

Fall 2008 Report on

Boulder Community School of Integrated Studies (BCSIS)

Message from the Faculty

The Boulder Community School of Integrated Studies is an Arts-Focus School in which active involvement and academic excellence provide a foundation for learning and self-expression. Our holistic approach addresses the head, heart, and hand of each child. Our students emerge as self-defined, competent and compassionate individuals. Teachers and students honor all modes of expression and learning styles. Our students, parents, and staff have bridged a strong and vibrant learning community in which the curriculum is constructivist and child-centered, while celebrating cultural diversity and a deep connection to nature.

Our Arts-Focus Curriculum incorporates the foundational roots of five distinct educational models: Waldorf Education, Arts Integration, Multiple Intelligences of Howard Gardner, Integrated Day, and the skill building techniques of traditional education. Woven through these five models is our Arts-Focus—the methods, philosophies and curricular activities drawn from these foundational models are centered in creativity, artistic expression and vibrant imagination.

Each teacher at our school has the responsibility to stand before the children as an inspiration and model, dedicated to unfolding learning with rhythm, pattern, cycles, and wonder. We strive to have the educational process unfold with beauty, function, and authentic experience.

BCSIS opened in the fall of 1996 with three classes and is now a full two-round, K-5 school of over 300 students. We are proud of the high academic achievement of our students and of our dynamic, outstanding program. We attribute our success to the strength of the relationships teachers have forged with students and their families; collaboration between home and school is founded in constructive, respectful communication and mutual trust. We deeply believe that long-lasting and meaningful learning for children, both academic and social/emotional, is best fostered when imagination and self-expression are honored and encouraged.


We continue to build and sustain a learning community based in trust and participation. Our shared community vision is the realization of the unique artistic and academic potential of each individual child.

**Boulder Community School of
Integrated Studies (BCSIS)**

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Principal: Phil Katsampes

<http://schools.bvsd.org/bcsis/>

 **Boulder Valley**
School District
Excellence and Equity

Program Characteristics

The instructional philosophy at BCSIS is inspired by the work of several leading educators and a variety of methods including: Arts Integration, the Multiple Intelligences of Howard Gardner, Waldorf Education and Rudolph Steiner, Integrated Day, and Traditional Western Education. Interwoven through our inspirational models is a focus on the arts. We utilize the arts as an intentional strategy for strengthening imagination, deepening academic comprehension and meaning, and promoting self-expression and individual creative style. This year we are also excited to introduce our new English as a Second Language Program for those BCSIS students who are learning English. Our ESL Program will be fully integrated into our Arts-Focus Curriculum.

Our program integrates the arts into a rich, authentic curriculum. Teachers use stories, songs, movement, art and music from around the world as tools for teaching math, literacy, science and social studies. The school emphasizes the development of children's sensitivity to the natural world. To that end, classrooms are equipped with materials from nature rather than synthetic materials, and children work with natural fibers such as wool, silk and cotton. They also sculpt, paint, knit, sing and learn to play musical instruments, beginning with the recorder. Seasonal festivals create a framework for celebrating the growth and development of each child. These festivals include: a fall evening lantern walk, a winter festival of stories and music, and a spring festival of May Pole dancing and planting.

In order to build strong and bonded classroom communities, as well as deep connections between home and school, the children remain with the same teacher from first through third grade. Students then receive a different teacher to take them through grades four and five.

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

Special Programs and Opportunities

BCSIS is an integrated program where students develop their skills throughout the school day with integrated instruction that emphasizes a wide variety of different learning styles and abilities. As a result, we create classrooms with "extended walls" that offer a variety of learning opportunities. The following is a small representation of these offerings:

Field Trips: Boulder Public Library District Art Show, National Renewable Energy Laboratory, Phoenix Goldmine, Denver Zoo, Gross Reservoir Water Study, Whole Foods Grocery, Arvada Center for the Arts, Frasier Meadows Senior Center, Dairy Center for the Arts, University of Colorado Museum of Natural History, Eco-Cycle, Fifth Grade Outdoor Ed Week at Cal-Wood.

