

*Fall 2008 Report on*

# Lafayette Elementary School

## *Message from the Principal*

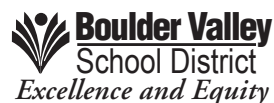
Lafayette Elementary is a friendly neighborhood school which has been a valued member of the Lafayette Community since the 1960s. Our school's mission is to achieve academic excellence and promote an understanding of diversity within a safe and nurturing elementary school environment. We value all of our students at Lafayette Elementary for their unique cultures, languages, abilities, talents and needs. We believe in developing partnerships with families and the community to empower our students to achieve their potential, to love learning, and to become responsible citizens. Having welcomed many new families and staff members to our school in the past few years, we embrace the momentum of our growing school community. Our educational program uses the Boulder Valley School District's standards-based curriculum taught by highly qualified teachers in all subject areas. In 2005, Lafayette was designated a Talented and Gifted focus school. A full-time teacher of the gifted and a part-time TAG assistant will continue to help identify gifted students and provide differentiated instruction for advanced learners. This focus enables us to offer enrichment to all students, which is an exciting addition to the many diverse programs already offered at Lafayette.

In recent years, we have taken steps in literacy instruction to distinguish Lafayette as a school showing significant improvement. We strongly believe in linking assessment to instruction and schedule Kindergarten-5th grade Literacy Assessments before school starts in August. We use this one-on-one time with teachers to assess current academic performance and plan for individual instruction beginning the first week of school. During daily classroom literacy time students receive small group reading instruction to improve fluency, comprehension skills, and appreciation of literature. We will continue to implement a comprehensive math program that stresses conceptual understanding, math reasoning, and computational skills. Teachers monitor individual student learning through daily work samples, informal assessments, district assessments and state assessment information.

Our highly trained staff is committed to providing differentiated instruction to meet the diverse needs of all, including second language learners (ESL), special education students, and gifted and talented students. In 2007, as part of the BVSD technology replacement cycle, new computers and a wireless network were installed at Lafayette Elementary for teacher and student use. The school district bond issue passed in 2006, provided our school with nearly \$3 million in renovations, systems updates, a multi-purpose room, four state-of-the-art classrooms and a renovated office complex. Increased accessibility and improved security were priorities that resulted from this renovation completed in 2008.

Lafayette Elementary invites parents to participate in informational meetings, Back-to-School Night, Literacy and Math Nights, parent/teacher conferences, special family events, committees, and as classroom volunteers. We are always open to visitors and invite parent participation in all school activities. Lafayette Elementary is a fine learning community thanks to its dedicated staff, hard working students, and involved parents. Together we will continue to work toward our goal of creating motivated, successful students who will become respectful, contributing citizens of the future.

**Lafayette Elementary**  
101 North Bermont Avenue  
Lafayette, CO, 80026  
Phone: 303.665.5046  
Principal: Holly Hultgren  
<http://schools.bvsd.org/lafayette/>



# Program Characteristics

Lafayette Elementary School serves a wonderfully diverse population, providing a unique multicultural learning environment. We offer authentic academic opportunities, a strong sense of community, and a feeling of belonging for each child. Highlights include:

- Exceptionally strong BVSD standards-based curriculum, assessment and reporting.
- Staff members and administrator who are recognized with grants and professional awards for outstanding achievements
- School-wide focus on gifted and talented education which offers educational and experiential enrichment, challenges, and competitions for all students
- New teaching resources for research based reading, writing, and math instruction
- Smaller class sizes in kindergarten, first and second grades
- Additional funding for teachers to support instruction for struggling readers
- A school psychologist and half-time counselor, conflict resolution program, character education, class buddies, and motivational character building assemblies and a positive behavior support system
- Exceptional extracurricular opportunities in music, physical education, and the arts

Several special programs support students with unique learning needs. In addition to a special education resource program for children with learning disabilities, our multi-intensive program supports children with multiple physical and educational needs. We also have specially trained staff to support children with identified affective or behavioral needs. All of these programs are supported by highly trained specialists including a school psychologist, a speech language therapist, an occupational therapist, and a physical therapist and skilled paraeducators. Additionally, we offer a preschool program for “special needs” and “typical” three and four year olds. We also have “English as a Second Language” (ESL) resources for students who need additional assistance. Lafayette offers school-aged childcare (SAC) for K-5 students needing after-school supervision. The KCARE program is an integrated childcare program, offered before or after a half day of kindergarten.

