

HIGH PLAINS ELEMENTARY SCHOOL

Cherry Creek Schools
2005-2006 Elementary School Profiles:
School Introduction



6100 South Fulton Street
Greenwood Village, CO 80111
(720) 554-3600
www.highp.ccsd.k12.co.us

Principal's Message

Dr. Linda J. Gutsch

As a Colorado School of Excellence, we are a little school with a big heart, high achievement, aspiring goals and a commitment to a bright and successful future for every student. High Plains embraces the rich diversity that comprises our school community and we strive to provide the best possible education to help each child succeed.

High Plains is a child focused school that values high academics where teaching is dedicated to honoring the learning styles of each student, and challenges and supports each learner to grow and stretch in their quest for knowledge. We offer a full curriculum steeped in research based instruction that follows the Colorado Standards and CCSD guaranteed and viable curriculum goals. In addition, High Plains students have many opportunities to expand and extend their learning both in the classroom and through a rich array of extra-curricular classes and programs. Whether a child's interests lie in the arts, science, technology, sports, culture and languages, individual to team events, or a whole range of other possibilities, students can find their niche in the exciting opportunities provided.

One of the legendary hallmarks of our school is the strong parent and community involvement and commitment to excellence. High Plains is nestled in a community that loves, supports, nurtures and protects the school and all of the children who attend it. We are so fortunate to have such outstanding support from our school community. The teachers and parents work collaboratively to provide an outstanding education for every child. High Plains Elementaryhonoring the past, celebrating the present and creating the future!

Special Features & Programs

Grade Structure

Single Grade Configuration: K-5
Looping Grades: 1-2, 4-5

Early Reading Programs

Guided Reading Programs
The Waterford Early Reading Program
Foundations Reading Support
F.A.S.T. Reading Program
Reading Together Peer Program
Language 3

Other Academic Programs

Kindergarten Enrichment
Spanish Classes
Everyday Math
Discovery Works Science

Differentiated Instruction

Curriculum Compacting
Curriculum Studies
William & Mary Language Arts Curriculum
●Caesar's English ●Word Power
Junior Great Books
Math Olympiad

Other Supplemental Programs

Before & After School Child Care
Kindergarten Enrichment Program
●Instrumental Music ●Honor Choir
Destination Imagination
●Chess Club ●Mad Science Club ●Art Club
●Intramurals ●Super Skippers ●Cup Stacking

	School	District ES
Student Membership	(as of Oct. Count 2006)	
Pre-Kindergarten	10	1,243
Kindergarten	77	3,481
Grade 1	77	3,745
Grade 2	78	3,705
Grade 3	65	3,637
Grade 4	84	3,632
Grade 5	70	3,705
Total Membership	461	23,148
Student Diversity	(as of Oct. Count 2006)	
Native American	0.0%	0.6%
Asian American	8.2%	8.2%
African American	3.5%	13.4%
Hispanic American	17.4%	14.1%
Caucasian	70.9%	63.8%
% Free/Reduced Meals	20.4%	21.6%
Student Enrollment	(as of June 2007)	
Enrollment Change	14.5%	18.2%
Stability Rate	91.3%	89.9%
Attendance Rate	95.9%	96.1%

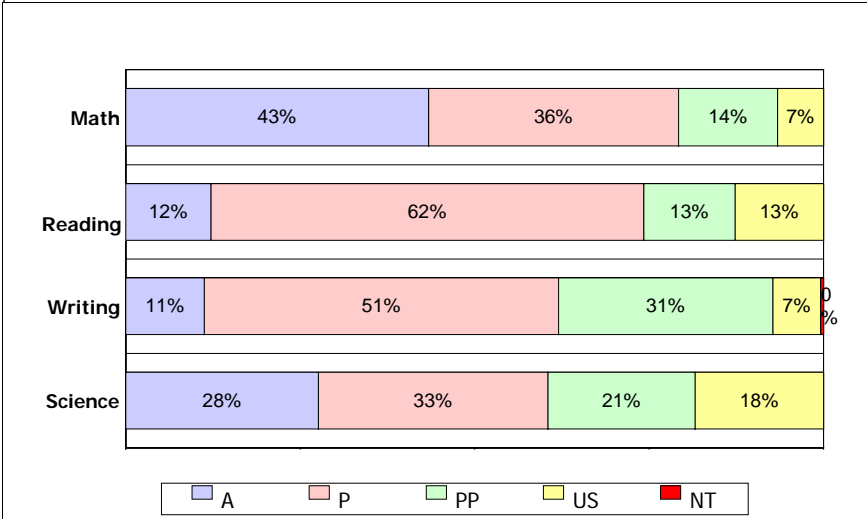
High Plains Elementary School

Cherry Creek Schools 2006-07 Elementary School Profiles: Student Status on State and Nationally Normed Tests

2007 Colorado Student Assessment Program (CSAP): Reading, Writing, Math tests-Grades 3-5; Science test-Grade 5

The CSAP measures student performance (Advanced, Proficient, Partially Proficient, or Unsatisfactory) on selected State standards. "Proficient" performance meets State defined expectations on this test. Percent calculations include all students counted at the school at the time of testing, but do not include students who participated in CSAP-Alternate, expelled students, or students who withdrew during testing.

