

High Peaks Elementary

Message from the Principal

High Peaks Elementary is a successful BVSD school of choice, educating children in grades K-5. Since our founding by parents and educators 11 years ago, High Peaks has consistently demonstrated extraordinary success as a learning community. The school has received designation as a "John J. Irwin School of Excellence" in each of the past five years. This rating is given to schools who score in the excellent range in the state accountability reports published each year.

Our teachers and specialists have a passion for teaching and learning and offer excellent, high quality classroom instruction that translates into rooms filled with excited and capable students. The teachers are highly skilled in bringing the Core Knowledge Sequence to life through creative instructional methods that respond to the needs of a wide range of students. Our staff consistently challenges and supports each student in reaching his/her academic potential.

High Peaks parents are true partners with our staff and help to provide a rich environment that supports children and learning. A large number of our parents are involved in all aspects of the school including school governance, consistent classroom assistance, planning and delivering culminating unit events, and special projects and Field Day. As a community of students, staff and families, we have high expectations and demonstrate respect for each other. We believe that these high expectations, when coupled with the support of high quality instruction, enable all of our children to achieve and become competent and skilled learners and citizens. We build self-esteem in our students through successful learning experiences and accomplishment.

We are very proud of our past successes and our rich, exciting program. We're committed to keeping our school of choice one that provides the high quality education you expect and that your child deserves.

Rosemary Lohndorf, Principal

Program Characteristics

The Core Knowledge Sequence is a planned progression of specific content in history, geography, mathematics, science, language arts and fine arts for kindergarten through fifth grade. It is designed to encourage steady academic progress as children build their knowledge and skills from one year to the next. The sequenced, spiraling curriculum prevents repetition and gaps in knowledge as the students progress through the grades. The Core Knowledge Sequence is used at over 500 schools nationwide and has received most favorable recognition for its success in helping children from many different backgrounds to succeed. Using our focus on the Core Knowledge curriculum, High Peaks meets and often exceeds BVSD and Colorado state content standards.

High Peaks emphasizes mastery of reading, writing, and mathematical skills, and development of a solid foundation in science, history, and geography with instructional experiences that are exciting and engaging. The teaching methods used in our classrooms are dynamic and responsive to the needs of a wide variety of learners. Our literacy program includes instruction in phonics, writing mechanics, spelling and various forms of writing. We use a balanced literacy approach with all students working to their highest level of instruction through the use of flexible grouping. Students who are working well above grade level in math are accelerated into the next grade. Students begin to study world and American civilizations in first grade. All of our staff, including Special Education, TAG and Literacy specialists, works collaboratively to provide the highest level instruction for our students.

High Peaks has a fully equipped computer lab and an integrated technology approach is used to support our quality curriculum, instruction and assessment.

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

Special Programs and Opportunities

As a focus school, it is important for us to offer many opportunities for enrichment that allow our students to connect across grade levels and become a strong community. We encourage all of our students to participate in clubs and other before and after school activities. Possibilities include Science Fair, The High Peaks Literary Magazine, Yearbook, Journalism, Girls Soar, Intramurals, Spelling Bee, Geography Bee, Chess Club, Web Club, Technology Club, Math Olympiad, and Spanish, French, and German classes.

In addition, we have offered a Joint School Choir, Peer Mediators and Student Council with our partner school, the Boulder Community School of Integrated Studies.

A partial list of some of the other special opportunities follows:

Classroom Speakers: Space Exploration, Eco-cycle – Composting and Litter-less Lunch, and Clean Air, World Wildlife Fund – the Rainforest, Ball Corporation – Deep Impact (comets), Nervous System and Digestive System, presentation on Lungs, City of Boulder – Bike Safety, Water and Erosion, Science from CU, Read with the CU Buffs, Break Dancers, Peru, China, Traditional Japanese Music, Islam, Ancient China, Australia, Judaism, Chemistry Experiments, Chemistry Experiments, CPR and the Circulatory System,. Civil War, Meteorologist from NCAR, Islam, Imagination Makers, Mark Twain, Native Americans, CU Bugmobile, American Red Cross, civil rights speakers

Field Trips: Science Discovery Center in Ft. Collins, Paramount Theatre in Denver, Fiske Planetarium at CU, Denver Zoo, Eco-cycle Tour of Facilities, Denver Museum of Nature and Science, NCAR, Denver Art Museum, Water Festival, Cal-Wood, Boulder High School for various drama performances.

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

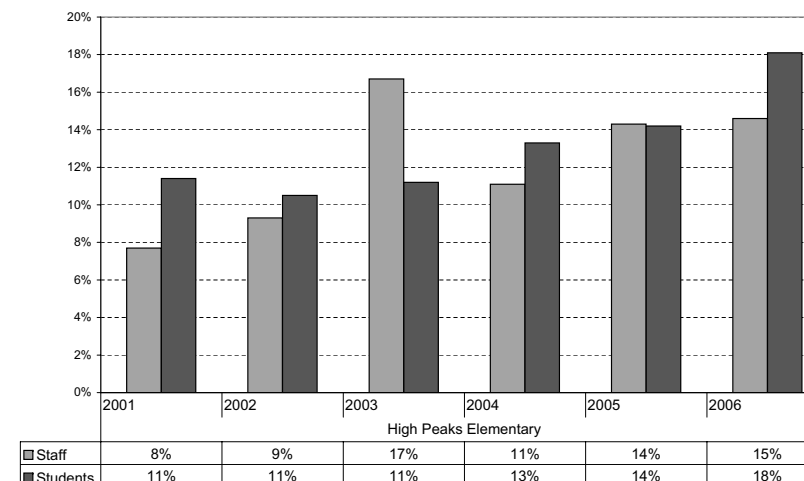
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries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

- 88 percent of students say they feel safe at school.
- 94 percent of students say they have friends at school.
- 98 percent of parents say teachers treat their student with respect.
- 98 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	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
153	51.2%	146	48.8%	0	0%	3	1%	245	81.9%	38	12.7%	13	4.3%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
4	1.3%	8	2.7%	8	2.7%	32	10.7%	1	.3%	29	9.7%

High Peaks Elementary
3995 East Aurora Avenue
Boulder, CO, 80303
303.494.1454
Principal: Rosemary Lohndorf
<http://www.highpeaks.org/>



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.bvsvd.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: 17.5:1

According to the 2005-06 Snapshot Survey. . .

