

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



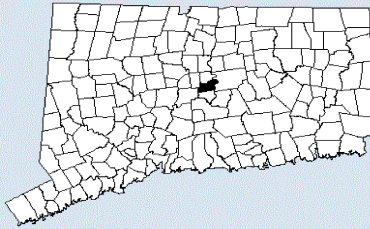
## Rocky Hill School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,610
Per Pupil Expenditures <sup>1</sup>	\$14,847
Total Expenditures <sup>1</sup>	\$39,432,614

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,297	49.7	48.3
Male	1,313	50.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	604	23.1	4.9
Black or African American	78	3.0	12.8
Hispanic or Latino	230	8.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	1,631	62.5	55.9
English Learners	191	7.3	6.4
Eligible for Free or Reduced-Price Meals	363	13.9	38.0
Students with Disabilities <sup>1</sup>	262	10.0	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	118	9.3	7	0.5
Male	92	7.2	37	2.8
Black or African American	*	*	*	*
Hispanic or Latino	30	16.3	6	3.2
White	81	4.9	29	1.7
English Learners	25	13.0	*	*
Eligible for Free or Reduced-Price Meals	59	15.4	16	4.0
Students with Disabilities	35	13.8	9	3.1
District	210	8.3	44	1.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 10

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Rocky Hill School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	174.1
Paraprofessional Instructional Assistants	32.5
<b>Special Education</b>	
Teachers and Instructors	22.5
Paraprofessional Instructional Assistants	54.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	12.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	104.9

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	7	2.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	233	96.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.9	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	*	9	*
White	55	39.9	93	66.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	9	37.5	11	45.8
Students with Disabilities	*	*	9	39.1
District	67	38.5	109	62.3
State		61.2		73.9

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	21	51.2
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	73	88.0
Other Health Impairment	45	80.4
Other Disabilities	*	*
Speech/Language Impairment	24	96.0
District	178	73.3
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Rocky Hill School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	44	1.6	1.6
Emotional Disturbance	16	0.6	1.0
Intellectual Disability	9	0.3	0.5
Learning Disability	83	3.0	4.6
Other Health Impairment	56	2.0	2.8
Other Disabilities	23	0.8	1.0
Speech/Language Impairment	31	1.1	1.9
All Disabilities	262	9.5	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,128,239	9,318	9,387
Instructional Supplies and Equipment	703,427	283	318
Improvement of Instruction and Educational Media Services	2,370,215	955	541
Student Support Services	2,380,518	959	1,048
Administration and Support Services	2,979,221	1,200	1,790
Plant Operation and Maintenance	4,721,072	1,902	1,608
Transportation	1,549,041	547	845
Costs of Students Tuitioned Out	1,600,881	N/A	N/A
Other	0	0	194
Total	39,432,614	14,847	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	6,446,820	2,597	1,524
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<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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,946,523	41.4	35.1
Noncertified Personnel	1,292,263	18.1	14.5
Purchased Services	217,184	3.0	5.5
Tuition to Other Schools	1,086,207	15.2	21.6
Special Ed. Transportation	446,656	6.3	8.3
Other Expenditures	1,135,019	15.9	15.0
Total Expenditures	7,123,852	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.9	87.3
State	15.4	10.7
Federal	1.6	1.8
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue 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 2015-16

