



Rolling Hills Elementary School

340 Middle Holland Road
Holland, PA 18966
215-944-2000

Welcome and Overview

Dear Community Member:

The purpose of this “District Report Card” is to provide you with a broad view of why Council Rock School District continues to maintain its rich tradition of excellence. Information found in this Report Card reflects the District’s balanced approach to assessment, describes student achievement, and addresses some of the areas in which the District takes pride.

The Rolling Hills school community is comprised of town homes, condominiums, and single family dwellings within a suburban setting. Our school includes kindergarten through sixth grades and houses over 400 students. This K-6 grade level structure includes three sections per grade and the students are heterogeneously grouped. Our school is unique because it offers two distinct learning environments, self-contained classrooms and open space learning centers. The choice of two learning environments assists the staff in meeting the diverse educational needs of all students. All staff members work to support the acquisition of those skills that enable our students to become life-long learners and productive community members.

Rolling Hills provides a wide range of special programs and services to support our students. The services currently offered are: English as a Second Language, Instructional Support, Speech and Language Support, Physical Therapy, Occupational Therapy, Adaptive Physical Education, Literacy Support, Gifted Support, Math Remediation and Enrichment, and Learning Support.

The staff and I are committed to creating a school community whereby we help each child to learn and all children to care through the [Responsive Classroom](#) approach that integrates the teaching of academic skills with the teaching of social skills as part of everyday school life. Since 1997, the school has been a member of The Responsive Leadership Forum which is a collaborative of elementary schools founded by the Northeast Foundation for Children.

Our students are able to participate in a wide variety of extra-curricular activities including after-school sports, student clubs (ecology, knitting, chess), chorus, band, and orchestra. The student council and student club programs undertake a variety of community service projects such as clothing and food collections for the homeless and fund raising for charity organizations.

Sincerely,

Joseph J. MacClay

Council Rock Makes a Difference!

- ❖ Highly dedicated, skilled staff works with a diverse student population
- ❖ Highly respectful community of parents, teachers, and students
- ❖ Clear expectations for students and staff
- ❖ Very active and committed Rolling Hills Home and School Association provides a multitude of family activities and resources to support education
- ❖ Focus on consistent parent/school communication maximizes student achievement and involvement
- ❖ Research based staff development activities enable implementation of effective, innovative programs in a collegial atmosphere
CR high schools' SAT scores exceed the 95th percentile in achievement and 90% of our student population takes the test!

Performance

- ❖ Performance Research Projects implemented at all grade levels
- ❖ Standardized achievement scores dramatically improved over the last several years
- ❖ Young Authors program celebrates students as published writers
- ❖ High student expectations foster achievement in a challenging, academic standards based curriculum
- ❖ Differentiated instruction tailored to the individual learning styles of students
- ❖ Students excel in a variety of extra curricular programs (i.e. Math-a-thon, Fire Safety Contest, Math Olympics, Reading Olympics, etc.)
- ❖ Technology skills are integrated into all aspects of student performance
- ❖ Majority of staff recognized for advanced honors and degrees (i.e. graduate degrees, literary publications, and fellowships)

Programs

- ❖ Excellent Instructional Support Team Program provides accommodations to promote student achievement and resolve social and behavioral problems
- ❖ Responsive Classroom Approach promotes social skill development of children contributing to a safe school environment
- ❖ S.A.G.E. volunteers enrich the educational program by working with students.
- ❖ Lower class sizes
- ❖ Special education program committed to including all children in the regular education program
- ❖ Variety of extra curricular activities encourage student involvement

PART 2

MISSION AND BELIEFS

Mission Statement

Rolling Hills Elementary School is committed to helping each child to learn and all children to care by providing a comprehensive, developmentally appropriate educational experience, so they become productive members of society and lifelong learners.

Belief Statements

1. We believe that children learn best when teachers, staff, students, families and community members share the responsibility of the well being and education of our students.
2. We believe that children's academic successes are dependent upon social, emotional, behavioral, and intellectual development, which must be considered when making decisions about instruction and assessment.
3. We believe that children achieve their personal best in a supportive environment that encourages personal commitment and high expectations.
4. We believe that children learn best in a Responsive Classroom community where all people are treated with dignity and respect with an appreciation for diversity.
5. We believe that children become life-long learners when they receive a comprehensive and developmentally appropriate education.

