

Program Characteristics

We have incredible support for our high needs, diverse and mobile population, including the following: Kinder Care, Preschool, CLIP (Collaborative Literacy Intervention Project), SOAR, ESL, SpEd, Title I Reading and Math, TAG, Literacy Flood in K-3, summer Math program, reduced class size of 18 to 1 in K-2, Read to Achieve Grant, Minority Student Achievement Grant Tutors, Guided Reading Plus, Literacy Tutors, and the Love and Logic training for parents and teachers.

Support comes in many forms. We have effective PE, Art and an Orff vocal music program which are supportive of the academic programs. To support closing the achievement gap, in addition to our CLIP teacher, two of our ESL teachers, a third grade teacher, three second grade teachers and a two resource teachers have had the CLIP (Collaborative Literacy Intervention Project) training. This increased the number of first graders we were able to CLIP. Our social worker and psychologist provide support for high needs students and their families. Our library/ media specialist is looking to team teach with all teachers, and our literacy teacher provides incredible instructional and assessment support across all grade levels. We also have a half-time literacy coach who has provided in-service training and support for all teachers. We were fortunate to have the math support we now have with a .50 Math Coach, a .80 math teacher and a .62 math teacher for the 2005-2006 school year.

Over 45 percent of our students enter school without prior preschool experience and, for many, no English is spoken and there are no books in the home. The Literacy Committee, in collaboration with T-I, ESL and the Librarian, facilitated three Literacy Nights throughout the year. Parents were taught strategies the students were familiar with, and together they read and practiced those strategies. We dedicated one night to Math/Literacy. The committee purchased hundreds of books that were given away to each child attending Literacy Nights, in hopes of building a support system and helping parents start a small collection of books at home. ESL Summer School will be provided for all Emerald ESL students again this summer.

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

Special Programs and Opportunities

We have included a description of our co-curricular programs in the staff/ student handbook. They include the following: Destination Imagination, Student Council, Young Authors and Artists, Spelling Bee, Geography Bee, Boulder Valley Art Show, District Art Show, Friendship Groups, Junior Great Books, Health Fair, Read-a-Thon, Love and Logic Parenting and Teacher classes, summer math program, ESL Summer School, Fifth Grade Civil War and Immigration simulation, Ellis Island simulation, and Wax Museum. We ended the year with a fifth grade vs. staff softball game.

In an attempt to involve and provide support for our parents and to increase the involvement of our growing Hispanic population, we provided Love and Logic parenting classes in both Spanish and English. We met every Tuesday night for six consecutive weeks from 5:30 to 8:00. There were between 40 and 50 parents per class each night. We provided child care to encourage attendance. This was facilitated by the principal and was paid for from Read to Achieve funds. The excitement and enthusiasm was incredible, and appreciation was expressed numerous times. It was an absolute success and our goal is to make this an annual event. This year, 95 percent of our parents attended both our fall and spring Parent/Teacher Conferences.

Of the 402 total student population 31 percent are ESL, 51 percent are free and reduced lunch, 11 percent SpEd, 3 percent TAG, 50 percent Caucasian, 38 percent Hispanic, and our mobility rate is 19 percent. Of our ESL population, 83 percent are free and reduced.

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

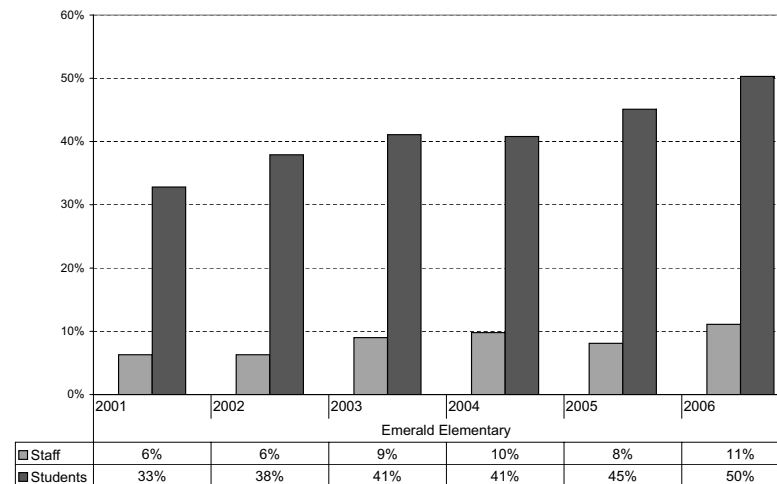
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries 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.
- 94 percent of students say they have friends at school.
- 97 percent of parents say teachers treat their student with respect.
- 95 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	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
193	51.3%	183	48.7%	1	.3%	3	.8%	187	49.7%	38	10.1%	147	39.1%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
90	23.9%	162	43.1%	34	9%	59	15.7%	1	.3%	7	1.9%

Emerald Elementary

Message from the Principal

Emerald Elementary is a neighborhood school with a balance of diversity that mirrors the real world. Multiple languages are spoken in the homes of our families with the largest population being English, followed by Hispanic. All information sent home is translated into Spanish.

Our strong, balanced literacy program challenges all students. The block schedule allows for the implementation of “flooding” in grades K-3. This model enables us to put 8-10 trained people at each grade level, every day for guided reading instruction. We have had two Title I math teachers (.80 and .62) for the 2005-2006 school year. This is allowing us to provide additional support for all of our students during the math block.

The Emerald staff has received training in reading, writing and oral language First Steps, Six Traits writing, Investigations Math, SIOP (Sheltered Instruction Observation Protocol), World of Difference anti-bias training, Love and Logic training for parents and teachers, Professional Learning Communities, and Critical Friends training.

