

*Fall 2008 Report on*

# Creekside Elementary

## *Message from the Principal*

Creekside is a unique, dynamic neighborhood school that hosts an international student population and has close ties with the University of Colorado. Our mission emphasizes strong, balanced academics and hosts the first **Garden to the Table Program** for the school district.

The **Garden to the Table Program at Creekside Elementary** is a collaborative project between Creekside Elementary, Our Love of Children Foundation, and businesses and volunteers from the greater Boulder community. The purpose of the project is five-fold: to provide fresh, healthy, delicious meals in the school's lunchroom; to use the newly created, organic school garden as a hands-on, experiential means of illustrating classroom lessons; to use the garden to provide food for the lunchroom whenever possible and to integrate food, its origins and its preparation into the curriculum; to continue to use our Zero-Waste recycling/composting program with Eco-Cycle to teach our children about sustainability; and to model and promote good health to our students.

The **OWL (Open World Learning)** after-school program was new last year at Creekside. Twenty-seven third, fourth and fifth-grade students participate in the Monday through Thursday after-school program, free of cost. OWL students become skilled computer programmers in a short time with this program.

Creekside Elementary School is located in South Boulder. Students come here from the surrounding neighborhoods and many of the University of Colorado family housing units. Approximately 30 percent of our population comes to us from every continent in the world and we have 25 different languages spoken in the building at this time. At Creekside, children learn that diversity is a quality which is respected and valued in our community.

Academic programming is provided to all children on a differentiated basis, as determined by their performance level. Special programming is available for talented and gifted children as well as children who are struggling and below grade level expectations. Our balanced literacy program is supported by a 26,000 volume leveled book room. Intensive small group reading instruction is provided each day for children who are not reaching proficiency. Children who are reading above grade level are challenged to expand their comprehension and vocabulary. Children with Individualized Education Plans are provided with special services within the classroom and in a resource setting.

Creekside is a creative, diverse, and motivating setting for all children.

Sincerely,

Alejandra Sotiros, Principal

### **Creekside Elementary**

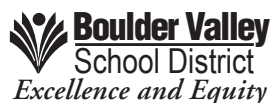
3740 Martin Drive

Boulder, CO, 80303

Phone: 303.494.1069

Principal: Alejandra Sotiros

<http://schools.bvsd.org/creekside>



# Program Characteristics

Creekside provides individualized, intensive literacy instruction for our students. Title One federal funds assist us in hiring three Master level teachers for our literacy program. Our literacy program is based upon a balanced literacy approach. Our close ties with the University of Colorado allow us the opportunity for partnerships with the Science Department and the Education Department's teacher training program.

Creekside is fortunate to receive Amendment 23 funds which enable us to target a lower the class size in kindergarten, first and second grades to about an 18:1 ratio. These small class sizes help us to provide differentiated instruction for all students.

Because Creekside is a richly international population, we provide extensive English Literacy and Language support services for our students who speak 25 different languages. We have three Master level teachers who work with the classroom teachers and one native language tutor in providing integrated instruction both in the larger classroom and in small group. In addition, we are a Language Enriched School, and we strive to provide English language instruction throughout the entire day, in every setting the student enters.

Creekside provides two preschool programming options for children in our community. Some of the children attending the preschool have an individual educational plan (IEP) and they often receive specialized therapy.

School-age children who are identified with an IEP receive special education services from our 1.43 special education teachers and many itinerant therapists. We provide both small group instruction and integrated services for children with special needs.

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

## Special Programs and Opportunities

### Talented, Gifted and Enrichment Activities

Junior Great Books, Geography Bee, After School Science Class, Media Club, Chess Club, Math Olympiads, Spelling Bee, and Science Enrichment.

### After-School Enrichment Activities

*(These are available to all students. Scholarships are provided by Family Resource Schools and an activity bus is provided to ensure that all children may participate.)*

Art House Classes, Gardening Club, Eco Kids, Pottery Class, Jogging Club, Spanish Classes, Science Matters, Biking Club, Yoga for Kids, Student Council, Spanish for English speakers and Spanish for Spanish speakers.

This year we are excited to offer the **OWL (Open World Learning)** after school program to 27 of our third, fourth and fifth-grade students. OWL's mission is to impact children's school success by tapping the power of digital technology and peer teaching to ignite learning after school, during summers, and at home. This program is free to all participating students and occurs Monday through Thursday, 2:40 until 5:15pm.

### Teacher-Supported Activities

*(Also available to all students, no charge. Activity bus provided to ensure all children may participate)*

Physical Education Teacher Activities: Intramurals, Fun Run

Music Education Teacher Activities: Talent Show, Instrumental Music, Choir

Art Education Teacher Activities: Annual BVSD Art Show, Knitting Club

Library/Media Teacher Activities: Techies Club, Before-School Reading Club

# 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.bvbsd.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: 12.5:1

According to the 2007-08 Snapshot Survey. . .

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

# Parent Satisfaction

According to the 2007-08 Snapshot Survey. . .