PSSA Information

Detailed information related to how Council Rock School District and each of its schools have performed on the PSSA and the current AYP status (Adequate Yearly Progress) can be found at the following website sponsored by the Pennsylvania Department of Education. [Council Rock School District Report Card](#) and [Rolling Hills Elementary School Report Card](#). Below are some additional details regarding AYP and the PSSA testing program.

Adequate Yearly Progress (AYP)

The No Child Left Behind Federal legislation requires that all schools and school districts achieve a certain percentage of students who score “proficient” or “advanced” on tests in mathematics and reading. For 2010-2011, the cutoff percentages were 67% in mathematics and 72% in reading. In addition, certain identified sub-groups of students that have more than 40 students per group must also have had the same minimum number of students scoring above the cut-off scores. In addition, each elementary and middle school must improve their attendance rate each year or maintain it at or above 95%. High schools must improve their graduation rate each year or maintain it at or above 95%. These requirements must all be met by districts in order to avoid placement on the government’s list of schools needing improvement.

Pennsylvania System of School Assessment (PSSA)

The state’s assessment system is known as the Pennsylvania System of School Assessment (PSSA). Tests are required under the Chapter 4 Regulations of the State Board of Education and the federal No Child Left Behind (NCLB) Act. The tests are based on Pennsylvania’s Academic Standards in Reading, Writing, Speaking and Listening and Mathematics.

The state currently assesses students in Mathematics and Reading at grades 3 through 8 and 11; Writing at grades 5, 8 and 11; Science at grades 5, 8 and 11

The Pennsylvania System of School Assessment (PSSA) provides information about student, school, and district performance in reading and mathematics. It is designed to;

- Determine the degree to which school programs enable students to attain proficiency of academic standards;
- Give students, parents, educators, and citizens an understanding of student and school performance regarding academic standards;
- Furnish assessment results to school districts for consideration in the development of plans for improvement; and,
- Provide information to state policymakers and the general public about student achievement by schools in the commonwealth.

Council Rock is proud of its consistently strong performance on the PSSA tests. Our students routinely score well above the state averages and comparably to distinguished districts with which we compare ourselves.

1- PARTICIPATION RATE

The No Child Left Behind legislation requires that school districts report the percentage of students who were included in the state test data shown. Schools are required to test no less than 95% of the students in each school and in each identified sub-group in order to make adequate yearly progress.



2- Performance - Percentage of Students Scoring Proficient or Above

Under the federal legislation *No Child Left Behind*, schools are required for 2011 to have at least **67% of the students tested score either “proficient” or “advanced” on the mathematics test while at least 72% of the students tested must score “proficient” or “advanced” in the reading test.**

3- Attendance/Graduation

The No Child Left Behind legislation requires that elementary and middle schools track attendance rates and work to improve them so that they are at least 90%. In addition, high schools are required to track graduation rates and to demonstrate at least an 80% graduation rate or show improvement in this number from year to year.

Each year about 95% of Council Rock graduates pursue higher education

- Four year college: 73%
- Two year college: 21%
- Other education institutions: 1%

School-level Teacher Quality Report

Percentage of elementary teachers in the school with emergency/provisional certification.	0%
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Percentage of core academic subject elementary teachers in the school not taught by highly qualified teachers.	0%
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Council Rock Remains Committed to Assessment, Achievement and Assistance

State Chapter 4 regulations require districts to develop a plan for additional instructional opportunities for students not achieving at a proficient level. Council Rock is proud of its academic assistance efforts, which include identification procedures, instructional strategies, monitoring of assessment procedures and opportunities for extended learning time. While student performance below proficient levels is a primary focus, the plan is designed to give all students multiple opportunities for success.



Assessment

The Council Rock Assessment Plan is essential to maintaining student and program excellence. Its purpose is to effectively and systematically collect and communicate student academic progress through the K-12 system and to enhance student growth and performance. Our assessment plan includes the use of standardized testing measures as well as numerous classroom and district designed measures.

National Perspective: National Comparison Information

	K	1	2	3	4	5	6	7	8	9	10	11	12
Terra Nova (April 2004)					X								
PSAT/SAT											X	X	X

State Perspective: Mastery of State Standards

	K	1	2	3	4	5	6	7	8	9	10	11	12
PSSA Reading and Math				X	X	X	X	X	X			X	
PSSA Writing							X		X			X	

PSSA Science					X				X			X	
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**DISTRICT PERSPECTIVE: MASTERY OF DISTRICT PROFICIENCIES/STANDARDS
CLASSROOM ASSESSMENTS**

