

STRATEGIC SCHOOL PROFILE 2009-10**Rocky Hill School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$29,701
Town Population in 2000: 17,966	Percent of Adults without a High School Diploma in 2000*: 11.8%
1990-2000 Population Growth: 8.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.7%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 93.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009	2,640
5-Year Enrollment Change	6.2%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	232	8.8	13.4	32.6
K-12 Students Who Are Not Fluent in English	86	3.3	2.3	5.4
Students Identified as Gifted and/or Talented*	2	0.1	4.8	4.1
PK-12 Students Receiving Special Education Services in District	247	9.4	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	164	89.1	85.6	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	71	22.0	15.5	13.6

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	336	12.7
Black	102	3.9
Hispanic	170	6.4
White	2,029	76.9
Total Minority	611	23.1

Percent of Minority Professional Staff: 2.9%

Open Choice:

25 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

13.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 37.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Rocky Hill Public Schools have many initiatives to promote diversity and awareness of individual differences. At each academic level, students have the opportunity to interact with students from diverse racial, ethnic, and economic backgrounds. Our district participates in the CHOICE program in which students from an urban setting are integrated into our schools. Our Choice students have been members of the Rocky Hill Public Schools since the elementary level and are now transitioning into our middle school and high school. Griswold Middle School also participates in a state funded, sister school partnership with other urban and suburban middle schools. Twenty - five students from an urban district partner with twenty-five students from our middle school to participate in shadowing experiences and a Ropes course. The schools work together to plan academic activities to promote respect and friendship. Over the past several years, Rocky Hill High School students have participated in magnet school programs in Hartford. Twenty students are enrolled in the Greater Hartford Academy of the Arts and twenty four students attend the Greater Hartford Academy of Math and Science. Rocky Hill High School students have also participated in the Common Ground Program sponsored by the Greater Hartford Chamber of Commerce for the past nine years. The high school is involved with the Ant-Defamation League and the National Conference of Community and Justice. Since 1999, RHHS has hosted the "Names Can Really Hurt Us" assembly program every four years. This program will be presented for students, parents and community members again in 2010. RHHS has also participated in the "Bridges" leadership training program on tolerance and sensitivity. The school also sponsors a Diversity Club which promotes cultural and social awareness. In addition, Rocky Hill High School students participate in the Habitat for Humanity project and have traveled to New Orleans for the past four years to help build houses for Hurricane Katrina victims. Various clubs and student government also focus on helping others through volunteerism. During the 2009-2010 school year, we implemented the Positive Behavior Intervention and Supports (PBIS) approach at the elementary schools. Students focused on respect for self, respect for others, and respect for their school. Our schools realized a decrease in office referrals and an improvement in our overall school climate. This program will be implemented at the middle school level in the 2010-2011 school year and at our high school in 2011-2012. At one of the elementary schools, Project Wisdom is also a part of every school day. Through daily school messages, students learn about character building and respect.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.7	57.0	60.7
Writing	71.1	58.3	66.9
Mathematics	75.4	62.4	65.6
Grade 4 Reading	74.3	59.9	65.4
Writing	76.6	63.6	61.9
Mathematics	83.8	67.0	80.5
Grade 5 Reading	66.3	61.8	42.4
Writing	69.3	68.2	34.9
Mathematics	80.4	72.4	56.6
Science	64.2	59.4	36.1
Grade 6 Reading	92.0	74.9	87.1
Writing	83.2	65.9	75.6
Mathematics	85.1	70.7	68.1
Grade 7 Reading	93.5	77.4	83.8
Writing	78.5	61.2	72.1
Mathematics	80.8	68.5	63.0
Grade 8 Reading	90.0	73.3	84.1
Writing	81.5	62.6	80.9
Mathematics	79.0	67.3	61.1
Science	80.0	62.8	68.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	45.1	45.9	41.7
Writing Across the Disciplines	58.3	59.6	39.8
Mathematics	50.0	48.7	43.9
Science	56.5	45.3	59.8

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	63.6	50.7	80.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.5	68.5	
Average Score	Mathematics	524	508	57.4
	Critical Reading	515	503	52.7
	Writing	525	506	63.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	94.3	91.3	44.6
2008-09 Annual Dropout Rate for Grade 9 through 12	0.8	3.0	61.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.0	84.5
% Employed (Civilian Employment and in Armed Services)	9.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	171.55
Paraprofessional Instructional Assistants	18.55
Special Education	
Teachers and Instructors	22.50
Paraprofessional Instructional Assistants	45.30
Library/Media Specialists and/or Assistants	8.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	12.50
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	98.10

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.8
% with Master's Degree or Above	73.6	77.1	77.8

