

MISSION STATEMENT

Prepare all students to meet the challenges of a changing world.

VISION 2020

The Vision of the Douglas School District is to prepare all students as lifelong learners.

Students are engaged in learning experiences, which are outcome driven, collaborative, life relevant, challenging, and developed to promote successful citizens.

Parents and legal guardians participate as involved partners in determining the educational experiences necessary for their children's educational needs.

Instructional staff are educational leaders who provide positive learning experiences for students.

The administrative team makes informed decisions that promote a quality education.

The district provides staff development opportunities, instructional materials, and technology necessary for a challenging curriculum designed for all students.

The district maintains safe facilities conducive to positive learning experiences.

BELIEF STATEMENTS

About students and learning we believe...

- ✓ All students can learn and have the right to learn.
- ✓ Students are empowered through a strong knowledge base and creative problem solving skills.
- ✓ Students need opportunities to develop a positive self-image.
- ✓ Each of our graduates will become responsible, self-learners and productive citizens.

About teachers and teaching, we believe...

- ✓ Teachers are empowered to teach.
- ✓ Teachers appreciate and nurture the uniqueness of each student.
- ✓ Teachers are communicators to staff, students and the community.
- ✓ Parents are a child's first and most important teacher.
- ✓ Teachers believe students are the most important product.
- ✓ The staff is knowledgeable of methods and practices.
- ✓ Teachers facilitate learning through meaningful activities.

About schools and school districts, we believe...

- ✓ Schools are safe, caring places.
- ✓ Schools provide tools necessary for learning.
- ✓ Involved and informed parents and community members are an integral part of a successful educational process.
- ✓ As a district we support an enthusiastic, positive, flexible learning climate which nurtures academic, social and emotional growth for all
- ✓ Vision and communication will ensure success.
- ✓ Schools establish an enjoyable and challenging climate, which is supportive and collaborative.

Educational Philosophy

The Douglas School District will promote an environment conducive to teaching and learning.

The district, working as partners with the educational community, will develop individuals who realize self-worth and have an opportunity to create a productive role as responsible citizens in an ever-changing world.

School District Goals and Objectives

Student Exit Outcomes

A life long learner who:

- ✓ Analyzes, monitors, and evaluates personal learning progress.
- ✓ Expresses ideas effectively through various mediums.
- ✓ Utilizes available resources and technologies to make sound decisions.
- ✓ Uses various strategies and processes to accommodate a variety of learning needs and circumstances.

A well adjusted, self-fulfilled individual who:

- ✓ Relates to and functions in an ever changing world.
- ✓ Develops personal goals and makes healthy choices.
- ✓ Maintains physical and emotional wellness.
- ✓ Demonstrates a sensitivity and appreciation for self and others.

An involved citizen who:

- ✓ Exercises established constitutional rights and civic duties of a U.S. and global citizen.
- ✓ Displays respect for laws, rules, and regulations of the community.
- ✓ Acts on issues that improve the community.
- ✓ Contributes to the individual and group needs of the community.

An energized, quality producer who:

- ✓ Uses various computation strategies and scientific principles to analyze and solve complex problems within different systems and situations.
- ✓ Displays respect, trust, loyalty, honesty and dependability in relationships with others.
- ✓ Supports and cooperates with partners or team members within the work place.

A culturally enlightened contributor who:

- ✓ Values the traditions and heritages of a society.
- ✓ Appreciates and respects the contributions, throughout history, of cultural and artistic diversity in our society.
- ✓ Develops workable solutions to environmental and social problems.
- ✓ Seeks out and participates in multi-cultural activities.

A globally enlightened individual who:

- ✓ Participates in organizational activities, which enhance global relationships.
- ✓ Analyzed the effect of global events.
- ✓ Maintains a life style that protects individuals and their environment.

Utilizes available technology to impact political, social, and economic issues.

SCHOOL PROFILE

Demographics and Background

Vandenberg Elementary School is a part of the Douglas School District. It is located in Box Elder, South Dakota, a small community in Pennington and Meade Counties. Ellsworth Air Force Base is located in this school district. Students from both military and non-military families who live in Box Elder, the surrounding community and Ellsworth Air Force Base have the opportunity to attend this public school.

