

*Fall 2008 Report on*

# Coal Creek Elementary

## *Message from the Principal*

Coal Creek Elementary proudly serves our 460 students within the Louisville community through the efforts of a professional faculty, supportive parent partnerships, an innovative learning community, and students who are empowered to serve in responsible leadership roles. We continue our tradition of strong academic achievement, yet also desire to create a learning environment that is nurturing and centered on the whole child.

A hallmark of our school is the focus on the application of reading, writing, and language skills across the curriculum. We refer to this as a “balanced” approach to literacy development, where guided instruction is delivered throughout the primary grades in small, flexible groups, based on the changing needs of students.

Other academic highlights include a math program that allows for extension and acceleration. Our music, art, and physical education programs have been recognized for their excellence by parents and community members throughout Louisville. The library is a resource for teaching students how to access various avenues of information in our ever-changing world. Our school supports a computer lab with 30 PCs for student use, in addition to “gardens” of three to five computers in every classroom. A professional staff of educators provides outstanding Special Education services in accordance with current federal guidelines. Teachers also work in cooperation with parents in order to tailor initiatives for those students who meet testing criteria and are identified as gifted.

In accordance with a key BVSD priority, Coal Creek has been charged with renewing a commitment to the promotion and understanding of diversity. Our goal is to ensure that success is experienced by all children and for their unique strengths to be recognized, appreciated and shared. Opportunities for students to demonstrate leadership occur through various school-based activities such as Student Council and other service learning events.


Parents are recognized at Coal Creek as partners in their child’s education. We welcome your presence in the classroom and to assist us with the wide variety of activities and programs that occur during the school year, such as our Jog-a-Thon.

Achievement data continues to provide us with feedback regarding progress in creating successful learning experiences for our boys and girls. Based on spring 2008 state reading scores, nearly all students at the third-grade level were reading at either the proficient and/or advanced levels, as measured by the CSAP.

You are invited to join us as we celebrate our students’ continuous progress and growth. Our motto as a learning community is “Kai-Zen”...constantly striving to improve!

John Kiemele, M.Ed., Principal

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 **Boulder Valley**  
School District  
*Excellence and Equity*

# Program Characteristics

Coal Creek Elementary School provides academic programs that support and enhance education for the variety of learners we serve. In addition to the balanced literacy program, a math block has been established at the upper grades for extension and acceleration through the curriculum. Innovative programs in the arts and physical education are also offered at Coal Creek.

During the 2007-08 school year, our school goals were created within the areas of writing achievement, equity, and student climate. An additional listing of key instructional programs follows:

1. During the upcoming school year, teachers will concentrate on helping students to develop effective attitudes and dispositions towards thinking and learning, or “habits of mind.”
2. A “hands-on” approach to teaching and learning is emphasized throughout the curriculum.
3. Students receive coaching and are offered opportunities to demonstrate positive character traits through many activities and experiences during the year.
4. Guided Reading provides for small, flexible instruction for students.
5. Our PTA is dedicated to the support of developing literacy needs of children.
6. Our “Reading Counts” system tracks elements of reading progress via a computer-based program.
7. Students are encouraged to write across the curriculum; the Six Traits Writing Model is utilized by staff.
8. During our annual Evening of Sharing in December, parents and children learn about various non-profit organizations and ways to support various humanitarian efforts in our community.

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

# Special Programs and Opportunities

Coal Creek offers a variety of co-curricular programs for students. A partial list of these includes:

- Field Trips around greater Louisville, Boulder County, and Denver
- Fun and Fitness Day in Physical Education
- Student Council (grades 3-5)
- Giving Tree Community Service Project
- Eco-Cycle Presentations
- Junior Achievement
- Science Exhibition in the fall
- Choir and Instrumental Music options
- School Store
- Geography Bee
- Spelling Bee
- “Where in the World” Geo Challenge
- Kinder / Fifth Grade Buddies
- Spring Talent Show
- Assemblies
- Jump Rope Club and morning Intramurals

# 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 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: 18.7:1

According to the 2007-08 Snapshot Survey. . .

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

# Parent Satisfaction

According to the 2007-08 Snapshot Survey. . .

- 99 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.
- 97 percent of parents say they feel welcome at this school.

# 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

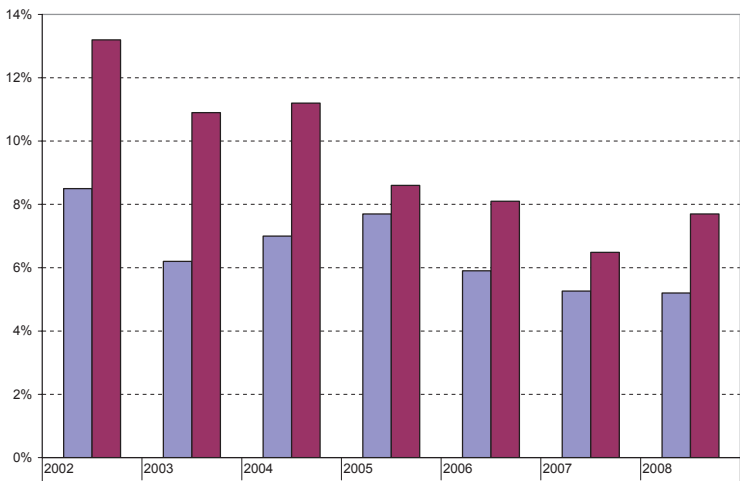
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries 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 2007-08 Parent Snapshot and Student Climate Surveys . . .