Special Programs and Assemblies: BCSIS Rose Ceremony, Fall Lantern Walk, Spring Flower Festival, BCSIS Spring Carnival, Imagination Makers Theater Company, Waste-Free Lunch Week, Sister-School Program with Rock Foundation School in Uganda, BCSIS Dragon-Art Gallery at Bacaro Restaurant, Poetry Café Event, Chinese New Year Parade, Reading-to-end-Racism Program, Grandma Claw Navajo Reservation Community Outreach, Fourth Grade Performance at CU Shakespeare Festival, Passageways Transition Program.

In addition to school-wide and classroom opportunities, children are welcome to participate in clubs and activities offered at different times during the school year. These opportunities included: Jane Goodall's Roots and Shoots Club, Intramurals, Chess Club and Chess Classes, Africa Club, Science Fair, Bunraku Puppetry, Kids on Canvas Art Classes, Cartooning for Kids, and a BCSIS Music and Dance Group (Jazz Mountain).

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 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: 17.9/1

According to the 2007-08 Snapshot Survey. . .

- 95 percent of parents say teachers at this school encourage their student to do their best.
- 93 percent of parents agree teachers at this school are committed to maximizing student achievement.

Parent Satisfaction

According to the 2007-08 Snapshot Survey. . .

- 89 percent of parents say their child has a positive attitude about Boulder Community School of Integrated Studies (BCSIS).
- 92 percent agree that BCSIS sets high and realistic expectations for their child.
- 98 percent of parents say they feel welcome at BCSIS.

What Parents are Saying

“It was made very evident to me that I have set my children on their school journey among intelligent, hard working, and compassionate teachers who make the well-being of the children in their care an unwavering commitment of excellence.”

“BCSIS is the best school in the district! It is clear that our school fosters a collaborative partnership among teachers, parents, students and the school administration.”

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

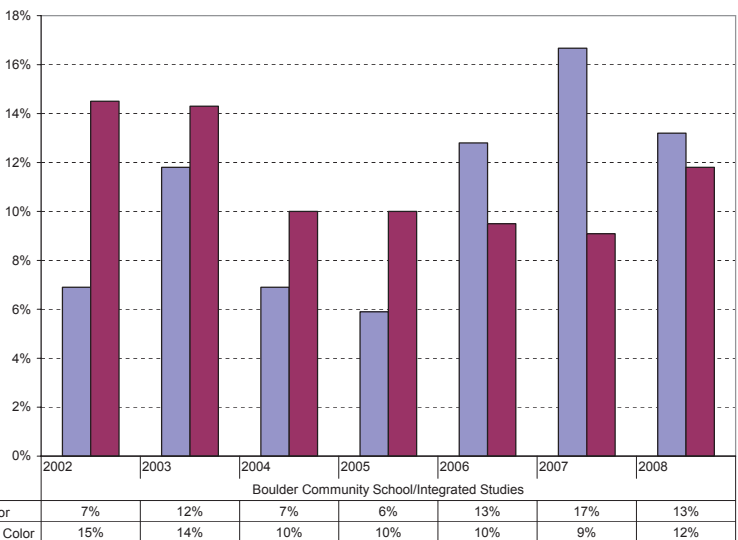
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries 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 2006-07 Parent Snapshot and Student Climate Surveys . . .

- 83 percent of students say they feel safe at school.
- 91 percent of students say they have friends at school.
- 99 percent of parents say teachers treat their student with respect.
- 100 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

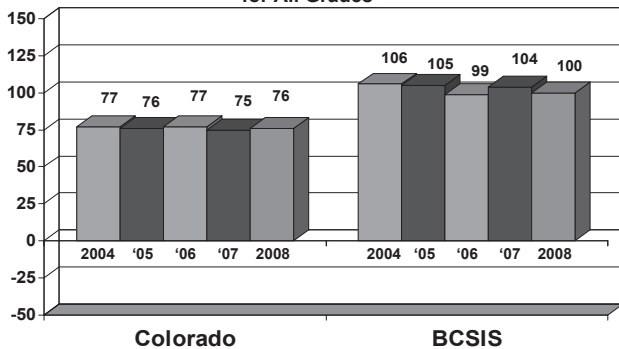


Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Hispanic	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
147	51.2%	140	48.8%	0	0%	10	3.5%	253	88.2%	15	5.2%	9	3.1%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
3	1.0%	26	9.1%	7	2.4%	25	8.7%	2	0.7%	27	9.4%

