

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



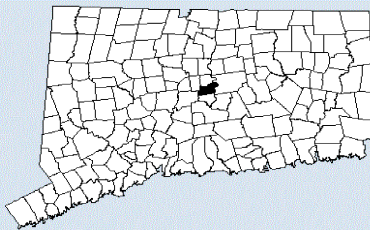
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,537
Per Pupil Expenditures ¹	\$17,269
Total Expenditures ¹	\$48,214,078

¹ Expenditure data reflect the 2020-21 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 2021-22 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, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	1,271	50.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	760	30.0	5.1
Black or African American	83	3.3	12.6
Hispanic or Latino of any race	281	11.1	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	93	3.7	4.3
White	1,316	51.9	48.6
English Learners/Multilingual Learners	185	7.3	8.8
Eligible for Free or Reduced-Price Meals	473	18.6	40.6
Students with Disabilities ³	345	13.6	16.7

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	176	14.2	15	1.1
Male	165	13.3	64	4.7
Non-Binary	0	*	0	*
Black or African American	13	14.9	12	12.5
Hispanic or Latino of any race	83	27.9	24	7.6
White	167	12.8	33	2.4
English Learners/Multilingual Learners	38	19.7	*	*
Eligible for Free or Reduced-Price Meals	148	30.1	39	7.2
Students with Disabilities	88	25.3	24	5.7
District	341	13.7	79	2.9
State		23.7		6.5

Number of students qualified as truant under state statute: 196

Number of school-based arrests: 0

⁴ 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.

⁵ 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 2021-22

Rocky Hill School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	184.6
Paraprofessional Instructional Assistants	26.3
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	56.4
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	118.8

¹ 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	0	0.0	4.3
Hispanic or Latino of any race	10	3.8	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	252	95.1	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	23	85.2	20	95.2
White	105	94.6	100	92.6
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	32	91.4	39	92.9
Students with Disabilities	23	88.5	24	92.3
District	168	93.3	163	93.1
State		81.7		87.7

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

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

	Count	Rate (%)
Autism	23	41.8
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	101	72.1
Other Health Impairment	28	58.3
Other Disabilities	*	*
Speech/Language Impairment	16	72.7
District	180	59.6
State		68.4

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	61	2.3	2.3
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	142	5.4	6.1
Other Health Impairment	48	1.8	3.3
Other Disabilities	37	1.4	1.1
Speech/Language Impairment	31	1.2	1.9
All Disabilities	334	12.8	16.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.6

² 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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,406,244	\$10,890	\$12,000
Support services - students	\$3,211,241	\$1,218	\$1,468
Support services - instruction	\$3,290,276	\$1,248	\$780
Support services - general administration	\$1,250,494	\$474	\$472
Support services - school based administration	\$2,623,560	\$995	\$1,103
Central and other support services	\$1,068,625	\$405	\$703
Operation and maintenance of plant	\$4,507,204	\$1,709	\$1,910
Student transportation services	\$1,856,435	\$813	\$1,287
Food services	.	.	\$28
Enterprise operations	.	.	\$170
Total	\$48,214,078	\$17,269	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,195,116	45.1	29.7
Instructional Aide Salaries	\$1,436,817	15.5	10.8
Other Salaries	\$530,269	5.7	9.8
Employee Benefits	\$1,281,938	13.8	13.8
Purchased Services Other Than Transportation	\$352,678	3.8	5.7
Special Education Tuition	\$865,486	9.3	22.6
Supplies	\$28,260	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$571,876	6.1	6.3
Equipment	\$36,674	0.4	0.2
All Other Expenditures	\$559	0.0	0.1
Total	\$9,299,673	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.3	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	86.0
State	11.5
Federal	2.3
Tuition & Other	0.3

⁴ 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 2021-22

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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	*	*	*	*	0	N/A
Asian	379	85.7	379	87.8	128	84.8
Black or African American	*	*	*	*	21	55.7
Hispanic or Latino of any race	145	64.8	145	57.2	65	57.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	49	75.0	49	65.9	19	*
White	682	74.6	682	69.3	310	69.3
English Learners/Multilingual Learners	167	73.1	167	72.6	53	70.7
Non-English Learners/Non-Multilingual Learners	1,133	77.0	1,132	72.9	490	71.2
Eligible for Free or Reduced-Price Meals	236	65.3	236	58.0	96	59.2
Not Eligible for Free or Reduced-Price Meals	1,064	79.0	1,063	76.2	447	73.7
Students with Disabilities	166	53.7	165	47.9	68	50.0
Students without Disabilities	1,134	79.8	1,134	76.5	475	74.2
High Needs	469	65.6	468	61.2	180	60.7
Non-High Needs	831	82.6	831	79.4	363	76.3
District	1,300	76.5	1,299	72.9	543	71.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.4	79.5	82.1	78.2	714	80.5
Curl Up	75.2	80.5	77.4	80.8	714	78.6
Push Up	49.7	72.9	58.5	66.0	714	62.5
Mile Run/PACER	60.8	57.6	59.5	55.1	714	58.3
All Tests - District	24.2	34.8	56.9	40.4	714	39.8
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	24	91.7
White	131	98.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45	91.1
Students with Disabilities	24	83.3
District	190	96.8
State		89.6

