

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Gallup Hill School****Ledyard School District**

JENNIFER E. BYARS, Principal  
 RENEE A. REIS, Asst. Principal  
 Telephone: (860) 536-9477

Location: 169 Gallup Hill Road  
 Ledyard,  
 Connecticut

Website: 204.60.88.3/ghs/ghs.htm

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).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 348  
 5-Year Enrollment Change: 1.2%

**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	62	17.8	15.0	36.7
K-12 Students Who Are Not Fluent in English	9	3.1	1.5	7.4
Students with Disabilities	67	19.3	12.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	31	81.6	80.6	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	218	85.2	86.5	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	947	983

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	19.5	18.8	18.5
Grade 2	21.0	18.2	19.7
Grade 5	22.5	19.3	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	25	31
Computer Education **	25	18
English Language Arts **	429	422
Family and Consumer Science	0	1
Health **	17	22
Library Media Skills **	20	19
Mathematics **	179	199
Music	25	33
Physical Education	25	41
Science **	107	97
Social Studies **	95	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 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	3.1	1.5	7.4
% 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	80.6	84.5	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.8	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	68.5	71.2	89.9
# of Print Volumes Per Student*	32.5	32.6	28.9
# 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**

<b>Full-Time Equivalent Count of School Staff</b>		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		21.50
	Paraprofessional Instructional Assistants		8.56
Special Education:	Teachers and Instructors		6.00
	Paraprofessional Instructional Assistants		11.41
Library/Media Specialists and/or Assistants			0.40
Administrators, Coordinators, and Department Chairs			1.25
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.25
Counselors, Social Workers, and School Psychologists			1.17
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		10.18	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.2	15.0	13.6
% with Master's Degree or Above	86.7	89.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	13.9	9.4	8.2
% Assigned to Same School the Previous Year	93.3	90.3	86.9

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

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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 both school and classroom levels. Parents are welcome at 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 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 and in the case of 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 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 purchase of interactive white boards for all classrooms 3-6 and refurbishing the school library.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	24	6.9
Asian American	23	6.6
Black	28	8.0
Hispanic	34	9.8
White	239	68.7
Total Minority	109	31.3

**Percent of Minority Professional Staff:** 2.5%

**Non-English Home Language :**

4.4% 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.

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, with a special focus on holiday traditions, Dr. Martin Luther King, and Black History Month. Grade 1 students completed a hands-on, experiential unit on disability awareness. Grade 3 students participated in a LEARN Reading Buddy Program with a partner school in Norwich, CT. Grade 4 students completed an extensive study of Native American peoples as part of the social studies curriculum. 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.

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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	21.4	44.3	50.3	7.6
Grade 6	20.6	36.4	51.4	8.0

\*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	68.3	65.4	57.0	67.9
Writing	72.5	65.4	58.3	77.0
Mathematics	80.5	77.4	62.4	80.4
Grade 4 Reading	72.2	80.1	59.9	69.5
Writing	65.9	78.6	63.6	51.8
Mathematics	76.9	83.6	67.0	65.5
Grade 5 Reading	65.9	66.9	61.8	56.5
Writing	75.0	79.6	68.2	58.8
Mathematics	75.0	83.9	72.4	52.6
Science	79.5	77.4	59.4	82.9
Grade 6 Reading	77.5	87.4	74.9	52.2
Writing	77.3	71.3	65.9	69.4
Mathematics	87.8	88.7	70.7	80.6

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](http://www.ctreports.com).

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	97.7	97.4	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, 8 students were responsible for these incidents. These students represent 2.2% 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	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	8	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The School Improvement Plan for Gallup Hill included 4 areas of focus to improve instructional practices in response to specific areas of need identified by daily student work, district formative assessments, benchmark assessments, and the CMT. The four areas included:• **READING** – Increase use of non-fiction texts and provide specific targeted vocabulary instruction so that students’ ability to read grade level text will improve as measured by the DRP. Increase independent reading and discussion of independent reading through oral and written responses. Adjust flexible pacing guides to target reading comprehension strands so that students’ understanding of text and connection to text will improve as measured by the DRA, CMT, and CREC assessments. • **WRITING** – Integrate the 6 Traits of Writing with Empowering Writers so that students will improve their narrative & expository writing and written response to text as measured by daily writing assignments, district writing prompts, and CMT. • **MATH** – Implement a new district math curriculum in grades 3-5. Revise pacing and instruction of math curriculum in grade 6 (year 2 of adoption). Use pre-tests to identify student strengths and weaknesses by unit in grades 3-6. Use pre-test information to group students flexibly for instruction and measure student growth through pre to post test comparisons. • **CO-TEACHING** – Special and regular education teachers will collaborate and co-teach in the areas of language arts & math in conjunction with IEP goals so that all students will improve in curriculum based objectives. The school will support co-teaching efforts through improved scheduling, grade level and special education teacher alignment, and improved classroom placement.

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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.

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 Tribe 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 are supported by an active, education-centered Parent-Teacher Organization. Our PTO raised over \$19,000 during the past school year. These monies were used to support an expansion of the playground, to purchase interactive whiteboards for classrooms, to fund field trip, and to provide afterschool enrichment programs and teacher mini-grants. The PTO also sponsored school assemblies, cultural events, and family fun nights & activities throughout the year. We also 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 look at student work and visit classrooms. 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. 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 students also raised money for Haiti relief efforts and donated money to the Hole-in-the-Wall Gang Camp through the annual GHS 6th Grade vs. Faculty Basketball Challenge.

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