## 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	*	*	*	*	0	N/A
Asian	231	82.2	231	82.5	88	70.9
Black or African American	31	68.4	30	61.7	24	62.2
Hispanic or Latino	121	64.7	121	56.9	57	56.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	9	*
White	854	72.8	854	67.2	373	66.5
English Learners	57	65.0	57	59.6	22	50.1
Non-English Learners	1201	74.2	1200	69.4	529	66.7
Eligible for Free or Reduced-Price Meals	182	62.0	182	54.9	98	54.6
Not Eligible for Free or Reduced-Price Meals	1076	75.7	1075	71.3	453	68.5
Students with Disabilities	150	51.0	150	46.6	75	49.0
Students without Disabilities	1108	76.8	1107	72.0	476	68.7
High Needs	312	60.6	312	55.2	152	54.6
Non-High Needs	946	78.1	945	73.5	399	70.4
District	1258	73.7	1257	68.9	551	66.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.4	89.3	89.5	91.5	683	89.3
Curl Up	85.6	86.4	87.9	95.8	683	88.6
Push Up	66.1	79.7	87.4	85.2	683	79.5
Mile Run/PACER	83.9	77.4	87.9	69.0	683	80.2
All Tests - District	49.4	58.2	76.3	61.3	683	61.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Rocky Hill School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	42	83.3	.		.
Students with Disabilities	22	72.7	.		.
District	196	92.3	91.9	Yes	92.2
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	65	40.9
Male	95.8	97	51.1
Black or African American	*	0	*
Hispanic or Latino	100.0	11	33.3
White	97.1	137	49.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.9	8	16.7
Students with Disabilities	*	*	*
District	96.8	162	46.4
State	95.6		40.7

<sup>5</sup>College 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

<sup>6</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 percent.

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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	80.4	96.0
Male	81.0	85.9
Black or African American	*	*
Hispanic or Latino	*	*
White	77.1	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.9	*
Students with Disabilities	*	*
District	80.6	91.4
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Rocky Hill School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.7	75	49.2	50	98.3	67.7
	High Needs Students	60.6	75	40.4	50	80.8	56.7
Math Performance Index	All Students	68.9	75	46.0	50	91.9	61.4
	High Needs Students	55.2	75	36.8	50	73.6	49.9
Science Performance Index	All Students	66.0	75	44.0	50	88.0	57.5
	High Needs Students	54.6	75	36.4	50	72.8	47.0
ELA Academic Growth	All Students	62.6%	100%	62.6	100	62.6	63.8%
	High Needs Students	58.5%	100%	58.5	100	58.5	58.3%
Math Academic Growth	All Students	69.2%	100%	69.2	100	69.2	65.0%
	High Needs Students	64.4%	100%	64.4	100	64.4	57.4%
Chronic Absenteeism	All Students	8.3%	<=5%	43.4	50	86.9	9.6%
	High Needs Students	13.4%	<=5%	33.3	50	66.5	15.6%
Preparation for CCR	% Taking Courses	50.4%	75%	33.6	50	67.2	67.6%
	% Passing Exams	46.4%	75%	30.9	50	61.9	40.7%
On-track to High School Graduation		97.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		92.3%	94%	98.2	100	98.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		83.7%	94%	89.1	100	89.1	78.6%
Postsecondary Entrance (Class of 2015)		80.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8%   61.6%	75%	41.1	50	82.2	89.2%   50.5%
Arts Access		51.7%	60%	43.1	50	86.1	47.5%
<b>Accountability Index</b>				<b>1070.2</b>	<b>1350</b>	<b>79.3</b>	

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	60.6	14.4	16.5	
Math Performance Index Gap	73.5	55.2	18.3	18.9	
Science Performance Index Gap	70.4	54.6	15.8	17.2	
Graduation Rate Gap	94.0%	83.7%	10.3%	15.3%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.4
	High Needs Students	98.3
Math	All Students	99.3
	High Needs Students	98.3
Science	All Students	99.3
	High Needs Students	98.8

<sup>3</sup>Minimum 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: 55      State: 51.4**

#### 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 2015-16

## 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 to establish goals and then refine 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 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. 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 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.

Attendance and truancy rates are not an issue in Rocky Hill. 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](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. Rocky Hill High School students attend half-day programs at the Greater Hartford Academy of Math and Science (GHAMAS) and the Greater Hartford Academy of Arts (GHAA), magnet schools located in Hartford.

Throughout the district, there is a range of programs that 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 meets 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 2015-16

## 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 of finance 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, the Board of Education, through their administrators, work hard to minimize the impact and provide the best possible learning experience for our children. .