

STRATEGIC SCHOOL PROFILE 2009-10

High School Edition

Rocky Hill High School**Rocky Hill School District**

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Location: 50 Chapin Avenue
 Rocky Hill,
 Connecticut

Website: www.rockyhillps.us/RHHS/RHHS_Home.htm

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 781
 5-Year Enrollment Change: 11.1%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	54	6.9	11.9	27.9
Students Who Are Not Fluent in English	17	2.2	1.0	3.6
Students Identified as Gifted and/or Talented	0	0.0	6.9	5.1
Students with Disabilities	81	10.4	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	71	22.0	15.5	13.6

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	20.1	18.7	18.9
Biology I	21.3	19.7	19.6
English, Grade 10	17.8	19.4	19.7
American History	20.9	20.4	20.1

Language Instruction:

Instruction was offered in the following language(s):
 French, Latin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,018	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 22 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2008-09 School Year	17.1	31.9

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2009	22.0	23.0	23.6

% of Class of 2009 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	91.5
Chemistry	84.9	72.9
4 or More Credits in Mathematics	77.7	65.2
3 or More Credits in Science	88.6	89.5
4 or More Credits in Social Studies	60.8	53.2
Credit for Level 3 or Higher in a World Language	63.3	60.9
2 or More Credits in Vocational Education	79.5	56.4
2 or More Credits in the Arts	78.3	40.5

Class of 2009

This school required more than the state minimum number of credits for graduation in the arts and/or vocational education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.9	1.0	3.4
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	90.1	75.2	73.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.8	2.8	2.3
% of Computers with Internet Access	100.0	99.7	98.5
% of Computers that are High or Moderate Power	79.6	98.6	97.1
# of Print Volumes Per Student*	14.1	16.6	16.6
# of Print Periodical Subscriptions	33	50	39

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 32% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	57.30
	Paraprofessional Instructional Assistants	1.50
Special Education:	Teachers and Instructors	6.50
	Paraprofessional Instructional Assistants	8.50
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		5.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		26.10

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	14.9	14.3	14.0
% with Master's Degree or Above	71.6	74.8	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	4.8	8.2	8.1
% Assigned to Same School the Previous Year	95.5	92.8	89.6

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Rocky Hill High School, we actively engage our parents in the educational process. We begin preparing parents for their student's transition to high school by offering informal "Meet the High School" gatherings. This process continues through the eighth grade with an eighth grade parent orientation and morning coffee klatch meetings to further answer parent concerns and address transition anxiety. In addition to the traditional Open House for all parents in the fall, our parents are invited to monthly Parent Advisory Council meetings, which provide an opportunity to express concerns to the school's administration. A monthly newsletter provides timely updates to all families regarding upcoming events, accomplishments and programs. As for student progress, formal reports are sent home eight times per year for all students in the way of progress reports and report cards. In addition, students receive a report on their progress toward meeting the school's academic expectations. If a student is exhibiting academic or emotional struggle, our Early Intervention Team examines the student's grades, history and personal circumstances and offers intervention strategies for teachers and/or refers the student to a Planning and Placement Team meeting for special education consideration. For the last few years, many of our teachers use online services (e.g. School Notes) which list assignments, highlight upcoming projects, tests or deadlines and offer parents a means of communicating directly with the teacher. The school's many and varied programs and activities are highlighted in a packet which goes home with each student during orientation; this packet includes descriptions of all clubs and activities as well as contact information if they are interested in joining. A master calendar of events is maintained and distributed to all families. In addition to our regular Parent Advisory Committee meetings, parents are regularly recruited to serve as volunteers for our Lend a Paw annual community service event, various field trips, Project Graduation and other special events.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	65	8.3
Black	35	4.5
Hispanic	53	6.8
White	627	80.3
Total Minority	154	19.7

Percent of Minority Professional Staff :3.9

Open Choice:

9 student(s) attended this school 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:

10.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 23

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.

Rocky Hill High School continues its tradition of involvement in a number of initiatives to reduce racial, ethnic, and economic isolation. For the past several years, our students have attended the Greater Hartford Academy of the Arts. Each year, approximately twenty students are enrolled in this program. The high school is also a charter member of the Greater Hartford Academy of Math and Science, with twenty-four students enrolled each year in this prestigious program. The high school has established working relationships with the Anti-Defamation League and the National Conference of Community and Justice. Beginning in 1999, the high school has hosted the ADL's "Names Can Really Hurt Us" very powerful assembly program every four years. This initiative includes all 750 students as well as parent and community members and will visit us again in the spring of 2011. Since 1998-99, our students have participated in the NCCJ's "Bridges" leadership training program on various issues of tolerance and sensitivity. At the conclusion of this year, 250 students will have participated in these two-day training seminars. The high school sponsors a Diversity Club which promotes cultural and social awareness. For the last four years, students and faculty enjoyed Diversity Day by visiting the World Language classrooms to sample student-prepared ethnic foods, artifacts and performances (e.g. dance) celebrating of their various countries of origin. Our Advisory program included cultural awareness activities. Beyond these regularly scheduled programs, our student government, clubs, and classes regularly volunteer at soup kitchens, food drives and clothing/toy drives for needy children. Our Advisory program in conjunction with the town's Social Services department helped sponsor several families within the community who demonstrated need. For the last four years, students have participated in Habitat in Humanity by traveling to New Orleans to help victims of Hurricane Katrina victims. Over the years, the group has grown to over thirty-two students who have volunteered their February break to participate in this endeavor.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	55.3	50.4	65.4

