

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



Moser School
 Rocky Hill School District

860-258-7771 • <https://mo.rockyhillps.com/>

School Information

Grade Range	4-5
Enrollment	363
Per Pupil Expenditures ¹	\$13,404
Total Expenditures ¹	\$6,045,019

¹ Expenditure data reflect the 2020-21 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 2021-22 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, 2021 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	184	50.7	50.1
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	108	29.8	30.0
Black or African American	*	*	3.3
Hispanic or Latino of any race	42	11.6	11.1
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	14	3.9	3.7
White	188	51.8	51.9
English Learners/Multilingual Learners	28	7.7	7.3
Eligible for Free or Reduced-Price Meals	58	16.0	18.6
Students with Disabilities ²	45	12.4	13.6

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	8	4.6	0	0.0
Male	11	6.0	8	4.0
Non-Binary	0	*	0	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	10	21.7	*	*
White	*	*	*	*
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	13	20.0	*	*
Students with Disabilities	7	14.6	6	11.3
School	19	5.3	8	2.1
District		13.7		2.9

Number of students qualified as truant under state statute: Fewer than 6

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	27.1
Paraprofessional Instructional Assistants	2.3
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.4

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	2.6	1.1
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	1	2.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	37	94.9	95.1

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.5	6.3

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.

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$4,188,863	\$9,288
Support Services - Students	\$406,559	\$901
Improvement of Instruction	\$75,305	\$167
Library and Media Services	\$149,228	\$331
Support Services - Instruction	\$156,768	\$348
Support Services - School-Based	\$385,971	\$856
Operation and Maintenance of Plant	\$682,327	\$1,513
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$6,045,019	\$13,404

Total per pupil expenditures (PPE) including share of district central expenditures is \$15,884.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0.0
Intellectual Disability	N/A	N/A
Learning Disability	20	76.9
Other Health Impairment	*	*
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	26	57.8
District		59.6

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

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1030
Half/Extended Day Kindergarten	N/A

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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
Asian	99	87.5	99	91.1	53	84.5
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	40	64.8	40	62.2	21	66.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	183	74.0	183	71.5	104	67.9
English Learners/Multilingual Learners	64	74.7	64	78.0	35	74.1
Non-English Learners/Non-Multilingual Learners	280	77.8	280	76.0	155	72.3
Eligible for Free or Reduced-Price Meals	56	65.5	56	63.4	30	63.1
Not Eligible for Free or Reduced-Price Meals	288	79.5	288	78.9	160	74.4
Students with Disabilities	42	52.8	42	49.9	24	50.9
Students without Disabilities	302	80.6	302	80.0	166	75.8
High Needs	135	68.4	135	68.0	74	66.7
Non-High Needs	209	82.9	209	81.7	116	76.4
School	344	77.2	344	76.3	190	72.6

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	82.4	N/A	N/A	N/A	153	82.4
Curl Up	75.2	N/A	N/A	N/A	153	75.2
Push Up	49.7	N/A	N/A	N/A	153	49.7
Mile Run/PACER	60.8	N/A	N/A	N/A	153	60.8
All Tests - School	24.2	N/A	N/A	N/A	153	24.2
All Tests - District	24.2	34.8	56.9	40.4		39.8

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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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	77.2	75	50.0	50	100.0	64.2
	High Needs Students	68.4	75	45.6	50	91.2	54.2
Math Performance Index	All Students	76.3	75	50.0	50	100.0	58.6
	High Needs Students	68.0	75	45.3	50	90.7	47.7
Science Performance Index	All Students	72.6	75	48.4	50	96.9	61.4
	High Needs Students	66.7	75	44.5	50	89.0	51.3
ELA Academic Growth	All Students	77.7%	100%	77.7	100	77.7	60.4%
	High Needs Students	62.7%	100%	62.7	100	62.7	56.2%
Math Academic Growth	All Students	85.9%	100%	85.9	100	85.9	65.2%
	High Needs Students	77.7%	100%	77.7	100	77.7	59.1%
Progress Toward English Proficiency	Literacy	77.8%	100%	38.9	50	77.8	64.9%
	Oral	65.8%	100%	32.9	50	65.8	57.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.4	50	98.9	23.7%
	High Needs Students	12.9%	<=5%	34.1	50	68.3	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		.	94%	.	.	.	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% 24.2%	75%	16.1	50	32.2	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				759.3	950	79.9	

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?					N
ELA Performance Index Gap	75.0	68.4	6.6	16.6	
Math Performance Index Gap	75.0	68.0	7.0	18.5	
Science Performance Index Gap	75.0	66.7	8.3	17.9	
Graduation Rate Gap	

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	99.2
	High Needs Students	98.0
Math	All Students	99.2
	High Needs Students	98.0
Science	All Students	99.0
	High Needs Students	97.5

³Minimum participation standard is 95%.

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