

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

West Hill School**Rocky Hill School District**CORI-ANN DIMAGGIO, Principal
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Rocky Hill,
ConnecticutWebsite: www.rockyhillps.us/WestHill/WestHill.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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2009: 626
5-Year Enrollment Change: -4.0%**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	19	3.0	7.5	36.7
K-12 Students Who Are Not Fluent in English	20	3.4	4.7	7.4
Students with Disabilities	43	6.9	9.5	10.9
Students Identified as Gifted and/or Talented	1	0.2	0.1	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	90	91.8	89.1	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	462	93.3	91.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	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.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.5	15.3	18.5
Grade 2	17.8	17.0	19.7
Grade 5	20.4	20.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	26	31
Computer Education	22	18
English Language Arts	465	422
Family and Consumer Science	0	1
Health	20	22
Library Media Skills	25	19
Mathematics	225	199
Music	26	33
Physical Education	53	41
Science	60	97
Social Studies	60	88
Technology Education	0	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 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.4	4.7	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.7	83.5	80.9

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	5.1	4.5	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	92.1	89.9
# of Print Volumes Per Student*	16.8	15.4	28.9
# of Print Periodical Subscriptions	6	4	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		
General Education:	Teachers and Instructors	34.85
	Paraprofessional Instructional Assistants	5.10
Special Education:	Teachers and Instructors	3.50
	Paraprofessional Instructional Assistants	7.50
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		2.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.60

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.7	13.0	13.6
% with Master's Degree or Above	76.2	74.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.4	4.8	8.2
% Assigned to Same School the Previous Year	95.2	90.4	86.9

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.

West Hill effectively communicates with parents by providing opportunities to attend Meet and Greet sessions, parent teacher conferences, Open House Nights, P.T.O. meetings, Principal Advisory meetings, Math/Literacy Family Night, Family Fun Night, States' Fair, Wellness Fair, and various P.T.O. functions. Teachers and administration can be contacted through e-mail, by phone, or by setting up appointments to discuss your children and their progress. We also provide parents with one annual progress report per year and three standards-based report cards which give parents a detailed look at their child's abilities. If a parent has concerns, they can request a conference at anytime during the school year. We also have information posted on our website. You can go to www.rockyhillps.com and click on West Hill School for more information.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	141	22.5
Black	11	1.8
Hispanic	27	4.3
White	445	71.1
Total Minority	181	28.9

Percent of Minority Professional Staff: 2.1%

Open Choice:

1 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 :

14.8% 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 20.

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.

West Hill provides many opportunities for students to participate in diverse activities. The students learn about differences through enrichment assemblies that are typically sponsored by our P.T.O. or the district's Enrichment Coordinator. West Hill students are exposed to assemblies such as Chinese dancers, authors, and artists, to name a few examples. In addition, our students participate in events such as the Civil War Encampment, States' Fair, and Chinese New Year. Such events provide the students with background knowledge in order to understand cultural, ethnic, economic, and racial differences. Project Wisdom is a program that is part of character building in our school community. Daily messages that focus on respecting others and yourself are read over the intercom system. In addition, staff members were trained to implement Positive Behavior Intervention Support which also focuses on respect for yourself, others, and the school.

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	72.3	63.4	50.3	88.3
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	77.8	69.7	57.0	86.3
Writing	81.5	71.1	58.3	89.9
Mathematics	82.2	75.4	62.4	83.8
Grade 4 Reading	84.0	74.3	59.9	91.5
Writing	87.3	76.6	63.6	94.6
Mathematics	91.0	83.8	67.0	92.3
Grade 5 Reading	71.3	66.3	61.8	66.0
Writing	73.8	69.3	68.2	56.6
Mathematics	87.1	80.4	72.4	78.7
Science	72.5	64.2	59.4	69.5
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.

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	98.4	97.9	96.5

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, 7 students were responsible for these incidents. These students represent 1% 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	0	0
Theft	0	0
Physical/Verbal Confrontation	0	1
Fighting/Battery	1	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	5	1
Total	7	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At West Hill School, our School Improvement Plan focuses on improving student achievement in the areas of reading and math. Students are given common formative and summative assessments to monitor progress. The teachers meet regularly to analyze data in order to improve instruction and focus on students' performance in the classroom. Our vertical data team meets monthly while the horizontal data teams meet at least two to three times per week. As a result of the data meetings, curriculum, and instructional practices, our students who perform at goal on the Connecticut Mastery Tests continue to increase in the areas of reading, writing, and math.

SUPPLEMENTAL SCHOOL INFORMATION

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

Our school is very child-centered and continues to strive to meet the needs of every student through differentiation of instruction in the classroom and by providing enrichment opportunities during and after school. Such activities include but are not limited to; Pony Poet, The Writer of the Week, after school intramurals, karate classes, watercolor classes, and Nature's Classroom. Our parents are very involved in the success of our after-school programs and fundraisers. We have a strong parent support group who works in partnership with the school to benefit our students.
