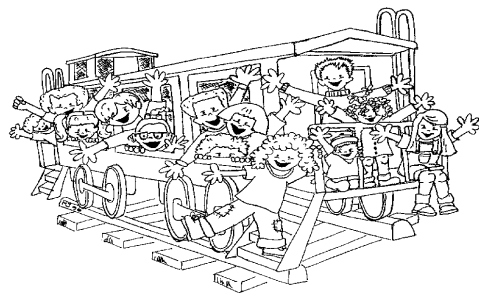


HIGHLINE COMMUNITY ELEMENTARY SCHOOL

Cherry Creek Schools
2006-2007 Elementary School Profiles:
School Introduction



11000 East Exposition Avenue
Aurora, CO 80012
(720) 747-2300
www.highline.ccsd.k12.co.us

Principal's Message Mrs. Stacey Peoples

Highline Community School is a warm and welcoming environment focused on academic achievement coupled with social and emotional growth for all students. We value the diversity and the rich experiences our students and their families contribute to our community school. We are honored to serve the Highline neighborhood.

Highline offers a variety of programs and opportunities that enrich the academic experience for all of our students. These programs include Gifted/Talented, English Language Acquisition, Reading Intervention, Title 1, Kindergarten Enrichment, Intersession, and an Individualized Learning Center for our multi-handicapped students. Through these services we effectively educate our students and provide them with individualized instruction.

Highline is an unique community with a large number of English language learners. In our English Language Acquisition program, students acquire English proficiency while simultaneously respecting their native languages and cultures.

The Highline staff is truly focused on high achievement for all of our students. We promise to provide a rigorous learning environment with high expectations that will ensure a productive and meaningful future. Our goal is to lay the foundation for our students so that they will all be prepared to attend college as young adults.

Special Features & Programs

Special Awards & Recognitions

2003-2004 Inviting Schools Award
2004 Critics Choice "Best School" Award
CDE Grant
Three Cherry Creek Foundation Grants

Grade Structure

Four-Track Year-Round Calendar
Single Grade Configuration: K-5

Early Reading Programs

SuPR (Success in Primary Reading)
English Language Acquisition (ELA)
Literacy Intervention Program
Multi-Sensory Phonemic Awareness Program
The Waterford Early Reading Computer Program
Guided Reading Reading Recovery
Foundations of Analysis, Synthesis and Translations

Other Academic Programs

Title I Reading & Math Speech/Language Support
Integrated Learning Center Program

Programs for High Performing Students

Accelerated Reading Computer Programs
Gifted and Talented U-Stars Science
Challenge Math
Parallel Curriculum Implementation

Other Supplemental Programs

Before & After School Care (HICEP)
Blazer Buddies with Overland HS
Head Start Preschool Kindergarten Enrichment
Handbell & Vocal Choirs Student Council
P.E. Intramurals Intersession

	School	District ES
Student Membership	(as of Oct. Count 2006)	
Pre-Kindergarten	38	1,243
Kindergarten	101	3,481
Grade 1	119	3,745
Grade 2	96	3,705
Grade 3	90	3,637
Grade 4	91	3,632
Grade 5	108	3,705
Total Membership	643	23,148
Student Diversity	(as of Oct. Count 2006)	
Native American	0.9%	0.6%
Asian American	3.0%	8.2%
African American	21.2%	13.4%
Hispanic American	52.9%	14.1%
Caucasian	22.1%	63.8%
% Free/Reduced Meals	67.0%	21.6%
Student Enrollment	(as of June 2007)	
Enrollment Change	29.6%	18.2%
Stability Rate	83.5%	89.9%
Attendance Rate	96.2%	96.1%