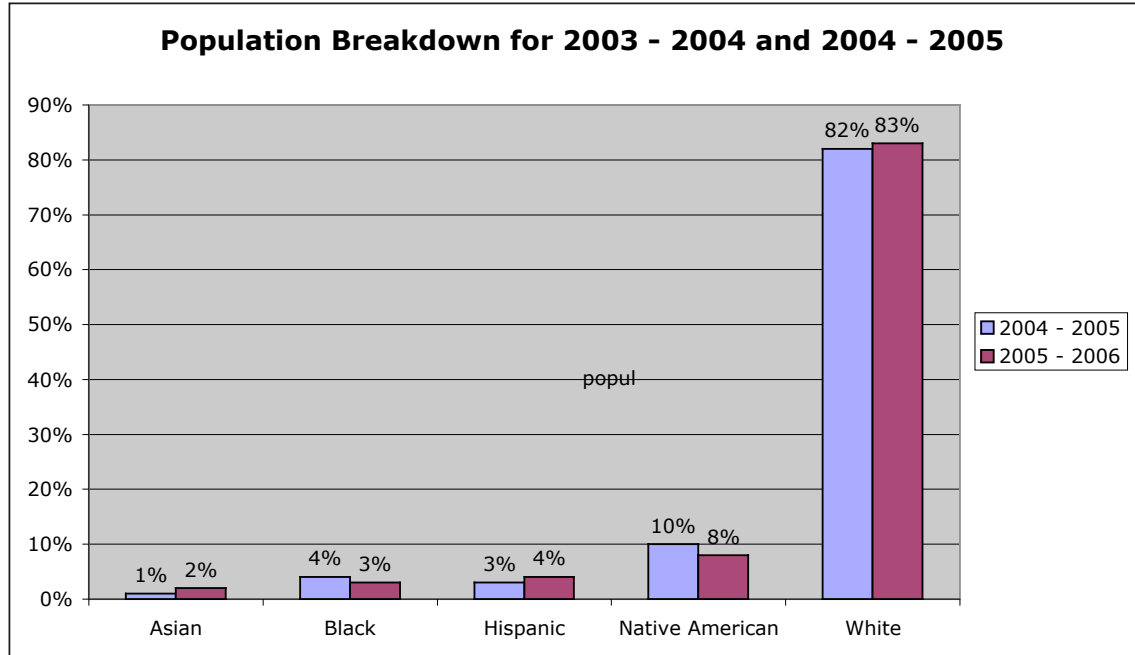
Under the leadership of the principal, ten fourth grade teachers and nine fifth grade teachers work with three hundred and twenty three (323) students in the fourth and fifth grades. Programs supporting these students' education include: computer, music, band, physical education, gifted, special education, time-out, art, counseling, speech, nurse, liaison officer, a general educator, librarians, Title 1 diagnostician and tutors, lunchroom and food service staff and office secretaries. Other district staff available to assist Vandenberg students, are: a school psychologist, a behavior specialist, occupational and physical therapists, social worker, and English as a Second Language (ESL) teacher.

The staff currently teaching at Vandenberg is Highly Qualified as defined by No Child Left Behind.

The school demographics used in this section include: populations by ethnicity, special programs, economically disadvantaged, attendance, mobility rates, discipline, and requirement for school improvement. The following charts and tables describe these populations.

Ethnicity

The following graph depicts the ethnic characteristics of the Vandenberg Elementary School 4th and 5th grade student population as reported on the South Dakota State Fall 2004 and 2005 reports.

