

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



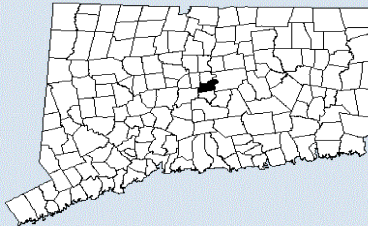
Rocky Hill School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,487
Per Pupil Expenditures ¹	\$14,668
Total Expenditures ¹	\$38,062,552

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 [EdSight \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,232	49.5	48.3
Male	1,255	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	505	20.3	4.7
Black or African American	72	2.9	12.9
Hispanic or Latino	212	8.5	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	1,651	66.4	57.2
English Language Learners	131	5.3	6.3
Eligible for Free or Reduced-Price Meals	367	14.8	37.6
Students with Disabilities ¹	241	9.7	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	102	8.4	23	1.8
Male	86	7.0	44	3.4
Black or African American	*	*	10	13.8
Hispanic or Latino	32	15.1	13	6.0
White	83	5.1	38	2.3
English Language Learners	17	12.2	*	*
Eligible for Free or Reduced-Price Meals	61	16.9	19	4.7
Students with Disabilities	40	16.7	20	7.2
District	188	7.7	67	2.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 7

²A student is chronically absent if he/she misses 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.

³The 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	168.5
Paraprofessional Instructional Assistants	32.5
Special Education	
Teachers and Instructors	23.5
Paraprofessional Instructional Assistants	49.2
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	7.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	11.9
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	101.5

¹In 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	1	0.4	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	6	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	229	97.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.2

Instruction and Resources

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	*	*	9	*
White	54	38.6	100	74.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	6	18.8	18	64.3
Students with Disabilities	*	*	13	*
District	61	34.7	133	73.9
State		58.4		73.8

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	23	62.2
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	71	89.9
Other Health Impairment	39	76.5
Other Disabilities	*	*
Speech/Language Impairment	22	91.7
District	170	75.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	39	1.5	1.5
Emotional Disturbance	15	0.6	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	79	3.0	4.4
Other Health Impairment	52	2.0	2.6
Other Disabilities	18	0.7	1.0
Speech/Language Impairment	31	1.2	1.9
All Disabilities	241	9.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,657,679	8,953	9,134
Instructional Supplies and Equipment	631,165	261	334
Improvement of Instruction and Educational Media Services	2,682,394	1,109	498
Student Support Services	2,368,699	979	1,001
Administration and Support Services	2,790,509	1,154	1,694
Plant Operation and Maintenance	4,827,716	1,996	1,572
Transportation	1,625,091	588	813
Costs of Students Tuitioned Out	1,479,299	N/A	N/A
Other	0	0	186
Total	38,062,552	14,668	15,289