- 95 percent of parents say their child has a positive attitude about his/her school.
- 95 percent agree that the school sets high and realistic expectations for their child.
- 100 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

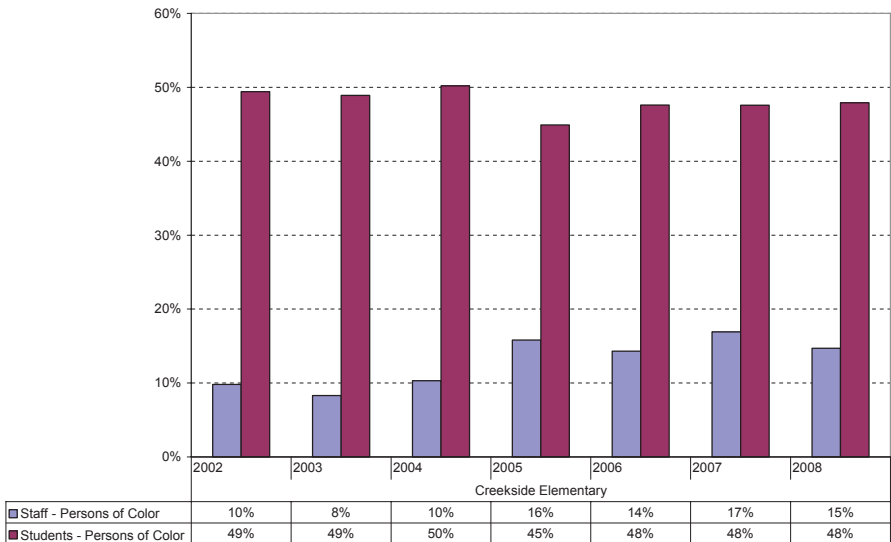
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries 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.
- 89 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

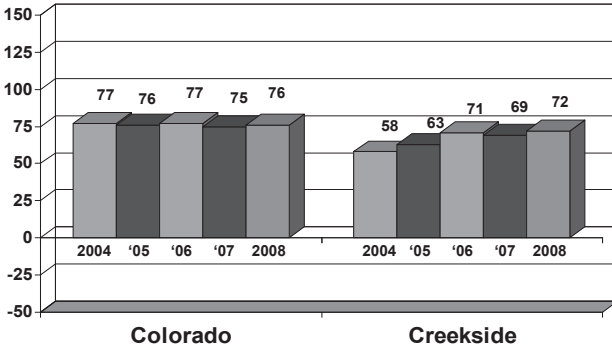


Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Latino	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
146	44.2%	184	55.8%	4	1.2%	12	3.6%	172	52.1%	36	10.9%	106	32.1%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
113	34.2%	120	36.4%	19	5.8%	50	15.2%	2	.6%	9	2.7%

# State Assessments

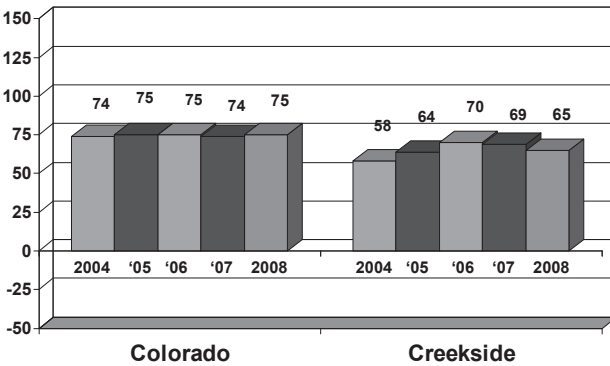
**CSAP Reading Weighted Index Results for All Grades**



Standard Error for School

- 03-04 +/- 4
- 04-05 +/- 4
- 05-06 +/- 5
- 06-07 +/- 4
- 07-08 +/- 4

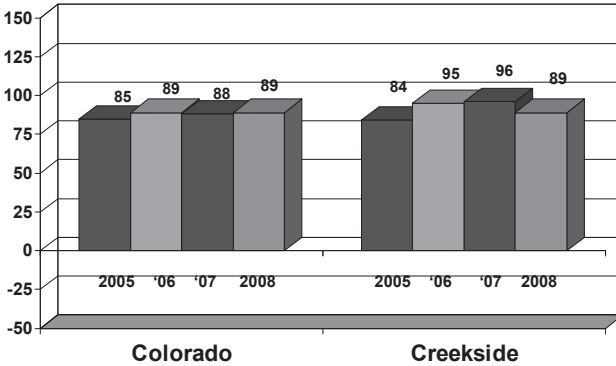
**CSAP Writing Weighted Index Results for All Grades**



Standard Error for School

- 03-04 +/- 4
- 04-05 +/- 4
- 05-06 +/- 4
- 06-07 +/- 4
- 07-08 +/- 4

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

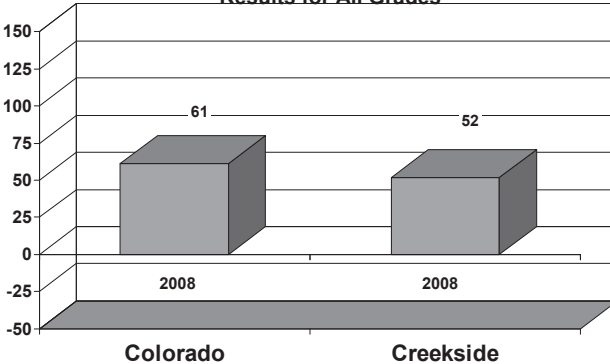


Standard Error for School

- 04-05 +/- 6
- 05-06 +/- 6
- 06-07 +/- 5
- 07-08 +/- 5

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 +/- 9

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>	
<hr/>			<i>Elements/Design/ Sensory and Expressive Features</i>	
2007-08			<hr/>	
School	play	77 %	School	100 %
	read/write	83 %		
	sing	68 %	BVSD	99 %
BVSD	play	92 %		
	read/write	92 %		
	sing	85 %		

<b>Physical Education</b>		
<hr/>		
2007-08		
School	cognitive	49 %
	fitness	60 %
	skill	93 %
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.