



Carl Cozier Elementary School

BELLINGHAM PUBLIC SCHOOLS

Welcome to Carl Cozier Elementary School. Our school aims to foster and cultivate a school culture of “Shining Eyes and Deep Friendships,” where students who are naturally inquisitive and curious develop the communication skills, content knowledge, discipline, and caring attitudes that enable each child to become a responsible citizen and active participant in a global community.

Vision

Carl Cozier Elementary provides enriching and rigorous programs of study that support the development of inquisitive, knowledgeable, skillful and disciplined learners who are motivated and inspired to make the world a better place. Through a balance of skill-based instruction and structured inquiry — with an emphasis in the areas of science and social studies — each learner is provided multiple opportunities to exhibit and apply his or her new learning to complex and challenging problems needing innovative solutions.



Core Beliefs

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

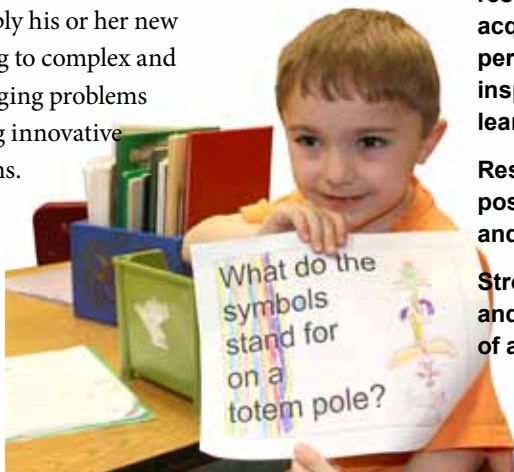
Structured forms of inquiry support learners to develop deeper levels of understanding and inspire individuals and groups to take action.

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.



Principal's Message

TOM VENABLE



As the principal of Carl Cozier Elementary, it's my privilege to be able to share some of our recent highlights and accomplishments as a school community, briefly

reflect upon our mission, vision, and belief statements, and define the work that lies ahead of us. We look forward to working together in partnership to refine the quality of our programs and prepare our children for an ever-changing and rapidly globalizing world. At Carl Cozier, we are deeply committed to the cultivation a school culture that promotes and fosters “Shining Eyes and Deep Friendships.” This is a place where students who are naturally inquisitive and curious develop the communication skills, content knowledge, discipline, and caring attitudes that enable each child to become a responsible citizen and active participant in a global community. This is a community where each adult, teachers and parents alike positively reinforce the attributes and attitudes of a successful learner and a responsible citizen. This is a school where parents and teachers work together to prepare children for an unknown future undoubtedly filled with challenges and opportunities.

We invite each of you to join us in our effort to develop children with “Shining Eyes and Deep Friendships” who are prepared for participation in a global community.

DEMOGRAPHICS

Carl Cozier

Bellingham
School
District

Oct. 2008

Oct. 2008

Student characteristics

Total Enrollment	400	10,652
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Class Size Average

Grades K-3	22	25
Grades 4-5	25	25

American Indian/ Alaskan Native

3%	3%
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Asian/ Pacific Islander

5%	7%
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Black

4%	2%
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Hispanic

11%	10%
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White

71%	75%
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Other

(includes not provided) **6%** **3%**

English Language Learners (ELL)

18	631
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Highly Capable

4	298
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Indian Education

2	87
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Title I Reading/LAP/KIDS

5	841
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Special Education

72	1,373
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2008-09 school year

Unexcused absences	0.07%	0.3%
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Discipline

Suspensions	6
Expulsions	0

Free and Reduced Meals

(May 2009)	44%	36%
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Student-to-computer ratio: 4 to 1

Expenditure per pupil

In 2007-08, the per student expenditure rate was approximately \$9,139. About 72% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 67% from state based on enrollment; 20% from local taxes supported by the maintenance and operations levy; 8% from federal; and 5% from other sources such as donations and investment earnings.

2007-08 is the latest year data is available

2008-09

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

- Launched 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.
- Supported students and families by implementing a Student Support Team, designed to provide a coordinated support system of intervention, monitoring and reporting for students and families faced with complex challenges and needing assistance.

- Earned district recognition for the many enriching PTA-sponsored activities that are made available to the families and children within the Carl Cozier school community.

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 series of Family Nights, designed to allow children and their families to participate in a variety of science and mathematics activities that reinforce basic skill development and inquiry into their natural world.
- Created a process of recognizing successful learners and responsible citizens within our school community who are making the world a better place.



Carl Cozier Programs

- World languages program
- Arts enrichment program
- Math and science enrichment
- 5th grade strings
- Family Nights
- Individualized Progress Reports
- Cozier Woods Environmental Learning Center
- Chess Club
- Family Fun Run
- North Cascades Institute Mountain School
- Talent Show
- Rock Climbing Club
- Mountain Biking Club
- PTA-Sponsored Field Trips
- Highly Capable Learners’ Program

CARL COZIER'S WASL DATA

Percentage meeting or exceeding standards

	Grade 3			Grade 4			Grade 5		
	School 2009	District 2009	State 2009	School 2009	District 2009	State 2009	School 2009	District 2009	State 2009
Reading	62%	70%	71%	73%	75%	74%	85%	80%	74%
Writing	—	—	—	68%	64%	60%	—	—	—
Math	60%	69%	66%	55%	60%	52%	75%	65%	62%
Science	—	—	—	—	—	—	65%	54%	45%

The Washington Assessment of Student Learning (WASL) is a standards-based test used in Washington state to measure how groups of students in the district and state are progressing in meeting state academic standards.

Please check the Washington State Report Card Web site at <http://reportcard.ospi.k12.wa.us> for more information.

Carl Cozier's Plan to Improve Learning, 2009-10

- Focus on the development of curious, inquisitive, knowledgeable, skillful and disciplined learners who are motivated and inspired to make the world a better place.
- Refine the Units of Inquiry being taught to ensure a balance of skill development, acquisition of critical content knowledge, and provide students with opportunities for meaningful and relevant applications of their learning.
- Implement Units of Inquiry-based instruction that provide students with high interest and engaging opportunities to demonstrate skills and strategies previously learned, expand their content knowledge, and apply their new learning.
- Provide an enriching experience that support's every child's development as a learner and citizen through a close partnership with the Carl Cozier school community.

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 15 of 16 required categories for 2008-09.** Our school did not make AYP in reading proficiency in the category of Special Education. This is part of our schools Plan to Improve Learning.

The district made AYP in 52 of its 67 required categories. It did not make AYP in elementary

for reading and math WASL for Hispanic students, students in special education, and low-income students. This is the second consecutive year that the district overall did not make AYP, which means it is in Step 1 of School Improvement. Sanctions for not making "Adequate Yearly Progress" 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 2008-09	Elementary Schools in District 2008-09
Sufficient percentage of elementary students who met WASL standard	In Reading NO* In Math YES *(Special Education)	In Reading NO* In Math NO* *(Hispanic, Special Education, Low Income)
At least 95% of elementary students participated in WASL testing	In Reading YES In Math YES	In Reading 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 Update

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 ваш его 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।

eNEWS

REGISTRATION

Stay informed. Register for e-mail updates at www.bham.wednet.edu. See "E-News Registration."

Carl Cozier Elementary

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676-6410

<http://www.coz.bham.wednet.edu/>

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Secretary: Kris Craker

PTA President 2009-10:

Diane Talbert



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