Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023−24
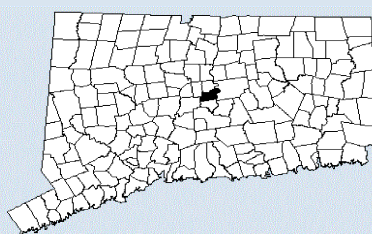
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,530
Per Pupil Expenditures[1]	$19,869
Total Expenditures[1]	$53,625,708

[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

Contents

Notes

Unless otherwise noted, all data are for 2023-24 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 https://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 safeguard student confidentiality. 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[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.3
Male	1,273	50.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	770	30.4	5.2
Black or African American	98	3.9	12.5
Hispanic or Latino of any race	286	11.3	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	108	4.3	4.7
White	1,264	50.0	46.2
English Learners/Multilingual Learners	256	10.1	10.5
Eligible for Free or Reduced-Price Meals	582	23.0	44.0
Students with Disabilities[3]	372	14.7	17.9

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] 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[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	120	9.7	29	2.2
Male	90	7.3	81	6.1
Non-Binary	0	*	0	*
Black or African American	*	*	16	15.5
Hispanic or Latino of any race	50	17.5	31	9.9
White	99	8.0	46	3.6
English Learners/Multilingual Learners	18	6.5	*	*
Eligible for Free or Reduced-Price Meals	97	16.5	68	10.3
Students with Disabilities	71	19.3	41	9.1
District	210	8.5	110	4.1
State		17.7		7.0

Number of students qualified as truant under state statute: 334

Number of school-based arrests: 0

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	181.7
Paraprofessional Instructional Assistants	20.4
Special Education	
Teachers and Instructors	32.8
Paraprofessional Instructional Assistants	66.8
Administrators, Coordinators and Department Chairs	
District Central Office	7.5
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.6
Instructional Specialists Who Support Teachers	11.5
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	139.4

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.1	1.4
Black or African American	1	0.4	4.8
Hispanic or Latino of any race	10	3.8	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	250	94.7	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	*	22	100.0
White	99	90.8	110	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	33	80.5	43	100.0
Students with Disabilities	26	86.7	30	100.0
District	148	89.7	184	100.0
State		88.4		94.6

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

Students Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	22	32.4
Emotional Disability	6	*
Intellectual Disability	*	*
Learning Disability	86	58.9
Other Health Impairment	36	62.1
Other Disabilities	*	*
Speech/Language Impairment	20	76.9
District	173	52.0
State		66.8

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	72	2.8	2.6
Emotional Disability	15	0.6	1.1
Intellectual Disability	6	0.2	0.6
Learning Disability	146	5.6	6.4
Other Health Impairment	58	2.2	3.5
Other Disabilities	26	1.0	1.2
Speech/Language Impairment	35	1.3	2.0
All Disabilities	358	13.8	17.3

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	15	4.2	8.0
Private Schools or Other Settings	7	2.0	4.6

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2022-23

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$33,424,369	$12,384	$12,942
Support services - students	$3,449,342	$1,356	$1,724
Support services - instruction	$4,295,444	$1,688	$905
Support services - general administration	$1,242,969	$489	$520
Support services - school based administration	$2,660,363	$1,046	$1,207
Central and other support services	$1,420,602	$558	$771
Operation and maintenance of plant	$4,776,797	$1,878	$2,101
Student transportation services	$2,355,822	$1,041	$1,582
Food services	.	.	$8
Enterprise operations	.	.	$213
Total	$53,625,708	$19,869	$21,143

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

Special Education Expenditures: 2022-23

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$4,565,263	41.1	27.6
Instructional Aide Salaries	$1,801,652	16.2	10.2
Other Salaries	$568,849	5.1	10.5
Employee Benefits	$1,581,906	14.2	13.2
Purchased Services Other Than Transportation	$480,824	4.3	6.4
Special Education Tuition	$1,256,443	11.3	22.2
Supplies	$31,483	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	$760,718	6.8	8.4
Equipment	$67,291	0.6	0.3
All Other Expenditures	.	.	0.1
Total	$11,114,430	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.7	25.0

Expenditures by Revenue Source[4]: 2022-23

	Percent of Total (%) Excluding School Construction
Local	84.6
State	12.3
Federal	2.9
Tuition & Other	0.2

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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	378	83.6	378	85.8	169	84.5
Black or African American	45	69.8	45	65.0	*	*
Hispanic or Latino of any race	134	64.3	133	58.7	56	59.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	46	76.2	46	75.2	23	79.2
White	660	73.1	660	70.1	287	68.6
English Learners/Multilingual Learners	165	67.7	164	69.5	63	70.4
Non-English Learners/Non-Multilingual Learners	1,100	76.5	1,100	74.2	490	72.9
Eligible for Free or Reduced-Price Meals	285	63.9	284	59.2	122	59.1
Not Eligible for Free or Reduced-Price Meals	980	78.7	980	77.8	431	76.4
Students with Disabilities	175	51.8	175	46.9	73	47.0
Students without Disabilities	1,090	79.1	1,089	77.9	480	76.5
High Needs	488	64.6	487	61.6	203	60.8
Non-High Needs	777	82.1	777	81.2	350	79.4
District	1,265	75.3	1,264	73.6	553	72.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
	NAEP 2022		**NAEP 2013**
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.3	68.1	83.6	77.3	730	79.2
Curl Up	82.0	82.4	81.8	87.3	733	83.4
Push Up	68.7	58.6	69.1	68.9	731	66.3
Mile Run/PACER	88.4	59.1	70.3	72.2	733	72.0
All Tests - District	56.9	36.7	48.7	46.5	701	46.9
All Tests - State	53.6	48.4	44.6	42.3		47.2

[2] The 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.

