

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Richard D. Hubbard School Berlin School District

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School Information

Grade Range **K-5**
Enrollment **238**

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](#)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	118	49.6	46.9
Male	120	50.4	53.1
American Indian or Alaska Native	0	0.0	*
Asian	*	*	3.0
Black or African American	*	*	2.3
Hispanic or Latino	38	16.0	9.2
Pacific Islander	0	0.0	*
Two or More Races	*	*	2.8
White	186	78.2	82.6
English Language Learners	16	6.7	2.3
Eligible for Free or Reduced-Price Meals	45	18.9	15.0
Students with Disabilities ¹	26	10.9	11.9

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	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
School	8	3.5	*	*
District		3.7		3.1

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

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	14.9
Paraprofessional Instructional Assistants	6.9
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
School Level	1.4
Library/Media	
Specialists (Certified)	0.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.2
Counselors, Social Workers and School Psychologists	1.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	4.0

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.3
Black or African American	0	0.0	0.3
Hispanic or Latino	0	0.0	1.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	25	100.0	98.3

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.6	8.9

Instruction and Resources

School Schedule

Days of Instruction	183
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	936
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:40 AM
End Time	03:25 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0.0
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
School	21	84.0
District		65.5

³Ages 6-21

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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	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	18	*	18	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	102	79.5	101	73.7	44	63.5
English Language Learners	10	*	10	*	*	*
Non-English Language Learners	118	78.2	117	72.1	*	*
Eligible for Free or Reduced-Price Meals	18	*	18	*	9	*
Not Eligible for Free or Reduced-Price Meals	110	80.3	109	74.2	46	63.8
Students with Disabilities	23	56.3	22	53.9	11	*
Students without Disabilities	105	81.6	105	75.2	44	63.0
High Needs	37	61.3	36	59.5	14	*
Non-High Needs	91	83.5	91	76.3	41	64.4
School	128	77.1	127	71.5	55	60.4

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	95.2	N/A	N/A	N/A	42	95.2
Curl Up	92.9	N/A	N/A	N/A	42	92.9
Push Up	85.7	N/A	N/A	N/A	42	85.7
Mile Run/PACER	85.7	N/A	N/A	N/A	42	85.7
All Tests - School	71.4	N/A	N/A	N/A	42	71.4
All Tests - District	72.9	52.9	52.2	49.3		56.6

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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Next Generation Accountability Results

These statistics are the 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	77.1	75	50.0	50	100.0	67.7
	High Needs Students	61.3	75	40.9	50	81.7	56.7
Math Performance Index	All Students	71.5	75	47.7	50	95.4	61.4
	High Needs Students	59.5	75	39.6	50	79.3	49.9
Science Performance Index	All Students	60.4	75	40.2	50	80.5	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	83.3%	100%	83.3	100	83.3	63.8%
	High Needs Students	72.3%	100%	72.3	100	72.3	58.3%
Math Academic Growth	All Students	87.0%	100%	87.0	100	87.0	65.0%
	High Needs Students	88.3%	100%	88.3	100	88.3	57.4%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	5.0%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 71.4%	75%	47.6	50	95.2	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				696.9	800	87.1	

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?					N
ELA Performance Index Gap	75.0	61.3	13.7	16.6	
Math Performance Index Gap	75.0	59.5	15.5	19.1	
Science Performance Index Gap	64.4	N/A	.	17.3	
Graduation Rate Gap	

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.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.2
	High Needs Students	97.4
Math	All Students	98.5
	High Needs Students	94.9
Science	All Students	98.2
	High Needs Students	.

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.