Additional Expenditures

Land, Buildings, and Debt Service	12,834	5	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,837,687	40.0	35.1
Noncertified Personnel	1,242,359	17.5	14.2
Purchased Services	200,699	2.8	5.2
Tuition to Other Schools	949,214	13.4	22.0
Special Ed. Transportation	539,561	7.6	8.6
Other Expenditures	1,329,663	18.7	14.9
Total Expenditures	7,099,183	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.8	86.8
State	11.2	11.2
Federal	1.9	1.9
Tuition & Other	0.1	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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	*	*	*	*	N/A	N/A
Asian	217	82.4	217	77.8	73	65.5
Black or African American	29	73.5	29	60.1	14	*
Hispanic or Latino	104	66.4	104	54.2	49	59.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	13	*
White	820	76.4	815	66.4	398	64.3
English Language Learners	66	64.6	66	58.3	17	*
Non-English Language Learners	1126	77.3	1121	67.9	530	64.0
Eligible for Free or Reduced-Price Meals	174	65.0	174	53.6	77	56.0
Not Eligible for Free or Reduced-Price Meals	1018	78.6	1013	69.7	470	64.8
Students with Disabilities	136	51.8	136	43.7	66	48.9
Students without Disabilities	1056	79.8	1051	70.4	481	65.6
High Needs	301	63.0	301	53.4	135	53.6
Non-High Needs	891	81.2	886	72.1	412	66.8
District	1192	76.6	1187	67.3	547	63.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.1	94.8	89.1	94.8	696	89.7
Curl Up	87.0	89.2	86.9	94.0	696	88.9
Push Up	73.0	84.5	91.8	86.6	696	83.8
Mile Run/PACER	77.3	91.8	94.0	67.9	696	83.9
All Tests - District	45.4	77.3	80.3	63.4	696	67.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	26	88.5	.		.
Students with Disabilities	*	*	.		.
District	183	91.8	91.7	Yes	91.9
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	74.1	75	39.7
Male	74.3	77	46.1
Black or African American	*	*	*
Hispanic or Latino	47.1	8	23.5
White	78.1	126	46.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	40.0	*	*
Students with Disabilities	*	*	*
District	74.2	152	42.7
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.1	91.5
Male	77.8	91.0
Black or African American	*	*
Hispanic or Latino	*	*
White	81.3	91.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	52.8	*
Students with Disabilities	57.7	*
District	78.0	91.3
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.6	75	100.0	100	100.0	67.9
	High Needs Students	63.0	75	83.9	100	83.9	56.7
Math Performance Index	All Students	67.3	75	89.8	100	89.8	59.3
	High Needs Students	53.4	75	71.1	100	71.1	47.8
Science Performance Index	All Students	63.6	75	84.8	100	84.8	56.5
	High Needs Students	53.6	75	71.5	100	71.5	45.9
Chronic Absenteeism	All Students	7.7%	<=5%	44.6	50	89.2	10.6%
	High Needs Students	15.5%	<=5%	29.0	50	58.0	17.3%
Preparation for CCR	% Taking Courses	54.5%	75%	36.3	50	72.7	66.1%
	% Passing Exams	42.7%	75%	28.5	50	56.9	37.3%
On-track to High School Graduation		90.3%	94%	48.0	50	96.1	85.6%
4-year Graduation All Students (2014 Cohort)		91.8%	94%	97.7	100	97.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		86.7%	94%	92.2	100	92.2	77.6%
Postsecondary Entrance (Class of 2014)		78.0%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% 67.0%	75%	44.6	50	89.3	87.6% 51.0%
Arts Access		36.0%	60%	30.0	50	60.0	45.7%
Accountability Index				1052.0	1250	84.2	

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	63.0	12.0	17.3	
Math Performance Index Gap	72.1	53.4	18.7	19.6	
Science Performance Index Gap	66.8	53.6	13.2	17.2	
Graduation Rate Gap	94.0%	86.7%	7.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	92.6
	High Needs Students	94.9
Math	All Students	92.2
	High Needs Students	95.0
Science	All Students	99.1
	High Needs Students	97.9

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

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: 56.2 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Rocky Hill School District

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 to establish goals and then refine 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 equity 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 Core Standards. The use of educational technology continues to be integrated into the curriculum. For the past several years, the emphasis for instruction has been on learning content through critical thinking and problem solving. Through performance tasks, students reflect upon their acquired knowledge and craft written responses, which demonstrate what they have learned. Writing 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. Data Teams are well established across the district, meeting 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.

Attendance and truancy rates are not an issue in Rocky Hill. 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 our positive attendance 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 the use of School Messenger, 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. Regular family nights are also held for our English Learner parents.

For more information on Rocky Hill Public Schools, 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. Rocky Hill High School students attend half-day programs at the Greater Hartford Academy of Math and Science (GHAMAS) and the Greater Hartford Academy of Arts (GHAA), magnet schools located in Hartford.

Throughout the district, there is a range of programs that promote diversity and awareness of individual differences. Rich literature and picture books related to various cultures, races, and traditions are included in our elementary curriculum. Our world language program develops awareness of social and cultural values in foreign societies. Non-disabled peers have the opportunity to work side-by-side with students with disabilities in athletics through the Unified Sports Programs. Partnerships have been established with the Anti-Defamation League and the National Conference for Community and Justice (NCCJ) which provide diversity training for staff and students. Our schools work in conjunction with the Town of Rocky Hill's Social Services department to sponsor families within the community who are in need. The high school sponsors a Unity Club, which promotes cultural and social awareness. In addition, high school students annually participate in the Habitat for Humanity project in New Orleans. Various clubs focus on helping others through volunteerism. Student Council members are involved in service-based projects such as Lend-a-Paw, which directly meets the needs of the Town of Rocky Hill.

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.

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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 director of finance 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. Like other districts, Rocky Hill has experienced budgetary challenges, the Board of Education, through their administrators, work hard to minimize the impact and provide the best possible learning experience for our children. ?