

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



Rocky Hill High School
 Rocky Hill School District

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

School Information

Grade Range	9-12
Enrollment	705
Per Pupil Expenditures ¹	\$17,016
Total Expenditures ¹	\$12,558,019

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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	351	49.8	*
Male	354	50.2	50.1
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	125	17.7	30.0
Black or African American	23	3.3	3.3
Hispanic or Latino of any race	97	13.8	11.1
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	17	2.4	3.7
White	440	62.4	51.9
English Learners/Multilingual Learners	11	1.6	7.3
Eligible for Free or Reduced-Price Meals	151	21.4	18.6
Students with Disabilities ²	92	13.0	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	81	23.2	13	3.6
Male	62	17.9	23	6.4
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	39	40.6	12	11.5
White	78	18.1	19	4.3
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	56	37.8	16	9.9
Students with Disabilities	31	33.0	9	8.8
School	143	20.6	36	5.0
District		13.7		2.9

Number of students qualified as truant under state statute: 140

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	0.6
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	12.6
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	34.9

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	0.0
Hispanic or Latino of any race	5	6.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	71	92.2	95.1

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.2	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	\$8,848,905	\$11,990
Support Services - Students	\$863,440	\$1,170
Improvement of Instruction	\$131,616	\$178
Library and Media Services	\$178,346	\$242
Support Services - Instruction	\$278,230	\$377
Support Services - School-Based	\$759,662	\$1,029
Operation and Maintenance of Plant	\$1,462,305	\$1,981
Transportation Other Than to/From	\$35,516	\$48
Enterprise Operations	.	.
Total	\$12,558,019	\$17,016

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,497.

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	10	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	37	90.2
Other Health Impairment	16	80.0
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	71	77.2
District		59.6

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	23	85.2	20	95.2
White	105	94.6	95	92.2
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	32	91.4	33	91.7
Students with Disabilities	22	88.0	15	*
School	167	93.3	154	92.8
District		93.3		93.1

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	1050
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	0	N/A	0	N/A
Asian	28	76.7	28	80.0	28	76.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	21	52.8	21	48.7	21	50.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	106	63.4	106	61.2	98	60.9
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	53.7	28	50.5	27	48.5
Not Eligible for Free or Reduced-Price Meals	138	66.2	137	65.0	130	64.6
Students with Disabilities	18	*	17	*	16	*
Students without Disabilities	148	66.1	148	64.3	141	63.5
High Needs	44	51.7	43	50.8	40	48.9
Non-High Needs	122	68.5	122	66.7	117	66.2
School	166	64.1	165	62.5	157	61.8

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	78.2	156	78.2
Curl Up	N/A	N/A	N/A	80.8	156	80.8
Push Up	N/A	N/A	N/A	66.0	156	66.0
Mile Run/PACER	N/A	N/A	N/A	55.1	156	55.1
All Tests - School	N/A	N/A	N/A	40.4	156	40.4
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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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	23	91.3
White	130	99.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	44	90.9
Students with Disabilities	21	90.5
School	187	97.9
District		96.8

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	101	61.6
Male	96.1	96	53.0
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	89.6	11	22.9
White	98.6	128	59.8
English Learners/Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	90.1	21	29.6
Students with Disabilities	78.6	6	14.3
School	96.5	197	57.1
District	94.9		55.5

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 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.4	93.2
Male	72.6	86.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	60.9	*
White	85.5	88.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.3	90.0
Students with Disabilities	47.6	*
School	81.9	90.0
District	81.5	90.0

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	64.1	75	128.1	150	85.4	64.2
	High Needs Students	51.7	75	103.3	150	68.9	54.2
Math Performance Index	All Students	62.5	75	125.1	150	83.4	58.6
	High Needs Students	50.8	75	101.7	150	67.8	47.7
Science Performance Index	All Students	61.8	75	82.4	100	82.4	61.4
	High Needs Students	48.9	75	65.2	100	65.2	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	20.6%	<=5%	18.8	50	37.7	23.7%
	High Needs Students	33.5%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	93.0%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	57.1%	75%	38.1	50	76.1	43.5%
On-track to High School Graduation		84.6%	94%	45.0	50	90.0	82.7%
4-year Graduation All Students (2021 Cohort)		97.9%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		97.4%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		81.9%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		85.2% 40.4%	75%	13.5	50	26.9	94.0% 45.8%
Arts Access		49.2%	60%	41.0	50	82.0	52.4%
Accountability Index				1112.1	1450	76.7	

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	68.5	51.7	16.9	16.6	
Math Performance Index Gap	66.7	50.8	15.8	18.5	
Science Performance Index Gap	66.2	48.9	17.3	17.9	
Graduation Rate Gap	94.0%	97.4%	-3.4%	4.8%	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	95.5
	High Needs Students	87.3
Math	All Students	94.9
	High Needs Students	85.5
Science	All Students	90.4
	High Needs Students	80.0

³Minimum participation standard is 95%.

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