Average Class Size	District	DRG	State
Grade K	15.3	17.2	18.5
Grade 2	17.0	18.9	19.7
Grade 5	20.4	20.9	21.1
Grade 7	20.4	20.3	20.8
High School	19.9	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	988	985	992
Middle School	1,053	1,025	1,018
High School	1,018	1,000	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.5	3.5	3.2
Middle School	3.9	2.8	2.5
High School	2.8	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$18,779	\$7,187	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$601	\$230	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$1,629	\$623	\$474	\$389	\$459
Student Support Services	\$1,996	\$764	\$863	\$800	\$859
Administration and Support Services	\$2,730	\$1,045	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$3,577	\$1,369	\$1,469	\$1,377	\$1,462
Transportation	\$1,216	\$435	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$1,168	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$163	\$169	\$162
Total	\$31,695	\$11,965	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$327	\$125	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,585,498	17.6	20.9	20.7

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	85.9	12.4	1.7	0.0
Excluding School Construction	86.5	11.8	1.7	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education policy regarding distribution of district resources ensures that each school within the district receives an equitable distribution of material and financial resources. Funds are allocated on a per-pupil basis for instructional supplies. The superintendent and director of finance review budget requests based on principals' school-based budgets and distribute anticipated funds across school and programs. Final allocations are based on the Board of Education's class size guidelines and needs identified through curriculum assessment and review. For example, a review of the middle school math curriculum indicated that there was a mismatch between the present textbook and the state standards, grade level expectations and assessments. The BOE subsequently provided the funding to address this need by adopting a new math textbook. Professional development funds are distributed to support the work of staff through their Professional Improvement Plans and the School Improvement Plan. Although, like other districts, Rocky Hill is experiencing 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	243
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	19	0.7	1.1	1.0
Learning Disability	73	2.8	3.4	3.9
Intellectual Disability	10	0.4	0.4	0.5
Emotional Disturbance	22	0.8	0.9	1.0
Speech Impairment	63	2.4	2.4	2.2
Other Health Impairment*	40	1.5	2.2	2.1
Other Disabilities**	16	0.6	0.9	0.9
Total	243	9.2	11.4	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	89.5	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.4	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	26.4	31.6	81.6	67.5
	Writing	15.1	19.6	76.9	63.3
	Mathematics	22.0	32.9	80.9	68.1
	Science	19.4	23.7	72.1	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	45.1	45.9
	Writing Across the Disciplines	5.9	16.8	58.3	59.6
	Mathematics	8.3	16.7	50.0	48.7
	Science	11.1	13.0	56.5	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	33.6
	% With Accommodations	66.4
CAPT	% Without Accommodations	6.7
	% With Accommodations	93.3
% Assessed Using Skills Checklist		11.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	13	5.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	196	80.7	76.7	73.4
40.1 to 79.0 Percent of Time	23	9.5	13.8	15.3
0.0 to 40.0 Percent of Time	24	9.9	9.5	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The faculty and administration of the Rocky Hill Public Schools are committed to providing an excellent education for all students. The district has focused on analyzing data and promoting teacher collaboration to improve student achievement at all levels. A districtwide Data Team has been established to examine the results of state and district assessments to provide direction for the development of comprehensive district and school improvement plans.

Data Teams have also been formulated at the school level with vertical and horizontal teams meeting regularly to look at the achievement of all students. Teachers work together to plan targeted instruction to remediate areas of instructional need. Professional development has been provided for all staff on Data Driven Decision Making and Data Teams. In 2009-2010 we implemented a revised elementary Language Arts curriculum and began to utilize a new core program which contained the basic components of balanced literacy instruction with a concentration on non-fiction text. At the middle school level, we implemented a revised math curriculum and will be introducing a new textbook this year to complement this work. Curriculum development at the high school in the 2009-2010 school year focused on the freshman core courses of Earth and Its Environment, Algebra I, Western Civilization and Short Story and Composition. These revised high school courses will be introduced this year as we begin to work on sophomore core courses. Elementary and middle school science, and technology were additional areas of focus. Using a curriculum review cycle, curriculum in all subject areas will be continuously updated and revised to align with state and national standards and to improve instruction. To identify and support students in need of additional academic assistance, we instituted the SRBI model in the Rocky Hill Public Schools. Tier 2 and 3 interventions were developed and used to help students achieve academic success. Universal screening and progress monitoring tools were identified and utilized to track student achievement and growth. Initial data on student progress indicates that students are improving on targeted areas of intervention. Children in need of more intensive services are also being identified. Our special education and general education staff have collaborated to ensure that all students experience academic success. Through our concentrated efforts on data analysis, collaboration, common formative assessments and the use of effective teaching strategies, our goal is to ensure success for all students in the Rocky Hill Public Schools.
