

Program Characteristics

Douglass Elementary is a neighborhood school offering the Boulder Valley School District curriculum and serving approximately 450 students. Douglass Elementary serves a broad range of student needs through the regular education program, the literacy program, the special education resource program, and the Talented and Gifted program.

In addition to the academic subject areas of math, literacy, social studies and science, Douglass offers students a well-rounded education which includes music (general and instrumental), physical education, visual arts, and technology. Many enrichment opportunities are provided to students to complement and extend the regular curriculum. Integration of the arts throughout the curriculum at all grade levels provides students with an opportunity to develop their interests and talents across a broad spectrum. Additionally, a strong character education program, built on developing character assets and a Restorative Justice philosophy of discipline, creates a caring and safe school environment for all children.

Supporting regular education instruction are the librarian, Talented and Gifted Educational Advisor, literacy teachers and tutors, and special education teachers and paraeducators. These staff members offer one-on-one assistance and small group instruction in collaboration with the classroom teacher.

Kindergarten follows an alternating, full-day schedule. A high-quality, fee-based kindergarten childcare (K-Care) program is available so that students have the option of attending full time.

Parent volunteerism is strong at Douglass and the home-school partnership is one of Douglass' greatest assets. Parent volunteers are utilized in many roles and are very visible and active in our classrooms working directly with the children and teachers.

**This school is fully accredited by the District
in compliance with the Colorado State accreditation indicators.**

Special Programs and Opportunities

A wide variety of activities are offered to Douglass students during the year to broaden interests and support social, academic and artistic skills:

Artists-In-Residence Program	Spelling Bee
Personal Safety Curriculum	Student Council
Flight Study	Vocal and Bell Choirs
Before-School Writers' Workshop	Girls' Ensemble
Writers' Rag	Boys' Ensemble
Chess Club	
Colorado Thinking Cap Quiz Bowl	
Destination Imagination	
Geography Bee	
Junior Great Books	
Peace Place	
Science Fair	
Before-School Computer-Assisted Reading Instruction	
"Arts Alive" writer/musician/artist showcase	
Skip-It	

School Climate

Assurance of our good faith effort of implementation of a safe school plan, including use of a threat assessment team to evaluate threats of violence, is provided in our annual End-of-Year Report which is available in the school office.

This report provides evidence that

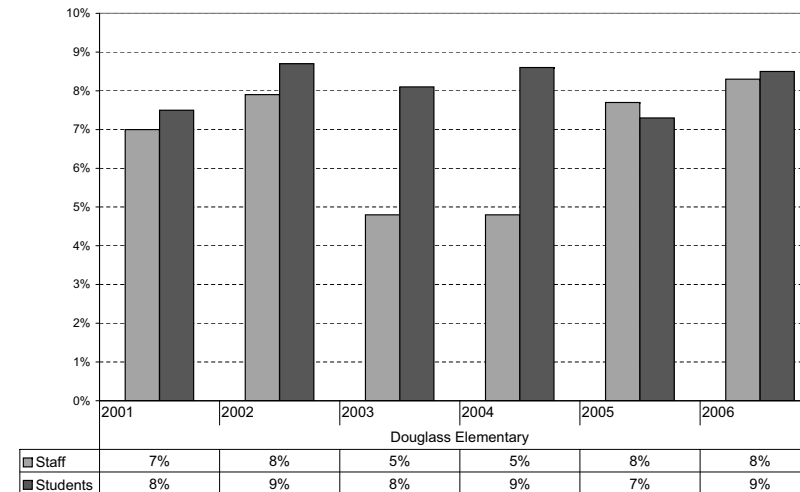
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries them;
- the school is working to overcome any "code of silence" that may exist in the current student culture;
- the school has adopted some form of a bully-prevention program (e.g. conflict mediation, character education, restorative justice); and
- a threat assessment team has been established at the school.

According to the 2005-06 Parent Snapshot and Student Climate Surveys . . .

- 84 percent of students say they feel safe at school.
- 93 percent of students say they have friends at school.
- 95 percent of parents say teachers treat their student with respect.
- 98 percent of parents say students of different cultural, racial and ethnic backgrounds are treated with respect at this school.

Demographics

Percentage of Staff and Students of Color



Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Latino	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
231	49.3%	238	50.7%	0	0%	6	1.3%	429	91.5%	29	6.2%	5	1.1%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
0	0%	11	2.3%	7	1.5%	32	6.8%	0	0%	45	9.6%

Fall 2006 Report on

Douglass Elementary

Message from the Principal

Douglass Elementary has a long-standing reputation as a neighborhood school offering a challenging academic program, high-quality instruction in the arts, and a welcoming and embracing school climate. Combined with a highly competent and caring staff and an army of dedicated parent volunteers, Douglass Elementary truly provides an educational experience for children that is top-notch.