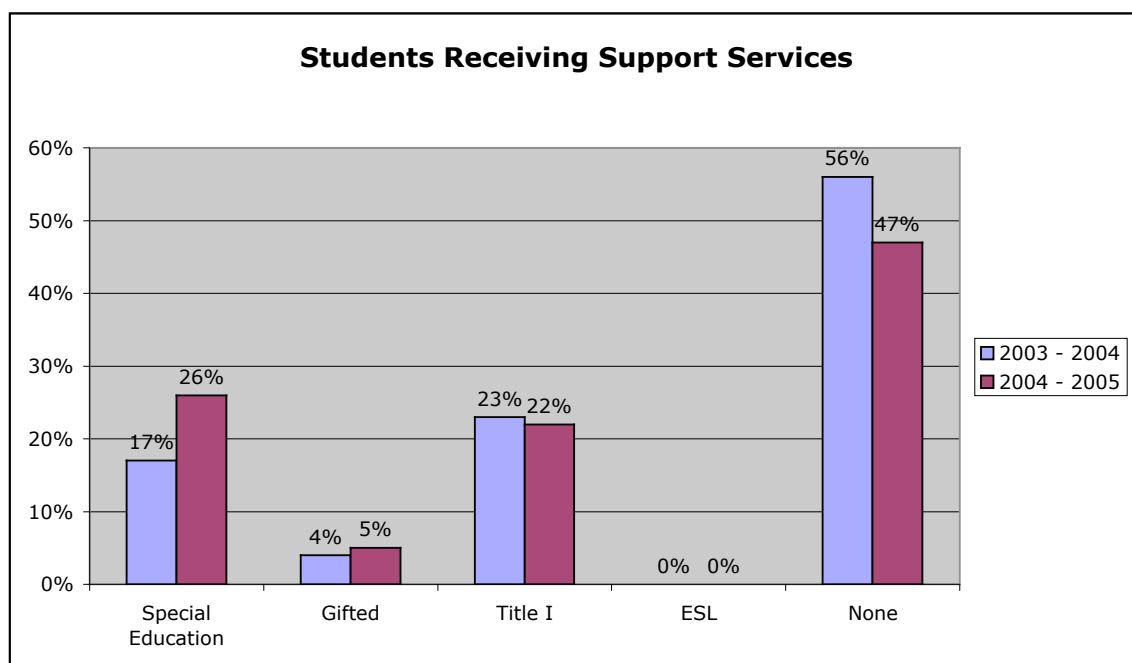


From September 2004 to September 2005:

- The Asian population increased 1%.
- The Black population decreased 1%.
- The Hispanic population increased 1%.
- The Native American population decreased 2%.
- The White Population increased 1%.

Special Educational Programs

The following graph depicts the percentage of the Vandenberg Elementary School Fourth and Fifth grade student population receiving support services as reported on Douglas School District Cut-Off Days, May 21, 2004 and May 21, 2005.

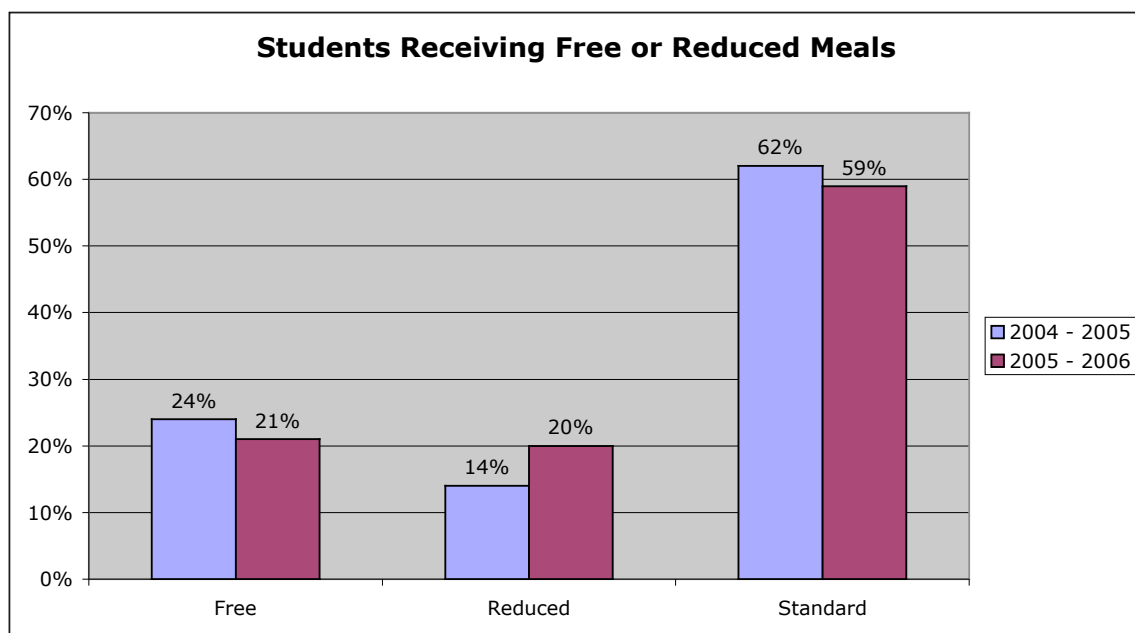


From May 21, 2004 to May 21, 2005:

- Student population receiving Special Education support increased 9%.
- Student population receiving Gifted Education support increased 1%.
- Student population receiving Title I support decreased 1%.
- Student population receiving ESL support remained the same at 0%.
- Student population receiving no support services decreased by 9%.

