

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



**Rogers Park Middle School
 Danbury School District**

203-797-4881 • <https://sites.google.com/a/danbury.k12.ct.us/rpms/>

School Information

Grade Range	6-8
Enrollment	1,041
Per Pupil Expenditures ¹	\$10,396
Total Expenditures ¹	\$11,102,698

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	522	50.1	*
Male	519	49.9	51.5
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	28	2.7	5.4
Black or African American	95	9.1	6.8
Hispanic or Latino of any race	687	66.0	59.8
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	3.2
White	206	19.8	24.7
English Learners/Multilingual Learners	403	38.7	31.6
Eligible for Free or Reduced-Price Meals	571	54.9	52.5
Students with Disabilities ²	135	13.0	13.9

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	157	29.0	82	14.2
Male	162	29.7	106	18.4
Non-Binary	0	*	0	*
Black or African American	34	37.0	29	28.7
Hispanic or Latino of any race	214	29.3	131	16.8
White	50	24.0	20	9.2
English Learners/Multilingual Learners	130	27.7	93	18.8
Eligible for Free or Reduced-Price Meals	193	31.7	119	17.9
Students with Disabilities	59	41.0	25	16.4
School	319	29.3	188	16.3
District		23.5		8.1

Number of students qualified as truant under state statute: 415

Number of school-based arrests: 11

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	69.6
Paraprofessional Instructional Assistants	4.8
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	19.0

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	1.0	2.2
Black or African American	5	5.2	3.8
Hispanic or Latino of any race	14	14.4	9.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	77	79.4	84.7

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.1	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: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$8,774,806	\$8,216
Support Services - Students	\$445,318	\$417
Improvement of Instruction	.	.
Library and Media Services	\$189,909	\$178
Support Services - Instruction	.	.
Support Services - School-Based	\$1,051,116	\$984
Operation and Maintenance of Plant	\$641,549	\$601
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$11,102,698	\$10,396

Total per pupil expenditures (PPE) including share of district central expenditures is \$14,779.

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	*	*
Intellectual Disability	0	0.0
Learning Disability	45	68.2
Other Health Impairment	15	62.5
Other Disabilities	*	*
Speech/Language Impairment	19	79.2
School	83	61.5
District		62.6

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

School Schedule

Days of Instruction	185
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1056
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	*	*	*	*	*	*
Asian	28	58.6	26	46.9	*	*
Black or African American	81	53.2	81	38.6	27	51.7
Hispanic or Latino of any race	544	48.6	543	39.3	210	50.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	9	*
White	184	58.5	183	48.3	60	59.1
English Learners/Multilingual Learners	446	44.9	443	37.5	160	46.6
Non-English Learners/Non-Multilingual Learners	414	59.4	413	46.2	156	59.7
Eligible for Free or Reduced-Price Meals	515	50.4	514	40.4	177	51.8
Not Eligible for Free or Reduced-Price Meals	345	54.0	342	43.6	139	54.7
Students with Disabilities	127	34.4	125	26.6	37	40.3
Students without Disabilities	733	54.9	731	44.3	279	54.8
High Needs	707	48.3	703	38.9	257	50.1
Non-High Needs	153	68.6	153	54.5	59	66.2
School	860	51.9	856	41.7	316	53.1

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	65.4	68.2	N/A	696	67.0
Curl Up	N/A	64.1	64.3	N/A	696	64.2
Push Up	N/A	68.9	57.7	N/A	696	62.8
Mile Run/PACER	N/A	45.7	27.8	N/A	696	35.9
All Tests - School	N/A	27.0	19.4	N/A	696	22.8
All Tests - District	47.5	42.3	37.4	35.4		40.8

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	51.9	75	34.6	50	69.2	64.2
	High Needs Students	48.3	75	32.2	50	64.4	54.2
Math Performance Index	All Students	41.7	75	27.8	50	55.6	58.6
	High Needs Students	38.9	75	25.9	50	51.8	47.7
Science Performance Index	All Students	53.1	75	35.4	50	70.8	61.4
	High Needs Students	50.1	75	33.4	50	66.8	51.3
ELA Academic Growth	All Students	51.1%	100%	51.1	100	51.1	60.4%
	High Needs Students	47.6%	100%	47.6	100	47.6	56.2%
Math Academic Growth	All Students	40.8%	100%	40.8	100	40.8	65.2%
	High Needs Students	39.9%	100%	39.9	100	39.9	59.1%
Progress Toward English Proficiency	Literacy	71.6%	100%	35.8	50	71.6	64.9%
	Oral	68.1%	100%	34.1	50	68.1	57.4%
Chronic Absenteeism	All Students	29.3%	<=5%	1.4	50	2.7	23.7%
	High Needs Students	31.7%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		78.2%	94%	41.6	50	83.2	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)		97.5% 22.8%	75%	15.2	50	30.5	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				496.8	1000	49.7	

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	68.6	48.3	20.3	16.6	
Math Performance Index Gap	54.5	38.9	15.6	18.5	
Science Performance Index Gap	66.2	50.1	16.1	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	99.3
	High Needs Students	99.3
Math	All Students	98.8
	High Needs Students	98.8
Science	All Students	98.0
	High Needs Students	98.2

³Minimum participation standard is 95%.

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