

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



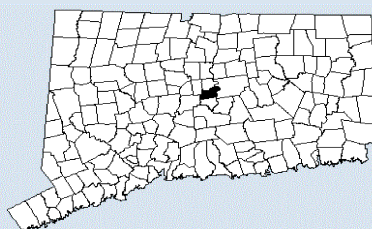
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	2,425
Per Pupil Expenditures ¹	\$13,713
Total Expenditures ¹	\$35,695,532

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,215	50.1	48.3
Male	1,210	49.9	51.6
American Indian	6	0.2	0.2
Asian	426	17.6	4.6
Black or African American	66	2.7	12.9
Hispanic or Latino	195	8.0	21.2
Pacific Islander	0	0.0	0.0
White	1,697	70.0	58.4
Two or More Races	35	1.4	2.3
English Language Learners	108	4.5	5.7
Eligible for Free or Reduced-Price Meals	279	11.5	37.3
Students with Disabilities ¹	231	9.5	12.8

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	80	6.7	13	1.0
Male	72	6.0	33	2.6
Black or African American	*	*	*	*
Hispanic or Latino	23	11.9	*	*
White	79	4.8	37	2.1
English Language Learners	14	11.2	*	*
Eligible for Free or Reduced-Price Meals	54	16.7	9	2.6
Students with Disabilities	27	12.5	*	*
District	152	6.3	46	1.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4

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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Rocky Hill School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	167.0
Paraprofessional Instructional Assistants	26.9
Special Education	
Teachers and Instructors	22.8
Paraprofessional Instructional Assistants	48.4
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	9.5
Counselors, Social Workers and School Psychologists	12.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	96.9

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 (%)
Asian	1	0.4	1.0
Black or African American	0	0	3.5
Hispanic	7	3.0	3.6
Native American	0	0	0.1
White	227	96.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	14	9.7	32	22.5
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	22	11.7	42	23.6
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	19	57.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	68	90.7
Other Health Impairment	38	84.4
Other Disabilities	*	*
Speech/Language Impairment	25	92.6
District	159	75.4
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	1.4	1.4
Emotional Disturbance	11	0.4	1.0
Intellectual Disability	7	0.3	0.4
Learning Disability	76	3.0	4.2
Other Health Impairment	45	1.8	2.5
Other Disabilities	22	0.9	1.0
Speech/Language Impairment	30	1.2	1.9
All Disabilities	226	8.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	2.6	2.8
Private Schools or Other Settings	11	4.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,853,068	8,470	8,769
Instructional Supplies and Equipment	506,707	206	275
Improvement of Instruction and Educational Media Services	2,220,797	902	487
Student Support Services	2,268,920	922	965
Administration and Support Services	2,712,005	1,102	1,600
Plant Operation and Maintenance	4,012,867	1,630	1,472
Transportation	1,540,765	554	786
Costs of Students Tuitioned Out	1,580,403	N/A	N/A
Other	0	0	178
Total	35,695,532	13,713	14,642

Additional Expenditures

Land, Buildings, and Debt Service	30,258	12	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,699,388	39.4	35.6
Noncertified Personnel	1,160,327	16.9	14.5
Purchased Services	170,397	2.5	5.0
Tuition to Other Schools	1,129,630	16.5	21.4
Special Ed. Transportation	475,769	6.9	8.5
Other Expenditures	1,212,726	17.7	14.9
Total Expenditures	6,848,237	100.0	100.0

PK-12 Expenditures Used for Special Education	19.2	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.8	86.8
State	11.2	11.2
Federal	1.9	1.9
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 2013-14

Rocky Hill School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	81.2	78.4	77.1	76.5	35	79.1	80.4	No	
Hispanic or Latino	77.8	84.3	84.0	85.4	70	76.1	83.0	No	
English Language Learners	71.0	71.8	62.7	62.3	40	60.8	71.7	No	
Eligible for Free or Reduced-Price Meals	76.6	79.9	80.2	79.5	149	75.6	80.4	No	
Students with Disabilities	58.9	55.6	63.0	60.3	111	54.8	63.9	No	
High Needs	71.3	71.2	74.9	73.1	248	69.3	75.0	No	
District	89.2	89.4	90.6	90.2	1105	88.1	88.0	Yes	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.		
Hispanic or Latino	.	.	.	.	<20	.	.		
English Language Learners	.	.	.	.	<20	.	.		
Eligible for Free or Reduced-Price Meals	.	.	64.8	74.5	26	70.7	68.6	Yes	
Students with Disabilities	34.2	59.5	.	.	<20	.	52.8	n/a	
High Needs	51.2	61.3	59.5	69.1	39	65.3	62.4	Yes	
District	78.2	83.5	79.6	87.2	178	84.3	81.6	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.2	96.0	92.4	95.3	709	93.7
Curl Up	89.2	92.5	91.2	94.2	709	91.7
Push Up	59.8	83.8	90.1	88.3	709	79.8
Mile Run/PACER	89.2	89.0	92.4	78.4	709	87.3
All Tests - District	49.5	71.7	74.9	72.5	709	66.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	22	54.5	.		.
Students with Disabilities	24	79.2	.		.
District	177	89.8	91.4	No	91.7
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.5	92	46.0
Male	80.7	76	45.8
Black or African American	*	*	*
Hispanic or Latino	64.5	6	19.4
White	81.1	138	48.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	60.4	9	17.0
Students with Disabilities	*	*	*
District	80.6	168	45.9
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.0	93.8
Male	78.8	91.9
Black or African American	*	*
Hispanic or Latino	*	*
White	83.8	92.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	70.8	*
District	84.2	92.9
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14

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 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 become an integral part of 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 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 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. 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 are 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 in foreign societies. Nondisabled peers have the opportunity to work side-by-side with students with disabilities in athletics through the Unified Sports Programs. School assemblies such as, The Looking In Theater, Names Can Really Hurt Us, Rachel's Challenge, etc. have been presented. 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 2013-14

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 director 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.