Our students are performing at high levels academically and continue to show remarkable gains over time. As one of the highest-performing schools in the state, Douglass has received the "John J. Irwin School of Excellence" award from the Colorado Department of Education for five straight years. Additionally, our students' exceptional academic progress has been recognized by *Newsweek*, the Today Show, the *American School Board Journal*, *Educational Leadership*, and the Gurian Institute.

Integration of the visual and performing arts throughout many areas of the curriculum is a special hallmark of our school. In 2006, Douglass was selected as one of only six schools in the state to receive the "School of Excellence" award from the Colorado Alliance for Arts Education for our high-quality visual and performing arts programs. Our physical education program is on the cutting edge as well with new and exciting programs for children every year. As the first school in the nation to offer instruction in skateboarding, Douglass was again featured in the local, national and international media, as well as in the national professional publication, *Education Week*.

Our character education program has been recognized by the School Mediation Project as highly effective in creating a culture of kindness at our school. Students develop positive character assets and a strong sense of belonging to our community through classroom discussions, role-playing, book talks, singing and dance, positive recognition, monthly assemblies, and peer modeling, as well as a restorative philosophy of discipline.

Douglass teachers are committed to meeting the academic, social, emotional, creative and cultural needs of the whole child. Based on strong bonds of collegiality, respect, and child-centeredness, Douglass Elementary offers students a welcoming and supportive place to learn.

Sincerely,

Kelley King

Douglass Elementary
840 75th Street
Boulder, CO, 80303
Phone: 303-499-4884
Principal: Kelley King

<http://www.douglasselementary.com>



Teacher Quality

Federal laws enacted in 2002 require school districts to hire teachers who meet identified standards and who are deemed highly qualified in their field of endorsement. Approximately 99.7 percent of Boulder Valley School District's teachers currently meet or exceed the federal requirements. The district has an exceptionally well-qualified cadre of teachers, who on average have 12 years of teaching experience. Over half of our teachers hold advanced degrees. For any teacher who does not currently meet the federal criteria, a plan exists to become highly qualified by the end of the 2006-07 school year.

Additional information on staff classification, salaries and professional experience of teachers is included in the School Accountability Report by the Colorado Department of Education.

To request specific information about a teacher's qualifications, parents may fill out a Teacher Qualification Request form. These forms are available from the school office, at the BVSD website (go to <http://www.bvsd.org/Parents> and scroll to the bottom of the page for the link), or at the district Education Center Human Resources department (6500 East Arapahoe Road). To ensure that fair and uniform information is provided, no requests for teacher qualification will be processed at the school. All requests must be processed by the Boulder Valley School District's Department of Human Resources.

Student Teacher Ratio: 19.5:1

According to the 2005-06 Snapshot Survey. . .

- 96 percent of parents say teachers at this school encourage their student to do his/her best.
- 96 percent of parents agree teachers at this school are committed to maximizing student achievement.

Parent Satisfaction

According to the 2005-06 Snapshot Survey. . .

- 96 percent of parents say their child has a positive attitude about his/her school.
- 96 percent agree that the school sets high and realistic expectations for their child.
- 97 percent of parents say they feel welcome at this school.

What Parents Are Saying

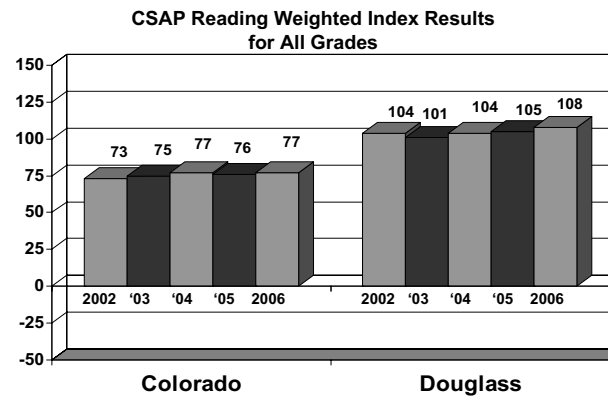
"Douglass has been a great school for my son. The academics are good and the value placed on 'soft skills' such as empathy, compassion, humility has really been of benefit. His teacher has involved me and listened to me. Everybody wins in this situations, especially our child. The American, 'It is all about Me' attitude does concern me, however, I feel the school fosters an attitude of, 'Everyone is important.'"

"Douglass is such an amazing school! Fabuluos teachers, administrators, and parents who work really well together."

