

# SAFETY AND SCHOOL ENVIRONMENT

## Safe and Orderly School Features

Your School	does	does not
• allows after-school programs.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• requires student uniforms.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• encourages community programs in school building.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• conducts home visits.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• has a closed campus.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• requires parental conferences.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Safety and Discipline

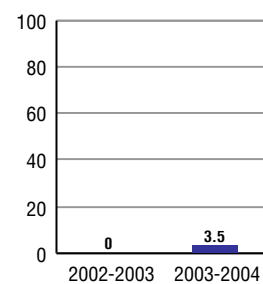
Safe schools are a top priority for parents, teachers, and communities. Your school safety and discipline record for the 2004-2005 school year is:

Type of Incident	Number of Incidents Reported	Action Taken		
		In School Suspension	Out of School Suspension	Expulsion
Substance Abuse - Drugs				
Substance Abuse - Alcohol				
Substance Abuse - Tobacco				
Assaults/Fights				
Dangerous Weapons				
Other Violations Code of Conduct	297	257	40	

## Student Attendance and School Calendar

## Dropout Rate

2004-2005	Your School
Length of School Year	186 days
Enrollment	575
Average Daily Attendance	549
Student Dropouts	3.5%
Annual Number of Teacher Days Scheduled without Student Contact	22



## Student Information Over Time

	2002-2003	2003-2004	2004-2005
Student Average Daily Attendance	96.4%	96.3%	95.5%
Student Dropouts	0.0%	3.5%	
Safety and Discipline Total Incidents Reported	366	443	297
Student Enrollment Stability	89.2%	89.2%	92.7%
Students Eligible for Free and Reduced Lunch	N/A	N/A	8%

## OVERALL ACADEMIC PERFORMANCE RATINGS

- Excellent
- High
- Average
- Low
- Unsatisfactory

## ACADEMIC GROWTH OF STUDENTS

- Significant Improvement
- Improvement
- Stable
- Decline
- Significant Decline

N/R - Data not reported to State

# DISTRICT TAXPAYER'S REPORT

Sources of School District Revenue 2004	2004
Local Tax Contribution	\$82,794,891
State Tax Contribution	71,006,019
Federal Grants	13,058,173
State Grants	5,986,963
Private/Partnership Grants	424,001
Other Discretionary Income	11,571,064
<b>Total School Dist Revenue</b>	<b>\$184,841,111</b>
<b>Total 2004 District Revenue Per Pupil = \$7,874</b>	

### District Source of Funds 2004

Source	Percentage
Local Tax Contribution	44.8%
State Tax Contribution	38.4%
Federal Grants	7.1%
State Grants	3.2%
Private/Partnership Grants	0.2%
Other Discretionary Income	6.3%

District Use of Funds 2004	2004
Teachers	\$90,918,242
Administration	11,367,086
Building & Facilities	17,622,793
Operational Expenses	44,109,233
Textbooks/Materials	11,076,543
<b>Total</b>	<b>\$175,093,897</b>

### District Use of Funds 2004

Category	Percentage
Teachers	51.9%
Operational Expenses	25.2%
Building & Facilities	10.1%
Textbooks/Materials	6.5%
Administration	6.3%

## District Debt and Capital Construction & Equipment

Total Outstanding Bonded Debt	\$240,724,493
Average Annual Percentage Interest Rate on Debt	4.83%
Amount Raised from Most Recent Bond	\$175,000,000
Amount Spent on New Buildings During Last 2 Years	\$59,422,704

Accreditation is the state's most all-encompassing accountability system, measuring eleven different indicators including academic areas both tested and not tested by CSAP, school safety, and budget compliance. The state accredits districts, and districts, in turn, accredit individual schools.

Accreditation Status for the 2004-2005 School Year:

Accredited

## Voter Approved Funding Changes

Your community did  /did not  hold an election in November 2003.

The following items have been approved by voters:

**TABOR Override**

**Bond**

**Mill Levy Increase**

For more information and further details about this report, visit [www.state.co.us/schools](http://www.state.co.us/schools) Colorado Department of Education. 201 East Colfax Ave. Denver, CO 80203

## Ridgeview Classical Charter Schools

1550/0146  
1800 South Lemay Avenue . Fort Collins, CO 80525 . 970-494-4620  
10/27/2005

# RIDGEVIEW CLASSICAL CHARTER SCHOOLS



9 - 12  
POUDRE R-1

## School Accountability Report 2004-2005 School Year

### School Performance Summary

Overall Academic Performance on State Assessments

Excellent

Academic Growth of Students

Significant Improvement

Winner of a John Irwin School of Excellence for the 2004-2005 School Year

### How Ridgeview Classical Charter Schools Compares To High Schools Within A 75-Mile Radius

School	Academic Performance
Centennial High School	Average
Frontier High School	Unsatisfactory
Pioneer Charter School	Average
Fort Collins High School	Excellent
Rocky Mountain High School	Excellent
Poudre High School	Excellent
Fossil Ridge High School	High
Windsor High School(1)	High
Loveland High School(2)	High
Harold Ferguson High School(2)	Low

<sup>1</sup> Located in Windsor RE-4 School District.  
<sup>2</sup> Located in Thompson R-2J School District.

