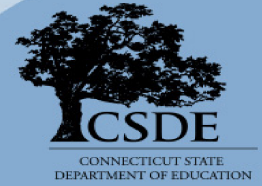


Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2022-23**



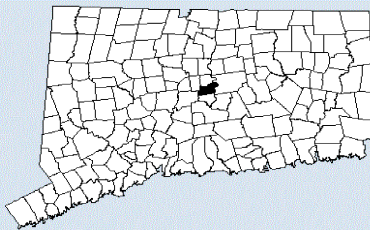
**Rocky Hill School District**

Dr. Mark Zito, Superintendent • 860-258-7701 • <http://www.rockyhillps.com/>

**District Information**

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,550
Per Pupil Expenditures <sup>1</sup>	\$19,065
Total Expenditures <sup>1</sup>	\$51,379,030

<sup>1</sup> Expenditure data reflect the 2021-22 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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**Notes**

Unless otherwise noted, all data are for 2022-23 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

**Students**

**October 1, 2022 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,278	50.1	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	740	29.0	5.2
Black or African American	97	3.8	12.5
Hispanic or Latino of any race	301	11.8	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	96	3.8	4.5
White	1,312	51.5	47.5
English Learners/Multilingual Learners	217	8.5	9.7
Eligible for Free or Reduced-Price Meals	501	19.6	42.4
Students with Disabilities <sup>3</sup>	371	14.5	17.1

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</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.

**Chronic Absenteeism and Suspension/Expulsion**

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	140	11.3	26	1.9
Male	124	10.1	69	5.1
Non-Binary	0	*	0	*
Black or African American	11	11.8	*	*
Hispanic or Latino of any race	56	19.7	28	8.7
White	131	10.2	48	3.6
English Learners/Multilingual Learners	25	10.7	*	*
Eligible for Free or Reduced-Price Meals	101	20.0	41	7.1
Students with Disabilities	73	20.9	26	5.9
District	264	10.7	95	3.5
State		20.0		7

**Number of students qualified as truant under state statute: 391**

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

<sup>4</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>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	184.7
Paraprofessional Instructional Assistants	22.3
<b>Special Education</b>	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	64.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.5
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.7
Instructional Specialists Who Support Teachers	11.5
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	124.7

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.1	1.3
Black or African American	1	0.4	4.6
Hispanic or Latino of any race	8	3.0	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	256	95.5	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	13.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	22	91.7	26	100.0
White	108	100.0	113	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	91.4	42	100.0
Students with Disabilities	21	95.5	33	97.1
District	175	96.2	180	99.4
State		86.5		94.2

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	25	41.7
Emotional Disability	6	*
Intellectual Disability	0	0
Learning Disability	114	75.0
Other Health Impairment	45	80.4
Other Disabilities	6	27.3
Speech/Language Impairment	19	73.1
District	215	64.4
State		68.6

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	66	2.5	2.4
Emotional Disability	*	*	1.0
Intellectual Disability	*	*	0.6
Learning Disability	152	5.9	6.3
Other Health Impairment	56	2.2	3.4
Other Disabilities	31	1.2	1.1
Speech/Language Impairment	34	1.3	1.9
<b>All Disabilities</b>	<b>357</b>	<b>13.8</b>	<b>16.7</b>

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	4.8	8.1
Private Schools or Other Settings	6	1.7	4.7

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$31,727,508	\$11,773	\$12,671
Support services - students	\$3,379,680	\$1,334	\$1,558
Support services - instruction	\$3,497,201	\$1,381	\$837
Support services - general administration	\$1,107,883	\$437	\$463
Support services - school based administration	\$2,751,930	\$1,086	\$1,133
Central and other support services	\$1,400,136	\$553	\$716
Operation and maintenance of plant	\$5,391,802	\$2,129	\$1,893
Student transportation services	\$2,122,889	\$915	\$1,464
Food services	.	.	\$5
Enterprise operations	.	.	\$186
<b>Total</b>	<b>\$51,379,030</b>	<b>\$19,065</b>	<b>\$20,165</b>

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,314,836	43.3	29.0
Instructional Aide Salaries	\$1,655,075	16.6	10.6
Other Salaries	\$516,952	5.2	10.1
Employee Benefits	\$1,389,722	14.0	13.1
Purchased Services Other Than Transportation	\$433,062	4.3	5.9
Special Education Tuition	\$1,003,255	10.1	21.8
Supplies	\$29,797	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$603,622	6.1	8.1
Equipment	\$12,078	0.1	0.2
All Other Expenditures	\$500	0.0	0.1
<b>Total</b>	<b>\$9,958,898</b>	<b>100.0</b>	<b>100.0</b>
<b>Percent of Total Expenditures Used for Special Education</b>		<b>19.4</b>	<b>24.9</b>