2007. Percent in each performance level, collapsed across all grade levels at the school.



2007. Percent of students proficient or above (P/A) by grade level: School, District, and State results.

Test Subject	Test Grade	Total Counted for CSAP	School % P/A	School %P/A (students in District > 1 yr)	District %P/A	State %P/A
Math	03	67	81%	84%	77%	68%
	04	83	77%	81%	79%	71%
	05	76	80%	84%	74%	65%
Reading	03	65	80%	80%	78%	71%
	04	80	70%	72%	72%	64%
	05	76	74%	80%	76%	69%
Writing	03	65	57%	61%	63%	54%
	04	80	64%	65%	59%	49%
	05	76	64%	72%	69%	57%
Science	05	76	61%	70%	50%	42%

2007. Racial/ethnic and gender results, collapsed across all grade levels at the school (results printed for >= 16 students).

Race/Ethnic	Test Subject	Total Am Ind	% Am Ind P/A	Total Asian	% Asian P/A	Total Black	% Black P/A	Total Hispanic	% Hispanic P/A	Total White	% White P/A
	Math	0	---	21	---	6	---	37	41%	162	89%
Reading	0	---	21	---	6	---	32	34%	162	87%	
Writing	0	---	21	---	6	---	32	25%	162	73%	
Science	0	---	11	---	0	---	13	---	52	71%	

Gender	Test Subject	Total Female	% Female P/A	Total Male	% Male P/A
	Math	95	75%	131	82%
Reading	93	74%	128	74%	
Writing	93	66%	128	59%	
Science	28	57%	48	63%	

"P/A" = "Proficient or Above"
"Am. Ind." = "American Indian"

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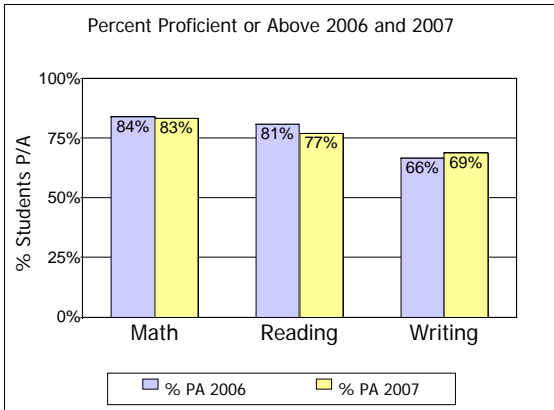
Cherry Creek Schools 2006-07 Elementary School Profiles: Student Achievement Growth on State Tests

2006 & 2007 Colorado Student Assessment Program (CSAP): Reading, Writing, Math tests-Grades 3-5

Results below depict growth on the CSAP tests from 2006 to 2007 for matched cohorts of students who earned valid test scores both years.

Student Growth: Change in percent of students Proficient or above 2 consecutive years, matched cohorts collapsed across all grade levels tested at the school.

All student cohorts, collapsed across all grade levels.



Results by racial/ethnic grouping: All student cohorts, collapsed across all grade levels (results printed for >= 16 students).

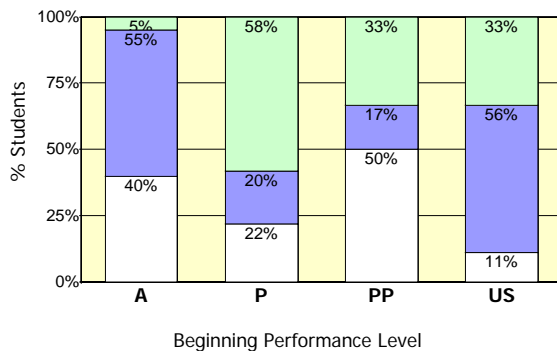
Subject	Ethnic Grouping	Total Tested 2 Yrs	% P/A 2006	% P/A 2007
Math	Am Ind, Hisp, Black	18	39%	33%
	White, Asian	113	91%	91%
Reading	Am Ind, Hisp, Black	17	35%	24%
	White, Asian	113	88%	85%
Writing	Am Ind, Hisp, Black	18	6%	22%
	White, Asian	113	76%	76%

One District goal is to reduce the "performance gap" between White & Asian students and Black, Hispanic, & American Indian students in terms of the percent of students Proficient or Above (P/A) over time.

