

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



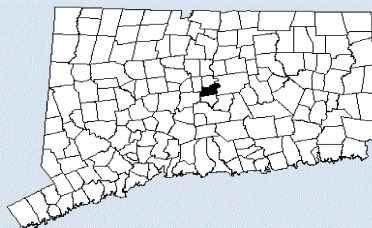
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,621
Per Pupil Expenditures ¹	\$14,880
Total Expenditures ¹	\$41,350,481

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,310	50.0	48.4
Male	1,311	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	639	24.4	5.1
Black or African American	107	4.1	12.9
Hispanic or Latino	182	6.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	1,646	62.8	54.8
English Learners	189	7.2	6.8
Eligible for Free or Reduced-Price Meals	405	15.5	35.9
Students with Disabilities ¹	270	10.3	14.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	92	7.1	11	0.8
Male	71	5.4	45	3.4
Black or African American	*	*	10	8.5
Hispanic or Latino	20	11.0	*	*
White	89	5.5	35	2.1
English Learners	15	7.0	0	0.0
Eligible for Free or Reduced-Price Meals	55	14.5	18	4.2
Students with Disabilities	36	13.2	12	3.8
District	163	6.3	56	2.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 8

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	178.1
Paraprofessional Instructional Assistants	32.7
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	49.9
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.6
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	12.5
School Nurses	5.1
Other Staff Providing Non-Instructional Services/Support	104.9

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

	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	3.6
Hispanic or Latino	7	2.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	237	96.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	12	*
White	59	41.5	107	74.8
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	9	28.1	16	69.6
Students with Disabilities	6	*	12	54.5
District	75	40.5	134	74.4
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	23	60.5
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	79	80.6
Other Health Impairment	47	90.4
Other Disabilities	*	*
Speech/Language Impairment	24	92.3
District	182	74.0
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	41	1.5	1.7
Emotional Disturbance	10	0.4	1.0
Intellectual Disability	8	0.3	0.5
Learning Disability	98	3.6	4.9
Other Health Impairment	54	2.0	2.9
Other Disabilities	21	0.8	1.1
Speech/Language Impairment	33	1.2	1.8
All Disabilities	265	9.7	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,617,340	9,073	9,663
Instructional Supplies and Equipment	635,027	244	321
Improvement of Instruction and Educational Media Services	2,439,286	937	578
Student Support Services	2,727,352	1,048	1,103
Administration and Support Services	3,203,500	1,231	1,861
Plant Operation and Maintenance	4,782,911	1,837	1,637
Transportation	1,770,203	602	877
Costs of Students Tuitioned Out	2,174,862	N/A	N/A
Other	0	0	201
Total	41,350,481	14,880	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,742,384	2,974	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,231,668	42.1	34.6
Noncertified Personnel	1,018,141	13.3	14.6
Purchased Services	378,112	4.9	5.8
Tuition to Other Schools	1,655,498	21.6	21.8
Special Ed. Transportation	494,245	6.4	8.5
Other Expenditures	902,080	11.7	14.7
Total Expenditures	7,679,744	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.5	86.2
State	18.7	11.6
Federal	1.5	1.8
Tuition & Other	0.3	0.3

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 2016-17

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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	*	*	*	*	*	*
Asian	269	82.1	269	83.3	97	68.9
Black or African American	50	66.8	50	59.3	18	*
Hispanic or Latino	105	64.3	103	56.7	42	56.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	851	74.6	850	69.1	398	62.4
English Learners	112	68.6	112	67.6	41	52.8
Non-English Learners	1180	75.7	1177	71.1	522	63.8
Eligible for Free or Reduced-Price Meals	187	61.9	186	54.1	75	53.2
Not Eligible for Free or Reduced-Price Meals	1105	77.4	1103	73.6	488	64.5
Students with Disabilities	135	52.2	132	45.6	66	43.9
Students without Disabilities	1157	77.8	1157	73.7	497	65.6
High Needs	349	63.0	346	57.7	141	51.9
Non-High Needs	943	79.6	943	75.6	422	66.7
District	1292	75.1	1289	70.8	563	63.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	85.9	84.7	92.7	89.6	769	88.3
Curl Up	86.4	82.6	83.9	87.6	769	85.2
Push Up	48.9	72.1	85.0	82.7	769	72.6
Mile Run/PACER	73.9	75.3	85.5	73.8	769	77.1
All Tests - District	41.8	52.6	74.6	66.3	769	59.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	45	80.0
Students with Disabilities	20	70.0
District	183	92.9
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	90	53.3
Male	98.0	112	57.1
Black or African American	*	*	*
Hispanic or Latino	92.9	*	*
White	98.2	161	56.5
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.2	13	23.6
Students with Disabilities	85.0	*	*
District	97.8	202	55.3
State	96.1		43.5

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.

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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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.1	95.1
Male	80.7	91.2
Black or African American	*	*
Hispanic or Latino	*	*
White	86.3	92.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.1	87.0
Students with Disabilities	*	*
District	82.0	93.3
State	72.0	88.5

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	75.1	75	50.0	50	100.0	67.1
	High Needs Students	63.0	75	42.0	50	84.0	55.9
Math Performance Index	All Students	70.8	75	47.2	50	94.4	62.2
	High Needs Students	57.7	75	38.5	50	77.0	50.5
Science Performance	All Students	63.0	75	42.0	50	84.0	55.3
	High Needs Students	51.9	75	34.6	50	69.2	45.2
ELA Academic Growth	All Students	65.0%	100%	65.0	100	65.0	55.4%
	High Needs Students	60.3%	100%	60.3	100	60.3	49.8%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	61.7%
	High Needs Students	53.3%	100%	53.3	100	53.3	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.5	50	94.9	9.9%
	High Needs Students	11.3%	<=5%	37.5	50	74.9	15.8%
Preparation for CCR	% Taking Courses	57.3%	75%	38.2	50	76.3	70.7%
	% Passing Exams	55.3%	75%	36.9	50	73.8	43.5%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.9%	94%	98.8	100	98.8	87.4%
6-year Graduation - High Needs Students (2014)		92.1%	94%	98.0	100	98.0	82.0%
Postsecondary Entrance (Class of 2016)		82.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.1% 59.2%	75%	39.4	50	78.9	92.0% 51.6%
Arts Access		47.0%	60%	39.2	50	78.3	50.5%
Accountability Index				1084.4	1350	80.3	

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	63.0	12.0	16.7	
Math Performance Index Gap	75.0	57.7	17.3	18.7	
Science Performance Index Gap	66.7	51.9	14.8	16.6	
Graduation Rate Gap	94.0%	92.1%	1.9%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.0
Math	All Students	99.3
	High Needs Students	98.0
Science	All Students	99.8
	High Needs Students	99.3

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: * **State: 50.2**

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 2016-17

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 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.

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

Efforts to Reduce Racial and Economic Isolation (2300 Characters).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 promotes 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.

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