

**STRATEGIC SCHOOL PROFILE 2008-09****Rocky Hill School District**

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Rocky Hill,  
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](http://www.sde.ct.gov).

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**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: 93.0%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	2,613
5-Year Enrollment Change	6.3%

**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	166	6.4	11.7	30.3
K-12 Students Who Are Not Fluent in English	83	3.2	2.3	5.2
Students Identified as Gifted and/or Talented*	2	0.1	4.9	4.0
PK-12 Students Receiving Special Education Services in District	258	9.9	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	151	81.6	85.8	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	46	14.9	22.8	19.0

\*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	311	11.9
Black	94	3.6
Hispanic	157	6.0
White	2,048	78.4
Total Minority	565	21.6

**Percent of Minority Professional Staff:** 3.4%

**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:** 12.9% 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 39.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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. In addition, one of our elementary schools has a sister school partnership with Rawson School in Hartford. Funded through an Inter-District Cooperative grant, this partnership enables students to meet periodically throughout the year to participate in cultural learning activities and establish relationships between students from each school. Griswold Middle School also participates in a state funded, sister school partnership with other urban and suburban middle schools. These schools work together to plan academic activities to promote respect and friendship. Our middle school is also engaged in an academic exchange with other school districts in which students are involved in activities based on Howard Gardner's Multiple Intelligence Theory. These activities encourage students to collaborate as they work in teams to develop problem solving skills.

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 two years to help build houses for Hurricane Katrina victims. Various clubs and student government also focus on helping others through volunteerism.

Beginning in the 2009-2010 school year, we will be implementing the Positive Behavior Support (PBS) program at the elementary schools. Students are focusing on respect for self, respect for others, and respect for their school. This program will be extended to the middle school level in the 2010-2011 school year. 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.

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## 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	71.7	54.6	72.3
Writing	79.4	62.5	80.5
Mathematics	78.4	62.8	73.6
Grade 4 Reading	74.4	60.7	66.9
Writing	77.0	64.2	65.5
Mathematics	79.5	63.6	74.4
Grade 5 Reading	75.0	66.0	57.1
Writing	69.1	66.5	42.0
Mathematics	81.5	68.8	69.1
Science	59.1	58.1	32.7
Grade 6 Reading	83.2	68.9	66.9
Writing	69.2	62.2	47.2
Mathematics	77.5	68.8	52.1
Grade 7 Reading	91.8	74.9	86.6
Writing	81.8	62.9	86.0
Mathematics	76.4	66.0	59.2
Grade 8 Reading	85.1	68.4	80.6
Writing	82.0	66.5	74.2
Mathematics	80.5	64.5	67.1
Science	84.1	60.6	83.9

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	59.9	47.4	63.6
Writing Across the Disciplines	63.4	55.0	53.4
Mathematics	62.6	47.8	64.9
Science	50.8	42.8	55.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	44.5	36.2	71.6

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		82.1	74.5	
Average Score	Mathematics	509	507	51.9
	Critical Reading	503	503	44.2
	Writing	521	506	63.6

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	94.2	92.1	45.8
Cumulative Four-Year Dropout Rate for Class of 2008	5.8	6.6	38.7
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	63.5

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.4	84.1
% Employed (Civilian Employment and in Armed Services)	10.1	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	169.75
Paraprofessional Instructional Assistants	22.33
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	46.20
Library/Media Specialists and/or Assistants	7.99
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	91.39

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.5	14.1	13.6
% with Master's Degree or Above	70.1	75.1	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	15.5	17.5	18.3
Grade 2	18.0	19.0	19.3
Grade 5	23.1	20.9	21.0
Grade 7	20.0	20.7	20.5
High School	17.9	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	986	988
Middle School	1,053	1,026	1,016
High School	1,020	1,008	1,007

\*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*	4.7	3.7	3.3
Middle School	3.6	3.0	2.6
High School	2.7	3.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$18,165	\$6,970	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$496	\$190	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$1,342	\$515	\$461	\$372	\$446
Student Support Services	\$1,866	\$716	\$808	\$754	\$806
Administration and Support Services	\$2,560	\$982	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$3,777	\$1,450	\$1,382	\$1,261	\$1,377
Transportation	\$1,201	\$427	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$1,323	N/A	N/A	N/A	N/A
Other	\$42	\$16	\$152	\$151	\$151
<b>Total</b>	<b>\$30,773</b>	<b>\$11,678</b>	<b>\$12,869</b>	<b>\$12,042</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$395	\$151	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,613,878	18.2	20.6	20.5

**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	13.2	1.6	0.1
Excluding School Construction	85.8	12.5	1.7	0.1

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 language arts 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 language arts program. 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.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	258
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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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	16	0.6	1.0	0.8
Learning Disability	77	2.9	3.3	3.9
Intellectual Disability	10	0.4	0.4	0.5
Emotional Disturbance	22	0.8	0.9	1.0
Speech Impairment	77	2.9	2.5	2.3
Other Health Impairment*	42	1.6	2.2	2.1
Other Disabilities**	14	0.5	0.9	0.9
Total	258	9.8	11.2	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 2007-08 with a Standard Diploma	94.4	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	38.2	30.2	80.1	65.7
	Writing	30.9	19.5	76.3	64.1
	Mathematics	40.3	30.7	79.1	65.7
	Science	43.8	23.8	70.8	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	59.9	47.4
	Writing Across the Disciplines	N/A	N/A	63.4	55.0
	Mathematics	N/A	N/A	62.6	47.8
	Science	N/A	N/A	50.8	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	20.2
	% With Accommodations	79.8
CAPT	% Without Accommodations	100.0
	% With Accommodations	0.0
% Assessed Using Skills Checklist		6.0

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	18	7.0

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	202	78.3	75.5	72.7
40.1 to 79.0 Percent of Time	35	13.6	15.2	16.1
0.0 to 40.0 Percent of Time	21	8.1	9.3	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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. As part of this initiative, teachers at the elementary and middle school levels have also participated in Effective Teaching Strategies workshops. The high school will receive similar training on these strategies during the 2009-2010 school year.

Curriculum work in the 2008-2009 school year has focused on the areas of elementary language arts and middle school math. Using the Connecticut State Department of Education standards and newly developed grade level expectations, the curriculum was rewritten in the Balanced Curriculum on-line format which includes a scope and sequence, pacing guide, and significant tasks. Work will continue this year on further refinement of these tasks and the development of assessments. Using a curriculum review cycle, curriculum in all areas will be continuously updated and revised to align with state and national standards and to improve instruction.

In Special Education, there has been an addition to our instructional delivery model. Co-teaching has been established at all levels. Teachers have received professional development and on-going support in order to implement this approach. The collaboration of regular education and special education benefits all children. Through our concentrated efforts on data analysis, collaboration, common formative assessments and the use of effective teaching strategies, our goal is to insure success for all students in the Rocky Hill Public Schools.

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