

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Cook Hill School**Wallingford School District**

JANET M. MURPHY, Principal
Telephone: (203) 284-5400

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 - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 385
5-Year Enrollment Change: -11.9%*
*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	54	14.0	13.4	38.3
K-12 Students Who Are Not Fluent in English	39	13.0	6.5	7.7
Students with Disabilities	66	17.1	11.3	10.8
Students Identified as Gifted and/or Talented	0	0.0	3.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	82.9	76.6	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	193	89.4	93.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	978	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	16.4	16.5	18.4
Grade 2	18.6	18.0	19.9
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	28	30
Computer Education **	28	15
English Language Arts **	555	491
Health	20	18
Library Media Skills **	13	19
Mathematics **	215	199
Music	28	31
Physical Education	28	37
Science **	55	72
Social Studies **	49	68
World Languages	0	8

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	12.4	6.4	7.7
% 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	78.8	92.4	81.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.0	3.2	3.1
% of Computers with Internet Access	99.2	99.9	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	37.0	43.4	29.5
# of Print Periodical Subscriptions	0	2	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	21.40	
Paraprofessional Instructional Assistants	11.00	
Special Education: Teachers and Instructors	6.50	
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	1.10	
Other Staff Providing Non-Instructional Services and Support	12.46	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.0	15.0	13.7
% with Master's Degree or Above	78.8	87.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.6	9.4	8.7
% Assigned to Same School the Previous Year	60.6	49.0	83.9

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 specific 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 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. 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. Last year a new program called "Grand Cougars" was formed to embrace grandparents and senior members of our community in their willingness to volunteer to read to our students. This year we plan to add another layer 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. Last year we began what will hopefully become a tradition by having an annual parade. This year we will invite students, parents and teachers to dress up as their favorite book character. Parents are also 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. Parent handbooks are also given out at Open House. Our community volunteers are invited to a spring Volunteer Luncheon to thank them for their efforts. This year we hope to add a home-school connection with our new reading program that communicates the skills and themes students are learning each week.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	21	5.5
Black	13	3.4
Hispanic	73	19.0
Pacific Islander	0	0.0
White	278	72.2
Two or more races	0	0.0
Total Minority	107	27.8

Percent of Minority Professional Staff: 4.7%

Non-English Home Language :

13.0% 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.

We continue to address mean behavior among students using the message “We Don’t Say That Here, That’s Mean”. Students are also taught to use the “I-Statement” to resolve conflicts and bus and recess intervention groups have been established to address mean behavior. At the K-2 level, we prefer to teach students the word “mean” rather than bully because it is developmentally more appropriate for this age group. We now have a School Climate Committee to identify and address bullying patterns in the school. The committee will 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. This is the result of the new state legislation. Students remain engaged in lessons that celebrate differences and acknowledge the contributions of specific cultural groups. October 5th is Safe School Climate Awareness Day and we will celebrate our differences with our “Molly Lou Melon Day”. Using this children’s picture book – students will learn that what makes us different is what makes us special. We will continue to build to use picture books and themed school spirit days that support acceptance and diversity. Our bilingual and ELL teacher provided training to teachers on the rationale for sheltered instruction and the need to differentiate for English language learners. The presentation also built empathy for these learners since the teachers were instructed using a different language. This enabled teachers to cognitively address their own needs as learners and transfer this to their teaching. Our new music textbooks also promote different cultures through the use of song and in the varied photographs of children and different cultures. Our PTO also continues to support our students via the school store and makes vouchers available for students who may not financially be able to participate in our school store. We also continue to work with members of our community who contribute food items for students unable to bring a snack to school for financial reasons. Our bi-lingual teacher and bi-lingual Para's continue to translate parent communication and serve as partners in bridging the language barrier.

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	95.1	95.8	95.0

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 2009-10 school year, 8 students were responsible for these incidents. These students represent 1.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	4	2
Fighting/Battery	0	0
Property Damage	0	0
Weapons	1	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	5	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Last year Cook Hill reconfigured from a K-5 school to a Pre K – grade 2 school. This caused a shift in the data used to create our school goals. District Common Assessments and AIMSweb data from last year was used at the K-2 level to create school goals. Additionally, the close partnership with our gr. 3-5 sister school enabled us to also analyze CMT data to predict areas in need of improvement as well as celebrate our strengths. This alignment has strengthened our school improvement plans. We also added district-wide 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. Additionally, there are increased opportunities for classroom teachers to collaborate with Pupil Personnel and Interventionists. Our school-wide focus continues to be on reading and teaching vocabulary concepts as well as number sense. A new district-wide reading program for K-5 and our newly developed pacing guides, tied to the common core, now guarantee a viable curriculum in reading. Classroom teachers are using common assessments to plan intervention and enrichment for all students. Our Growing with Math program also has math pacing guides aligned to the common core standards. Science and social studies continue to be a strong area of instruction as well. We continue to work in conjunction with Connecticut Behavioral Health to support students through the use of 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.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Last year, we used Scantron to store common assessment data and teachers received coaching in the data team process. Teachers were given training in Effective Teaching Strategies and the Data Team Process. Monthly staff meetings served as a springboard to address using the new strategies in the classroom and also for planning instruction to address school needs. We also created a Literacy Intervention Team that met every week to discuss the very specific literacy needs of K-2 students. Out of this committee, a process for intervention was born that included specific learning goals for every student receiving intervention. In many cases, students created their own learning goal and graphed their own progress toward that goal. Protected blocks for literacy ensured students would have 90 minutes of reading as well as intervention time on a daily basis. We proudly reduced the number of “at-risk” students in grade one from 32% in September to .8% in May. This data was obtained through our school wide universal screening using AIMSweb. Teachers were evaluated using a Professional Growth Action Plan, or PGAP that encouraged them to use action research or other professional activities to further their professional development. Our grade two teachers developed “anchor sets” in the area of writing, to address writing skills for CMT preparation. The entire grade level scored 81.5 % on the district common assessment with the district score being 69.6%. The team created a checklist for writing and developed new strategies for teaching reluctant writers. Our kindergarten teachers focused on Letter Sound Fluency and our May common assessment showed that 83.3% of our students were on grade level as compared to 70.4 % at the district level. Using our school allocation staff professional development resulted in dramatic gains for our students. Our PTO purchased an additional six LCD projectors for the school in our anticipated receipt of Companion Touch net-pads which we will use with our new reading program. Consistent “specials” have also been expanded due to our six-day schedule as well as expanded K-2 IT and Library Media programs.
