

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Cook Hill School**Wallingford School District**

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Location: 57 Hall Rd.
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: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 345
5-Year Enrollment Change: -13.1%*
*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	72	20.9	19.0	41.3
K-12 Students Who Are Not Fluent in English	46	17.2	7.9	8.1
Students with Disabilities	77	22.3	11.2	11.2
Students Identified as Gifted and/or Talented	0	0.0	2.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	78	83.9	76.8	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	161	92.5	96.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,045	999

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	18.4	16.7	18.9
Grade 2	17.4	18.8	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	23	32
Computer Education	23	16
English Language Arts **	507	485
Health **	20	17
Library Media Skills **	23	20
Mathematics **	255	200
Music	23	32
Physical Education	46	39
Science **	76	74
Social Studies **	69	69
World Languages	0	10

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	16.9	7.9	8.1
% 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	57.1	84.8	79.2

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	2.0	2.1	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	41.9	47.2	29.7
# of Print Periodical Subscriptions	0	2	10

*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	19.45	
Paraprofessional Instructional Assistants	8.50	
Special Education: Teachers and Instructors	7.00	
Paraprofessional Instructional Assistants	14.50	
Library/Media Specialists and/or Assistants	1.65	
Administrators, Coordinators, and Department Chairs	1.50	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.25	
Counselors, Social Workers, and School Psychologists	3.50	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	11.93	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.8	15.0	13.7
% with Master's Degree or Above	83.3	88.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.3	10.4	9.1
% Assigned to Same School the Previous Year	93.3	84.0	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

Our PTO and Parent Teacher Advisory Council work in conjunction with our grade 3-5 sister school, Parker Farms. They continue to be a strong presence in our home-school connection. PTO directly supports grade level curriculum by providing students with curricular-based in school programs as well as 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 sent to parents through our bi-monthly newsletter, PTAC and PTO meetings, email and our summer back to school letter. Our Open House changed drastically this year when we decided to invite students to attend WITH their parents and they participated in a school-wide scavenger designed to get parents involved in all aspects of our school. It was noted that we had the greatest number of parents in attendance when compared to past years. At Open House, parents received curriculum handouts from the National PTA in both English and Spanish. This year as part of our new teacher evaluation program teachers will be designing new and innovative ideas for parent engagement. Parents continue to be invited to specific classroom events during American Education Week in November as well as to our school-wide assemblies on the Seven Habits of Happy Kids. At kindergarten orientation, parents are provided with multiple sources of information on the importance of reading and kindergarten readiness with our alphabet chant ad ideas for reading. In the Spring, grade two students thank our parent and community volunteers by presenting a "Poem in My Pocket" assembly to thank them for their efforts.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	16	4.6
Black	5	1.4
Hispanic	85	24.6
Pacific Islander	0	0.0
White	237	68.7
Two or more races	2	0.6
Total Minority	108	31.3

Percent of Minority Professional Staff: 4.9%

Non-English Home Language :

17.2% 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 7.

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.

This year we will receive coaching in Responsive Classroom to strengthen our morning meeting process and promote a positive School Climate. 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 mean behavior and improving social skills. Students continue to participate in lessons that celebrate differences and acknowledge the contributions of specific cultural groups. We 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. We encourage authentic experiences for students to apply their understanding of multiculturalism and welcome parents and community members into our classrooms to share firsthand knowledge of traditions and customs. Our PTO funds the Parker Farms- Cook Hill Express, which is a free cab ride for parents who do not have access to a car to come to school and we continue to provide scholarships for families in need for the Book Fair, field trips and other areas of need. Our PTO continues to support students via the school store and makes vouchers available so that all students may purchase items. 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.

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.

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	99.1	97.1	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 2011-12 school year, 7 students were responsible for these incidents. These students represent 1.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	1
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	1	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	1
Total	4	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a Pre K – grade 2 school, we continue to look for ways to provide education to our young students that is developmentally appropriate. Our reading goal is to have every student able to read by the end of grade two. In math, our goal is to build computational fluency by the end of grade two. We have designed our intervention blocks to accommodate for multiple grade levels so those students who come to intervention are placed in small groups based on need rather than the grade they are in. The three intervention teachers have developed a continuum of skills that the research shows readers must master before being successful readers. They have incorporated kinesthetic, tactile, visual and auditory activities into their small group instruction and the student instruction is personalized to the individual student need. Students spend time reviewing; learning new skills and action based learning activities are provided throughout the intervention block. We continue to implement protected instructional blocks for Language Arts and Math that support the scope, sequence, and pacing demands of district curricula. All students are engaged in instruction that supports the common core in reading and math. Grade level teacher teams continue to meet on a regular basis for early intervention teams, data teams, and to plan curriculum and instruction. Our school-wide focus continues to be on nonfiction reading, explicit teaching of vocabulary concepts and building number sense. Classroom teachers are using new math performance task rubrics to score student math assessments. From this work, anchor sets will be created for use in the calibration of scores and development of competencies for each common core standard. We continue to implement a full SRBI approach to intervention with great attention to fidelity of the process. Our PPS staff institutes a co-teaching model of instruction and believes 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.

SUPPLEMENTAL SCHOOL INFORMATION

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. This year with SEED, new teacher evaluation model we have been focusing our professional development around the domains and indicators of the Common Core of Teaching. Monthly staff meetings serve as opportunities for teachers to become more familiar with each domain so they are cognizant of the expectations for goal development, lesson observations and reviews of practice. Students continue to create personal goals for intervention, especially in the area of sight words, word fluency, phrasing fluency and number fluency. Our young students learn to graph their personal progress, which is a strong motivator that results in a high level of student engagement. We will also be piloting student led parent conferences and our School Climate Committee is developing many ways to provide leadership opportunities for our young students. This includes our Tiny Tutors program that enables students to become mentors for other students, our grade two safety patrols who are used to remind students of expected behaviors for arrival and dismissal, our “Bell Ringing” tradition for students who warrant praise and recognition, and our new “Bug and a Wish” Ambassador Program for grade two students. These students will create skits on how to use a “Bug and a Wish” statement to resolve conflicts. They will model the procedure for our grade one and kindergarten students. We also provide opportunities for students to have a voice in planning our school spirit days and participate in our annual “Chores for Charity” where they do chores at home during the holidays to earn money to donate to children who are less fortunate. Our School Climate Committee begins our “BUS BLITZ” in December to focus on positive bus behavior. The message will be “zero” bus behavior reports and there will be many opportunities to celebrate their success in this area.
