

STRATEGIC SCHOOL PROFILE 2011-12

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, 2011: 762
 5-Year Enrollment Change: 3.4%

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	96	12.6	14.5	30.7
Students Who Are Not Fluent in English	11	1.4	1.1	3.7
Students Identified as Gifted and/or Talented	0	0.0	6.8	5.3
Students with Disabilities	70	9.2	10.9	10.8
Juniors and Seniors Working 16 or More Hours Per Week	40	17.5	14.5	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.4	18.8	18.4
Biology I	21.2	20.0	19.7
English, Grade 10	18.6	19.1	19.6
American History	19.6	20.6	20.4

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	965	1,024

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 2010-11 School Year	18.0	34.5

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 2011	22.0	23.0	23.2

% of Class of 2011 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	91.6
Chemistry	91.6	73.9
4 or More Credits in Mathematics	88.6	64.1
3 or More Credits in Science	92.8	88.1
4 or More Credits in Social Studies	67.5	51.4
Credit for Level 3 or Higher in a World Language	66.3	62.5
2 or More Credits in Vocational Education	87.3	54.6
2 or More Credits in the Arts	72.9	40.6

Class of 2011

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	1.2	1.0	3.5
% 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:	82.9	73.4	72.8

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	2.3	2.4	2.1
% of Computers with Internet Access	100.0	99.8	99.9
% of Computers that are High or Moderate Power	100.0	99.9	97.5
# of Print Volumes Per Student*	14.3	17.5	16.6
# of Print Periodical Subscriptions	30	43	35

*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 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, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	54.30
	Paraprofessional Instructional Assistants	3.60
Special Education:	Teachers and Instructors	6.50
	Paraprofessional Instructional Assistants	9.50
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		23.65

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	14.5	14.3	14.1
% with Master's Degree or Above	78.1	79.1	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	5.2	8.9	8.6
% Assigned to Same School the Previous Year	92.2	91.4	89.1

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school's website is devoted to homework pages.

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 year 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 four times per year for all students in the way of report cards. In addition, students receive a report on their progress toward meeting the school's academic expectations. Students and parents can also access the PowerSchool parent portal to obtain current academic progress. If a student is exhibiting academic, emotional or behavioral difficulties, they may be referred to Rocky Hill High School's Targeted Intervention Process (TIP Team). At this weekly meeting, appropriate time-limited interventions are discussed and Action Plans are implemented for each student. If the interventions and Action Plans prove to be unsuccessful, the student may be referred to special education. 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 posted on our school website. 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	59	7.7
Black	46	6.0
Hispanic	55	7.2
Pacific Islander	0	0.0
White	598	78.5
Two or more races	3	0.4
Total Minority	164	21.5

Percent of Minority Professional Staff :4.1

Open Choice:

15 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:

10.4 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 21

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. Twelve students were enrolled in this program. The high school is also a charter member of the Greater Hartford Academy of Math and Science, with thirty-four students enrolled in this prestigious program. 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 six years, students have participated in Habitat in Humanity by traveling to New Orleans to help victims of Hurricane Katrina victims. This past year thirteen students volunteered 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	65.4	51.1	84.9

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

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	7	7.4
% of Grade 12 Students Tested	15.6	24.7
% of Exams Scored 3 or More*	72.6	70.9

*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	53.7	47.5	63.4
Writing Across the Disciplines	65.2	63.0	49.7
Mathematics	55.7	49.2	61.9
Science	52.2	47.1	57.9

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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	527	505	74.5
Critical Reading	495	502	54.8
Writing	500	506	53.2
% of Graduates Tested	86.7	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	91.5	82.7	56.6
2010-11 Annual Dropout Rate for Grade 9 through 12	2.0	2.6	32.0

Activities of Graduates	School	State
% Pursuing Higher Education	96.4	84.5
% Employed, Civilian and Military	3.6	9.7

Student Attendance	School	State High Schools
% Present on October 1	90.8	94.1

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 2010-11 school year, 64 students were responsible for these incidents. These students represent 8.4% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 5 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	10	0
Theft	2	0
Physical/Verbal Confrontation	15	0
Fighting/Battery	10	1
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	4
School Policy Violations	108	1
Total	148	6

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 2011-2012 academic year. The Social Studies, Science, English and Mathematics Departments continue the process of rewriting and implementing curriculum into A Balanced Curriculum model to ensure students are receiving a continuity of content, delivery and assessment. In addition, the following elective departments have also begun curriculum revision: Business, Technology, Family & Consumer Science, Art, P.E./Health & World Languages. This ongoing process will continue throughout the different departments & grades. We continue to monitor and report our students' progress in meeting school wide academic and social expectations. Our Administrative Council meets weekly to identify areas of need at the school and chart the course over the coming years. To better meet the needs of all learners, we continue to examine and revise some of our practices (i.e. scheduling & leveling of classes) and expand upon 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. Additional support for students in 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 39% - 41% of the students attaining the honor roll each quarter; 16% - 18% achieved High Honors, 21% - 26% achieved General Honors. Also important 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. Our students also have achieved local, regional, and state recognition through their participation in such activities as 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. Presently, there are fifty-three co-curricular clubs at the school. Examples include: Coalition to Reduce Underage Age Drinking, Best Buddies, Teens Turning Green, Community Service and Advocating Sexual Equality. Students also participate in 25 Varsity and 13 Junior Varsity athletic teams. Parental involvement is important at the 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. We are continuing our Freshman Leadership Advisory Group program and an Advisory Program for all students.
