

Columbine Elementary

Message from the Principal

The Columbine Elementary community takes great pride in our accomplishments. We have an innovative school structure that ensures all our children, native English speakers and second language learners, are engaged in a rigorous and challenging curriculum. Our staff, comprised of masterful veterans and fresh, energetic new teachers, have refreshed our entire curriculum with cutting-edge instruction that builds a solid foundation of the basics and incorporates dynamic approaches to inquiry and higher order thinking.

Our school's diversity brings to us additional resources that make for a quality learning environment. Thus, our school is unique in that we:

- Target class sizes of 18 children in all grades, kindergarten through fifth grade, which are among the very smallest classes in the Boulder Valley School District;
- Deliver Talented and Gifted programming through two highly trained teachers;
- Excel in our first and second language instruction for Spanish speaking children; and
- Provide expanded learning opportunities for English speaking children to learn Spanish in preparation to live and thrive in a global economy.

Our staff's intensive work to improve Columbine's instructional program has produced impressive results. Our native English speakers are scoring at the BVSD average or higher on CSAP tests and our second language learners are making impressive gains, out-performing all BVSD students in growth gains on the CSAP reading, writing and math tests.

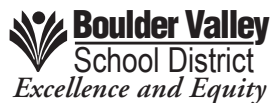
As principal of Columbine Elementary, I am so very proud of our school community. Beyond test scores, the true story of our school lies in the enthusiastic engagement of our children, the dedication of our staff, and the steadfast support of our parents.

Columbine Elementary

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Boulder, CO 80304
303-443-0792

Principal: Lynn Widger

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



Program Characteristics

Columbine Elementary provides children and parents a firsthand experience to live and learn among diversity. Our school's structure aligns resources for a cohesive K-5 program versus a collection of various separate programs. Elements of the quality learning environment include:

- K -5th grade class size targets of 18 or less;
- A balanced approach to literacy which incorporates explicit teaching of skills, structures and strategies with independent practice and opportunities to share;
- Math instruction that balances computation with flexible mathematical thinking and real world application;
- Literacy instruction, intensive in time, one half day in grades 1 through five, and in individual attention, through group sizes of 12 or less;
- Biliteracy instruction for Spanish speaking children to establish a sound literacy foundation;
- Intensive English as a Second Language instruction in groups of 12 or less;
- Spanish as a Second Language instruction for English speaking children (optional);
- A curriculum which focuses the development of higher order thinking through in-depth study in science and social study topics versus a broad brush approach;
- Reinforcement of reading and writing through inquiry/research and in-depth study of social studies and science topics;
- Talented and Gifted programming that extends and adds sophistication to social studies and science studies, while also accelerating instruction in math and language arts;
- Special Education services which are planned and delivered based on individual academic and/or emotional needs; and
- Full day kindergarten

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

Special Programs and Opportunities

Columbine offers co-curricular activities that support the academic program, build character, and foster creativity. Some of the activities are:

- Grade level Musicals K-5th
- Math Club
- Assemblies – Colorado Ballet, Colorado Opera, Motion Underground, etc.
- Monthly Bien Educados Recognition
- Art Club - 1st - 5th grade
- Instrumental Music - 5th grade
- 4th grade Science Club
- Calwood Outdoor Education Experience - 5th grade
- Soccer – 3rd, 4th and 5th grade
- Annual Mile Marathon
- Family Nights

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: 10.2:1

According to the 2007-08 Snapshot Survey. . .

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

Parent Satisfaction

According to the 2007-08 Snapshot Survey. . .

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

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.

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

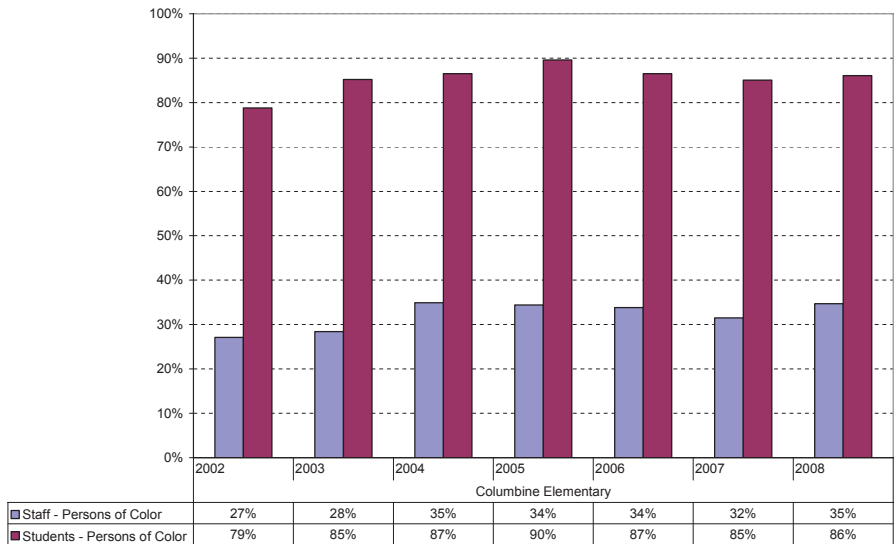
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries 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 2007-08 Parent Snapshot and Student Climate Surveys . . .