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	12	9.5
% of Grade 12 Students Tested	18.1	22.3
% of Exams Scored 3 or More*	67.8	71.3

*A score of three or higher is generally required for earning college credit.

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

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	45.4	45.9	55.8
Writing Across the Disciplines	58.6	59.6	49.7
Mathematics	50.0	48.7	57.9
Science	56.8	45.3	70.5

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

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

SAT® I: Reasoning Test Class of 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	524	508	67.4
Critical Reading	515	503	64.0
Writing	525	506	71.3
% of Graduates Tested	79.5	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	94.3	91.3	46.5
2008-09 Annual Dropout Rate for Grade 9 through 12	0.8	3.0	60.0

Activities of Graduates	School	State
% Pursuing Higher Education	91.0	84.5
% Employed, Civilian and Military	9.0	10.4

Student Attendance	School	State High Schools
% Present on October 1	97.2	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 75 students were responsible for these incidents. These students represent 9.6% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	10	0
Theft	9	0
Physical/Verbal Confrontation	7	0
Fighting/Battery	20	0
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	19	1
School Policy Violations	106	0
Total	174	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Rocky Hill High School has been engaged in several school improvement initiatives in the 2009-2010 academic year. Social Studies, Science, English and Mathematics Departments have begun the process of rewriting the ninth grade curriculum into a balanced curriculum model to ensure students are receiving a continuity of content, delivery and assessment. This ongoing process will continue throughout the different departments. We have revised our school mission statement, as well as our school wide academic and social expectations, and developed new rubrics to measure our expectations. We have an established Administrative Council comprised of representative faculty and administration to identify areas of need at the high school and chart the course of our school over the coming years. The guiding principle for this group is the need for all students, regardless of their post high-school plans, to possess certain skills and knowledge appropriate for the 21st century global market. To better meet the needs of all learners, we continue to examine and revise some of our practices (i.e. scheduling and leveling of classes) and expand upon our instructional arrangements to include more non-traditional experiences such as internships, team-taught classes, and work study programs. We continue working on "Reinventing the Freshman Year," which seeks to support students in their transition to high school, to achieve "buy in" and establish effective learning habits to ensure their success. We continue improving the academic tutorial labs in the areas of mathematics and writing, available to all students. Additional support for students in the areas of Math and Reading has been implemented to assist students with areas of weakness. Our special education program helps us to serve the needs of all students by assessing students' learning difficulties and providing interventions and accommodations to overcome these issues. We have an inclusion program, and we offer several co-taught classes across core academic areas. All special education students work with a faculty member case manager who oversees the students' Individualized Education Plan (IEP) and usually meets with the student on a regular basis for academic assistance. We have implemented a looping system, wherein special education students are assigned to the same case manager for two years so as to provide continuity and minimize transitions. We are currently expanding our transition program for students after high school, working with area colleges and employers.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

At Rocky Hill High School, we are proud of the following information. Our honor roll status is noteworthy with an average of 34% of the students attaining the honor roll each quarter - 14% achieved High Honors, 20% achieved General Honors, and 157 students made honor roll all four quarters. Also important to note is the active volunteerism of students in a wide variety of community services including organizing bloodmobiles, serving food at a homeless shelter, tutoring middle school students, planning substance resistance lessons for elementary school students, collecting toys for needy children and participating in our annual community service day. In addition, our students have achieved local, regional, and state recognition through their participation in such activities as foreign language competitions, art and photography exhibitions, All-State and All-New England concerts, science and humanities symposia, Future Business Leaders of America competition, yearbook and Math League. Students are also allowed to initiate new clubs. Students participate in 23 Varsity and 11 Junior Varsity athletic teams, and two sports clubs (Boys' and Girls' Lacrosse). Parental involvement is also important at Rocky Hill High School. We have many dedicated parent volunteers as members of the Parent Advisory Committee, Band Backers Association, Drama Club Parents Organization, Project Graduation, and Athletic Booster Club. We are also proud of the participation of staff in leadership and professional development activities reflective of a progressive educational philosophy and best practices. Next year, we are continuing our Freshman Leadership Advisory Group program and an Advisory Program for all students.
