

STRATEGIC SCHOOL PROFILE 2007-08**Rocky Hill School District**

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Location: 761 Old Main Street
Rocky Hill,
Connecticut

Website: www.rockyhillps.us/

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: 92.6%

*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, 2007	2,606
5-Year Enrollment Change	4.2%

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	201	7.7	10.5	28.7
K-12 Students Who Are Not Fluent in English	88	3.4	2.4	5.4
Students Identified as Gifted and/or Talented*	4	0.2	4.5	4.0
PK-12 Students Receiving Special Education Services in District	267	10.2	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	166	89.2	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	51	15.5	22.2	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	285	10.9
Black	106	4.1
Hispanic	158	6.1
White	2,055	78.9
Total Minority	551	21.1

Percent of Minority Professional Staff: 2.1%

Open Choice: 26 students 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: 12.0% 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 continues to participate in a variety of programs designed to promote diversity. The responses to these efforts from students, staff, and the community have been positive and encouraging.

We have involved our students in many activities with the goal of diversity in mind. One of our elementary schools paired with the Rawson School in Hartford for an inter-district cooperative grant in which students developed a personal relationship and met monthly for cultural experiences. The elementary & middle schools also participate in the Choice Program integrating students from Hartford into our schools. Support is provided through our Explore & Soar program for such things as assembly programs, guest speakers, field trips and a civil war encampment. These multi cultural programs provide exposure to our youngest students about the people and customs from other countries.

The middle school has built on its successful sister school partnership with Greater Hartford Classical Magnet School in Hartford. This year fifty (50) students met for monthly exchanges, shared a “ropes course” experience and shadowed each other in their respective schools. Through this interaction came understanding and appreciation. In addition Griswold Middle School expanded the Academic Exchange program which brings together students from other districts for team problem solving and other academic activities. Seventy-two (72) students from Rocky Hill, Berlin and Windsor gained from this experience. Also, a Young Educators Society provided the opportunity for eight Rocky Hill students to interact with peers from surrounding towns who share an interest in teaching. This activity expanded to the high school this year, as well.

High school activities in the diversity arena have expanded over the years. Numerous students have participated in the two day BRIDGES training on racial and sexual awareness. This year, a group of twenty (20) students participated in a Habitat for Humanity project in which they built a home in New Orleans. Additionally, sixty-seven (67) students have participated in the Common Ground program designed to foster greater tolerance for differences. Our high school students participated in the CT Youth Forum. The high school also sponsors a Diversity Club which hosts a Diversity Day to promote cultural and social awareness. Approximately twenty (20) high school students attend the Greater Hartford Academy of the Arts and an additional twenty-four (24) students participate in the Greater Hartford Academy of Math and Science learning alongside their peers from diverse cultures.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	64.6	52.0	60.1
Writing	79.4	63.4	75.5
Mathematics	69.6	60.0	57.1
Grade 4 Reading	65.2	55.9	57.0
Writing	73.5	62.9	62.9
Mathematics	68.3	60.3	52.2
Grade 5 Reading	68.3	62.2	42.0
Writing	72.0	64.5	50.6
Mathematics	77.2	65.9	61.1
Science	67.2	54.9	53.7
Grade 6 Reading	71.7	66.3	42.9
Writing	62.1	61.9	39.3
Mathematics	65.0	66.4	29.8
Grade 7 Reading	90.7	71.1	92.3
Writing	79.8	62.0	78.1
Mathematics	72.0	63.0	52.3
Grade 8 Reading	79.2	64.8	67.3
Writing	80.2	63.4	73.6
Mathematics	70.3	60.8	49.1
Science	78.3	58.6	74.8

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 scoreable 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	59.7	45.5	63.8
Writing Across the Disciplines	71.0	57.9	63.1
Mathematics	60.8	50.1	56.9
Science	57.4	46.3	53.8

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

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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
	38.5	36.1	52.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.0	77.6	
Average Score	Mathematics	525	504	69.2
	Critical Reading	506	502	51.5
	Writing	513	503	58.5