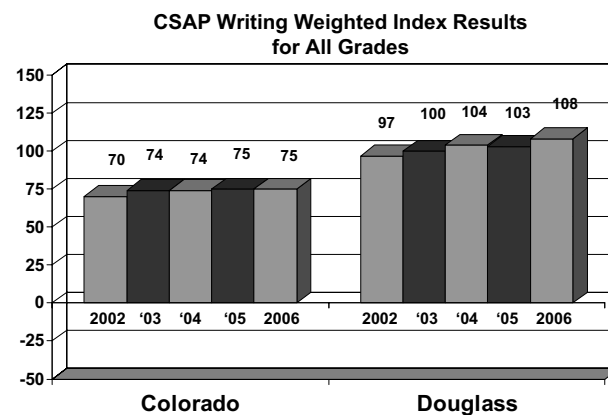
"I continue to be impressed with Douglass each year my son attends there. I'm proud to have him in such an exceptional school."

"The teachers at Douglass are wonderful. They are caring, dedicated and extremely good at teaching to and reaching each child."

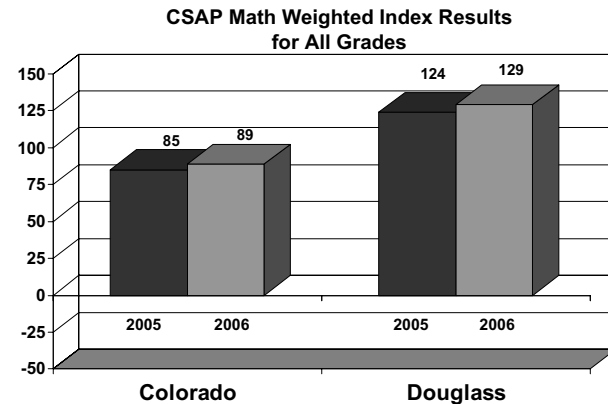
State Assessments



Standard Error for School
 01-02 +/- 3
 02-03 +/- 3
 03-04 +/- 3
 04-05 +/- 3
 05-06 +/- 3

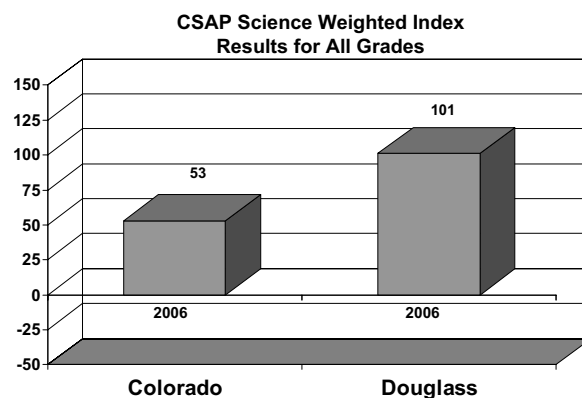


Standard Error for School
 01-02 +/- 3
 02-03 +/- 3
 03-04 +/- 3
 04-05 +/- 3
 05-06 +/- 3



Standard Error for School
 04-05 +/- 4
 05-06 +/- 4

Beginning in spring 2005, CSAP math tests were administered to 3rd and 4th graders as well as 5th graders, who were the only elementary grade taking it in prior years. Therefore, only two years of data are available for all three grades.



Standard Error for School
 05-06 +/- 7

Spring 2006 was the first time science CSAP tests were administered to elementary students. Only 5th grade students took this assessment.

District Assessments

The district is required to assess and report student achievement of standards in social studies, art, music, physical education and world languages as these are not assessed by CSAP. Boulder Valley determines student achievement in these areas by having teachers administer district-developed common assessments and use the results of these assessments to inform their professional judgment regarding individual student performance relative to identified content standards. Other student work may also be included in the evidence that teachers use to make their determinations.

Results for the elementary level music and art standards are reported below. Assessment in other areas is being phased in over the next few years. Results for district assessed standards are reported as the percent of students who are proficient and above.

Music			Visual Arts		
School	Activity	2005-06 %	Element/Design/Sensory and Expressive Features	2005-06 %	
School	sing	98 %	School	100 %	
	play	96 %		BVSD	98 %
	read/write	100 %			
BVSD	sing	86 %			
	play	90 %			
	read/write	92 %			



Achievement Data

CSAP data is presented in the form of weighted index. To calculate the weighted index, each performance level is given an assigned value and then the values are averaged. An advanced proficient score is worth 150, proficient is 100, partially proficient is 50 and unsatisfactory and not tested receive -50. If all students were to achieve a score of proficient, a school's weighted index score would be 100. The weighted index calculation works in much the same way as a grade point average (GPA). Point values are given for each grade (or level of proficiency) and the average falls between the values associated with those categories.

Please note, weighted index calculations must be viewed in light of standard error. Standard error gives a rough idea of how much we might expect the average score for all students to vary due to chance, based on the number of students who were assessed.