

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

**Gallup Hill School
Ledyard School District**JENNIFER E. BYARS, Principal
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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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 6**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 341
5-Year Enrollment Change: -0.9%**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	55	16.1	12.6	38.3
K-12 Students Who Are Not Fluent in English	10	3.4	1.4	7.7
Students with Disabilities	64	18.8	12.8	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	23	63.9	72.8	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	219	85.2	87.4	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	942	987

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	18.5	18.1	18.4
Grade 2	18.0	18.9	19.9
Grade 5	21.5	19.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	25	31
Computer Education **	25	19
English Language Arts **	424	426
Family and Consumer Science	0	1
Health **	17	21
Library Media Skills **	20	19
Mathematics **	179	198
Music	25	33
Physical Education	25	41
Science **	107	95
Social Studies **	95	86
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 30 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	3.4	1.4	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	67.2	78.8	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	2.4	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	32.3	32.2	29.5
# of Print Periodical Subscriptions	15	13	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	18.50	
Paraprofessional Instructional Assistants	7.01	
Special Education: Teachers and Instructors	6.00	
Paraprofessional Instructional Assistants	12.70	
Library/Media Specialists and/or Assistants	0.40	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.25	
Counselors, Social Workers, and School Psychologists	1.17	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	10.12	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.3	16.0	13.7
% with Master's Degree or Above	85.2	89.9	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.7	9.2	8.7
% Assigned to Same School the Previous Year	100.0	92.9	83.9

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.

At Gallup Hill School, communication with parents is a high priority and occurs at district, school, and classroom levels. Parents are welcome to our school at anytime. • The GHS website is updated regularly with important school information. It also includes links to grade level web pages, school lunch menus, school supplies, newsletters, and the PTO information pages. A data wall, providing information about district and state assessments, is also located on the website. • A monthly information page is sent home highlighting upcoming activities, grade level events, and student achievements. The information page also includes a calendar of events for the month. • A complete school newsletter is published on the GHS website monthly. The newsletter features student work to keep all parents informed on student performance expectations as well as grade level activities. • An automated calling system is used to remind parents of regularly scheduled school and PTO events as well as school emergencies and closings. • Classroom teachers communicate with parents frequently via classroom newsletters, daily assignment books, the school website, and email. • Bulletin boards throughout the school are updated regularly with information and student work. A Parent Information Night is held early in September to provide teachers an opportunity to share with parents their instructional objectives and expectations for attaining student success. Parent Teacher Conferences, held twice annually, allow teachers, parents, and students to discuss progress, concerns, and effective ways in which to collaborate to assist students in reaching their goals. Grade level activities, field trips, and celebrations are events when parent support is appreciated and welcome. The PTO also plays a critical role in communication through its website, newsletters, bulletin boards, email list, and volunteer coordination. The PTO generously provides educational programs for our students that enrich their learning experiences. The PTO is currently supporting the conversion of the gym into a cafeteria.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	38	11.1
Asian American	19	5.6
Black	27	7.9
Hispanic	41	12.0
Pacific Islander	0	0.0
White	216	63.3
Two or more races	0	0.0
Total Minority	125	36.7

Percent of Minority Professional Staff: 2.7%

Non-English Home Language :

5.1% 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.

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.

The Gallup Hill School faculty and staff are aware of the critical need to build a tolerant learning community as we support all our students. They work in all school settings to promote a school culture and climate stressing respect and responsibility. All teachers have been trained in Responsive Classroom techniques to promote social tolerance and development. Morning meetings are conducted regularly to support Responsive Classroom objectives. Students are taught GHS C.A.R.E.S. This acronym stresses the social aspects of Cooperation, Advocacy, Respect, Effort, and Self-Control and serves as a focus for monthly whole-school meetings. Students are recognized for demonstrating the qualities of C.A.R.E.S. Older classes are assigned to lower grade "buddy" classes to promote social learning opportunities. School administration facilitates communication with the Mashantucket Pequot Native Americans to promote an understanding of Mashantucket culture and history. Students study cultures and traditions throughout the year; teachers often select literature that provides perspective of different cultures, races, and ethnicities. Pre-school and Kindergarten students studied holiday traditions. Grade 1 students completed a hands-on, experiential unit on disability awareness. Grade 2 students celebrated students' heritages. Grade 4 students completed an extensive study of Native American peoples as part of the social studies curriculum. Older students use the study of the Constitution to discuss past injustices, as well as respect and tolerance. The PTO, student council, and school nurse operated a free food locker to provide fresh and canned goods for families in need. The PTO, student activity fund, and teachers also provided financial support for students and families for school supplies, clothing, and field trips.