Our school-wide focus on Talented and Gifted programming provides support for identified gifted students through differentiated instruction in the classrooms, flexible skill grouping, curriculum compacting, and acceleration. Enrichment opportunities are available for all students in the visual and performing arts, and through clubs, competitions, and interest groups.

Our PTA is comprised of parents and teachers who work to improve our school by promoting volunteerism, fundraising for materials and supplies for teachers, and parent/family involvement in the school community. The School Improvement Team consists of parents and staff members engaged in the process of analyzing school equity, achievement, and climate data to set goals for continuous improvement. We have parent members on the district accountability committee, special education advocacy groups, and district parent council.

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

## Special Programs and Opportunities

Lafayette Elementary School has many ongoing activities to enrich learning. These programs are offered before and after school or during the students' lunch recess. Some of these programs include: Cougar Choir with concerts and a musical theater performance, Talent Show, Intramurals, Fitness Club, Climbing Walls, Instrumental Music, Learning Fair, Science Fair, All Culture's Dinner, Destination Imagination, Spelling Bee, Lego Club, Chess Club and other competitions, Geography Club and National Geographic Bee, Drama Club, Shakespeare Plays, Student Council, T.E.A.M.S (Technology and Engineering to Enhance Science and Math), MESA (Math, Engineering, and Science After-school club), GAMES (Girls at the Museum Exploring Science), Computer Enrichment Learning, school newspaper, fifth grade Outdoor Education at Calwood, Spanish classes, Service Learning Club, and School Age Care. We greatly expanded our clubs as part of our goal to provide enrichment to all students. In the future we will develop additional extracurricular activities based upon student interest and availability of resources. Finally, the KIDS PARK project (a collaborative effort with the school district, non-profits, and Colorado State and municipal resources) has created a second fully accessible playground and sensory play park at Lafayette Elementary. We are grateful to all members of our caring community for supporting such an exceptional school.

# 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: 15.1:1

According to the 2007-08 Snapshot Survey. . .

- 97 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 2007-08 Snapshot Survey. . .

- 99 percent of parents say their child has a positive attitude about his/her school.
- 98 percent agree that the school sets high and realistic expectations for their child.
- 99 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 to implement 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

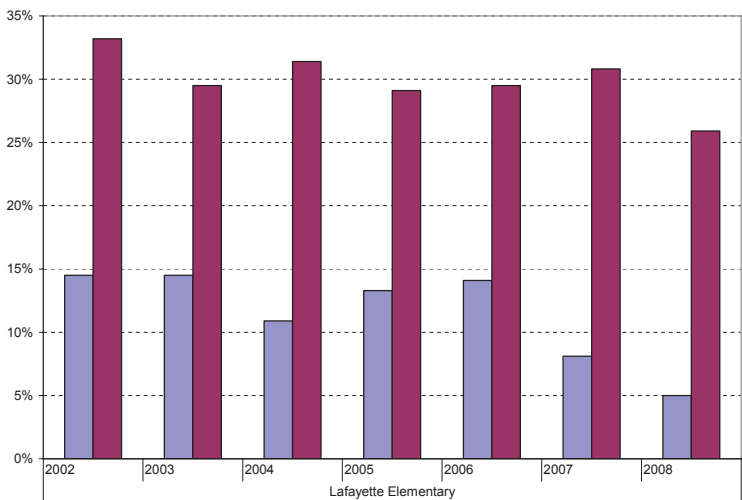
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries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

- 69 percent of students say they feel safe at school.
- 89 percent of students say they have friends at school.
- 100 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