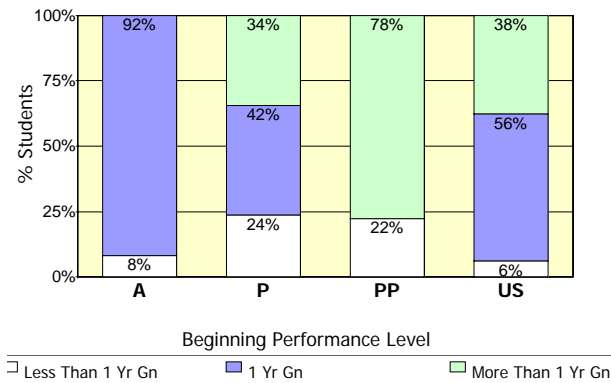
"Am. Ind." = "American Indian", "Hisp" = "Hispanic"

Student Growth: Percent of students in each gain category by beginning performance level, matched cohorts collapsed across all grade levels tested at the school.

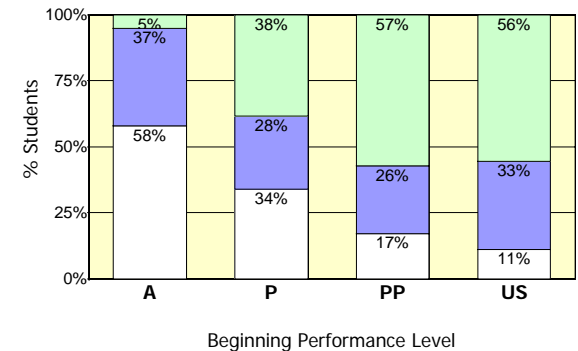
CSAP Math Growth



CSAP Reading Growth



CSAP Writing Growth



Bar charts illustrate the percent of students in each 2006 CSAP performance level who achieved less than, equal to, or greater than "one year of gain" (district-defined) during the 2006-07 school year. Shaded portions of the bars indicate the percent of students who achieved one or more years of gain. Unshaded portions represent the percent who achieved less than one year of growth.

HIGH PLAINS ELEMENTARY SCHOOL

2006-2007 Elementary School Profiles: Parent Message & Goal Summaries

Parent Message

Julie Huun, Advisory Accountability Committee Member, HPES DAAC Representative, Former PTCO President

Prospective parents continually tell me how warm and friendly our neighborhood school feels. When a family entrusts their children's education to the High Plains community, they quickly discover that their children are cared for by a collaborative and talented community that continually asks the question "What is best for the children?"

We are particularly proud of our school's commitment to serve all types of students and all types of learners and to excel beyond the core subjects to institute model programs in technology, science and the arts.

Our dynamic and open PTCO creates many memorable moments, supports dozens of programs, and raises significant support dollars for our school. PTCO supported programs and purchases touch all High Plains' students.

Our extensive Advisory Accountability Committee consists of faculty, parents, and community members who gather monthly to review test and proficiency results, improve a school improvement plan, review the school budget and make other school improvement recommendations to the Principal. Initiatives this year included the establishment of a short and long-term facility plan, a revised staffing plan to reduce class size, the adoption of a Positive Behavior Support program, and a revision of our School Improvement Plan to close our achievement gap and improve the writing skills of our students.

We have a long tradition of academic excellence that begins with the creation of a positive, caring and safe climate. It continues with a commitment to serve all types of students and all types of learners. Most importantly it ends with a commitment to never stop discovering ways in which we can improve our school environment and individual student achievement.

Our ability to achieve the highest possible CSAP ranking of "excellent" and "improved" in a diverse student population is a true testament to the talent of our teaching staff and the depth of character of a community I have been honored to serve.

School Improvement Goal Achievement Summary for 2006-2007

Excellence Goal Statement:

By the end of school year 2008-2009 High Plains Elementary will improve student achievement in the area of writing by 8-10% across grades 3, 4 and 5 as measured by CSAP testing.

Year 1 for High Plains Elementary SIP was a baseline year for collecting data in writing.

Intermediate Target for 2006-07:

By the end of school year 2008-2009 High Plains Elementary will improve student achievement in the area of writing by 8-10% across grades 3, 4 and 5 as measured by CSAP testing.

Results for 2006-07:

CSAP Writing Results for 2006-2007

Year Grade N % At or Above Proficient

2006/07 3rd Grade 65 37 or 57%

2006/07 4th Grade 80 51 or 64%

2006/07 5th Grade 76 49 or 64%

Equity Goal Statement:

By the end of school year 2008-2009 High Plains Elementary will decrease the achievement gap in the area of reading for students of color by 8-10% across grades 3, 4 and 5 as measured by CSAP testing.

Intermediate Target for 2006-07:

By the end of school year 2008-2009 High Plains Elementary will decrease the achievement gap in the area of reading for students of color by 8-10% across grades 3, 4 and 5 as measured by CSAP testing.

Results for 2006-07:

Below are CSAP Reading results for 2006-2007. The "%" symbol reflects the percentage of students who are at or above Proficient:

Year /Grade/ White-Asian/Black/Latino Achievement Gap

2006/07 3rd Grade 93% 40% 53%

2006/07 4th Grade 81% 30% 51%

2006/07 5th Grade 88% 42% 46%