

Program Characteristics

Gold Hill School has the goal to offer personalized, hands-on education that allows students to grow and learn through differentiated instruction in a supportive atmosphere.

A balanced literacy approach is used to teach reading and writing. This includes guided reading, benchmark books and running records. Everyday Math, a problem-based learning approach to teach mathematical concepts, is being used in K-5 grades. Science and social studies are taught using interdisciplinary strategies. Our multiage classrooms provide an excellent opportunity for students to learn to work with other students in small, cooperative groups which maximize learning experiences for all students.

In addition to offering an academic program aligned with the challenging district and state standards, the Gold Hill School offers several unique opportunities for children. SEACR (Self Esteem, Affirmation and Conflict Resolution) is a weekly program that has the effect of letting the students better understand, listen to and support each other in all situations. Each day includes gathering in "circle" where we share experiences and build community. Finally, our annual outdoor education trip that is tied to Boulder Valley School District's history, geography and multicultural curriculum and standards, is an excellent opportunity to secure concepts and solidify a strong community of learners.

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

Special Programs and Opportunities

Gold Hill has many co-curricular programs. The following is a partial list of programs that are unique and frequently not available at other elementary schools:

- Living History Day was initiated in April of 2004 in honor of National Historic Schools Day. This incredible day-long community/school collaboration presents history to students and families from across BVSD.
- Students participate in a learn-to-ski program through Eldora Ski Area during the winter months.
- A week-long spring camping trip for students teaches outdoor education skills, history, geography, and local cultural diversity. It serves as a culminating event of the year's learning experiences.
- An all-school play is performed once a year. With every student participating, this has become the hit of the year for the Gold Hill community.
- Assemblies and special events are focused on diverse cultures and abilities.
- Historical, rural and agricultural experiences unique to the area also support our curriculum.

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

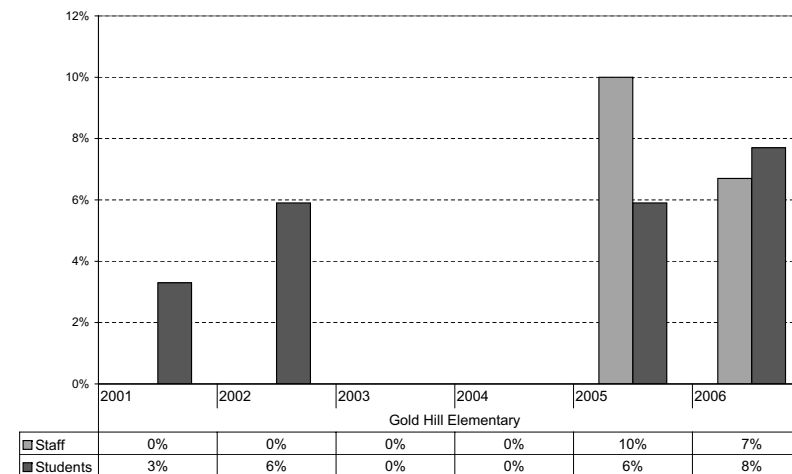
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries 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 2005-06 Parent Snapshot and Student Climate Surveys . . .

- 67 percent of students say they feel safe at school.
- 83 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	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
14	53.8%	12	46.2%	1	3.8%	0	0%	24	92.3%	0	0%	1	3.8%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
0	0%	10	38.5%	2	7.7%	2	7.7%	0	0%	0	0%

Gold Hill Elementary

Message from the Principal

Gold Hill is a wonderfully unique, small mountain school which serves as a focal point for our surrounding community. Two classes are divided into kindergarten through second grade and third through fifth Grade. The Gold Hill community is a closely knit place where families look after each other and where children, across all ages, have lasting friendships. We are very proud of the high level of parent and community involvement at our school and the outstanding achievement of our students.

We use a balanced literacy program to help all students reach a level that meets state standards. Students read at their independent reading levels in a multiage approach. In addition, our curriculum is integrated and experiential which allows students to be fully engaged in the learning process in a meaningful way.