Economically Disadvantaged

The following graph depicts the percentages of the Vandenberg Elementary School Fourth and Fifth grade student population identified as economically disadvantaged by their participation in the free and reduced lunch programs. The data collected for this report is collected the same day as the South Dakota State Fall 2004 and 2005 Reports.



From September 2004 to September 2005:

- Student population approved for free lunches decreased by 3%.
- Student population approved for reduced lunches increased by 6%.
- Student population paying full price for lunches or have lunches provided by guardians decreased by 3%.

Mobility Rates

VES provides educational services to the students of military families living at Ellsworth Air Force Base or in the surrounding communities. As military families are ordered Permanent Change of Station (PCS) or are deployed, our students transfer to other schools.

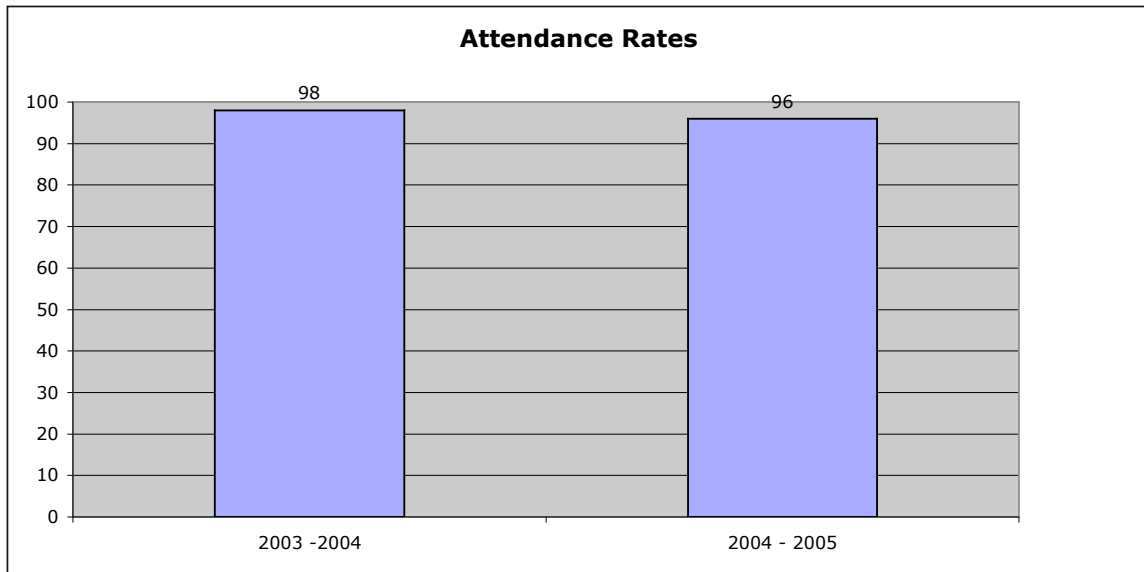
In addition, many low rent mobile homes are available in Box Elder. The families renting these trailers tend to be somewhat transient.

Student Mobility

	Starting Enrollment	New Students	Drop Students	Ending Enrollment
2003 – 2004	422	37	54	405
2004 – 2005	379	35	31	383

