

STRATEGIC SCHOOL PROFILE 2009-10

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

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 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 396
5-Year Enrollment Change: -9.4%

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	33	8.3	12.4	36.7
K-12 Students Who Are Not Fluent in English	4	1.3	6.4	7.4
Students with Disabilities	80	20.2	11.9	10.9
Students Identified as Gifted and/or Talented	30	7.6	4.5	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	44	95.7	90.0	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	256	93.8	92.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	1,006	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	15.3	17.8	18.5
Grade 2	19.7	17.4	19.7
Grade 5	20.3	20.0	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	28	31
Computer Education **	28	18
English Language Arts **	428	422
Family and Consumer Science	0	1
Health	30	22
Library Media Skills **	6	19
Mathematics **	215	199
Music	28	33
Physical Education	28	41
Science **	123	97
Social Studies **	98	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 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	1.3	6.4	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	89.6	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	66.3	86.4	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	3.1	3.3	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	43.3	43.4	28.9
# of Print Periodical Subscriptions	8	8	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	22.40	
Paraprofessional Instructional Assistants	9.50	
Special Education: Teachers and Instructors	8.32	
Paraprofessional Instructional Assistants	19.50	
Library/Media Specialists and/or Assistants	2.30	
Administrators, Coordinators, and Department Chairs	1.12	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	3.40	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	12.66	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.8	13.0	13.6
% with Master's Degree or Above	82.1	82.9	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.1	8.2	8.2
% Assigned to Same School the Previous Year	89.7	88.3	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.

Our PTO and Parent Teacher Advisory Council continue to form a strong foundation for our home-school connection. PTO supports grade level curriculum by providing our students with programs that are diverse and relevant while at the same time support the mission of our school. They provide funding for field trips, guest speakers, Eli Whitney Workshops, and specific programs that support our diversity theme for the year. Their efforts strengthen our academic goals and our goals for personal development. Parent volunteers read to students, volunteer in our school store and library, organize field day events and deliver mail for our Wee Deliver program. They also provide programs that strengthen our school-wide commitment to diversity and support our efforts to explore the realm of personal development for students to meet the challenges of our global society. Our school expectations and celebrations are communicated through our monthly newsletter, PTAC and PTO meetings and our summer back to school letter. Our September Open House provides parents with time to get to know their child's teacher as well as become familiar with grade level curriculum. We also invite every parent to a specific classroom event 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 given multiple sources of information on the importance of reading and kindergarten readiness. Additionally, grade level curriculum guides are distributed as well as district calendars of events. Parent handbooks are also sent to parents at the beginning of each school year and are available on our website. Our community volunteers are invited to a spring Volunteer Luncheon to thank them for their efforts. These volunteers assist with reading to students, mentoring or helping complete tasks in the classroom. This year we will begin a new program to improve our home-school partnership by actively involving parents in specific ways they can partner with us in improving student learning. Our hope is to join every parent in our school in communicating the message that we care about student learning.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	18	4.5
Black	17	4.3
Hispanic	20	5.1
White	341	86.1
Total Minority	55	13.9

Percent of Minority Professional Staff: 2.0%

Open Choice:

9 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 :

1.3% 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 4.

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 the Cook Hill School community authored books to benefit a new school in Uganda, Africa, called the Abija Homeland School. Our Books of Hope program allows students to create books to send to Uganda which fosters empathy and social responsibility. This year we sent 103 books to our new friends at Abijah. In conjunction with the Yale Child Study Center, we continue our partnership with parents who participate in our Open Choice program. Our new tradition of beginning the school year with a shared breakfast communicates our commitment to work together as a strong collaborative team for the sake of all students. We continue to address mean behavior among students using the message "We Don't Say That Here, That's Mean". Students remain engaged in lessons that celebrate differences and acknowledge the contributions of specific cultural groups. We participated in the Little Theater of the Deaf and used literature as a springboard for cultural investigations. Our Cougar Pride assemblies provide a venue for celebrating the unique qualities that make each student an individual. Our multi-cultural theme "Cook Hill Castaways" explores cultures, values and traditions from around the world to build awareness, acceptance and appreciation of the differences we bring to our school. Our daily "Words of Wisdom" program continues to inspire our school community by communicating messages about choosing what is right. The program gives us "something to think about" and reminds us we have to choose and make the right choices. Our 3rd grade students became our "Ambassadors of Kindness" and joined our 2nd grade students who became our "I Statement Ambassadors" to provide our younger students with skits that encourage kindness and respect for all. Students teaching students support our school-wide initiative for positive behavior.

