

STRATEGIC SCHOOL PROFILE 2010-11**Rocky Hill School District**

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Rocky Hill,
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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

Town Population in 2000: 17,966

1990-2000 Population Growth: 8.5%

Number of Public Schools: 5

Per Capita Income in 2000: \$29,701

Percent of Adults without a High School Diploma in 2000*: 11.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.7%

District Enrollment as % of Estimated. Student Population: 93.4%

*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, 2010 2,576
5-Year Enrollment Change 3.6%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	266	10.3	13.8	34.1
K-12 Students Who Are Not Fluent in English	73	2.9	2.3	5.6
Students Identified as Gifted and/or Talented*	1	0.0	4.8	4.0
PK-12 Students Receiving Special Education Services in District	228	8.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	136	87.2	85.1	80.2
Homeless	2	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	67	22.6	17.2	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	357	13.9
Black	101	3.9
Hispanic	168	6.5
Pacific Islander	0	0.0
White	1,948	75.6
Two or more races	1	0.0
Total Minority	628	24.4

Percent of Minority Professional Staff: 2.1%

Open Choice:

23 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:

14.3% 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 39.

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 have now transitioned into our middle school and high school. 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. Thirteen students are enrolled in the Greater Hartford Academy of the Arts and thirty 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 2011. 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 five years to help build houses for Hurricane Katrina victims. Various clubs and student government also focus on helping others through volunteerism. As a district, we have implemented the Positive Behavior Intervention and Supports (PBIS) approach at the elementary schools and middle school levels. The PBIS approach has been instituted at our high school this year. Students focus on respect for self, respect for others, and respect for their school. Our schools have realized a decrease in office referrals and an improvement in overall school climate through the instruction of these principles. In addition, 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	69.4	58.4	57.5
Writing	73.0	61.1	64.0
Mathematics	75.7	63.0	69.6
Grade 4 Reading	73.7	62.5	60.7
Writing	76.2	65.5	56.7
Mathematics	75.0	67.0	53.7
Grade 5 Reading	76.6	61.4	69.3
Writing	81.7	66.8	70.6
Mathematics	86.2	72.5	69.3
Science	73.3	59.9	58.3
Grade 6 Reading	90.9	76.0	77.4
Writing	71.3	65.2	53.6
Mathematics	89.9	71.3	80.4
Grade 7 Reading	95.4	77.8	93.6
Writing	75.4	58.9	71.5
Mathematics	87.2	68.4	81.4
Grade 8 Reading	90.8	74.7	81.5
Writing	82.5	64.8	70.7
Mathematics	79.1	66.6	58.0
Science	77.8	63.1	58.6

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	54.3	44.7	55.3
Writing Across the Disciplines	70.6	61.2	54.1
Mathematics	56.8	49.5	51.9
Science	62.2	47.0	69.9

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
	67.9	51.0	86.2

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.2	70.6	
Average Score	Mathematics	518	510	56.5
	Critical Reading	494	505	34.4
	Writing	498	510	35.1

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, Adjusted Cohort Rate 2010	89.6	81.8	56.5
2009-10 Annual Dropout Rate for Grade 9 through 12	0.1	2.8	89.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.4	84.8
% Employed (Civilian Employment and in Armed Services)	6.7	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	171.75
Paraprofessional Instructional Assistants	20.15
Special Education	
Teachers and Instructors	22.50
Paraprofessional Instructional Assistants	50.50
Library/Media Specialists and/or Assistants	8.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
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	101.90

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	14.6	13.9
% with Master's Degree or Above	76.2	79.0	79.0

Average Class Size	District	DRG	State
Grade K	13.1	17.5	18.4
Grade 2	17.8	19.2	19.9
Grade 5	21.7	21.7	21.2
Grade 7	22.1	20.7	20.6
High School	19.5	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	993	984	992
Middle School	1,053	1,025	1,017
High School	1,000	1,004	1,010

*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*	3.5	3.2	3.1
Middle School	2.9	2.5	2.4
High School	2.5	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$19,688	\$7,458	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$760	\$288	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$1,909	\$723	\$477	\$387	\$463
Student Support Services	\$1,934	\$733	\$875	\$828	\$872
Administration and Support Services	\$2,694	\$1,021	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$3,813	\$1,444	\$1,421	\$1,322	\$1,410
Transportation	\$1,356	\$477	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$1,265	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$161	\$159	\$159
Total	\$33,420	\$12,451	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$318	\$120	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,401,434	19.2	21.7	21.5

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	85.2	11.0	3.7	0.1
Excluding School Construction	85.7	10.5	3.7	0.1

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 the 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, at the high school level, the Earth and Its Environment course was revised to align with current state and national standards. There was a need for a new textbook which contained the topics reflected in the new curriculum. The BOE subsequently provided the funding to address this need by adopting a new Earth Science 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	224
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.6%

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	24	0.9	1.2	1.1
Learning Disability	79	3.0	3.4	3.9
Intellectual Disability	7	0.3	0.4	0.4
Emotional Disturbance	17	0.7	0.9	1.0
Speech Impairment	47	1.8	2.3	2.2
Other Health Impairment*	32	1.2	2.2	2.1
Other Disabilities**	18	0.7	0.9	0.9
Total	224	8.6	11.3	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 2009-10 with a Standard Diploma	62.5	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	36.7	33.0	83.6	68.6
	Writing	15.6	19.3	76.7	63.7
	Mathematics	25.0	33.4	82.5	68.2
	Science	9.4	21.2	75.7	61.5
CAPT	Reading Across the Disciplines	17.6	14.1	54.3	44.7
	Writing Across the Disciplines	30.0	17.3	70.6	61.2
	Mathematics	11.8	15.8	56.8	49.5
	Science	28.6	13.1	62.2	47.0

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	14.0
	% With Accommodations	86.0
CAPT	% Without Accommodations	9.5
	% With Accommodations	90.5
% Assessed Using Skills Checklist		8.3

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	1	0.4
Private Schools or Other Settings	16	7.1

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	185	82.6	77.0	74.1
40.1 to 79.0 Percent of Time	19	8.5	13.9	14.9
0.0 to 40.0 Percent of Time	20	8.9	9.1	11.0

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 a comprehensive educational experience for all students. Curriculum and instruction are two key elements of an effective school system and both of these areas have been a primary foci of our district improvement efforts. The Rocky Hill School District has concentrated on revising and enhancing our curriculum in several content areas across the district with an emphasis on the core subject areas at the high school level. Over the last two years, high school curricula have been revised for all freshmen, sophomore and some junior classes in English, Math, Social Studies and Science. These courses will be instructed during the 2011-2012 school year using the revised curricula. In addition, electives classes are also under revision for all disciplines. At the middle school level, teachers are working on aligning their social studies and science curricula to the state frameworks and standards. At the elementary level, the science curriculum was aligned to the state standards and grade level expectations. Curriculum analysis and revision will continue to be an ongoing process as teachers work to continuously improve the academic achievement of all students.
