

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



## Myrtle H. Stevens School Rocky Hill School District

860-258-7751 • <http://www.rockyhillps.us/Stevens/Stevens.htm>

### School Information

Grade Range **PK-5**  
Enrollment **608**

### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	3

### 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	307	50.5	50.4
Male	301	49.5	49.6
American Indian or Alaska Native	*	*	*
Asian	113	18.6	31.0
Black or African American	*	*	3.2
Hispanic or Latino of any race	68	11.2	10.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	26	4.3	*
White	378	62.2	52.4
English Learners	67	11.0	8.6
Eligible for Free or Reduced-Price Meals	183	30.1	21.3
Students with Disabilities <sup>1</sup>	61	10.0	11.9

<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	16	5.5	0	0.0
Male	17	5.8	0	0.0
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	7	9.7	0	0.0
White	18	4.9	0	0.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	19	10.2	0	0.0
Students with Disabilities	*	*	0	0.0
School	33	5.7	0	0.0
District		6.1		2.4

**Number of students in 2017-18 qualified as truant under state statute: 0**

**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

## Myrtle H. Stevens School

### Rocky Hill School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	37.0
Paraprofessional Instructional Assistants	8.8
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	10.6
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.1

<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	1	1.9	0.4
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	1	1.9	3.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	52	96.3	96.5

### Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.8	6.2

## Instruction and Resources

### School Schedule

<b>Days of Instruction</b>	180
<b>Hours of Instruction Per Year</b>	
Grades 1-12 and Full-Day Kindergarten	987
Half/Extended Day Kindergarten	N/A

<b>School Hours for Students</b>	
Start Time	09:00 AM
End Time	03:35 PM

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	11	55.0
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
<b>School</b>	<b>34</b>	<b>69.4</b>
<b>District</b>		<b>65.6</b>

<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

## Myrtle H. Stevens School

### Rocky Hill 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	38	83.4	37	85.3	7	*
Black or African American	14	*	14	*	*	*
Hispanic or Latino of any race	34	68.0	34	62.3	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	198	77.5	198	75.8	64	70.9
English Learners	40	72.2	40	71.2	11	*
Non-English Learners	256	76.4	255	74.0	79	66.4
Eligible for Free or Reduced-Price Meals	81	68.0	81	65.5	27	61.3
Not Eligible for Free or Reduced-Price Meals	215	78.8	214	76.8	63	69.4
Students with Disabilities	41	54.7	41	47.3	15	*
Students without Disabilities	255	79.2	254	77.9	75	70.9
High Needs	129	66.5	129	63.6	42	59.5
Non-High Needs	167	83.0	166	81.5	48	73.5
School	296	75.8	295	73.7	90	66.9

### 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	85.4	N/A	N/A	N/A	96	85.4
Curl Up	85.4	N/A	N/A	N/A	96	85.4
Push Up	59.4	N/A	N/A	N/A	96	59.4
Mile Run/PACER	71.9	N/A	N/A	N/A	96	71.9
All Tests - School	45.8	N/A	N/A	N/A	96	45.8
All Tests - District	43.5	46.0	67.7	60.2		54.0

<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.

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

## Myrtle H. Stevens School

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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	75.8	75	50.0	50	100.0	67.7
	High Needs Students	66.5	75	44.3	50	88.7	58.1
Math Performance Index	All Students	73.7	75	49.1	50	98.2	63.1
	High Needs Students	63.6	75	42.4	50	84.7	52.7
Science Performance Index	All Students	66.9	75	44.6	50	89.3	63.8
	High Needs Students	59.5	75	39.6	50	79.3	54.2
ELA Academic Growth	All Students	74.7%	100%	74.7	100	74.7	59.9%
	High Needs Students	64.6%	100%	64.6	100	64.6	55.1%
Math Academic Growth	All Students	82.7%	100%	82.7	100	82.7	62.5%
	High Needs Students	75.4%	100%	75.4	100	75.4	55.2%
Progress Toward English Proficiency	Literacy	64.1%	100%	32.1	50	64.1	60.0%
	Oral	48.4%	100%	24.2	50	48.4	52.1%
Chronic Absenteeism	All Students	5.7%	<=5%	48.6	50	97.3	10.4%
	High Needs Students	8.2%	<=5%	43.6	50	87.2	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)		88.9%   45.8%	75%	15.3	50	30.6	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>731.2</b>	<b>950</b>	<b>77.0</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	66.5	8.5	15.3	
Math Performance Index Gap	75.0	63.6	11.4	17.4	
Science Performance Index Gap	73.5	59.5	14.0	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	99.7
	High Needs Students	99.3
Math	All Students	99.7
	High Needs Students	99.3
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%.