlin High School and that the proper foundation for student achievement and improved student learning has been laid.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Filename: SR005.DOC
Directory: J:\SSPbox\SSP Internet 2007-08
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 7-61
Subject:
Author: csde
Keywords:
Comments:
Creation Date: 12/2/2008 11:42 AM
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