	RELA	MATH	SCIENCE	SOCIAL STUDIES
K 1 2 3	<ul style="list-style-type: none"> Teacher observation Running records Retellings Writing samples Portfolios/ self-reflections Journals Oral presentations Tests & quizzes Kid-watching 	<ul style="list-style-type: none"> Tests & quizzes Open-ended questions Journals Kindergarten Readiness Inventory 	<ul style="list-style-type: none"> Performance assessments Tests Journals 	<ul style="list-style-type: none"> Tests & quizzes Logs Diaries Journals
4 5 6	<ul style="list-style-type: none"> Responses to reading Cloze procedures Conferencing Rubrics / Checklists Self-reflection / self-evaluation Informal Reading Inventories 	<ul style="list-style-type: none"> Tests & quizzes Open-ended questions Journals District performance tasks 	<ul style="list-style-type: none"> Performance assessments Tests Journals District-wide summative assessments for specific kits 	<ul style="list-style-type: none"> Tests & quizzes Logs Diaries Journals Projects
7 8	<ul style="list-style-type: none"> Teacher observation Responses to reading Conferencing Rubrics/ checklists Writing samples Self-reflection / self-evaluation Oral presentations Tests & quizzes Written retellings Running records Journals 	<ul style="list-style-type: none"> Tests & quizzes Open-ended questions Journals Projects 	<ul style="list-style-type: none"> Tests & quizzes Research & oral reports Labs District-wide summative assessments for specific units 	<ul style="list-style-type: none"> Tests & quizzes Logs Diaries Journals Projects Debates Interviews Oral presentations
9 10 11 12	<ul style="list-style-type: none"> Writing samples Responses to reading Conferencing Oral presentations Rubrics/ checklists Tests & quizzes Essays Portfolios/self-reflection Research On-line Writing Programs 	<ul style="list-style-type: none"> Tests & quizzes Open-ended questions Journals Projects 	<ul style="list-style-type: none"> Tests & quizzes Research & oral reports Labs District-wide mid-terms & finals 	<ul style="list-style-type: none"> Tests & quizzes Logs Diaries Journals Projects Debates Interviews Research paper Final exams

Council Rock students consistently score well above the state and county averages.



Academic Assistance

From time to time, students need academic assistance to achieve at their targeted levels of “proficiency.” Students qualify for district academic assistance programs through consideration of multiple identification measures, including classroom performance, teacher recommendation, district assessment results and state and standardized test achievement. The cornerstone of our district’s professional development program is a commitment to help all teachers meet the varied learning needs of their students through a menu of assessments and instructional strategies.

The chart below highlights the extensive support systems currently in place to serve our Council Rock students.

Academic Assistance Programs

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
PROGRAMS												
Reading Remediation	X	X	X	X	X	X	X	X	X	X	X	X
Instructional Support Program	X	X	X	X	X	X						
Tutoring Programs	X	X	X	X	X	X	X	X	X	X	X	X
Summer School	X	X	X	X	X	X	X	X				
Alternative School									X	X	X	X
Before and After School Scheduled Extra Help Sessions							X	X	X	X	X	X
PSSA Skill Building Reading, Math, Writing			X	X	X	X	X	X	X	X	X	X
Basic Language Arts and Math Curriculum						X	X	X	X	X	X	X



Special Education Provides Services for Council Rock Students

Council Rock School District recognizes that some children require supports beyond those that can be provided through the many and varied academic assistance programs provided by the district. More than 1500 students are provided with special education that is mandated by the Individuals with Disabilities Education Improvement Act (IDEIA). Special education in Council Rock supports children diagnosed with autism, deaf-blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech and language impairment, traumatic brain injury, and visual impairments including blindness.

In most instances, children with disabilities are well served through the standards based curriculum in our public schools. Because the impact of a disability may vary widely from one special needs student to another, Council Rock serves students across the required continuum of placement options that include regular education classrooms, itinerant, resource and part time special education classroom support, separate special education public schools, approved private schools, hospitals, and instruction in the home. To support the achievement of students eligible under IDEIA, Council Rock special education teachers provide specially designed instruction according to each child's Individual Education Program (IEP).

Students with very significant disabilities participate in the Pennsylvania Alternate System of Assessment (PASA). This alternate assessment assures that attention is paid to the educational progress of students who are not able to be educated in a typical general education curriculum. All other students with special needs are required to participate in the PSSA, regardless of ability level. To support the achievement of students eligible under IDEIA, Council Rock special education teachers provide specially designed instruction according to each child's Individual Education Program (IEP).



Council Rock
SCHOOL DISTRICT