

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



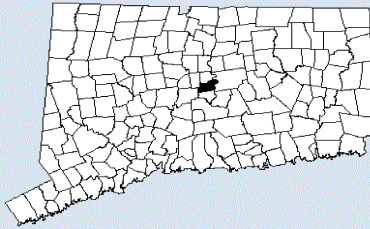
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,709
Per Pupil Expenditures ¹	\$15,388
Total Expenditures ¹	\$42,871,268

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,365	50.4	48.4
Male	1,344	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	771	28.5	5.1
Black or African American	94	3.5	12.8
Hispanic or Latino	262	9.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	1,512	55.8	53.6
English Learners	211	7.8	7.2
Eligible for Free or Reduced-Price Meals	399	14.7	36.7
Students with Disabilities ¹	295	10.9	14.8

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	62	4.7	14	1.0
Male	59	4.5	33	2.5
Black or African American	*	*	*	*
Hispanic or Latino	28	10.8	16	5.9
White	61	4.1	22	1.4
English Learners	7	3.2	*	*
Eligible for Free or Reduced-Price Meals	51	11.3	24	4.7
Students with Disabilities	33	11.0	13	3.7
District	121	4.6	47	1.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 10

Number of school-based arrests: Fewer than 6

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.

District Profile and Performance Report for School Year 2017-18

Rocky Hill School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	182.0
Paraprofessional Instructional Assistants	40.7
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	47.4
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.6
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	12.5
School Nurses	9.1
Other Staff Providing Non-Instructional Services/Support	120.8

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	3.7
Hispanic or Latino	7	2.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	239	96.8	91.0

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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	10.5

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	7	*	8	*
White	64	47.1	107	77.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	35.9	19	61.3
Students with Disabilities	7	26.9	13	61.9
District	91	49.2	139	76.0
State		69.3		80.1

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	25	62.5
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	82	81.2
Other Health Impairment	45	78.9
Other Disabilities	*	*
Speech/Language Impairment	30	85.7
District	195	72.8
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Rocky Hill School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.5	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	101	3.6	5.2
Other Health Impairment	60	2.1	3.1
Other Disabilities	22	0.8	1.1
Speech/Language Impairment	39	1.4	1.8
All Disabilities	284	10.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	4.2	8.3
Private Schools or Other Settings	8	2.8	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	24,132,206	9,225	9,847
Instructional Supplies and Equipment	711,693	272	287
Improvement of Instruction and Educational Media Services	2,581,682	987	589
Student Support Services	2,821,334	1,078	1,120
Administration and Support Services	3,263,911	1,248	1,905
Plant Operation and Maintenance	5,504,584	2,104	1,648
Transportation	1,883,854	633	904
Costs of Students Tuitioned Out	1,972,004	N/A	N/A
Other	0	0	208
Total	42,871,268	15,388	16,535

Additional Expenditures

Land, Buildings, and Debt Service	9,919,800	3,792	1,393
-----------------------------------	-----------	-------	-------

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

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,430,522	43.3	33.8
Noncertified Personnel	1,078,070	13.6	14.5
Purchased Services	410,036	5.2	5.5
Tuition to Other Schools	1,524,359	19.3	23.4
Special Ed. Transportation	560,533	7.1	8.7
Other Expenditures	911,388	11.5	14.1
Total Expenditures	7,914,908	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.4	86.9
State	26.2	11.3
Federal	1.3	1.6
Tuition & Other	0.1	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE 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 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	336	84.4	335	85.3
Black or African American	43	68.7	43	56.9
Hispanic or Latino	136	65.8	136	56.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	29	73.1	29	65.3
White	798	77.1	798	71.3
English Learners	142	74.1	142	72.6
Non-English Learners	1202	77.8	1201	72.8
Eligible for Free or Reduced-Price Meals	255	66.3	255	58.1
Not Eligible for Free or Reduced-Price Meals	1089	80.1	1088	76.2
Students with Disabilities	155	52.8	155	47.8
Students without Disabilities	1189	80.7	1188	76.0
High Needs	448	67.0	448	61.5
Non-High Needs	896	82.7	895	78.4
District	1344	77.4	1343	72.7

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

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
MATH				
Connecticut	40%	36%	32%	
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 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	HS	Count	Rate (%)
Sit & Reach	86.2	92.4	89.2	88.5	768	89.1
Curl Up	86.2	80.2	86.0	89.6	768	85.4
Push Up	60.1	71.6	85.5	83.0	768	74.6
Mile Run/PACER	80.3	70.6	87.6	81.9	768	79.9
All Tests - District	52.7	51.8	73.7	65.4	768	60.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

Rocky Hill School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	32	93.8
Students with Disabilities	22	81.8
District	176	97.2
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	113	60.1
Male	97.8	97	53.9
Black or African American	*	*	*
Hispanic or Latino	93.9	8	24.2
White	97.8	163	59.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	20	28.6
Students with Disabilities	85.1	*	*
District	97.8	210	57.1
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2018 The College Board. www.collegeboard.org

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

Copyright © 2018 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.9	93.2
Male	70.6	89.6
Black or African American	*	*
Hispanic or Latino	*	*
White	78.2	92.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.9	88.9
Students with Disabilities	45.0	*
District	77.2	91.5
State	70.9	88.3

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

District Profile and Performance Report for School Year 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.4	75	50.0	50	100.0	67.6
	High Needs Students	67.0	75	44.7	50	89.3	57.5
Math Performance Index	All Students	72.7	75	48.5	50	97.0	62.7
	High Needs Students	61.5	75	41.0	50	82.0	52.0
ELA Academic Growth	All Students	74.1%	100%	74.1	100	74.1	60.7%
	High Needs Students	70.1%	100%	70.1	100	70.1	55.6%
Math Academic Growth	All Students	73.5%	100%	73.5	100	73.5	61.9%
	High Needs Students	65.1%	100%	65.1	100	65.1	55.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.6%	<=5%	42.7	50	85.5	16.6%
Preparation for CCR	% Taking Courses	62.5%	75%	41.7	50	83.3	74.8%
	% Passing Exams	57.1%	75%	38.0	50	76.1	44.8%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.2%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		92.5%	94%	98.4	100	98.4	81.8%
Postsecondary Entrance (Class of 2017)		77.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.5% 60.5%	75%	40.4	50	80.7	96.6% 50.1%
Arts Access		50.3%	60%	41.9	50	83.9	51.2%
Accountability Index				1070.0	1250	85.6	

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	67.0	8.0		15.9	
Math Performance Index Gap	75.0	61.5	13.5		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	92.5%	1.5%		12.7%	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.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.9
	High Needs Students	99.8
Math	All Students	99.9
	High Needs Students	99.8
Science	All Students	99.5
	High Needs Students	99.0

³Minimum participation standard is 95%.

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

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: 58.8

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2017-18

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 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 Core Standards. The use of educational technology continues to be integrated into the curriculum. For the past several years, the emphasis on 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. Data Teams are well established across the district, meeting 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 receives 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.

For more information on Rocky Hill Public Schools, 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 elementary curriculum. Our world language program develops awareness of social and cultural values. Non-disabled peers have the opportunity to work side-by-side with students with disabilities in athletics through the Unified Sports Programs. Partnerships have been established with the Anti-Defamation League and the National Conference for Community and Justice (NCCJ) which provide diversity training for staff and students. Our schools work in conjunction with the Town of Rocky Hill's Social Services department to sponsor families within the community who are in need. 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.

District Profile and Performance Report for School Year 2017-18

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 their administrators, work hard to minimize the impact and provide the best possible learning experience for our children. .