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

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.8	101	60.5
Male	94.1	96	51.1
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	89.6	11	22.9
White	97.3	128	58.4
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	85.7	21	27.3
Students with Disabilities	71.2	6	11.5
District	94.9	197	55.5
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

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

⁴ 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[®] and AP[®] statistics derived from data provided by the College Board.

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ACT[®] statistics derived from data provided by ACT, Inc.

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IB[®] statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	89.4	93.2
Male	71.8	86.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	58.3	*
White	85.5	88.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.3	90.0
Students with Disabilities	45.5	*
District	81.5	90.0
State	66.1	84.9

⁵ 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.

⁶ 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

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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	76.5	75	50.0	50	100.0	64.2
	High Needs Students	65.6	75	43.8	50	87.5	54.2
Math Performance Index	All Students	72.9	75	48.6	50	97.2	58.6
	High Needs Students	61.2	75	40.8	50	81.6	47.7
Science Performance Index	All Students	71.2	75	47.4	50	94.9	61.4
	High Needs Students	60.7	75	40.5	50	81.0	51.3
ELA Academic Growth	All Students	77.2%	100%	77.2	100	77.2	60.4%
	High Needs Students	67.6%	100%	67.6	100	67.6	56.2%
Math Academic Growth	All Students	80.2%	100%	80.2	100	80.2	65.2%
	High Needs Students	71.6%	100%	71.6	100	71.6	59.1%
Progress Toward English Proficiency	Literacy	74.5%	100%	37.3	50	74.5	64.9%
	Oral	70.8%	100%	35.4	50	70.8	57.4%
Chronic Absenteeism	All Students	13.7%	<=5%	32.5	50	65.1	23.7%
	High Needs Students	24.1%	<=5%	11.7	50	23.5	34.0%
Preparation for CCR	% Taking Courses	93.2%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	55.5%	75%	37.0	50	74.0	43.5%
On-track to High School Graduation		85.8%	94%	45.6	50	91.3	82.7%
4-year Graduation All Students (2021 Cohort)		96.8%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		97.4%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		81.5%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		92.6% 39.8%	75%	26.5	50	53.0	94.0% 45.8%
Arts Access		48.7%	60%	40.5	50	81.1	52.4%
Accountability Index				1184.4	1450	81.7	

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 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	65.6	9.4	16.6	
Math Performance Index Gap	75.0	61.2	13.8	18.2	
Science Performance Index Gap	75.0	60.7	14.3	17.4	
Graduation Rate Gap	94.0%	97.4%	-3.4%	10.2%	N

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.

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 (%) ³
ELA	All Students	98.3
	High Needs Students	95.8
Math	All Students	98.2
	High Needs Students	95.6
Science	All Students	95.9
	High Needs Students	91.7

³Minimum 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: 61.4

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2021-22

Rocky Hill School District

Narratives

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 equity 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 instruction has been on learning content through critical thinking and problem solving. Through performance tasks, students reflect upon their acquired knowledge and craft written responses, which demonstrate what they have learned. Writing 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 our 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 the use of School Messenger, 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. Regular family nights are also held for the families of our English learners.

For more information visit our website at 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 High School partners with Central Connecticut State University's Ana Grace Project, a foundation that promotes "love, community, and connection for every child and family," and stresses the importance of respectful discourse, diverse perspectives, and personal growth. The high school sponsors several clubs which promotes cultural and social awareness. In addition, high school students annually participate in the Habitat for Humanity project in New Orleans. Various clubs focus on helping others through volunteerism. Student Council members are involved in service-based projects such as Lend-a-Paw, which directly contributes to the needs of the Town of Rocky Hill.

Rocky Hill participates in the Teacher Residency Program (TRP) - a state-sponsored initiative designed to increase the number of teachers of color working in Connecticut 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.

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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.