

**STRATEGIC SCHOOL PROFILE 2008-09**  
Elementary School K-6 Edition

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

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Location: 44 Schoolhouse Road  
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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 415  
5-Year Enrollment Change: -11.1%

**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	4.6	9.6	34.2
K-12 Students Who Are Not Fluent in English	6	1.8	6.1	7.0
Students with Disabilities	88	21.2	11.2	10.9
Students Identified as Gifted and/or Talented	12	2.9	4.4	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	34	87.2	86.4	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	263	89.8	89.6	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	185	181
Total Hours per Year	1,012	988

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	13.0	17.0	18.3
Grade 2	18.3	18.6	19.3
Grade 5	21.7	20.4	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art <sup>1</sup>	28	30
Computer Education <sup>1</sup>	28	17
English Language Arts <sup>1</sup>	428	427
Family and Consumer Science	0	1
Health	30	22
Library Media Skills <sup>1</sup>	6	18
Mathematics <sup>1</sup>	215	198
Music	28	32
Physical Education	28	40
Science <sup>1</sup>	123	98
Social Studies <sup>1</sup>	98	91
Technology Education	0	2
World Languages	0	12

**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.

<sup>1</sup>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	1.8	6.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	91.7	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	40.9	77.4	80.3

**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	3.2	3.6	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	38.3	42.6	28.2
# of Print Periodical Subscriptions	8	8	13

\*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>	
General Education: Teachers and Instructors	21.40
Paraprofessional Instructional Assistants	11.50
Special Education: Teachers and Instructors	8.20
Paraprofessional Instructional Assistants	19.00
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	12.46

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	15.6	13.2	13.3
% with Master's Degree or Above	86.1	84.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.2	8.6	8.6
% Assigned to Same School the Previous Year	77.8	82.0	83.3

**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's website is devoted to homework pages.

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

Our PTO and Parent Teacher Advisory Council are second to none and form the foundation of our home-school connection. We are strong partners. 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	16	3.9
Black	17	4.1
Hispanic	22	5.3
White	360	86.7
<b>Total Minority</b>	<b>55</b>	<b>13.3</b>

**Percent of Minority Professional Staff: 2.2%**

**Open Choice:** 11 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:** 2.4% 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 5.

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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.

Cook Hill School continues to work in partnership with the Koch Goma School in Uganda, Africa. Our Books of Hope program helps to foster empathy and social responsibility in students. This year students sent 93 books written by the students themselves to our friends at the Koch Goma School as a gift of friendship and hope. In conjunction with the Yale Child Study Center, we initiated a partnership with parents who participate in our Open Choice program and held a breakfast that communicated a commitment to work together and forge a strong collaborative team for the sake of all students. We also presented an assembly to address mean behavior among students in an effort to communicate 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" will explore 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.

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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	23.3	43.9	33.6	32.2
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	58.0	57.8	54.6	53.9
Writing	54.9	65.6	62.5	34.8
Mathematics	74.0	70.4	62.8	67.2
Grade 4 Reading	61.0	72.3	60.7	49.0
Writing	65.0	70.4	64.2	48.8
Mathematics	59.3	67.9	63.6	40.8
Grade 5 Reading	73.0	73.3	66.0	60.0
Writing	64.2	74.3	66.5	44.0
Mathematics	54.7	72.4	68.8	27.2
Science	62.7	69.4	58.1	57.2
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](http://www.ctreports).

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	79.5	94.7	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. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
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	0	0

\* 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.

This year we analyzed CMT scores and created Smart Goals for improving student learning. We worked in conjunction with our literacy teacher, TLC teacher, special education teachers and support specialist to create plans that addressed school-wide need. We also piloted the "Blue Ribbon Software" to monitor student progress in mastering state standards in reading, writing, math and science. Teachers were able to use this software to create grade level assessments and goals for instruction in specific areas based on CMT data.

Our new math curriculum Growing with Math continues in grades 2 and 3. The Read Naturally program continues to improve reading and fluency performance and Education City continues to build strong reading and math skills. These programs enabled us to work in collaboration to raise student achievement, especially in the area of reading. Our Parent Teacher Advisory Council analyzed CMT results and reached consensus in the development of Smart Goals to address the needs of students. Each grade level designed a baseline assessment to determine what students need to do in order to improve. Each grade level then developed a specific plan with measureable goals.

We are committed to our special education students and continue to work in conjunction with Connecticut Behavioral Health to make this happen. Our goal is to support students through the use of differentiated instruction and assistive technology using co-teaching models of instruction. Michelle Garcia Winner's Social Thinking Curriculum supplements our curriculum and infuses social thinking on an ongoing basis. We have the distinction of being the first east coast classroom using the curriculum. . This is a result of a full team effort on the part of our entire PPS team.

Our school-wide initiatives to implement reading and behavioral interventions 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 we teach and are committed to working together to make this happen. We live this collaborative spirit and our parents to join us in our efforts.

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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.

This year, our social worker and school psychologist worked to assess our continuum of positive behavioral interventions for students. As a result, we developed a three tiered approach to behavioral support that supports our school-wide behavior program "Go for the Green". This program monitors student behavior and rewards positive behavior. Students who remain "On green" are rewarded during our Cougar Pride Assemblies.

We also began our "Cougar Cubs" program to support our positive behavior program. Staff members volunteer to serve as informal "mentors" for individual students who need to build self confidence, self esteem and self awareness. The program is designed to be an intervention to support the social and emotional needs of students. Parent participation continues to be an integral thread that is the fabric of our school. Our PTO continues to fund over \$10,000 in educational programming and they continue to sponsor field trips and organize special events. Many parents volunteer their time in classrooms or help out with some of the unique programs such as school store, school yearbook, after school clubs, the Wee-Deliver mail program, and our writing center.

We continue to use our Writing Center as a means of publishing student work and recognizing student efforts in their writing improvements. This year we also implemented a 5th grade student government program for students who planned and implemented our first ever grade 5 graduation ceremonies. We also added a student run program called Kiwanis Kids to further develop the leadership skills in our students and promote the idea of service learning for our students. Our well established "Cougar Pride Days" continue to promote school pride, spirit and collaboration throughout the year.

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