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

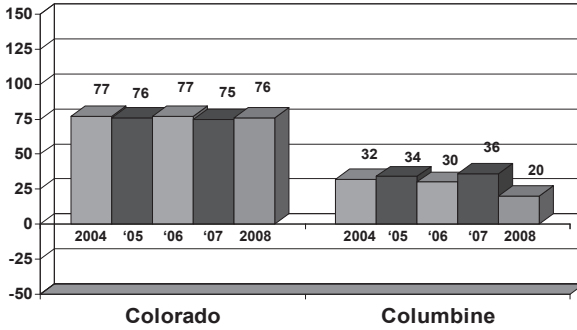


Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Latino	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
189	51.4%	179	48.6%	3	.8%	3	.8%	51	13.9%	7	1.9%	304	82.6%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
293	79.6%	307	83.4%	18	4.9%	39	10.6%	1	.3%	7	1.9%

State Assessments

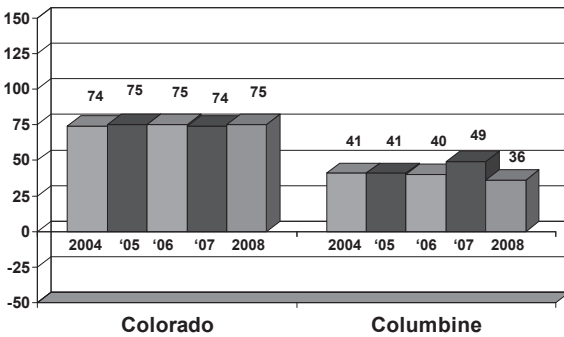
CSAP Reading Weighted Index Results for All Grades



Standard Error for School

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

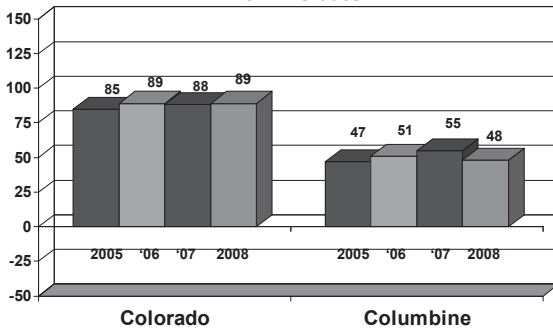
CSAP Writing Weighted Index Results for All Grades



Standard Error for School

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

CSAP Math Weighted Index Results for All Grades

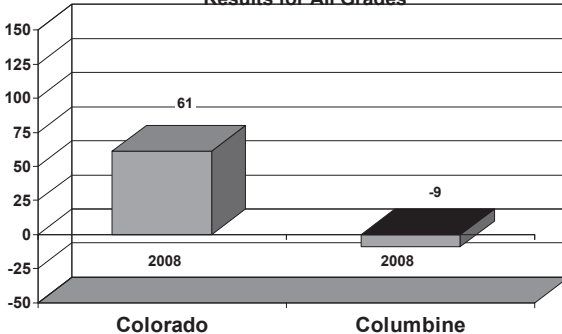


Standard Error for School

04-05 +/- 5
 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 +/- 10

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.

Please see this report card's special insert for more information about Columbine students' performance on the spring 2008 CSAPs.

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		
		2007-08
School	play	77 %
	read/write	81 %
	sing	91 %
BVSD	play	92 %
	read/write	92 %
	sing	85 %

Visual Arts	
<i>Elements/Design/ Sensory and Expressive Features</i>	
2007-08	
School	98 %
BVSD	99 %

Physical Education		
		2007-08
School	cognitive	77 %
	fitness	95 %
	skill	97 %
BVSD	cognitive	80 %
	fitness	84 %
	skill	89 %