State Assessments of Achievement

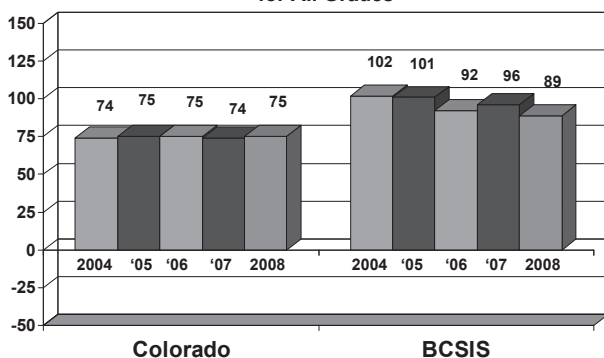
CSAP Reading Weighted Index Results for All Grades



Standard Error for School

- 03-04 +/- 5
- 04-05 +/- 4
- 05-06 +/- 4
- 06-07 +/- 4
- 07-08 +/- 4

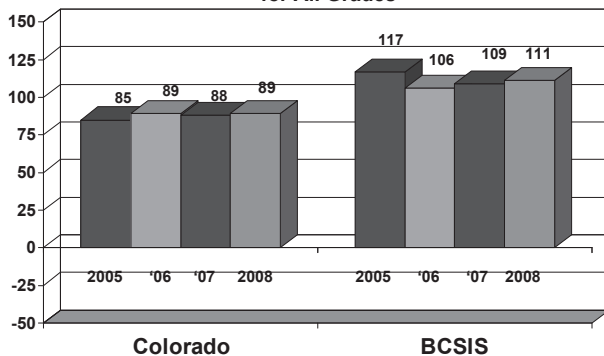
CSAP Writing Weighted Index Results for All Grades



Standard Error for School

- 03-04 +/- 5
- 04-05 +/- 4
- 05-06 +/- 4
- 06-07 +/- 4
- 07-08 +/- 4

CSAP Math Weighted Index Results for All Grades

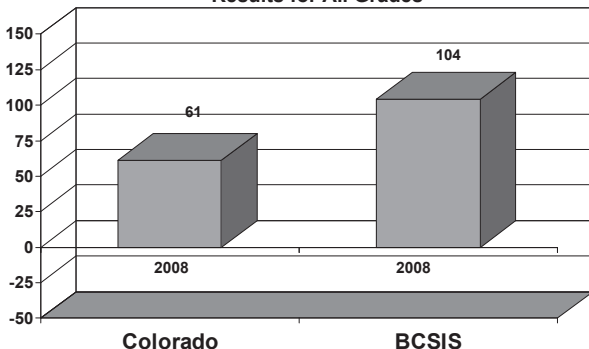


Standard Error for School

- 04-05 +/- 6
- 05-06 +/- 5
- 06-07 +/- 5
- 07-08 +/- 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 four years of data are available for all three grades.

CSAP Science Weighted Index Results for All Grades



Standard Error for School

- 07-08 +/- 9

In Spring 2008, a new science CSAP test was administered to students, therefore only one year of data is now available. 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, art and physical education 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	
2007-08			<i>Elements/Design/ Sensory and Expressive Features</i>	
School	play	100 %	2007-08	
	read/write	100 %	School	100 %
	sing	100 %	BVSD	99 %
BVSD	play	92 %		
	read/write	92 %		
	sing	85 %		

Physical Education		
2007-08		
School	cognitive	87 %
	fitness	87 %
	skill	94 %
BVSD	cognitive	80 %
	fitness	84 %
	skill	89 %

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.