All students benefit from the progressive attitude, high expectations and hard work of the staff, as well as parent involvement and low class sizes. Class sizes will continue to be close to 18:1 in K-2. I’m proud of the progress our students are making in spite of the changing demographics and high mobility rate.

Being a parent is the toughest job in the world and I’m here to support you in any way I can. I’m now trained to facilitate the Love and Logic training for both parents and teachers. We have trained 154 parents since we started the training last spring. If you would like to join others with similar problems you’re dealing with, please watch for fliers next school year. We are also offering the training in Spanish.

It is my honor and pleasure to serve this great community as the principal. With our continued hard work, dedication and your support, we anticipate continued success. Come watch us in action.

Larry Leatherman

Principal

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Phone: 303.466.2316
Principal: Larry Leatherman
<http://schools.bvdsd.org/emerald/>



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: 13.1:1

According to the 2005-06 Snapshot Survey. . .

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

Parent Satisfaction

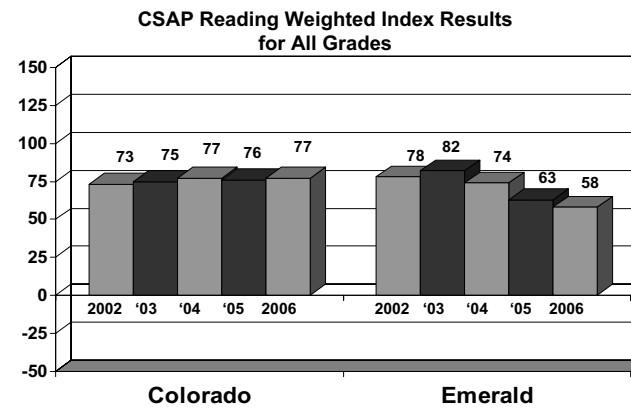
According to the 2005-06 Snapshot Survey. . .

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

What Parents Are Saying

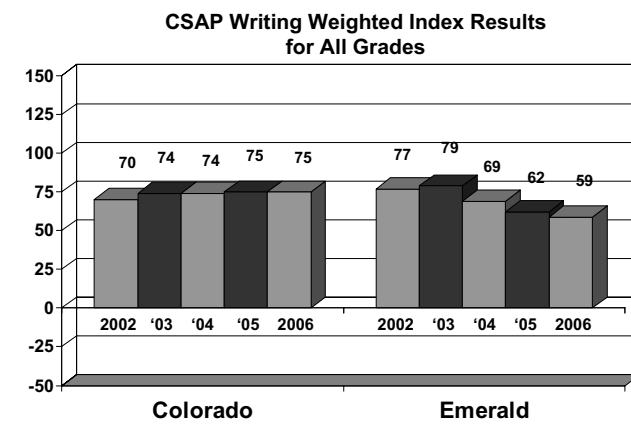
"Our experience at Emerald has been wonderful. Emerald is a learning community that offers students the opportunity to learn while developing an appreciation for the diversity in our society today. Any new parent bringing their student to Emerald should feel confident in how Emerald approaches education. The climate at Emerald provides a positive learning environment which welcomes parental support and involvement."

State Assessments



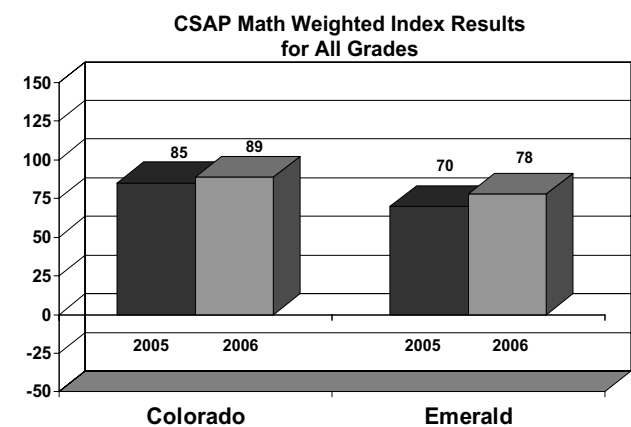
Standard Error for School

01-02	+/- 3
02-03	+/- 3
03-04	+/- 3
04-05	+/- 4
05-06	+/- 4



Standard Error for School

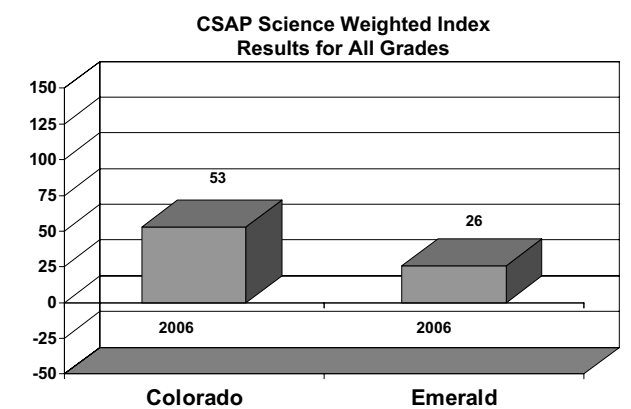
01-02	+/- 3
02-03	+/- 3
03-04	+/- 3
04-05	+/- 3
05-06	+/- 4



Standard Error for School

04-05	+/- 4
05-06	+/- 5

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	+/- 8
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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 %	Elements/Design/Sensory and Expressive Features	2005-06 %	
School	sing	73 %	School	100 %	
	play	87 %		BVSD	98 %
	read/write	81 %			
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.