- 83 percent of students say they feel safe at school.
- 95 percent of students say they have friends at school.
- 95 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



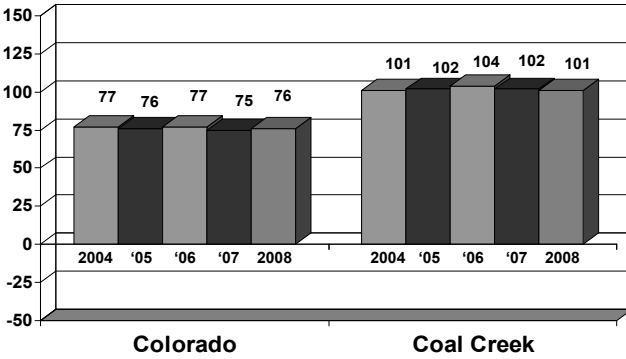
	2002	2003	2004	2005	2006	2007	2008
Staff - Persons of Color	9%	6%	7%	8%	6%	5%	5%
Students - Persons of Color	13%	11%	11%	9%	8%	6%	8%

Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Latino	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
251	53.4%	219	46.6%	5	1.1%	5	1.1%	434	92.3%	12	2.6%	14	3.0%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
2	0.4%	17	3.6%	5	1.1%	36	7.7%	3	0.6%	31	6.6%

# State Assessments

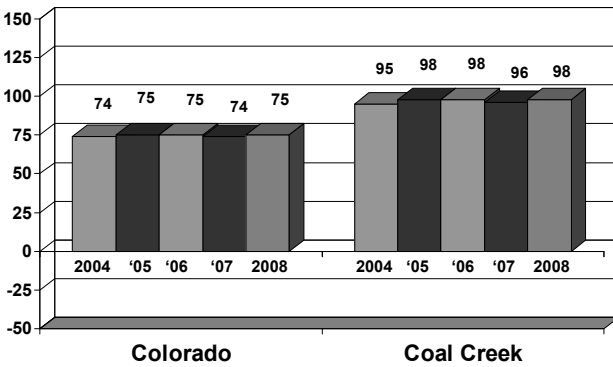
**CSAP Reading Weighted Index Results for All Grades**



Standard Error for School

- 03-04 +/- 3
- 04-05 +/- 3
- 05-06 +/- 3
- 06-07 +/- 3
- 07-08 +/- 3

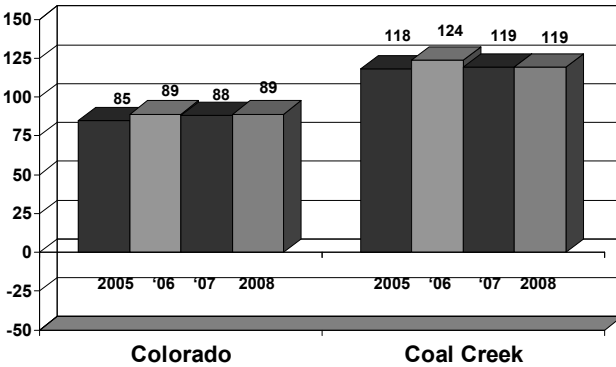
**CSAP Writing Weighted Index Results for All Grades**



Standard Error for School

- 03-04 +/- 3
- 04-05 +/- 3
- 05-06 +/- 3
- 06-07 +/- 3
- 07-08 +/- 3

**CSAP Math Weighted Index Results for All Grades**

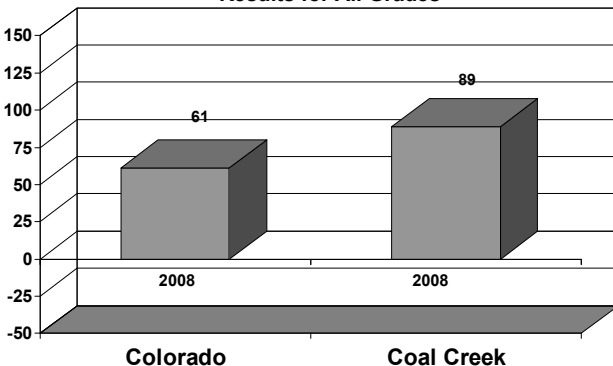


Standard Error for School

- 04-05 +/- 4
- 05-06 +/- 4
- 06-07 +/- 4
- 07-08 +/- 4

Beginning in spring 2005, CSAP math tests were administered to 3<sup>rd</sup> and 4<sup>th</sup> graders as well as 5<sup>th</sup> graders, who were the only elementary grade taking it in prior years. Therefore, only four years of data are available for all three grades.

**CSAP Science Weighted Index Results for All Grades**



Standard Error for School

- 07-08 +/- 7

In Spring 2008, a new science CSAP test was administered to students, therefore only one year of data is now available. Only 5<sup>th</sup> 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, art and physical education 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.

<b>Music</b>			<b>Visual Arts</b>		
			<i>Elements/Design/ Sensory and Expressive Features</i>		
			2007-08		
School	play	100 %	School	100 %	
	read/write	91 %		BVSD	99 %
	sing	95 %			
BVSD	play	92 %			
	read/write	92 %			
	sing	85 %			

<b>Physical Education</b>		
2007-08		
School	cognitive	87 %
	fitness	94 %
	skill	95 %
BVSD	cognitive	80 %
	fitness	84 %
	skill	89 %

# 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.