

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Catherine M. McGee Middle School Berlin School District

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School Information

Grade Range 6-8
Enrollment 702

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 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	308	43.9	46.3
Male	394	56.1	53.7
American Indian or Alaska Native	0	0.0	*
Asian	24	3.4	3.0
Black or African American	17	2.4	2.3
Hispanic or Latino	65	9.3	8.8
Pacific Islander	0	0.0	*
Two or More Races	14	2.0	2.5
White	582	82.9	83.2
English Language Learners	10	1.4	2.3
Eligible for Free or Reduced-Price Meals	105	15.0	14.2
Students with Disabilities ¹	68	9.7	11.1

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	9	2.9	11	3.5
Male	12	3.1	45	11.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	19	27.9
White	13	2.2	30	5.1
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	10	10.4	26	23.8
Students with Disabilities	*	*	10	13.3
School	21	3.0	56	7.9
District		6.0		3.3

Number of students in 2013-14 qualified as truant under state statute: 3

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	53.0
Paraprofessional Instructional Assistants	0.9
Special Education	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	10.6
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.8

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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.4	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	70	98.6	98.3

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	96.1
School 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

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.3	8.9

Instruction and Resources

School Schedule

Days of Instruction	183
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1079
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:35 AM
End Time	02:20 PM

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	25	80.6
Other Health Impairment	9	*
Other Disabilities	0	0.0
Speech/Language Impairment	10	*
School	52	76.4
District		68.8

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	23	77.2	23	72.0	9	*
Black or African American	17	*	17	*	*	*
Hispanic or Latino	63	61.1	63	52.4	27	54.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	13	*	*	*
White	580	73.7	579	65.5	197	66.7
English Language Learners	10	*	10	*	*	*
Non-English Language Learners	687	72.5	685	64.2	*	*
Eligible for Free or Reduced-Price Meals	93	59.5	93	48.1	39	52.4
Not Eligible for Free or Reduced-Price Meals	604	74.1	602	66.4	203	67.5
Students with Disabilities	81	47.0	80	37.0	25	46.0
Students without Disabilities	616	75.5	615	67.5	217	67.2
High Needs	155	56.0	154	46.5	54	52.2
Non-High Needs	542	76.8	541	68.9	188	68.7
School	697	72.2	695	64.0	242	65.1

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	N/A	76.6	89.9	N/A	440	83.2
Curl Up	N/A	85.6	93.1	N/A	440	89.3
Push Up	N/A	73.4	83.5	N/A	440	78.4
Mile Run/PACER	N/A	87.8	85.8	N/A	440	86.8
All Tests - School	N/A	51.4	68.8	N/A	440	60.0
All Tests - District	73.9	51.4	68.8	63.8		64.7

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 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	72.2	75	96.3	100	96.3	67.9
	High Needs Students	56.0	75	74.7	100	74.7	56.7
Math Performance Index	All Students	64.0	75	85.3	100	85.3	59.3
	High Needs Students	46.5	75	62.0	100	62.0	47.8
Science Performance Index	All Students	65.1	75	86.7	100	86.7	56.5
	High Needs Students	52.2	75	69.6	100	69.6	45.9
Chronic Absenteeism	All Students	3.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.0%	<=5%	44.0	50	88.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.5% 60.0%	75%	40.0	50	80.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				658.7	800	82.3	

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	75.0	56.0	19.0	16.8	
Math Performance Index Gap	68.9	46.5	22.4	19.5	
Science Performance Index Gap	68.7	52.2	16.5	17.3	
Graduation Rate Gap	

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 100.0
	High Needs Students 100.0
Math	All Students 99.9
	High Needs Students 99.4
Science	All Students 100.0
	High Needs Students 100.0

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)