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	41.3	55.1	50.9	31.7
Grade 6	20.9	44.1	51.2	6.5

*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	67.6	66.0	58.4	64.0
Writing	57.9	65.3	61.1	43.0
Mathematics	64.9	75.0	63.0	49.8
Grade 4 Reading	76.7	73.8	62.5	74.3
Writing	68.9	78.6	65.5	53.1
Mathematics	80.0	83.2	67.0	70.9
Grade 5 Reading	64.9	76.6	61.4	55.8
Writing	51.2	71.4	66.8	27.1
Mathematics	68.3	82.4	72.5	42.4
Science	62.8	80.0	59.9	53.0
Grade 6 Reading	85.4	87.6	76.0	69.8
Writing	77.3	79.2	65.2	73.1
Mathematics	77.3	85.5	71.3	62.3

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	94.7	96.3	94.8

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, 4 students were responsible for these incidents. These students represent 0.9% 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	0	0
Fighting/Battery	4	1
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	5	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The overall goal of the School Improvement Plan for Gallup Hill was to meet the instructional needs of a diverse student population through the use of Scientific Research-Based Interventions (SRBI). Particular focus was paid to differentiating instruction in the classroom as student achievement and outcomes increase when students are taught what they need to know with respect to district and state curriculum, especially when instruction is tailored to students' strengths and weaknesses as determined by universal assessments and monitoring of progress. To improve instruction, the following actions were implemented:

- Student progress was monitored consistently and purposefully. Teachers used multiple sources of data including student work, running records, informal classroom assessments, pre and post assessments curriculum-based assessments, common formative assessments, summative assessments, and computer-based instructional programs to identify students' strengths and weaknesses and to target instruction to meet students' needs.
- Students were provided with instruction aligned to the Ledyard Public Schools (LPS) curriculum and implemented with fidelity. The LPS curriculum is aligned with the Connecticut State Frameworks and grade level expectations. Specifically, a new math curriculum was implemented in grades K-2, and adjustments and revisions were made to the math curriculum in grades 3-6. Language arts pacing guides were revised to include grade level expectations, balance comprehension strands, and align shared and guided reading instruction.
- Students were provided with instruction that specifically met their needs. In math, flexible groups were developed using pre-test data; this data was also used to adjust the math content. In language arts, guided reading groups were adjusted for students' reading levels; additionally, weaker comprehension skills were re-taught in small instructional groups. Students were provided more time for independent reading and Success Maker was implemented for all students in both reading and math to provide individualized lessons and tutorials for students.

SUPPLEMENTAL SCHOOL INFORMATION

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

Gallup Hill School is a neighborhood, community school with one-third of students living within walking distance of the school. We have many students from the both the military and the Mashantucket Pequot Tribal Nation who attend Gallup Hill School. This helps to create a more diverse student body, and students bring to school a variety of experiences and cultures. We have a strong, caring staff of teachers, paraprofessionals, custodians, secretaries, nurses, and administrators. Teachers meet regularly during grade level meetings and common planning to collaborate and share their instructional expertise. They use both student work and assessment data to guide their instruction. Teachers and students are supported with language arts consultants who provide direct instruction to students in reading and professional development in literacy instruction to staff. Our school is also supported by an active, education-centered Parent-Teacher Organization. In 2010-2011, our PTO raised over \$19,000; these monies were used to purchase interactive whiteboards for classrooms, fund field trips, provide afterschool enrichment programs and teacher mini-grants, and enabled a \$15,000 renovation to the school library. The PTO also sponsors school assemblies, cultural events, and family fun nights throughout the year. Many of these activities are coordinated with school staff. Lastly, we have a caring student body. Through the leadership of the student council, our students operated a school food pantry to help families in need within our school & community. Our school "stays green" through the efforts of our Green Team members. This year, students also raised money for our "Awe"tism Speaks walk-a-thon participants by participating in a hat day, and donated to the American Red Cross' relief efforts for the victims of the earthquake and tsunami in Japan through the annual GHS 6th Grade vs. Faculty Basketball Challenge.