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	83.9
State	11.7
Federal	4.2
Tuition & Other	0.2

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	371	83.9	371	86.9	132	83.1
Black or African American	*	*	*	*	14	*
Hispanic or Latino of any race	141	63.3	141	59.1	65	60.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	49	71.3	48	67.1	14	*
White	663	74.1	663	70.5	286	74.9
English Learners/Multilingual Learners	165	69.9	165	68.5	46	60.8
Non-English Learners/Non-Multilingual Learners	1,105	76.4	1,104	74.3	468	76.2
Eligible for Free or Reduced-Price Meals	246	62.1	245	58.1	93	57.5
Not Eligible for Free or Reduced-Price Meals	1,024	78.7	1,024	77.3	421	78.7
Students with Disabilities	168	50.7	167	45.1	65	52.7
Students without Disabilities	1,102	79.3	1,102	77.9	449	78.1
High Needs	461	64.0	460	60.8	162	60.2
Non-High Needs	809	82.1	809	80.9	352	81.6
District	1,270	75.5	1,269	73.6	514	74.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	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, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### 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	93.0	92.9	92.6	86.4	749	91.3
Curl Up	81.7	83.3	80.9	86.4	753	83.0
Push Up	58.5	52.8	64.9	73.3	749	62.1
Mile Run/PACER	54.8	48.0	78.2	68.9	749	62.2
All Tests - District	38.6	34.7	51.1	52.8	742	44.1
All Tests - State	51.5	46.0	44.1	41.1		45.5

<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.

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2021-22	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	23	78.3
White	113	98.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	58	87.9
Students with Disabilities	24	70.8
District	180	94.4
State		88.9

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	127	64.8
Male	95.2	93	55.7
Non-Binary	N/A	N/A	N/A
Black or African American	*	6	*
Hispanic or Latino	94.0	19	38.0
White	98.2	136	61.5
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.5	26	33.8
Students with Disabilities	80.4	*	*
District	96.7	220	60.6
State	95.2		44.3

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</sup> Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	90.3	94.6
Male	67.0	93.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	33.3	*
White	80.4	95.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	64.3	85.7
Students with Disabilities	28.6	*
District	76.6	94.2
State	66.1	87.7

<sup>5</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### 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	75.5	75	50.0	50	100.0	63.9
	High Needs Students	64.0	75	42.7	50	85.3	54.1
Math Performance Index	All Students	73.6	75	49.1	50	98.1	59.7
	High Needs Students	60.8	75	40.5	50	81.0	48.9
Science Performance Index	All Students	74.9	75	49.9	50	99.8	61.6
	High Needs Students	60.2	75	40.1	50	80.2	51.1
ELA Academic Growth	All Students	64.8%	100%	64.8	100	64.8	57.2%
	High Needs Students	51.9%	100%	51.9	100	51.9	52.5%
Math Academic Growth	All Students	72.5%	100%	72.5	100	72.5	61.8%
	High Needs Students	60.1%	100%	60.1	100	60.1	55.5%
Progress Toward English Proficiency	Literacy	71.4%	100%	35.7	50	71.4	55.3%
	Oral	69.2%	100%	34.6	50	69.2	56.1%
Chronic Absenteeism	All Students	10.7%	<=5%	38.6	50	77.1	20.0%
	High Needs Students	16.4%	<=5%	27.2	50	54.5	28.5%
Preparation for CCR	% Taking Courses	97.8%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	60.6%	75%	40.4	50	80.8	44.3%
On-track to High School Graduation		89.2%	94%	47.5	50	94.9	82.4%
4-year Graduation All Students (2022 Cohort)		94.4%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		90.1%	94%	95.9	100	95.9	85.6%
Postsecondary Entrance (Class of 2022)		76.6%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		94.8%   44.1%	75%	29.4	50	58.8	93.0%   45.5%
Arts Access		50.1%	60%	41.8	50	83.6	54.5%
<b>Accountability Index</b>				<b>1162.7</b>	<b>1450</b>	<b>80.2</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	64.0	11.0	16.6	
Math Performance Index Gap	75.0	60.8	14.2	18.0	
Science Performance Index Gap	75.0	60.2	14.8	17.8	
Graduation Rate Gap	94.0%	90.1%	3.9%	8.7%	N

<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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.5
	High Needs Students	97.0
Math	All Students	98.4
	High Needs Students	96.8
Science	All Students	97.6
	High Needs Students	95.7

