

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



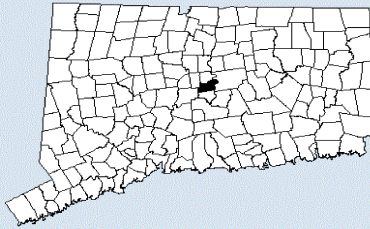
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,748
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data for 2017-18 will be added later this year.



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 district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit 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, 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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,384	50.4	48.4
Male	1,364	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	853	31.0	5.2
Black or African American	88	3.2	12.8
Hispanic or Latino of any race	281	10.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	1,441	52.4	52.4
English Learners	236	8.6	7.6
Eligible for Free or Reduced-Price Meals	585	21.3	42.1
Students with Disabilities ³	326	11.9	15.4

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

³Students 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 district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	79	6.1	18	1.3
Male	81	6.1	51	3.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	42	15.2	20	6.7
White	70	4.9	40	2.7
English Learners	11	4.6	*	*
Eligible for Free or Reduced-Price Meals	72	12.0	41	6.1
Students with Disabilities	39	12.1	28	7.1
District	160	6.1	69	2.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 11

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

Rocky Hill School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	182.1
Paraprofessional Instructional Assistants	25.2
Special Education	
Teachers and Instructors	27.4
Paraprofessional Instructional Assistants	47.7
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.6
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	13.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	79.9

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	8	3.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	245	96.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.2	10.0

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	13	*	15	*
White	81	69.2	120	88.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	60.0	47	83.9
Students with Disabilities	14	51.9	25	80.6
District	129	69.7	165	88.2
State		74.5		85.2

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

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

	Count	Rate (%)
Autism	24	54.5
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	87	71.3
Other Health Impairment	43	69.4
Other Disabilities	*	*
Speech/Language Impairment	30	85.7
District	196	65.6
State		67.6

³This 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	46	1.6	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	122	4.3	5.5
Other Health Impairment	63	2.2	3.2
Other Disabilities	31	1.1	1.1
Speech/Language Impairment	39	1.4	1.8
All Disabilities	319	11.3	15.0

¹This 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	14	4.4	8.2
Private Schools or Other Settings	8	2.5	5.0

²This 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).

NOTE: Expenditure data for 2017-18 will be added later this year.

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services			
Instructional Supplies and Equipment			
Improvement of Instruction and Educational Media Services			
Student Support Services			
Administration and Support Services			
Plant Operation and Maintenance			
Transportation			
Costs of Students Tuitioned Out			
Other			
Total			
Additional Expenditures			
Land, Buildings, and Debt Service			

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel			
Noncertified Personnel			
Purchased Services			
Tuition to Other Schools			
Special Ed. Transportation			
Other Expenditures			
Total Expenditures			

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local		
State		
Federal		
Tuition & Other		

⁴Revenue 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 2018-19

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	387	84.6	385	85.5	127	79.9
Black or African American	48	63.8	48	55.6	30	57.1
Hispanic or Latino of any race	149	65.6	149	57.5	65	60.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	772	76.9	772	72.1	337	71.6
English Learners	177	74.7	176	73.2	53	70.4
Non-English Learners	1,227	77.5	1,226	73.5	524	71.1
Eligible for Free or Reduced-Price Meals	246	66.2	246	60.5	116	62.9
Not Eligible for Free or Reduced-Price Meals	1,158	79.5	1,156	76.3	461	73.1
Students with Disabilities	176	50.9	175	45.4	71	47.5
Students without Disabilities	1,228	81.0	1,227	77.5	506	74.3
High Needs	495	66.3	493	62.3	202	61.9
Non-High Needs	909	83.1	909	79.6	375	75.9
District	1,404	77.2	1,402	73.5	577	71.0

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	32
National Public	34	32	36	
MATH				
Connecticut	45	39	40	33
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.3	85.6	92.7	87.8	776	87.2
Curl Up	83.3	77.5	80.7	82.9	776	81.2
Push Up	58.8	65.2	83.3	78.5	776	71.0
Mile Run/PACER	70.8	61.0	82.8	72.9	776	71.9
All Tests - District	43.5	46.0	67.7	60.2	776	54.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	31	93.5
Students with Disabilities	18	*
District	179	96.1
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	96	52.7
Male	93.7	84	44.2
Black or African American	100.0	*	*
Hispanic or Latino of any race	91.9	7	18.9
White	96.8	129	51.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.4	33	31.1
Students with Disabilities	77.6	*	*
District	96.2	180	48.4
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- 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

⁴Participation 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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.6	90.9
Male	85.4	91.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	86.6	92.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	77.3	77.3
Students with Disabilities	*	*
District	85.5	91.3
State	70.9	87.8

⁵College 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.

⁶College 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	77.2	75	50.0	50	100.0	67.7
	High Needs Students	66.3	75	44.2	50	88.4	58.1
Math Performance Index	All Students	73.5	75	49.0	50	98.0	63.1
	High Needs Students	62.3	75	41.5	50	83.1	52.7
Science Performance Index	All Students	71.0	75	47.3	50	94.7	63.8
	High Needs Students	61.9	75	41.3	50	82.5	54.2
ELA Academic Growth	All Students	71.2%	100%	71.2	100	71.2	59.9%
	High Needs Students	64.9%	100%	64.9	100	64.9	55.1%
Math Academic Growth	All Students	73.9%	100%	73.9	100	73.9	62.5%
	High Needs Students	63.5%	100%	63.5	100	63.5	55.2%
Progress Toward English Proficiency	Literacy	81.1%	100%	40.6	50	81.1	60.0%
	Oral	61.5%	100%	30.7	50	61.5	52.1%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.7	10.4%
	High Needs Students	9.6%	<=5%	40.8	50	81.6	16.1%
Preparation for CCR	% Taking Courses	79.0%	75%	50.0	50	100.0	80.0%
	% Passing Exams	48.4%	75%	32.3	50	64.5	42.6%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		85.7%	94%	91.2	100	91.2	83.3%
Postsecondary Entrance (Class of 2018)		85.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.0% 54.0%	75%	36.0	50	72.0	96.4% 52.9%
Arts Access		46.9%	60%	39.1	50	78.2	51.9%
Accountability Index				1205.3	1450	83.1	

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	66.3	8.7	15.4	
Math Performance Index Gap	75.0	62.3	12.7	17.6	
Science Performance Index Gap	75.0	61.9	13.1	16.1	
Graduation Rate Gap	94.0%	85.7%	8.3%	11.1%	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.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	99.5
	High Needs Students	99.1
Math	All Students	99.5
	High Needs Students	99.1
Science	All Students	98.7
	High Needs Students	97.7

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: 53.4

State: 51.5

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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 of the Connecticut standards, including the Connecticut Core Standards and the Next Generation Science Standards. 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 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 positive attendance 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 our English Learner parents.

Visit www.rockyhillps.com for more information.

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 a Unity Club, 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.

.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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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. Like other districts, Rocky Hill has experienced budgetary challenges. However, 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. .