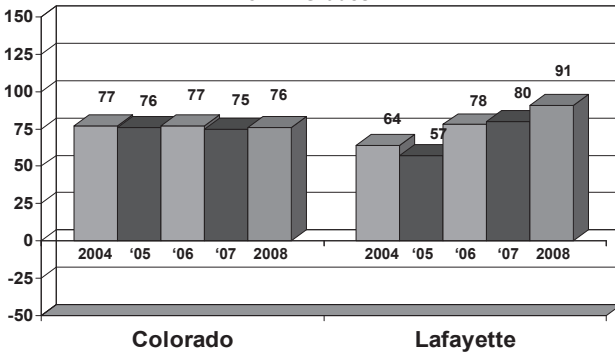


Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Latino	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
217	45.7%	258	54.3%	3	.6%	11	2.3%	352	74.1	23	4.8%	86	18.1%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
48	10.1%	97	20.4%	16	3.4%	74	15.6%	0	0%	469	14.5%

# State Assessments

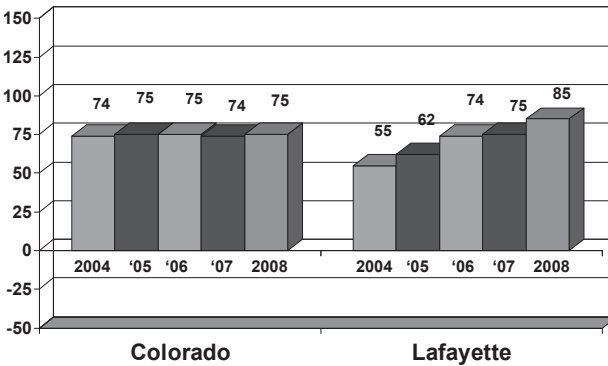
**CSAP Reading Weighted Index Results for All Grades**



Standard Error for School

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

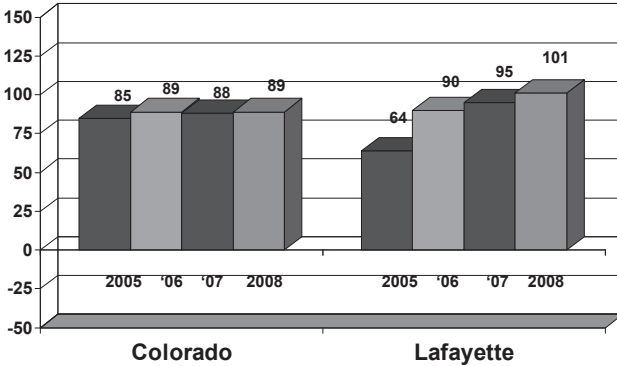
**CSAP Writing Weighted Index Results for All Grades**



Standard Error for School

- 03-04 +/- 4
- 04-05 +/- 4
- 05-06 +/- 4
- 06-07 +/- 3
- 07-08 +/- 3

**CSAP Math Weighted Index Results for All Grades**

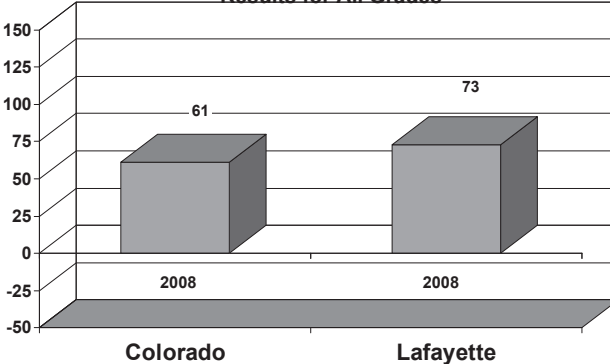


Standard Error for School

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

Beginning in spring 2005, CSAP math tests were administered to 3<sup>rd</sup> and 4<sup>th</sup> graders as well as 5<sup>th</sup> 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 +/- 8

In Spring 2008, a new science CSAP test was administered to students, therefore only one year of data is now available. Only 5<sup>th</sup> 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.

<b>Music</b>		
		2007-08
School	play	92 %
	read/write	85 %
	sing	76 %
BVSD	play	92 %
	read/write	92 %
	sing	85 %

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

<b>Physical Education</b>		
		2007-08
School	cognitive	67 %
	fitness	75 %
	skill	75 %
BVSD	cognitive	80 %
	fitness	84 %
	skill	89 %