

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Rocky Hill High School Rocky Hill School District

860-258-7721 • http://www.rockyhillps.us/RHHS/RHHS_Home.htm

School Information

Grade Range **9-12**
Enrollment **741**

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 school.

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

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	368	49.7	50.4
Male	373	50.3	49.6
American Indian or Alaska Native	*	*	*
Asian	105	14.2	31.0
Black or African American	36	4.9	3.2
Hispanic or Latino of any race	87	11.7	10.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	*	*	*
White	495	66.8	52.4
English Learners	10	1.3	8.6
Eligible for Free or Reduced-Price Meals	200	27.0	21.3
Students with Disabilities ¹	103	13.9	11.9

¹Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.
NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the school identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	30	8.2	11	3.0
Male	29	7.8	32	8.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	17	20.0	12	13.6
White	25	5.1	25	5.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	13.6	25	11.5
Students with Disabilities	16	16.2	18	16.8
School	59	8.0	43	5.7
District		6.1		2.4

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

²A 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.

³This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	56.7
Paraprofessional Instructional Assistants	0.3
Special Education	
Teachers and Instructors	6.4
Paraprofessional Instructional Assistants	12.8
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	5.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	27.7

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.4
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	4	5.1	3.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	74	94.9	96.5

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.4	6.2

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1015
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:20 AM
End Time	02:10 PM

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	70.4	118	88.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	61.2	47	83.9
Students with Disabilities	14	56.0	23	79.3
School	129	70.5	163	88.1
District		69.7		88.2

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	12	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	39	90.7
Other Health Impairment	23	85.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	84	81.6
District		65.6

³This table includes students ages 6-21 with an IEP or services plan.

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Performance and Accountability

School Performance Index (SPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	29	71.0	29	74.6	29	79.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	18	*	18	*	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	113	62.0	113	59.6	112	64.0
English Learners	6	*	6	*	6	*
Non-English Learners	170	61.3	170	60.0	169	64.6
Eligible for Free or Reduced-Price Meals	38	53.6	38	53.4	38	59.2
Not Eligible for Free or Reduced-Price Meals	138	62.8	138	61.3	137	65.9
Students with Disabilities	23	38.1	23	36.2	22	40.7
Students without Disabilities	153	64.3	153	63.1	153	67.9
High Needs	57	49.5	57	48.5	56	54.6
Non-High Needs	119	66.3	119	64.9	119	69.1
School	176	60.8	176	59.6	175	64.4

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	36
National Public	34	32		
MATH				
Connecticut	45	39	40	33
National Public	40	33		

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	N/A	N/A	N/A	87.8	181	87.8
Curl Up	N/A	N/A	N/A	82.9	181	82.9
Push Up	N/A	N/A	N/A	78.5	181	78.5
Mile Run/PACER	N/A	N/A	N/A	72.9	181	72.9
All Tests - School	N/A	N/A	N/A	60.2	181	60.2
All Tests - District	43.5	46.0	67.7	60.2		54.0

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	30	93.3
Students with Disabilities	17	*
School	178	96.1
District		96.1

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	99.4	96	53.3
Male	93.6	84	44.7
Black or African American	100.0	*	*
Hispanic or Latino of any race	91.9	7	18.9
White	97.2	129	51.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.3	33	31.4
Students with Disabilities	77.8	*	*
School	96.5	180	48.9
District	96.2		48.4

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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	86.5	90.9
Male	85.4	93.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	86.6	93.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	79.1	81.0
Students with Disabilities	*	*
School	86.0	92.0
District	85.5	91.3

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

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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	60.8	75	121.7	150	81.1	67.7
	High Needs Students	49.5	75	99.0	150	66.0	58.1
Math Performance Index	All Students	59.6	75	119.2	150	79.5	63.1
	High Needs Students	48.5	75	97.1	150	64.7	52.7
Science Performance Index	All Students	64.4	75	85.9	100	85.9	63.8
	High Needs Students	54.6	75	72.8	100	72.8	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	8.0%	<=5%	43.9	50	87.8	10.4%
	High Needs Students	12.9%	<=5%	34.3	50	68.6	16.1%
Preparation for CCR	% Taking Courses	79.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	48.9%	75%	32.6	50	65.2	42.6%
On-track to High School Graduation		97.1%	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)		91.7%	94%	97.5	100	97.5	83.3%
Postsecondary Entrance (Class of 2018)		86.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 60.2%	75%	40.1	50	80.3	96.4% 52.9%
Arts Access		46.5%	60%	38.7	50	77.4	51.9%
Accountability Index				1182.8	1450	81.6	

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?					Y
ELA Performance Index Gap	66.3	49.5	16.8	15.3	
Math Performance Index Gap	64.9	48.5	16.4	17.4	
Science Performance Index Gap	69.1	54.6	14.5	16.3	
Graduation Rate Gap	94.0%	91.7%	2.3%	8.0%	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	97.8
	High Needs Students	95.2
Math	All Students	97.8
	High Needs Students	95.2
Science	All Students	97.3
	High Needs Students	93.5

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

³Minimum participation standard is 95%.