

Points of Pride

♦ Living Our Mission

- » Parents: 98% of parents feel welcome in our school, 98% feel we are preparing kids for future work, and 98% felt that their child is safe at Saddle Ranch Elementary.
- » Students: 98% of our students indicated that they feel safe at school, 99% have some at home who supports their learning, and 100% felt that teachers care about them.
- » Staff: 95% of our staff believes Saddle Ranch is moving in a positive direction.

♦ **Community Partnerships** – The Saddle Ranch community spent over 10,000 hours volunteering in the school. Our volunteers helped our kids read, write, solve problems, paint, enjoy a safe field day, and attend learning opportunities outside of the school.

♦ **Parent Teacher Involvement Organization** – Our parent organization raised money to add equipment to our playground, provide additional landscaping around the school, and support teachers in the classroom. In addition, the organization sponsored community-building events such as the Ice Cream Social, Bingo Night, and a Midnight Madness Student Sleepover!

♦ **The Whole Child Matters** – Art enrichment, choir, band, orchestra, hexathlon, Destination Imagination, and student senate are just a sampling of the opportunities our students take advantage of to support learning beyond the classroom.

♦ **Student Initiative** – Saddle Ranch students, participated in Jump Rope for Heart to raise money for the American Heart Association, donated canned goods to the Salvation Army, participated in canned food drives, and organized community cleaning days at the school.

About Our District

Douglas County School District is the third largest school district in Colorado and we remain one of the highest achieving and fastest growing districts in Colorado.

Superintendent Jim Christensen and the Board of Education attribute this continued success to a focus on students. Engaged parents, outstanding teachers and staff contribute greatly to student learning in our District. Our Vision is to help students acquire the knowledge and abilities to become responsible citizens who contribute to society.

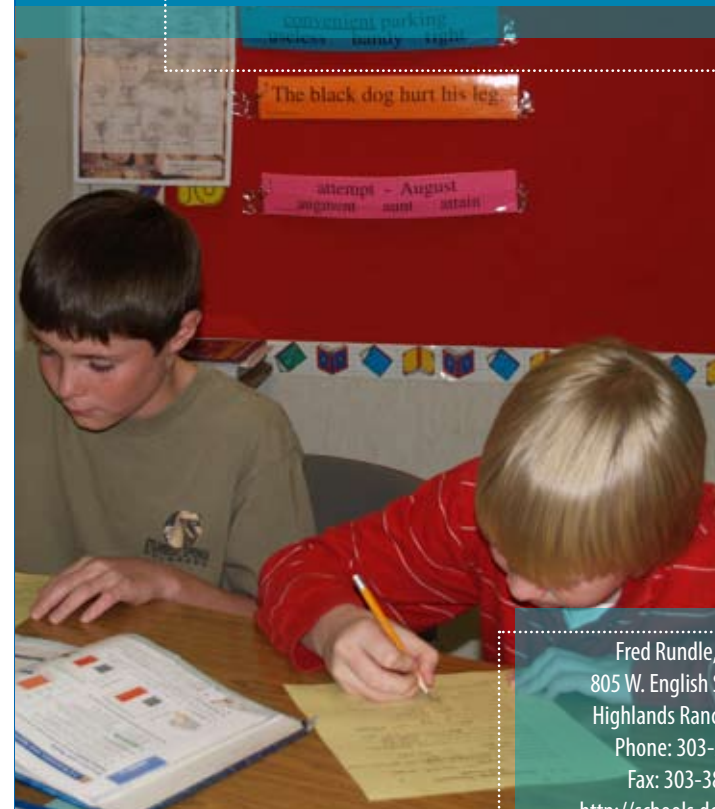
In addition to the information found in this school report, state-required accountability and accreditation information is also available in the Colorado Department of Education's "ONE REPORT," linked to the District web site at www.dcsdk12.org. Or, send an email to communications@dcsdk12.org for additional information.