Students are involved in a wide range of special activities that only a small school can do. Friday afternoons are set aside for enrichment programming. Students participate in field trips to extend their learning out of the classroom and a wide variety of experts from many fields are brought in to present for our students. In addition, the whole school participates in a winter ski program.

Students are given a great deal of individual attention through small class size, paraprofessionals, parents and community members. Test scores remain high for students on the Colorado Standards Assessment Program (CSAP), even though the small number of students being tested causes wide fluctuations in the overall school results from year to year.

While this report gives you a glimpse of how our school is performing by CSAP standards, there's clearly no substitute for seeing for yourself. We work hard to provide a positive, supportive environment for every child. Please come by, walk through our classrooms and look for students who are excited about learning. We think you'll be pleased.

Kent Cruger, Principal

Gold Hill Elementary
890 Main Street
Gold Hill, Colorado 80302
303-442-3018
Principal: Kent Cruger



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 2006-07 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: 13.1:1

According to the 2005-06 Snapshot Survey. . .

- 100 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.

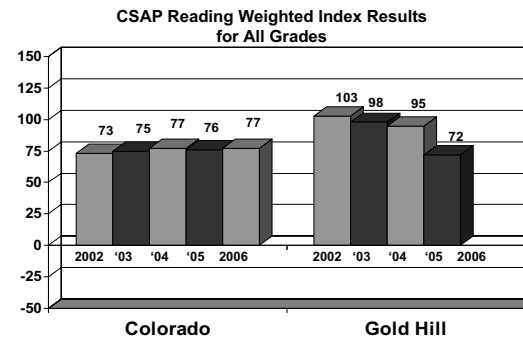
Parent Satisfaction

According to the 2005-06 Snapshot Survey. . .

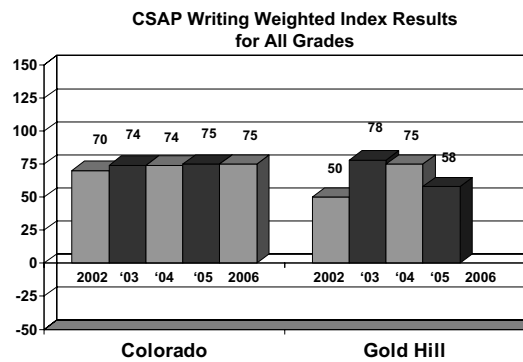
- 92 percent of parents say their child has a positive attitude about this school.
- 83 percent agree that Gold Hill teachers sets high and realistic expectations for their child.
- 100 percent of parents say they feel welcome at Gold Hill Elementary.

State Assessments

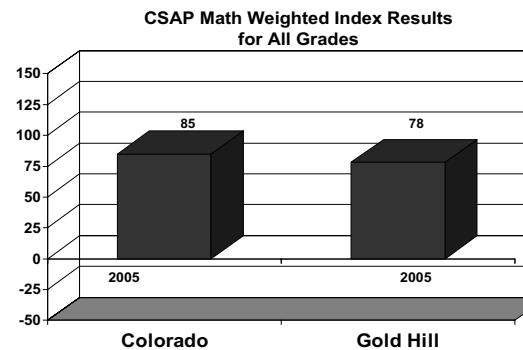
Gold Hill did not have enough CSAP testers in 2005-06 to tabulate a school average without inadvertently identifying student(s).



Standard Error for School
01-02 +/- 11
02-03 +/- 11
03-04 +/- 10
04-05 +/- 11



Standard Error for School
01-02 +/- 11
02-03 +/- 10
03-04 +/- 10
04-05 +/- 11



Standard Error for School
04-05 +/- 14

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 two years of data are available for all three grades.

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 and art 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			Visual Arts	
2005-06			Elements/Design/ Sensory and Expressive Features	
School	sing	100 %	School	100 %
	play	100 %		
BVSD	read/write	100 %	BVSD	98 %
	sing	86 %		
	play	90 %		
	read/write	92 %		

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.