Attendance Rates

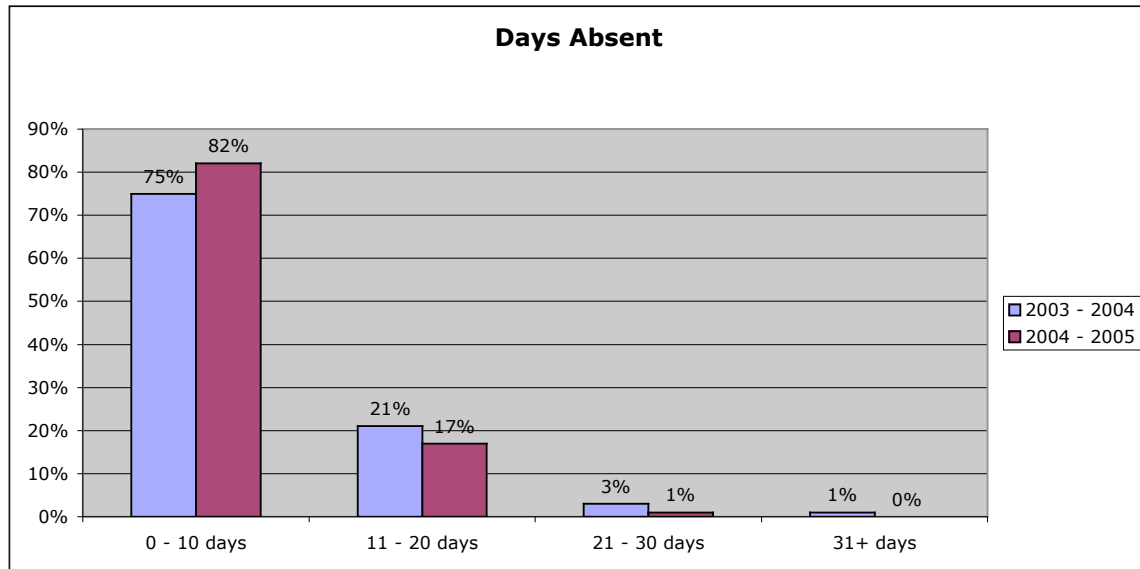
The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. The attendance rate is taken from the No Child Left Behind Report Card. The state student attendance rate goal was 94%.



- In 2003 – 2004, the student attendance rate was 98%.
- In 2004 – 2005, the student attendance rate was 96%.

Days Absent

The number of days students were reported absent is based on attendance between the first day of enrollment of the current year and the early withdrawal dates.



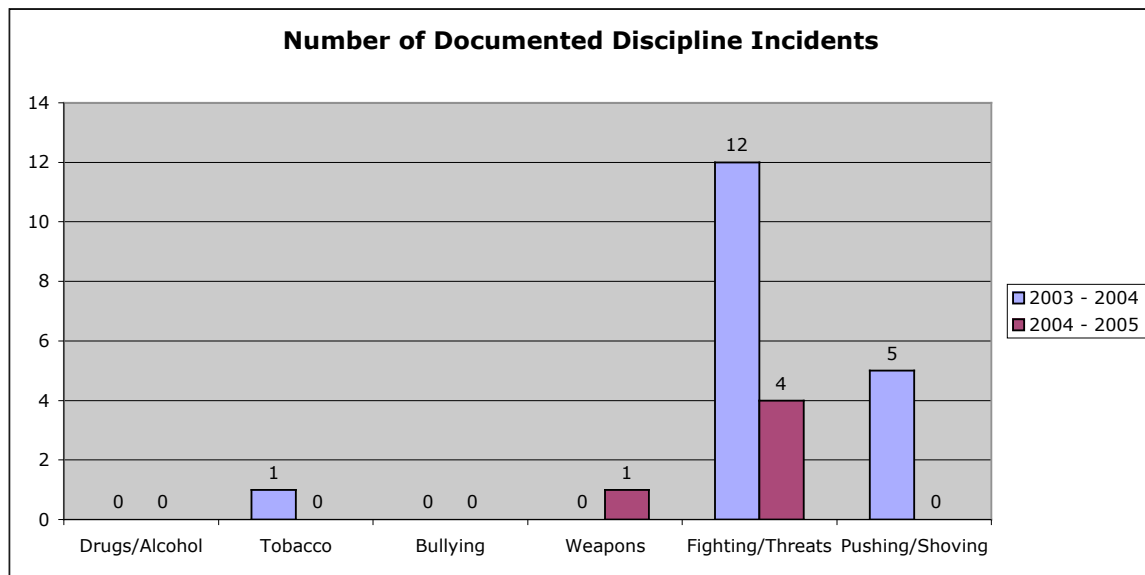
From the 2003 – 2004 school year to the 2004 – 2005 school year:

- The percent of students who were absent 0 – 10 days increased 7%.
- The percent of students who were absent 11 – 20 days decreased 4%.
- The percent of students who were absent 21 – 30 days decreased 2%.
- The percent of students who were absent 31+ days decreased 1%.

Discipline Statistics

Vandenberg Elementary adheres to South Dakota law SDCL 13-32-7 that prohibits any person other than a law enforcement officer from possessing a weapon in or around the school. According to South Dakota laws SDCL 24-43-6 and SDCL 22-13-1 students engaging in disorderly conduct, or disturbance of school, are guilty of a Class 2 misdemeanor.

