

**SCHOOL PROFILE AND PERFORMANCE REPORT  
FOR SCHOOL YEAR 2018–19**



**Richard D. Hubbard School  
Berlin School District**

860-828-4119 • <http://www.berlinschools.org>

**School Information**

Grade Range **K-5**  
Enrollment **220**

**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 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](http://edsight.ct.gov).

For district totals, please see the district profile.

\* 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 Enrollment**

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	119	54.1	47.8
Male	101	45.9	52.2
American Indian or Alaska Native	0	0.0	*
Asian	13	5.9	3.5
Black or African American	*	*	*
Hispanic or Latino of any race	32	14.5	11.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.9
White	163	74.1	79.8
English Learners	22	10.0	2.9
Eligible for Free or Reduced-Price Meals	62	28.2	20.8
Students with Disabilities <sup>1</sup>	28	12.7	14.3

<sup>1</sup>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.  
*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the school identify as non-binary.*

**Chronic Absenteeism and Suspension/Expulsion**

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino of any race	6	18.2	*	*
White	6	3.6	0	0.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	9	13.0	0	0.0
Students with Disabilities	*	*	0	0.0
School	14	6.2	*	*
District		3.9		4.8

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

<sup>2</sup>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.

<sup>3</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2018-19

## Richard D. Hubbard School

### Berlin School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	13.3
Paraprofessional Instructional Assistants	6.0
<b>Special Education</b>	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	4.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.6
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	1.2
School Nurses	1.5
Other Staff Providing Non-Instructional Services/Support	5.8

<sup>1</sup>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.

### Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.4
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	0	0.0	0.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	21	100.0	99.3

### Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.6	10.1

## Instruction and Resources

### School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	929
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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	21	91.3
District		52.9

<sup>3</sup>This table includes students ages 6-21 with an IEP or services plan.

# School Profile and Performance Report for School Year 2018-19

## Richard D. Hubbard School

### Berlin School District

## 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	*	*	*	*	*	*
Hispanic or Latino of any race	13	*	13	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	90	80.5	88	78.2	33	74.1
English Learners	14	*	14	*	*	*
Non-English Learners	97	78.1	95	75.3	*	*
Eligible for Free or Reduced-Price Meals	30	65.1	30	62.4	16	*
Not Eligible for Free or Reduced-Price Meals	81	81.5	79	79.1	29	74.6
Students with Disabilities	18	*	18	*	11	*
Students without Disabilities	93	80.6	91	78.1	34	75.4
High Needs	44	67.0	44	63.8	23	62.1
Non-High Needs	67	83.8	65	81.8	22	78.5
School	111	77.1	109	74.5	45	70.1

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.5	N/A	N/A	N/A	24	87.5
Curl Up	87.5	N/A	N/A	N/A	24	87.5
Push Up	87.5	N/A	N/A	N/A	24	87.5
Mile Run/PACER	87.5	N/A	N/A	N/A	24	87.5
All Tests - School	79.2	N/A	N/A	N/A	24	79.2
All Tests - District	77.4	52.2	55.9	59.6		60.8

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

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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	77.1	75	50.0	50	100.0	67.7
	High Needs Students	67.0	75	44.6	50	89.3	58.1
Math Performance Index	All Students	74.5	75	49.7	50	99.4	63.1
	High Needs Students	63.8	75	42.6	50	85.1	52.7
Science Performance Index	All Students	70.1	75	46.8	50	93.5	63.8
	High Needs Students	62.1	75	41.4	50	82.8	54.2
ELA Academic Growth	All Students	58.0%	100%	58.0	100	58.0	59.9%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.1%
Math Academic Growth	All Students	69.7%	100%	69.7	100	69.7	62.5%
	High Needs Students	65.5%	100%	65.5	100	65.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.2	10.4%
	High Needs Students	10.4%	<=5%	39.2	50	78.3	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3%   79.2%	75%	50.0	50	100.0	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>663.8</b>	<b>850</b>	<b>78.1</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.0	8.0	15.3	
Math Performance Index Gap	75.0	63.8	11.2	17.4	
Science Performance Index Gap	75.0	62.1	12.9	16.3	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	98.0
Math	All Students	99.1
	High Needs Students	98.0
Science	All Students	100.0
	High Needs Students	100.0

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

<sup>3</sup>Minimum participation standard is 95%.