

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



Rocky Hill High School
 Rocky Hill School District

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

School Information

Grade Range	9-12
Enrollment	722
Per Pupil Expenditures ¹	\$18,289
Total Expenditures ¹	\$12,893,451

¹ Expenditure data reflect the 2021-22 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 2022-23 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, 2022 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	376	52.1	50.1
Male	346	47.9	*
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	135	18.7	29.0
Black or African American	29	4.0	3.8
Hispanic or Latino of any race	100	13.9	11.8
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	23	3.2	3.8
White	433	60.0	51.5
English Learners/Multilingual Learners	21	2.9	8.5
Eligible for Free or Reduced-Price Meals	152	21.1	19.6
Students with Disabilities ²	101	14.0	14.5

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	56	15.3	22	5.8
Male	39	11.3	39	11.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	23	24.0	24	23.3
White	55	12.8	30	6.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	40	25.6	26	15.5
Students with Disabilities	26	24.5	15	13.5
School	95	13.4	61	8.3
District		10.7		3.5

Number of students qualified as truant under state statute: 50

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	57.4
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	13.6
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	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	37.2

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	4	5.1	3.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	73	93.6	95.5

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.9	8.1

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: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$9,073,760	\$12,871
Support Services - Students	\$851,001	\$1,207
Improvement of Instruction	\$305,528	\$433
Library and Media Services	\$184,377	\$262
Support Services - Instruction	\$223,132	\$316
Support Services - School-Based	\$809,202	\$1,148
Operation and Maintenance of Plant	\$1,395,964	\$1,980
Transportation Other Than to/From	\$50,487	\$72
Enterprise Operations	.	.
Total	\$12,893,451	\$18,289

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,068.

² 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 Peers³

	Count	Rate (%)
Autism	7	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	44	91.7
Other Health Impairment	22	91.7
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	80	79.2
District		64.4

³ 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 School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	22	91.7	25	100.0
White	108	100.0	109	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	91.4	39	100.0
Students with Disabilities	21	95.5	25	96.2
School	175	96.2	172	99.4
District		96.2		99.4

⁴ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	954
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:35 AM
End Time	02:25 PM

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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	*	*	*	*	*	*
Asian	34	72.3	34	80.9	34	75.5
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	20	53.0	20	54.2	22	57.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	6	*
White	102	63.5	102	64.9	100	69.7
English Learners/Multilingual Learners	9	*	9	*	8	*
Non-English Learners/Non-Multilingual Learners	159	64.9	159	67.5	160	70.5
Eligible for Free or Reduced-Price Meals	27	47.3	27	48.3	28	50.4
Not Eligible for Free or Reduced-Price Meals	141	67.0	141	69.9	140	72.9
Students with Disabilities	16	*	16	*	17	*
Students without Disabilities	152	66.8	152	69.5	151	72.7
High Needs	38	45.7	38	47.9	41	48.8
Non-High Needs	130	69.1	130	71.8	127	75.7
School	168	63.8	168	66.4	168	69.1

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	86.4	176	86.4
Curl Up	N/A	N/A	N/A	86.4	176	86.4
Push Up	N/A	N/A	N/A	73.3	176	73.3
Mile Run/PACER	N/A	N/A	N/A	68.9	177	68.9
All Tests - School	N/A	N/A	N/A	52.8	176	52.8
All Tests - District	38.6	34.7	51.1	52.8		44.1

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

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	22	81.8
White	112	98.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56	91.1
Students with Disabilities	21	81.0
School	176	96.0
District		94.4

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	127	65.8
Male	96.9	93	57.4
Non-Binary	N/A	N/A	N/A
Black or African American	*	6	*
Hispanic or Latino	95.9	19	38.8
White	99.1	136	62.7
English Learners/Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.3	26	35.1
Students with Disabilities	87.5	*	*
School	98.0	220	62.0
District	96.7		60.6

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.

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 percentage.

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 2022	Class of 2021
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	90.3	94.6
Male	68.3	93.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	33.3	*
White	81.1	95.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	85.7
Students with Disabilities	*	*
School	77.5	94.2
District	76.6	94.2

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	63.8	75	127.7	150	85.1	63.9
	High Needs Students	45.7	75	91.4	150	60.9	54.1
Math Performance Index	All Students	66.4	75	132.8	150	88.5	59.7
	High Needs Students	47.9	75	95.8	150	63.9	48.9
Science Performance Index	All Students	69.1	75	92.2	100	92.2	61.6
	High Needs Students	48.8	75	65.1	100	65.1	51.1
ELA Academic Growth	All Students	.	100%	.	.	.	57.2%
	High Needs Students	.	100%	.	.	.	52.5%
Math Academic Growth	All Students	.	100%	.	.	.	61.8%
	High Needs Students	.	100%	.	.	.	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	13.4%	<=5%	33.2	50	66.4	20.0%
	High Needs Students	22.7%	<=5%	14.6	50	29.2	28.5%
Preparation for CCR	% Taking Courses	97.7%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	62.0%	75%	41.3	50	82.6	44.3%
On-track to High School Graduation		89.2%	94%	47.4	50	94.9	82.4%
4-year Graduation All Students (2022 Cohort)		96.0%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		95.5%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		77.5%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 52.8%	75%	35.2	50	70.5	93.0% 45.5%
Arts Access		50.6%	60%	42.2	50	84.4	54.5%
Accountability Index				1168.9	1450	80.6	

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	69.1	45.7	23.5	17.0	
Math Performance Index Gap	71.8	47.9	23.9	18.6	
Science Performance Index Gap	75.0	48.8	26.2	18.6	
Graduation Rate Gap	94.0%	95.5%	0.0%	5.4%	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	95.1
	High Needs Students	86.0
Math	All Students	95.1
	High Needs Students	86.0
Science	All Students	95.1
	High Needs Students	90.2

³Minimum participation standard is 95%.

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