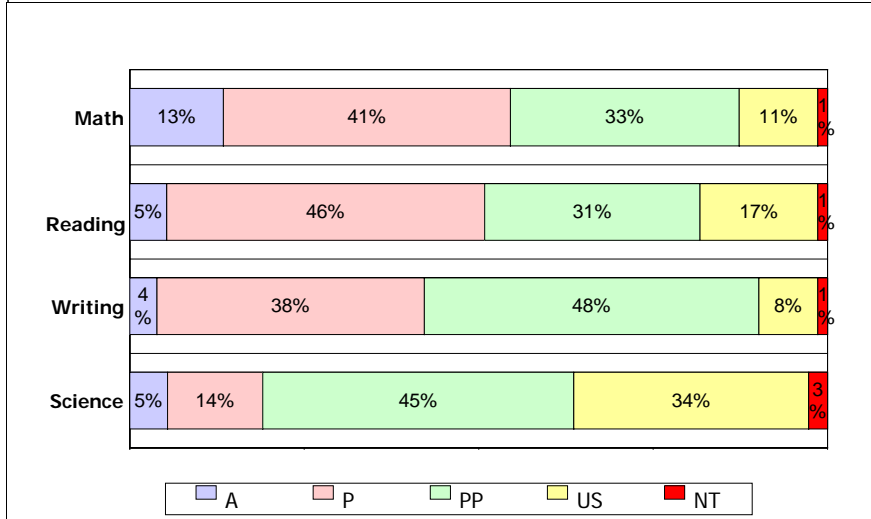
Highline Community Elementary

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	86	55%	62%	77%	68%
	04	88	64%	65%	79%	71%
	05	110	47%	52%	74%	65%
Reading	03	87	53%	63%	78%	71%
	04	88	44%	47%	72%	64%
	05	110	55%	58%	76%	69%
Writing	03	86	45%	52%	63%	54%
	04	88	36%	39%	59%	49%
	05	110	45%	49%	69%	57%
Science	05	110	19%	20%	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	1	---	7	---	65	58%	146	45%	65
	Reading	1	---	7	---	66	55%	147	41%	64	67%
	Writing	1	---	7	---	66	52%	146	32%	64	52%
	Science	0	---	3	---	29	17%	53	9%	25	44%

Gender	Test Subject	Total Female	% Female P/A	Total Male	% Male P/A
		Math	125	53%	159
	Reading	126	52%	159	50%
	Writing	125	51%	159	35%
	Science	43	21%	67	18%

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

Highline Community Elementary

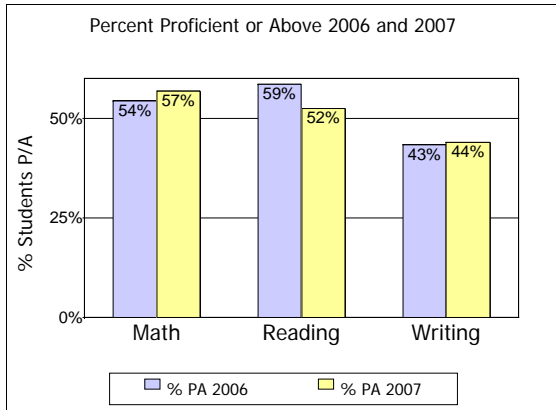
Cherry Creek Schools 2006-07 Elementary School Profiles: Student Achievement Growth on State Tests

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).

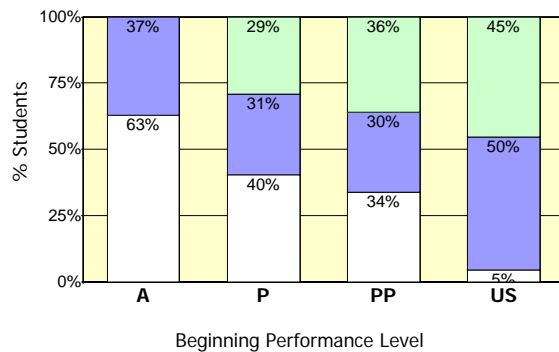
Subject	Ethnic Grouping	Total Tested 2 Yrs	% P/A 2006	% P/A 2007
Math	Am Ind, Hisp, Black	117	47%	50%
	White, Asian	47	72%	74%
Reading	Am Ind, Hisp, Black	117	50%	45%
	White, Asian	47	79%	70%
Writing	Am Ind, Hisp, Black	117	37%	39%
	White, Asian	47	60%	55%

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.