[3] Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	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
District	180	92.8
State		88.4

[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 Readiness [3]

	Count	Rate (%)
Female	111	61.3
Male	87	51.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino	10	25.6
White	123	56.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	24	28.6
Students with Disabilities	*	*
District	198	56.7
State		44.3

[3] Students demonstrate postsecondary readiness through at least one of the following:
- 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
- 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	87.6	98.5
Male	79.0	91.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	64.0	*
White	87.7	94.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73.6	86.1
Students with Disabilities	70.8	*
District	83.5	94.8
State	68.4	87.2

[5] 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.

[6] 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

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	75.3	75	50.0	50	100.0	63.9
	High Needs Students	64.6	75	43.1	50	86.1	54.1
Math Performance Index	All Students	73.6	75	49.1	50	98.2	60.2
	High Needs Students	61.6	75	41.1	50	82.1	49.5
Science Performance Index	All Students	72.6	75	48.4	50	96.8	61.8
	High Needs Students	60.8	75	40.6	50	81.1	51.4
ELA Academic Growth	All Students	70.2%	100%	70.2	100	70.2	58.7%
	High Needs Students	64.6%	100%	64.6	100	64.6	54.2%
Math Academic Growth	All Students	72.9%	100%	72.9	100	72.9	61.4%
	High Needs Students	63.0%	100%	63.0	100	63.0	55.1%
Progress Toward English Proficiency	Literacy	76.3%	100%	38.2	50	76.3	58.9%
	Oral	76.0%	100%	38.0	50	76.0	55.2%
Chronic Absenteeism	All Students	8.5%	<=5%	43.1	50	86.2	17.7%
	High Needs Students	13.5%	<=5%	33.0	50	66.0	25.5%
Preparation for CCR	% Taking Courses	95.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	56.7%	75%	37.8	50	75.6	44.3%
On-track to High School Graduation		91.2%	94%	48.5	50	97.0	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)		93.1%	94%	99.0	100	99.0	86.6%
Postsecondary Entrance (Class of 2023)		83.5%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		91.2% | 46.9%	75%	31.3	50	62.6	93.6% | 47.2%
Arts Access		52.9%	60%	44.1	50	88.2	55.0%
Accountability Index				**1204.5**	**1450**	**83.1**	

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	64.6	10.4	16.9	
Math Performance Index Gap	75.0	61.6	13.4	18.2	
Science Performance Index Gap	75.0	60.8	14.2	17.9	
Graduation Rate Gap	94.0%	93.1%	0.9%	9.9%	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	98.5
	High Needs Students	96.9
Math	All Students	98.5
	High Needs Students	96.7
Science	All Students	97.0
	High Needs Students	93.9

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 59.6   **State: 49.7**

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

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 in order 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 equitable opportunities 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 standards, including the Connecticut Core Standards and the Next Generation Science Standards (NGSS). The use of educational technology continues to be integrated into the curriculum. For the past several years, the emphasis for elementary instruction has been on the Science of Reading. At the secondary levels, teachers have focused on improving content knowledge through vocabulary instruction. Literacy, math, and science instruction 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. Scientific Research-Based Interventions (SRBI) are well established across the district. Teachers meet 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 the district's low absentee 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 principal newsletters, 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. A family night is also held annually for the families of our English learners.

For more information 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.

Throughout the district, a range of programs promote diversity and awareness of individual differences. Rich literature and picture books related to various cultures, races, and traditions are included in our curricula. Our world language program, which includes instruction from grades four through twelve, develops awareness of social and cultural values. Non-disabled peers have the opportunity to participate side-by-side with students with disabilities in athletics through the Unified Sports Programs. Our schools work in conjunction with the Town of Rocky Hill social services department to sponsor families within the community who are in need.

Rocky Hill Public Schools supports numerous clubs that promote community, connection, and stresses the importance of respectful discourse, diverse perspectives, and personal growth. The high school sponsors numerous clubs such as Justice for All, Girl Up, and PRIDE Alliance which promotes cultural and social awareness. In addition, various clubs focus on helping others through volunteerism such as GMS Cares. Student Council members are involved in service-based projects which directly contribute to the needs of the Town of Rocky Hill.

Rocky Hill has successfully participated in the Teacher Residency Program (TRP) - a state-sponsored initiative designed to increase the number of teachers of color working in Connecticut's public schools.

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.

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. The Board of Education, through its administrators, works hard to minimize the impact of budgetary constraints and provide the best possible learning experience for our children.