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

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 54.0**

**State: 49.6**

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

The Rocky Hill Public Schools are committed to providing an educational environment in which all students discover and achieve their maximum potential in preparation for productive, meaningful lives and responsible citizenship. We strive for continuous improvement, analyzing our student achievement data in order to establish goals and then refining our practices based on results. All schools, through collaboration with the principals and school-based improvement teams, create improvement plans based on analysis of data and student-learning needs. Our talented and caring education staff is committed to excellence and equitable opportunities for all students, creating safe, supportive environments in which children can thrive. Our district provides high quality, rigorous, and engaging lessons aligned to the Connecticut standards, including the Connecticut Core Standards and the Next Generation Science Standards (NGSS). The use of educational technology continues to be integrated into the curriculum. For the past several years, the emphasis for elementary instruction has been on the Science of Reading. At the secondary levels, teachers have focused on improving content knowledge through vocabulary instruction. Literacy, math, and science instruction has been an integral part of the district and school goals. To help our educators continually grow and meet the ever-changing student needs, we offer ongoing, job-embedded professional development so teachers and administrators can work collaboratively to address strategies for improving student performance. Scientific Research-Based Interventions (SRBI) are well established across the district. Teachers meet regularly to assess students' progress and targeted objectives and to determine instructional strategies to accelerate student achievement.

Rocky Hill provides special education services that promote success for all students in the most inclusive setting. Special education staff receive regular professional development on various topics, some of which include enhancing IEP development, teaching reading to students with disabilities, and behavioral intervention strategies. We continue to expand our transition services for high school students with disabilities. The department monitors and adjusts the program to meet the ever-changing needs of our students.

We regularly identify students who have attendance issues and communicate with their families. Numerous opportunities exist for students to be invested members of our school community. We offer a variety of enrichment programs, after-school activities, and interscholastic athletics and intramurals. These experiences contribute to the district's low absentee and truancy rates.

Engaging families in student learning is accomplished in various ways. School climate survey results from parents, students and staff are used to develop and inform school and district goals. Parent communications are increased through principal newsletters, along with regular updates on the district, school, and staff websites. Curriculum updates and presentations are given during the Parent Teacher Organization meetings. Parent workshops and family nights support understanding of the curriculum. A family night is also held annually for the families of our English learners.

For more information visit our website at [www.rockyhillps.com](http://www.rockyhillps.com).

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Rocky Hill Public Schools foster an understanding of various racial, ethnic, and economic groups in our society and world. At each academic level, students have the opportunity to interact with classmates from diverse racial, ethnic, and economic backgrounds. Our district participates in the Open Choice Program in which students from an urban setting are integrated into our schools.

Throughout the district, a range of programs promote diversity and awareness of individual differences. Rich literature and picture books related to various cultures, races, and traditions are included in our curricula. Our world language program, which includes instruction from grades four through twelve, develops awareness of social and cultural values. Non-disabled peers have the opportunity to participate side-by-side with students with disabilities in athletics through the Unified Sports Programs. Our schools work in conjunction with the Town of Rocky Hill social services department to sponsor families within the community who are in need.

Rocky Hill Public Schools supports numerous clubs that promote community, connection, and stresses the importance of respectful discourse, diverse perspectives, and personal growth. The high school sponsors numerous clubs such as Justice for All, Girl Up, and PRIDE Alliance which promotes cultural and social awareness. In addition, various clubs focus on helping others through volunteerism such as GMS Cares. Student Council members are involved in service-based projects which directly contribute to the needs of the Town of Rocky Hill.

Rocky Hill has successfully participated in the Teacher Residency Program (TRP) - a state-sponsored initiative designed to increase the number of teachers of color working in Connecticut's public schools.

As a district, the Positive Behavior Intervention and Supports (PBIS) approach is well established. Students focus on respect for self, respect for others, and respect for their school. Through the instruction of these principles, our school climate has improved and our office referrals have decreased.

# District Profile and Performance Report for School Year 2022-23

## Rocky Hill School District

### **Equitable Allocation of Resources among District Schools**

The Board of Education policy regarding the distribution of district resources ensures that each school within the district receives an equitable distribution of material and financial resources. Building principals and central office administrators work together to develop a budget that addresses the needs of each school and supports the goals of the district and school improvement plans. The superintendent and assistant superintendent for finance and operations review budget requests based on principals' school-based budgets and distribute anticipated funds across schools and programs. Final allocations are influenced by student enrollment, state mandates such as IDEA, transportation costs, and increased special education needs. The Board of Education, through its administrators, works hard to minimize the impact of budgetary constraints and provide the best possible learning experience for our children.