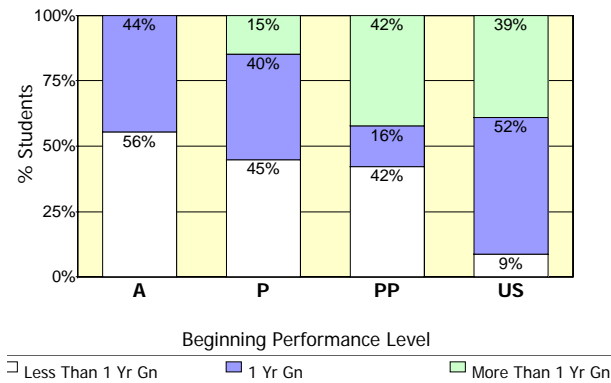
"Am. Ind." = "American Indian", "Hisp" = "Hispanic"

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

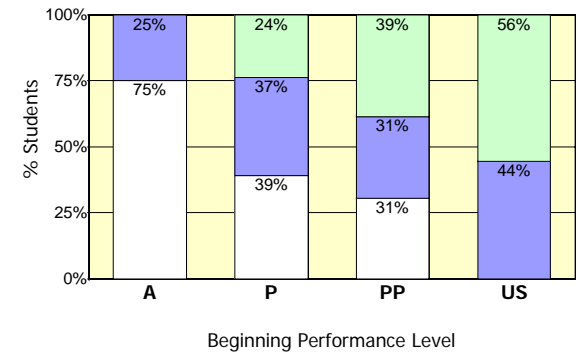
CSAP Math Growth



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.

HIGHLINE COMMUNITY ELEMENTARY

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

Parent Message

Maria Ocegueda, Parent
(Translated from Spanish by Ryan Langdon)

Highline Community School is a wonderful elementary school whose guiding focus is to promote the dreams of our children through education.

In my particular case, I have seen the progress of my son who in the span of one year, thanks to the English Language Acquisition (ELA) program, has been able to gain knowledge of the English language and thus is able to communicate more easily.

In this school there are many great teachers, those who concern themselves with the academic growth of our children, are open to our ideas and culture as well as be available to collaborate with us on the best way to advance the education of our children.

In the community, we are able to rely on the office and support staff throughout the school. These people are well prepared and above all open to helping us and supporting teachers understand the expectations. This helps create a wonderful educational environment in the building.

As a member of the school's parent equity group I have seen the unconditional support on the part of the Principal and Assistant Principal. They always meet us with open minds and work to cooperate with us, as Latinos, for bettering the education of our children. Just as they cooperate with us, they ask us for the same cooperation and together we work to reach the dreams of our children.

Highline Community School has doors open for every child and parent who has high expectations for a better future because everyone at the school is open and available to cooperate and help to reach this goal.

School Improvement Goal Achievement Summary for 2006-2007

Excellence Goal:

By Spring 2009, third, fourth and fifth grade CSAP reading scores for our Colorado Model Content Standard number one (students are expected to read and understand a variety of materials), will increase by 15%. Each grade level and each special program will demonstrate year-to-year incremental growth of 5% to meet this long-term goal.

Highline did not meet our target of improving 5% at each grade level and in each special program.

GRADE & PROGRAM

Goal 2006-2007 School Year	Results for 2006-2007 School Year
80% P&A	53% P&A
50% P&A	43% P&A
67% P&A	55% P&A
95% P&A	32% P&A
37% P&A	30% P&A
62% P&A	42% P&A
55% P&A	20% P&A
18% P&A	11% P&A
16% P&A	10% P&A
51% P&A	35% P&A
28% P&A	14% P&A
34% P&A	26% P&A

Equity Goal:

By Spring 2009, fourth grade, Hispanic students will increase their performance by 18%, from 26% proficient or advanced to 44% proficient or advanced, for Colorado Model Content Standard number one (students are expected to read and understand a variety of materials). Fourth grade Hispanic students will demonstrate year-to-year incremental growth sufficient to meet this long-term goal.

Highline did not meet the target for our fourth grade Hispanic students. Only 28% of our Hispanic fourth graders were proficient or advanced in Model Content Standard number one. Our target was 32%.

Goal 2006-2007 School Year	Results 2006-2007
32% P&A	28% P&A