

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Cook Hill School****Wallingford School District**

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Location: 44 Schoolhouse Road  
Wallingford,  
Connecticut

Website: [wallingford.ccscct.com/page.cfm?p=81](http://wallingford.ccscct.com/page.cfm?p=81)

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: PK - 2

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 378  
5-Year Enrollment Change: -8.9%\*  
\*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	65	17.2	15.6	39.4
K-12 Students Who Are Not Fluent in English	53	18.3	7.0	7.8
Students with Disabilities	72	19.0	11.1	10.9
Students Identified as Gifted and/or Talented	0	0.0	2.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	62	78.5	77.9	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	208	98.6	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.

**Type of Kindergarten:** This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.0	16.5	18.5
Grade 2	17.3	17.1	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	23	31
Computer Education	23	16
English Language Arts **	507	488
Health **	20	18
Library Media Skills **	23	20
Mathematics **	255	200
Music	23	32
Physical Education	46	39
Science **	76	73
Social Studies **	69	67
World Languages	0	7

**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	18.3	7.0	7.8
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	69.4	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*	37.6	47.4	29.7
# of Print Periodical Subscriptions	0	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	22.40	
Paraprofessional Instructional Assistants	9.00	
Special Education: Teachers and Instructors	6.00	
Paraprofessional Instructional Assistants	13.00	
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	3.50	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	11.83	

<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	14.9	15.0	13.7
% with Master's Degree or Above	77.4	88.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	11.4	9.3	8.7
% Assigned to Same School the Previous Year	93.5	87.4	85.0

**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.

Our PTO and Parent Teacher Advisory Council have joined with our grade 3-5 sister school, Parker Farms and continue to be a strong presence in our home-school connection. PTO directly supports grade level curriculum by providing students with curricular based programs that are diverse and relevant. They provide funding for field trips, guest speakers, Eli Whitney Workshops, and specific programs that support our diverse culture. Parent volunteers read to students, volunteer in our school store and library, organize field day events and deliver mail for our Wee Deliver program. In partnership, we continue to look for programs that strengthen our school-wide commitment to diversity and support our efforts to help students achieve their personal best. We continue to promote our "Grand Cougar Program" to encourage grandparents and senior members of our community to read to our students. We also participate in the school program called "Three for Me" which invites parents to volunteer three times during the year. We want parents to feel welcome and valued as a partner in the educational process. Our school news is communicated through our bi-monthly newsletter, PTAC and PTO meetings, email and our summer back to school letter. Our Open House provides parents with time to get to know their child's teacher as well as become familiar with grade level curriculum. We will continue our annual parade of dressing as story book characters to promote literacy and multicultural education. Parents are invited to specific classroom events during American Education Week in November. Our new student/kindergarten orientation sets the stage for our commitment to a strong parent-school partnership. Parents are provided with multiple sources of information on the importance of reading and kindergarten readiness. Grade level curriculum guides are also available on our district website and parent handbooks are received at Open House. Our community volunteers are invited to a spring "Poem in My Pocket" assembly to thank them for their efforts. We will continue the parent workshops for our Spanish speaking parents in an effort to continue to build a strong partnership.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	15	4.0
Black	10	2.6
Hispanic	90	23.8
Pacific Islander	0	0.0
White	262	69.3
Two or more races	0	0.0
<b>Total Minority</b>	<b>116</b>	<b>30.7</b>

**Percent of Minority Professional Staff:** 4.9%

**Non-English Home Language :**

18.3% 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 6.

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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.

