



Carl Cozier Elementary School

BELLINGHAM PUBLIC SCHOOLS

Welcome to Carl Cozier Elementary School. Our school utilizes the strengths and passions of its staff to engage students through inquiry-based learning. Our staff and students intentionally focus on habits that will support a foundation for life-long learning.

Principal's Message

ERIC PAIGE



The 2011-12 school year will be my first full year as principal at Carl Cozier Elementary School. I appreciate the support our community

has given to the educational needs of all children. To that end, this year our school will receive Title 1 funds to support students academically and socially.

At Carl Cozier, we will focus on our strengths and make adjustments to meet the challenges that we experience in a globalized world. We will strive to instill these passions in children so they can experience learning as a life-long process. Our students will be responsible for tackling future problems. They will do this with technology that does not currently exist. We want their greatest assets to be their minds.

This report goes beyond giving you data about our successes and challenges. Inside you will find evidence of programs that we provide to meet the needs of the whole child. Without a caring environment that allows for appropriate risk taking, a learner's full potential cannot be maximized.

Vision

At Carl Cozier Elementary School, we are dedicated to providing a safe and nurturing environment that lays the foundation for life-long learning through inquiry. We monitor the learning of every student and adjust instruction accordingly to ensure 21st century skills are acquired, preparing students to pursue their passions and interests successfully.



Structured forms of inquiry support learners to develop deeper levels of understanding and inspire individuals and groups to take action.

Complex problems and challenges invite opportunities for innovation and creative solutions.

Successful learners are disciplined, resilient, and persistent in the effort to acquire new knowledge, open to the perspectives held by others, and are inspired and motivated to apply their learning and creativity.

Responsible citizens wish to make a positive impact upon the lives of others and upon the natural world.

Strong partnerships between the home and school are an essential component of a successful school community.

Core Beliefs

Learners are naturally curious and inquisitive about their world and how it works.



DEMOGRAPHICS

Carl Cozier Bellingham School District
Oct. 2010 Oct. 2010

Student characteristics

Total Enrollment	398	10,919
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Class Size Average		
Grades K-3	24.6	22.5
Grades 4-5	24.8	25.3

American Indian/ Alaskan Native	1%	1%
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Asian/ Pacific Islander	4%	6%
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Black	4%	3%
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Hispanic	18%	14%
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White	73%	76%
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English Language Learners (ELL)	18	600
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Highly Capable	1	206
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Title I Reading/LAP	0	642
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Special Education	77	1,380
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2010-11 school year

Unexcused absences	1.8%	0.5%
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Discipline*		
Suspensions	16	
Expulsions	2	

*This data represents the required incidents reported to the state in specific behavioral categories.

Free and Reduced Meals (May 2011)	54%	40%
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Student-to-computer ratio: 4 to 1

Expenditure per pupil

In 2009-10, the per student expenditure rate was approximately \$9,310. About 72.3% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 64.3% from state based on enrollment; 21% from local taxes supported by the maintenance and operations levy; 10.4% from federal; and 4.3% from other sources such as donations and investment earnings.

2009-10 is the latest year data is available

2010-11

Highlights of Progress

Learn

- Designed and implemented Units of Structured Inquiry with an emphasis in science and/or social studies content at each grade level
- Taught and positively reinforced the "Attributes and Attitudes" associated with a successful learner and responsible citizen
- Refined a balanced approach to mathematics instruction

Personalize

- Continued a Collaborative Specialist Model of instruction at fifth grade, designed to provide students with access to deep content emersion in the areas of literacy, social studies, science, math and research process
- Created a process of recognizing successful learners and responsible citizens within our school community who are making the world a better place

Engage

- Engaged families through a schoolwide system of providing students and families with individualized monthly progress reports that describe a child's present levels of academic performance, work habits, and participation as a responsible citizen within the Carl Cozier school community
- Partnered with families to implement a schoolwide Science Fair, designed to allow children and their families to participate in the process of scientific inquiry



Carl Cozier Programs

- Full-time Kindergarten
- Parent Education Evenings
- Science Fair
- Conservation Site (3rd grade)
- Camp Lutherwood (4th grade)
- Mountain School Science Trip (5th grade)
- After School Enrichment (Choir, Art, Chess, Rock Climbing, Mountain Biking)
- Before/After School YMCA Childcare

CARL COZIER'S MSP DATA

Percentage meeting or exceeding standards

	Grade 3			Grade 4			Grade 5		
	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011
Reading	79%	78%	73%	69%	75%	67%	77%	74%	68%
Writing	—	—	—	68%	66%	61%	—	—	—
Math	66%	64%	62%	48%	63%	59%	63%	67%	61%
Science	—	—	—	—	—	—	86%	69%	56%

Washington uses the Measurements of Student Progress (MSP), given to students in grades 3-8, to measure how students in the district and state are progressing in meeting state academic standards.

Carl Cozier's Plan to Improve Learning, 2011-12

- Implement the districtwide literacy program and provide professional development.
- Implement schoolwide professional development of "Habits of Mind" (A. Costa & B. Kallick).
- Develop a Child Study Team to determine appropriate interventions.
- Use Title 1 funds for mathematics and literacy specialists to team with classroom teachers to reduce student-to-teacher ratio and increase learning opportunities.
- Use Title 1 funds for a full-time elementary support specialist to support social/emotional needs of students and link families to community agencies.
- Provide parent education evenings to strengthen learning-based partnership.
- Focus on the development of 21st century skills through the integration of all academic content areas.
- Create a systematic approach to collaboration for the alignment of K-5 standards and assessment of student needs.

Adequate Yearly Progress (AYP)

Dear Family,

As part of the "No Child Left Behind" (NCLB) legislation of 2001, schools and school districts are considered to be making "Adequate Yearly Progress" (AYP) if they meet targets in various categories, including those listed below. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. Missing the target in many one category causes a school or district not to make "Adequate

Yearly Progress" overall. **Carl Cozier made AYP in 19 of its 21 required categories for 2010-11, missing the target in reading proficiency in the categories of all and special education.**

The district made AYP in 61 of its 67 required categories. It did not make AYP in elementary for reading proficiency in the categories of all, white, special education and low income. At the **CONTINUED NEXT COLUMN**

AYP CONTINUED

middle school level, the district did not make AYP in reading proficiency in the categories of all and low income. At the high school level, the district made AYP in all of its required categories.

Sanctions for not making "Adequate Yearly Progress" only affect schools and districts receiving federal Title I funding. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>



ADEQUATE YEARLY PROGRESS STATUS

AYP Indicators	Carl Cozier 2010-11	Elementary Schools in District 2010-11
Sufficient percentage of elementary students who met state testing standard	In Reading NO* (All, Special Education)	In Reading NO* (All, White, Special Education, Low Income)
At least 95% of elementary students participated in state testing	In Math YES	In Math YES
No more than 1% of students' absences were unexcused	YES	YES
Met AYP	Overall NO	Overall NO

PERFORMANCE REPORT

The annual School Performance Report, required by federal and state law, provides access to information on the educational programs in each school so families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view further student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.



History & Facility Information

Carl Cozier Elementary School opened in 1951.



Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

Прилагаемый документ содержит важную информацию из школы вашего ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

ਨੱਥੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।



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Go to <http://bellingshamschools.org/schoolmessenger>

Carl Cozier Elementary

1330 Lincoln St.

Bellingham, WA 98229

676-6410

<http://carlcozier.bellingshamschools.org/>

Principal: Eric Paige

Secretary: Kris Craker

PTA Co-Presidents 2011-12:

Michel-Ann Haggen and Mary Anderson



1306 Dupont Street

Bellingham, WA 98225-3118