- 98 percent of parents say teachers at this school encourage their student to do his/her best.
- 94 percent of parents agree teachers at this school are committed to maximizing student achievement.

Parent Satisfaction

According to the 2005-06 Snapshot Survey. . .

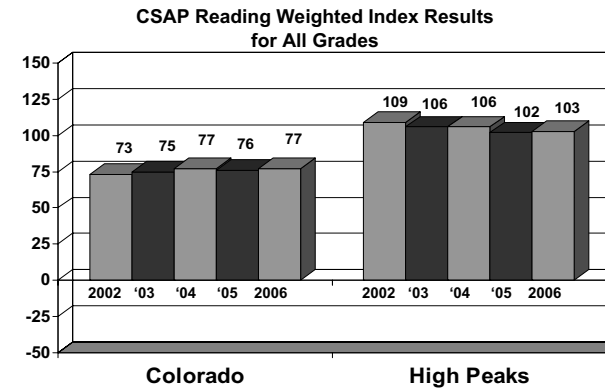
- 94 percent of parents say their child has a positive attitude about his/her school.
- 96 percent agree that the school sets high and realistic expectations for their child.
- 96 percent of parents say they feel welcome at this school.

Achievement Data

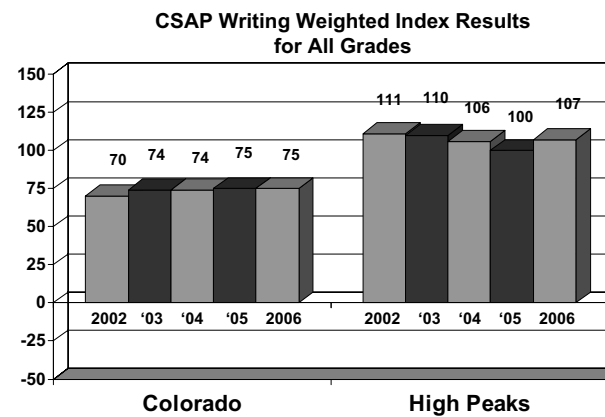
CSAP data is presented in the form of weighted index. To calculate the weighted index, each performance level is given an assigned value and then the values are averaged. An advanced proficient score is worth 150, proficient is 100, partially proficient is 50 and unsatisfactory and not tested receive -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.

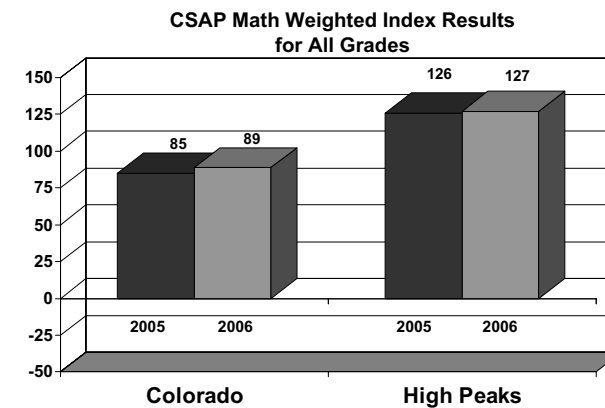
State Assessments



Standard Error for School
 01-02 +/- 4
 02-03 +/- 4
 03-04 +/- 4
 04-05 +/- 4
 05-06 +/- 4

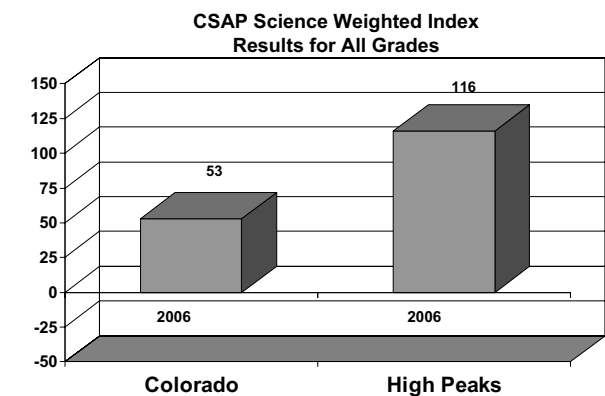


Standard Error for School
 01-02 +/- 4
 02-03 +/- 4
 03-04 +/- 4
 04-05 +/- 4
 05-06 +/- 4



Standard Error for School
 04-05 +/- 5
 05-06 +/- 5

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.



Standard Error for School
 05-06 +/- 10

Spring 2006 was the first time science CSAP tests were administered to elementary students. Only 5th 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 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	
School	sing	89 %	<i>Elements/Design/Sensory and Expressive Features</i>
	play	96 %	
	read/write	91 %	
		2005-06	
BVSD	sing	86 %	School 98 %
	play	90 %	BVSD 98 %
	read/write	92 %	