

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



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	888
Per Pupil Expenditures	\$15,111
Total Expenditures	\$13,267,113

Expenditure data reflect the 2023-24 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 2024-25 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. 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, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	*	*	48.6
Male	457	51.5	51.4
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	*
Asian	27	3.0	4.1
Black or African American	44	5.0	6.1
Hispanic or Latino of any race	642	72.3	66.1
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	25	2.8	3.9
White	148	16.7	19.5
English Learners/Multilingual Learners	354	39.9	37.6
Eligible for Free or Reduced-Price Meals	518	58.3	56.5
Students with Disabilities	140	15.8	14.6

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	63	14.5	26	5.7
Male	64	13.9	43	9.0
Non-Binary	0	*	0	*
Black or African American	11	25.6	6	13.0
Hispanic or Latino of any race	88	13.5	53	7.8
White	18	12.2	*	*
English Learners/Multilingual Learners	51	13.8	26	6.6
Eligible for Free or Reduced-Price Meals	81	16.9	49	8.6
Students with Disabilities	26	19.8	15	10.3
All Students - School	127	14.2	69	7.4
All Students - District		15.2		8.3

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 152

Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	72.0
General Education Paraprofessionals	6.0
Special Education Teachers and Instructors	10.0
Special Education Paraprofessionals	13.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	26.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	2.2
Black or African American	5	5.3	4.6
Hispanic or Latino of any race	11	11.6	9.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.4
White	79	83.2	83.1

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	12.2
District	12.4

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	20	19.4	11.3
Teachers	11	13.4	11.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$11,849,940	\$13,497
Support Services - Students	\$285,765	\$325
Improvement of Instruction	\$2,896	\$3
Library and Media Services	\$179,217	\$204
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$5,877	\$7
Operation and Maintenance of Plant	\$943,418	\$1,075
Transportation Other Than to/From Home	.	.
Enterprise Operations	.	.
Total	\$13,267,113	\$15,111

Total per pupil expenditures (PPE) including share of district central expenditures is \$18,225.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	0	0.0
Learning Disability	52	86.7
Other Health Impairment	18	90.0
Other Disabilities	*	*
Speech/Language Impairment	15	71.4
All Disabilities - School	93	66.4
All Disabilities - District		63.3

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1008
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:45 AM
School 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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	25	53.3	25	48.1	*	*
Black or African American	41	51.6	41	45.3	13	*
Hispanic or Latino of any race	547	50.3	547	44.2	182	50.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	24	68.0	24	54.3	*	*
White	136	65.3	136	57.1	41	69.3
English Learners/Multilingual Learners	422	48.4	422	42.7	137	50.1
Non-English Learners/Non-Multilingual Learners	353	60.0	353	52.1	113	59.4
Eligible for Free or Reduced-Price Meals	431	50.9	431	44.9	149	51.9
Not Eligible for Free or Reduced-Price Meals	344	57.2	344	49.7	101	57.9
Students with Disabilities	121	30.7	121	25.3	37	32.7
Students without Disabilities	654	57.9	654	51.0	213	58.1
High Needs	623	49.3	623	43.5	204	50.6
Non-High Needs	152	71.3	152	61.4	46	70.9
School	775	53.7	775	47.0	250	54.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	92.6	88.0	N/A	549	90.3
Curl Up	N/A	92.2	94.4	N/A	549	93.3
Push Up	N/A	89.7	84.3	N/A	549	87.1
Mile Run/PACER	N/A	89.4	70.9	N/A	547	80.4
All Tests - School	N/A	76.2	61.1	N/A	547	68.9
All Tests - District	65.2	60.2	47.2	55.0		57.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	53.7	75	35.8	50	71.5	64.7
ELA Performance Index	High Needs Students	49.3	75	32.9	50	65.8	54.9
Math Performance Index	All Students	47.0	75	31.3	50	62.7	61.1
Math Performance Index	High Needs Students	43.5	75	29.0	50	58.0	50.6
Science Performance Index	All Students	54.3	75	36.2	50	72.4	62.6
Science Performance Index	High Needs Students	50.6	75	33.7	50	67.4	52.1
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	60.6%
ELA Academic Growth	High Needs Students	53.7%	100%	53.7	100	53.7	55.7%
Math Academic Growth	All Students	48.0%	100%	48.0	100	48.0	62.3%
Math Academic Growth	High Needs Students	47.9%	100%	47.9	100	47.9	55.9%
Progress Toward English Proficiency	Literacy	68.7%	100%	34.4	50	68.7	58.7%
Progress Toward English Proficiency	Oral	61.2%	100%	30.6	50	61.2	55.7%
Chronic Absenteeism	All Students	14.2%	<=5%	31.7	50	63.3	17.2%
Chronic Absenteeism	High Needs Students	16.3%	<=5%	27.4	50	54.9	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	80.1%	94%	42.6	50	85.2	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	68.9%	75%	45.9	50	91.9	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				617.7	1000	61.8	

Physical Fitness Estimated Participation Rate - School: 94.8% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	71.3	49.3	22.0	17.1	Y
Math Performance Index Gap	61.4	43.5	17.9	18.6	N
Science Performance Index Gap	70.9	50.6	20.3	18.3	Y
Graduation Rate Gap	.	.	.	.	

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.

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 (%)
ELA	All Students	99.6
ELA	High Needs Students	99.7
Math	All Students	99.6
Math	High Needs Students	99.7
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum participation standard is 95%.

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