

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Rock Hill School**Wallingford School District**

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Location: 911 Durham Road
Wallingford,
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 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: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 357
5-Year Enrollment Change: 10.9%*
*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	57	16.0	13.4	38.3
K-12 Students Who Are Not Fluent in English	18	5.0	6.5	7.7
Students with Disabilities	40	11.2	11.3	10.8
Students Identified as Gifted and/or Talented	38	10.6	3.5	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	219	94.0	93.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	978	992

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	19.0	20.2	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	28	31
Computer Education **	28	19
English Language Arts **	428	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills **	13	19
Mathematics **	215	198
Music	28	33
Physical Education	28	41
Science **	123	95
Social Studies **	98	86
Technology Education **	13	2
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	5.0	6.4	7.7
% of Identified Gifted and/or Talented Students Who Received Services	68.4	75.5	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.5	92.4	81.3

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	Elementary Schools	
		District	State
# of Students Per Computer	3.8	3.2	3.1
% of Computers with Internet Access	100.0	99.9	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	34.7	43.4	29.5
# of Print Periodical Subscriptions	5	2	12

*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

Full-Time Equivalent Count of School Staff		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	24.05	
Paraprofessional Instructional Assistants	0.00	
Special Education: Teachers and Instructors	2.50	
Paraprofessional Instructional Assistants	9.00	
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	7.15	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.0	15.0	13.7
% with Master's Degree or Above	74.2	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.0	9.4	8.7
% Assigned to Same School the Previous Year	51.6	49.0	83.9

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 website is devoted to homepages.

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 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 Tuesday Times is our bi-weekly newsletter for parents that 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!

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	19	5.3
Black	12	3.4
Hispanic	55	15.4
Pacific Islander	0	0.0
White	271	75.9
Two or more races	0	0.0
Total Minority	86	24.1

Percent of Minority Professional Staff: 0.0%

Open Choice:

7 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 :

5.0% 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 2.

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.

During the 2010-2011 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. Over 300 students, including over 50 minority students were involved in this program. The school Social Worker continued the Ambassadors of Peace team. This ethnically diverse 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. The Project Wisdom program was also used this year featuring different faculty and student readers each morning. 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. In addition, Rock Hill has an ESL teacher and program.

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	50.0	55.8	50.9	50.1
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	69.0	60.6	58.4	67.3
Writing	64.8	64.8	61.1	52.9
Mathematics	73.9	71.5	63.0	67.4
Grade 4 Reading	64.6	66.9	62.5	51.8
Writing	70.4	73.7	65.5	56.4
Mathematics	71.9	74.6	67.0	55.8
Grade 5 Reading	65.8	65.9	61.4	57.2
Writing	57.9	67.5	66.8	35.8
Mathematics	72.1	77.6	72.5	46.5
Science	73.0	70.9	59.9	68.8
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.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.2	95.8	95.0

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 2009-10 school year, 1 Student was responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No 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, 2009-10		
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	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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.

SUPPLEMENTAL SCHOOL INFORMATION

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.
