

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023–24



Rocky Hill High School Rocky Hill School District

860-258-7721 • <https://rhhs.rockyhillps.com/>

School Information

Grade Range	9-12
Enrollment	717
Per Pupil Expenditures ¹	\$19,497
Total Expenditures ¹	\$14,076,989

¹ Expenditure data reflect the 2022-23 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	378	52.7	*
Male	339	47.3	50.3
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	158	22.0	30.4
Black or African American	25	3.5	3.9
Hispanic or Latino of any race	88	12.3	11.3
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	28	3.9	4.3
White	415	57.9	50.0
English Learners/Multilingual Learners	24	3.3	10.1
Eligible for Free or Reduced-Price Meals	175	24.4	23.0
Students with Disabilities ²	106	14.8	14.7

² Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	44	11.8	22	5.7
Male	31	9.3	42	12.3
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	7	26.9
Hispanic or Latino of any race	16	18.6	23	25.0
White	46	11.2	25	6.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	18.4	42	21.4
Students with Disabilities	25	24.0	24	21.8
School	75	10.6	64	8.8
District		8.5		4.1

Number of students qualified as truant under state statute: 59

Number of school-based arrests: 0

³ A 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.

⁴ This 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	57.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	11.6
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	5.8
School Nurses	1.2
Other Staff Providing Non-Instructional Services/Support	42.0

¹ 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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.3	1.1
Black or African American	0	0.0	0.4
Hispanic or Latino of any race	6	7.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	70	90.9	94.7

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.7	9.6

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Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$9,665,859	\$13,388
Support Services - Students	\$959,090	\$1,328
Improvement of Instruction	\$316,960	\$439
Library and Media Services	\$188,724	\$261
Support Services - Instruction	\$463,123	\$641
Support Services - School-Based Administration	\$791,611	\$1,096
Operation and Maintenance of Plant	\$1,624,570	\$2,250
Transportation Other Than to/From Home	\$67,052	\$93
Enterprise Operations	.	.
Total	\$14,076,989	\$19,497

Total per pupil expenditures (PPE) including share of district central expenditures is \$22,443.

¹ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	36	76.6
Other Health Impairment	14	56.0
Other Disabilities	0	0.0
Speech/Language Impairment	N/A	N/A
School	61	57.5
District		52.0

² This table includes students ages 6-21 with an IEP or services plan.

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 of any race	13	*	20	100.0
White	99	90.8	106	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	33	80.5	40	100.0
Students with Disabilities	26	86.7	21	100.0
School	148	89.7	175	100.0
District		89.7		100.0

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	959
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:35 AM
End Time	02:25 PM

³ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

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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	32	72.8	32	75.3	32	72.4
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	18	*	18	*	17	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	102	57.1	102	57.0	99	57.1
English Learners/Multilingual Learners	8	*	8	*	7	*
Non-English Learners/Non-Multilingual Learners	149	60.0	149	59.7	146	59.7
Eligible for Free or Reduced-Price Meals	36	41.5	36	44.3	33	48.4
Not Eligible for Free or Reduced-Price Meals	121	63.2	121	63.1	120	61.8
Students with Disabilities	27	36.6	27	37.9	27	41.1
Students without Disabilities	130	62.7	130	63.1	126	62.8
High Needs	57	42.7	57	45.2	55	48.5
Non-High Needs	100	67.0	100	66.5	98	64.8
School	157	58.2	157	58.8	153	58.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

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	77.3	181	77.3
Curl Up	N/A	N/A	N/A	87.3	181	87.3
Push Up	N/A	N/A	N/A	68.9	180	68.9
Mile Run/PACER	N/A	N/A	N/A	72.2	176	72.2
All Tests - School	N/A	N/A	N/A	46.5	172	46.5
All Tests - District	56.9	36.7	48.7	46.5		46.9

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

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	29	82.8
White	110	96.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56	89.3
Students with Disabilities	29	75.9
School	180	92.8
District		92.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	111	62.4
Male	87	53.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino	10	27.0
White	123	57.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	24	29.6
Students with Disabilities	*	*
School	198	58.2
District		56.7

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.6	98.5
Male	81.0	91.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	66.7	*
White	87.7	94.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76.5	86.1
Students with Disabilities	81.0	*
School	85.0	94.8
District	83.5	94.8

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	58.2	75	116.4	150	77.6	63.9
	High Needs Students	42.7	75	85.5	150	57.0	54.1
Math Performance Index	All Students	58.8	75	117.6	150	78.4	60.2
	High Needs Students	45.2	75	90.5	150	60.3	49.5
Science Performance Index	All Students	58.9	75	78.6	100	78.6	61.8
	High Needs Students	48.5	75	64.7	100	64.7	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	10.6%	<=5%	38.8	50	77.6	17.7%
	High Needs Students	18.5%	<=5%	23.0	50	46.1	25.5%
Preparation for CCR	% Taking Courses	95.0%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	58.2%	75%	38.8	50	77.6	44.3%
On-track to High School Graduation		90.9%	94%	48.3	50	96.7	84.5%
4-year Graduation All Students (2023 Cohort)		92.8%	94%	98.7	100	98.7	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		98.1%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		85.0%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		92.5% 46.5%	75%	31.0	50	62.0	93.6% 47.2%
Arts Access		53.5%	60%	44.6	50	89.2	55.0%
Accountability Index				1126.5	1450	77.7	

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	67.0	42.7	24.3	17.3	
Math Performance Index Gap	66.5	45.2	21.3	18.5	
Science Performance Index Gap	64.8	48.5	16.2	18.4	
Graduation Rate Gap	94.0%	98.1%	0.0%	6.0%	N

¹ 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.

² If 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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	95.8
	High Needs Students	89.6
Math	All Students	95.8
	High Needs Students	89.6
Science	All Students	95.2
	High Needs Students	90.8

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>