This year several teachers will receive training in Responsive Classroom. As a Pre-K to grade 2 school, our focus is on educating students in the area of self regulation to promote social and emotional development. This research based program will serve to strengthen our school climate by decreasing problem behaviors and improving social skills. Our School Climate Committee continues to review bullying reports and school policies, advise the school on its safe school climate plan, and educate the school community on issues related to bullying. Students continue to participate in lessons that celebrate differences and acknowledge the contributions of specific cultural groups. This is most evident in our Treasures reading program. On Safe School Climate Awareness Day we will continue to celebrate our differences by holding our second annual "Molly Lou Melon Day". Using this children's picture book – students will learn what makes us different is what makes us special. We will continue to use multicultural picture books and themed school spirit days to promote acceptance and diversity. Our bilingual and ELL teachers continue to provide training for all staff on the rationale for sheltered instruction and the need to differentiate for English language learners. As a staff we have created several workshops for parents in our Spanish community to teach them to skill specific games and activities that directly support student learning in reading and math. Our music textbook promotes diversity through the use of song and by teaching the history and music of different cultures. Last year we also had the pleasure of hosting two school administrators from China who were visiting our state. We were able to exchange ideas and educational practices through the use of an iPad. Our PTO continues to support our students via the school store and makes vouchers available so that all students may participate in our school store. We continue to work with members of our community who contribute food items for students unable to bring a snack to school. Our bi-lingual teacher and bi-lingual Para's continue to translate parent communication and serve as partners in bridging the language barrier whenever needed.

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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	N/A	N/A	N/A	N/A
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	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
Grade 4 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
Grade 5 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
Science	N/A	N/A	N/A	N/A
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	93.9	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 0.7% 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, 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, 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.

Since being reconfigured from a K-5 school to a Pre K – grade 2 school, we have been able to use what is called deliberate practice to identify areas in need of improvement that will have the biggest impact on student achievement. We have focused our reading instruction in the area of reading fluency and math instruction on building number sense. Grade level teams work in conjunction with the intervention teachers to create specific activities and lessons that build fluency in letter sounds, sight words and reading prosody. District Common Assessments and AIMSweb data continue to be used in creating school goals and professional growth action plans. Additionally, the close partnership with Parker Farms, our gr. 3-5 sister school enables us to analyze CMT data to further define areas in need of improvement as well as identify areas in need of celebration. We continue to implement protected instructional blocks for Language Arts and Math that support the scope, sequence, and pacing demands of district curricula. This creates school day opportunities for team/grade level teachers to engage in early intervention planning, data team meetings, and curricular collaboration with the building leader on a consistent basis. These schedule meeting times have also increased opportunities for classroom teachers to collaborate with Pupil Personnel staff and our Interventionists. Our school-wide focus continues to be on reading fluency, teaching vocabulary concepts and building number sense. This will be our second year with a new district-wide reading program and newly developed pacing guides that are aligned to the common core. Classroom teachers are using common assessments to plan intervention and enrichment for all students. Our math curriculum has been revised to further align with the common core standards and science and social studies continue to be a strong area of instruction as well. We continue to strengthen our skills in response to intervention to support students using differentiated instruction and positive behavioral supports. We strive toward a co-teaching model of instruction and believe that inclusion maximizes student learning. Our school initiatives continue to address our school-wide improvement plan due to the high level of collaborative work ethic that exists at Cook Hill School. We are committed to a high level of achievement for every student.

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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.

Common assessment data continues to drive the instructional process and teachers meet regularly to participate in the data team process. Monthly staff meetings serve as opportunities for professional development and opportunities for teachers to collaborate and plan instructional strategies. Grade level teams meet every week to discuss the specific instructional needs of their students. We continue to develop and refine our district-wide approach to intervention and our early intervention process. Students continue to create personal goals for intervention activities, especially in the area of fluency and mastering number fluency. Our young students learn to graph their personal progress which serves as a strong motivator for success and engagement. We continue to increase the number of students on grade level for reading and will begin to place the same emphasis on math using many of the same strategies that have worked for reading. Teachers continue to create Professional Growth Action Plans, or PGAP's that provides opportunities for action research to further their professional development. Last year, grade two teachers developed specific activities to promote reading fluency and writing skills that served as enrichment for all students. The entire grade level, now in grade 3, showed marked improvements in the area of writing on the 2012 CMT's. Our PTO purchased a SMART Board and has implemented a plan in conjunction with our PTAC to have a SMART Board in every grade one classroom. We also continue to offer consistency in regard to "specials" which were expanded last year due to our six-day rotating schedule. We will continue to address the 21st century skills needed for our students at the building level.

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