We have outstanding students in our District who go far beyond what required reports can tell us. We celebrate their successes daily. Thank you for being part of our school community!

School Mission Statement

Staff, students and community commit to instill a passion for learning. Students will be empowered to take responsibility for their education and to persevere in order to reach their highest potential. We value safety, consistency, continuous improvement and open communication in a caring environment.

Saddle Ranch Elementary School



Fred Rundle, Principal
805 W. English Sparrow Trail
Highlands Ranch, CO 80129
Phone: 303-387-6400
Fax: 303-387-6401
<http://schools.dcsdk12.org/sre>

Principal's Perspective



Dear Community,
For Saddle Ranch Elementary, 2007-2008 was another terrific year of change, challenge, and charting a new path. We were fortunate to host our friends from Stone Mountain Elementary for the first half of the year as their school was being completed. Hosting another school of students, staff, and community afforded us the opportunity to showcase our motto of taking care of ourselves, others and this place. People come first in our school culture and we strengthened this commitment.

The opening of Stone Mountain lowered our student enrollment to 605 kids and brought us under 800 for the first time in five years. Therefore, in January we made the decision to eliminate the 4-Track calendar for the 2008-2009 school year. Parents, staff, and the school district worked in unison through this process to ensure appropriate feedback from all stakeholders.

Despite the transitions associated with hosting a new school for a portion of the year, growing accustomed to a smaller school, and moving forward after tremendous change from the previous year, we forged ahead with school improvement. Our commitment to taking care of the staff ensured that they could take care of the kids. We closed some gaps in gender achievement, particularly at 4th grade, and outpaced many of the CSAP benchmarks. Again, we met the growth targets for

Measuring our achievement and planning for the future based on assessments is a central component to our data driven decision making model. To monitor progress, Saddle Ranch utilizes various formal and informal assessments. The Colorado Student Assessment Program (CSAP), Measures of Academic Progress (MAP), and Cognitive Abilities Test (CogAt) provide the school with objective comparison data, valuable for reflecting on our areas of strength and weakness, and for setting measurable goals. Our kindergarten, first, second and third grade teachers have added the DRA-2, a diagnostic reading assessment tool. Saddle Ranch will continue to rely on many data points to measure growth and plot our direction toward continuous improvement.

New challenges confront us in the 2008-2009 as we set new goals. We will work on helping every child grow a year or more in math and writing while maintaining appropriate growth in reading. Fortunately, we have a masterful staff, supportive community and wonderful school district to help each child reach his/her potential.

As always, please contact me if you have questions. Thank you for your continued support and partnership!

Sincerely,

Fred Rundle

Goals and Measures

Summary of Progress Made on School Improvement Plan Goals

CSAP – Spring 2008 Results

Percentage of Students Proficient or Advanced

| | 3rd | 4th | 5th | 6th |
|----------------|-----|-----|-----|-----|
| Reading | 79% | 79% | 89% | 91% |
| Writing | 63% | 73% | 78% | 86% |
| Math | 84% | 79% | 84% | 87% |
| Science | N/A | N/A | 63% | N/A |

Our school improvement process involves each grade level identifying target goals. This year, based on student learning and perceptual data, we focused our attention on writing, setting appropriate goals to improve our students' ability to write for a variety of purposes. Teachers then designed action steps around curriculum, instruction and assessment that will accomplish the goals. As a staff, we are focused on meeting individual needs. Interventions are provided for those students who are not progressing appropriately toward meeting standards.

CSAP 2008- A Brief Look at Our Progress

- ♦ SRE at/above proficient performance exceeded the stat in 13 of 13 assessments
- ♦ SRE at/above proficient performance exceeded the district on 10 of 13 assessments
- ♦ SRE as/above proficient performance improved over the previous 4-year average on 5 of 13 assessments

2008-2009 Student Learning Goals

- ♦ Each child will make one year of growth in writing
- ♦ Each child will make one year of growth in math