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	44.9	59.9	50.3	39.7
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	64.9	62.9	57.0	62.0
Writing	54.2	54.4	58.3	41.2
Mathematics	55.2	70.6	62.4	36.9
Grade 4 Reading	70.2	67.1	59.9	65.5
Writing	64.6	70.9	63.6	49.6
Mathematics	74.5	78.3	67.0	60.9
Grade 5 Reading	72.9	68.9	61.8	68.1
Writing	70.0	75.9	68.2	50.1
Mathematics	64.4	76.5	72.4	34.6
Science	68.3	71.4	59.4	62.8
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.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	78.3	89.8	96.2

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, 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 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	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	4	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

CMT data drove decisions for creating Smart Goals and a school-wide focus for improving student learning. Our literacy teacher, TLC teacher, special education teachers and support specialists worked with classroom teachers to create specific SMART goals in all core academic areas. Our school-wide focus on building reading stamina led all decision-making for the creation of SMART-goals. To further our growth in SRBI, we strategically piloted Lexia-Reading, Symphony Math and the Read Naturally program to provide school-wide interventions for at-risk students. Students also participated in a school-wide “sunrise and sunset” reading initiative to maximize in-school reading to build stamina. The concept of stamina was also integrated into the PE program so students could grasp the concept of physical stamina and transfer the meaning to reading. Throughout our school, classroom graphs showing individual reading stamina were interpreted, measured and celebrated. Our new math curriculum Growing with Math expanded into grades 3 and 4 and our staff and Para’s were trained in the use of Symphony Math as a math intervention to improve performance. This continues to be an area of focus and we plan to develop pacing guides to ensure the standards are being taught and more importantly learned. Cook Hill School takes great pride in its approach to meet the needs of our special education students and we are relentless in making sure these students receive the best education possible. We continue to work in conjunction with Connecticut Behavioral Health to support students through the use of differentiated instruction and assistive technology. We continue to strive toward a co-teaching model of instruction and believe that inclusion maximizes student learning. We continue to use Michelle Garcia Winner’s Social Thinking Curriculum to infuses social thinking into real life situations. Our school initiatives have resulted in continued school-wide improvement due to the high level of collaborative support 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.

This year, we began to use Scantron to store data on math and writing common assessments and we also began the concept of data teams and the use of formative assessments to drive instruction. As a staff, we also began to explore Marzano’s Effective Teaching Strategies and used our monthly staff meetings as a springboard for trying new strategies in the classroom. This year, each building principal received a specific allocation for staff professional development and was charged with the responsibility of using this money for school improvement. Teachers were able to meet as a grade level to plan literacy units, work with the literacy teacher, develop anchor sets in writing, meet as vertical grade level teams, plan reading interventions and create a partnership with grade level colleagues at another school using our district writing curriculum. The money was also used to purchase a webcam so that students could communicate throughout the year with their pen pal partners. We also began to progress monitor all students below grade level through our EIP process and by using the SRBI process. Our Compensatory Education teachers were trained to use AIMSweb and students in need of intervention were identified and monitored throughout the year. Screenings for all students were completed in June and by the end of the year we had a list of our most at-risk students for next year. Our PTO funds over \$10,000 in educational programming and parents continue to volunteer, especially with our Wee-Deliver mail program. Our Kiwanis Kids promote the idea of service learning and our “Cougar Pride Assemblies” promote school spirit and collaboration throughout the year.