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 2007	98.8	92.6	83.1
Cumulative Four-Year Dropout Rate for Class of 2007	0.9	6.2	84.2
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.0	83.4
% Employed (Civilian Employment and in Armed Services)	9.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	171.35
Paraprofessional Instructional Assistants	20.40
Special Education	
Teachers and Instructors	21.00
Paraprofessional Instructional Assistants	48.90
Library/Media Specialists and Assistants	8.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	12.50
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	89.45

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	12.7	14.1	13.6
% with Master's Degree or Above	70.4	74.9	75.6

Average Class Size	District	DRG	State
Grade K	15.3	17.4	18.1
Grade 2	18.4	19.1	19.3
Grade 5	21.3	20.6	20.9
Grade 7	18.9	21.0	20.5
High School	19.4	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	987	987
Middle School	1,053	1,023	1,017
High School	1,036	1,001	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*	4.6	3.7	3.4
Middle School	3.7	3.0	2.7
High School	2.7	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$16,746	\$6,501	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$557	\$216	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$1,393	\$541	\$443	\$364	\$429
Student Support Services	\$1,674	\$650	\$764	\$705	\$761
Administration and Support Services	\$2,197	\$853	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$3,633	\$1,410	\$1,329	\$1,202	\$1,322
Transportation	\$1,192	\$427	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,335	N/A	N/A	N/A	N/A
Other	\$60	\$23	\$147	\$139	\$145
Total	\$28,787	\$10,941	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$313	\$122	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,329,422
Percent of Total PK-12 Expenditures Used for Special Education	18.5%

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	87.9	10.8	1.4	0.0
Excluding School Construction	88.7	9.9	1.4	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 math curriculum indicated that there was a mismatch between the present textbook and the state standards and assessments. The BOE subsequently provided the funding to address this need by adopting a new math program. Another example of this is the additional teaching positions which were created at the high school to increase elective course options. 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	269
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

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	14	0.5	0.8	0.7
Learning Disability	84	3.2	3.3	4.0
Intellectual Disability	13	0.5	0.4	0.5
Emotional Disturbance	17	0.7	0.9	1.0
Speech Impairment	78	3.0	2.5	2.4
Other Health Impairment*	49	1.9	2.2	2.1
Other Disabilities**	14	0.5	0.8	0.9
Total	269	10.3	10.9	11.5

*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 2006-07 with a Standard Diploma	93.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.4	2.8

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	24.1	20.4	73.1	62.1
	Writing	27.6	19.3	74.5	63.0
	Mathematics	17.2	22.6	70.3	62.7
	Science	13.9	22.2	73.1	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	59.7	45.5
	Writing Across the Disciplines	N/A	N/A	71.0	57.9
	Mathematics	N/A	N/A	60.8	50.1
	Science	N/A	N/A	57.4	46.3

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	39.4
	% With Accommodations	60.6
CAPT	% Without Accommodations	21.1
	% With Accommodations	78.9
% Assessed Using Skills Checklist		7.3

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	21	7.8

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	189	70.3	73.4	71.6
40.1 to 79.0 Percent of Time	59	21.9	16.6	16.6
0.0 to 40.0 Percent of Time	21	7.8	10.0	11.8

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 continued excellence. The foci for professional development for all staff over the past five years included teaching techniques, technological applications and inclusionary practices. The teacher evaluation plan has as its goal “improvement of student learning”. This plan requires teachers to conduct action research on an area of instruction of their choosing. Their research results in changes in instruction and increased achievement. The five-year curriculum review cycle encourages analysis and improvement of the curriculum and how it’s delivered. Over the past four years an effort has been made to map the curriculum to insure consistency of instruction. At each elementary grade level, specific learning targets have been identified for language arts and math with benchmarks established for each trimester of the school year. A continuous improvement model has been implemented district wide with each school developing a School Improvement Plan. Data teams will monitor the impact of the SIP. This year, teachers received professional development on Data Teams and Common Formative Assessments from CREC.

In the area of Special Education, a shift in teaching methodology has been made to a more inclusive model of instruction. Ongoing training is provided to staff in this model as well as in differentiation of instruction.

A change in grade reporting at the elementary level involved a committee of 20 staff members and a Parent Reaction Committee. Their feedback was invaluable as we implemented a standards based report card. This change was shared with all parents at Open Houses. The information is also available on the district website and will help to improve communication between home and school.
