

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Rock Hill School****Wallingford School District**

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Location: 911 Durham Road  
Wallingford,  
Connecticut

Website: [wallingford.ccscct.com/page.cfm?p=286](http://wallingford.ccscct.com/page.cfm?p=286)

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 349  
5-Year Enrollment Change: 7.7%\*  
\*Between 2002 and 2007, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	51	14.6	15.6	39.4
K-12 Students Who Are Not Fluent in English	13	3.7	7.0	7.8
Students with Disabilities	36	10.3	11.1	10.9
Students Identified as Gifted and/or Talented	23	6.6	2.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	243	100.0	98.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	1,058	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	18.3	19.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	23	32
Computer Education	23	21
English Language Arts **	507	430
Family and Consumer Science	0	1
Health **	22	21
Library Media Skills **	23	19
Mathematics **	255	200
Music	23	34
Physical Education	46	43
Science **	97	97
Social Studies **	89	87
Technology Education	0	3
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.7	7.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	87.0	95.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.9	87.1	78.8

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.2	2.1	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	44.2	47.4	29.7
# of Print Periodical Subscriptions	4	5	11

\*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.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		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.
General Education: Teachers and Instructors	23.05	
Paraprofessional Instructional Assistants	0.00	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	8.65	
Library/Media Specialists and/or Assistants	1.65	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.12	
Counselors, Social Workers, and School Psychologists	1.60	
School Nurses	1.20	
Other Staff Providing Non-Instructional Services and Support	7.65	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.1	15.0	13.7
% with Master's Degree or Above	83.9	88.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.6	9.3	8.7
% Assigned to Same School the Previous Year	80.6	87.4	85.0

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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

**Online Homework Information:** A portion of the school website is devoted to homepages.

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

Rock Hill School is committed to supporting the family's role in the education of our students. Our Parent Teacher Action Committee (PTAC) works collaboratively to discuss important issues in curriculum and instruction. The Rock Hill library is truly the hub of our school! Many parents volunteer to assist students with book selection, research, and cataloging and shelving books. The library always has children reading, researching, blogging, and working on projects. The school newsletter is sent home monthly to parents and incorporates all the news and notes from the school. Most teachers also forward classroom newsletters home to parents to keep them abreast of what is going on in the classroom. In addition, the school and teacher's websites are updated to include upcoming events, messages, and to inform parents about specific activities within the classrooms. We also have a Mass Notification Communication system that we began using to be able to contact all parents. Open House, parent/teacher conferences, and our standards-based report card continue to be very effective for communication with parents regarding the curriculum and their child's progress and needs. Parents are very involved in their children's education. As new curriculum is implemented, parents are informed about the changes so that they are able to understand and to help their children at home. Rock Hill has many special programs and activities. These many special activities involve parents, teachers, staff, and students. They bring the Rock Hill school community together in a wonderful way!

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	18	5.2
Black	8	2.3
Hispanic	52	14.9
Pacific Islander	0	0.0
White	269	77.1
Two or more races	0	0.0
Total Minority	80	22.9

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

3 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 :**

3.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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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.

During the 2011-2012 school year, Rock Hill School had the opportunity to continue participation in the Open Choice program with the New Haven schools. Grade 3 through 5 students benefited from the addition of these students as part of our student body. Many families attended activities throughout the year. The faculty and students at Rock Hill School use the Colors for Success program and the Don't Laugh at Me character education program throughout the school day. The goals of anti-bullying and acceptance of diversity are outlines in curriculum projects for each grade. The school Social Worker continued the Ambassadors of Peace team. This team presented lessons to students to assist with peer relationships. The team assisted with peer mediation, tutoring, and mentoring. The student body recites the Star Student Pledge to begin each day. Additionally, we come together as a school community each month to celebrate different character traits that we focus on throughout the year. The Project Wisdom program was also used this year. These daily messages focused on fostering an internal motivation to make wise choices and building character. The program's goals include helping students to understand and respect the similarities and differences among us, and increasing awareness of diversity and different cultures.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	42.5	53.8	50.9	35.1
Grade 6	N/A	N/A	N/A	N/A

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

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.0	67.4	59.2	78.6
Writing	71.2	67.9	62.7	63.8
Mathematics	79.6	73.5	66.5	71.1
Grade 4 Reading	76.5	69.9	64.1	69.9
Writing	72.7	69.6	65.3	59.2
Mathematics	76.1	77.2	68.0	60.9
Grade 5 Reading	76.4	74.3	67.6	63.4
Writing	70.9	68.1	68.1	52.8
Mathematics	81.3	78.5	71.6	64.7
Science	76.4	74.9	63.9	65.0
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.0	95.6	95.9

**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, 3 students were responsible for these incidents. These students represent 0.8% 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, 1 student 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	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	2

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The Rock Hill teachers met weekly to examine student work and analyze data. They continued using the curriculum map and common assessments they created last year to inform instruction. SMART Goals were developed and implemented based on CMT analysis. Teachers worked collaboratively to discuss instructional strategies that would improve student achievement. Rock Hill has a very active PTO and a PTAC (Parent Teacher Advisory Council), in addition to many classroom parent volunteers. As a result, parents are engaged in both the planning and improvement of school programs, both formally and informally! There is a wonderful sense of school community at Rock Hill. Parents, teachers, staff, and students are very proud of their school! Rock Hill began the implementation of RTI (Response to Intervention) within the EIP (Early Intervention Program). Through this model, more intensive instruction was provided for individual and small groups of children as needed throughout the school year with much success! In addition, inclusive practices, which included collaborative planning, co-teaching, and differentiated instruction, was the model used for our special education program and services. Technology is an integral part of Rock Hill's programs. It included the use of SMARTBoards, document cameras, blogging, and digital photography to improve specificity and descriptive writing, and iPods to improve fluency and comprehension skills.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Rock Hill School has a very strong PTO and PTAC. There is a wonderful sense of respect and community among teachers, parents, staff, and students, which in turn has created a strong school learning environment! The PTO helps with school initiatives and activities. The PTO offers many cultural arts programs to the students, in addition to providing resources for every classroom to attend field trips, bring special presentations to the classrooms, and/or to purchase enrichment materials for students. We plan school activities in an effort to bring together students, staff, and parents.

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