The following graph depicts VES student discipline information cited in the Safe, Drug Free School Report for the 2003 – 2004 and 2004 – 2005 school years.



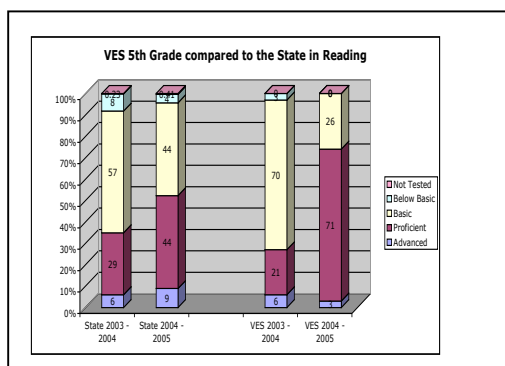
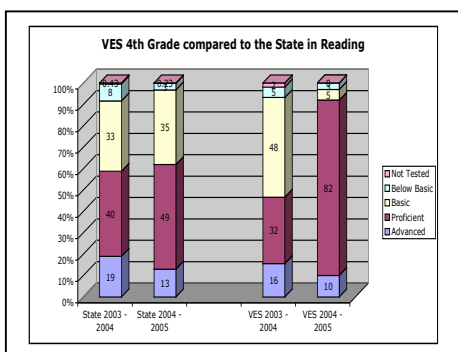
From the 2003 – 2004 school year to the 2004 – 2005 school year:

- The documented incidents involving Drugs/Alcohol remained at 0.
- The documented incidents involving Tobacco increased by 1.
- The documented incidents involving Bullying remained at 0.
- The documented incidents involving Weapons increased by 1.
- The documented incidents involving Fighting/Threats decreased by 8.
- The documented incidents involving Pushing/Shoving decreased by 5.

Requirement for School Improvement

Identified in Reading for Students on an IEP

South Dakota determines if students are reaching high standards with the Dakota State Test of Education Progress (Dakota STEP). The reading proficiencies of fourth and fifth grade students who attend Vandenberg Elementary School are assessed each March using this assessment. Students' educational progress is reported in performance levels: advanced, proficient, basic and below basic. Only students in attendance from October 1 through April 15 of each school year are included in this data.



2003 – 2004:

Annual Measurable Objective (AMO) in 2004 was 65% and Safe Harbor required that 47% of the students on an IEP make Annual Yearly Progress by moving from Below Basic and Basic to Proficient. Neither fourth nor fifth grades met AMO or Safe Harbor requirements.

2004 – 2005:

Annual Measurable Objective (AMO) in 2005 was 78%. Both fourth and fifth grades met the AMO requirement.

Technical Assistance September 2004

The Vandenberg staff reviewed the results of the DSTEP on August 25, 2004, a district professional development day.

On September 29th and October 6th, the School Improvement planning team, Myrna Becker, Melissa Boduch, Lori Burress, Melissa Junge, Dr. Null, Jen Olsen, and Helen Walker attended a data retreat in the Kennedy Room at Francis Case Elementary School. The September 29th retreat was lead by June Preszler, Education Specialist, TIE and ESA Coordinator for Central Back Hills, Region 7, and Deb O'Doan, Education Specialist, TIE and ESA Coordinator for Southern Back Hills, Region 7. The purpose of this data retreat was to analyze data from the disk provided by the South Dakota Department of Education and initiate the mandated School Improvement Process. (Appendix) On October 6th, the Vandenberg Elementary School student data was analyzed, illustrated in graphs and used to determine building-wide academic goals.

Technical Assistance September 2005

The Vandenberg staff reviewed the results of the DSTEP on August 23, 2005, a district professional development day.

On September 28th 2005, the School Improvement planning team, Myrna Becker, Melissa Boduch, Lori Burress, Georgia Catoe, Dr. Null, Jen Olsen, and Helen Walker attended a data retreat in the Kennedy Room at Francis Case Elementary School. The September 28th retreat was lead by June Preszler, Education Specialist, TIE and ESA Coordinator for Central Black Hills, Region 7, and Deb O'Doan, Education Specialist, TIE and ESA Coordinator for Southern Black Hills, Region 7 and Bob Rose, SST (School Support Team Member). The purpose of this data retreat was to analyze data from the disk provided by the South Dakota Department of Education and continue the mandated School Improvement Process.