The federal No Child Left Behind Act requires states to track whether schools are making "Adequate Yearly Progress"(AYP) toward the goal of ensuring that all students know and are able to do grade-level work in reading and mathematics.

Did your school make AYP in reading? Yes

Did your school make AYP in math? Yes

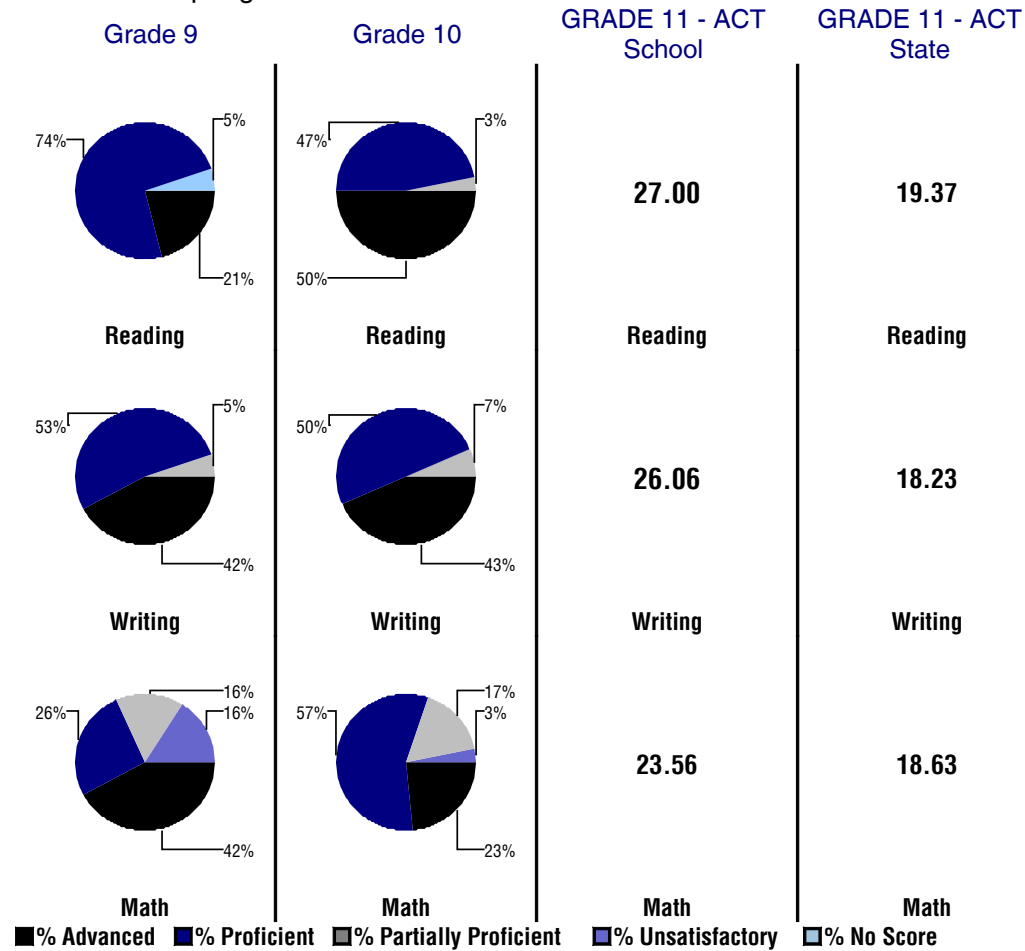
<sup>1</sup> How many targets does your school have?  How many were met?

<sup>1</sup>Adequate Yearly Progress is met when all sub-groups including 30 or more students by ethnicity, economic status, disabilities and limited English proficiency meet 100% of academic targets on CSAP and CSAPA set by federal law.

## STUDENT PERFORMANCE

Colorado students are assessed once a year in order to measure their performance on state academic content standards, using the Colorado Student Assessment Program (CSAP). The chart below shows the results for grades 9 - 10 in the subject areas for reading, writing and math for all students tested.

CSAP 2005 Spring



	Percent of Students Scoring Proficient and Advanced			Student Test Scores Used For Calculating Overall Academic Performance	
	Your School	District	State	Test Scores Counted	Test Scores not used due to Language
Grade 9-10 Reading	96%	79%	66%	98.0%	0.0%
Grade 9-10 Writing	94%	66%	51%	0.0%	0.0%
Grade 9-10 Math	76%	47%	32%	2.0%	0.0%

Each school in the State received a rating of "Excellent", "High", "Average", "Low", or "Unsatisfactory" for student academic performance in school year 2004-2005 using the CSAP results printed above. Every student in this school who took these tests was included in the calculation used to assign a rating, except for students who do not speak English, or who are eligible for the state alternate assessment for students with disabilities, or who enrolled in the public school after October 1 of this school year. The percentages of students whose scores were included in the calculation or were not included in each of the three categories is shown on the above chart. Your school's rating was determined by the percentage of students performing in each of the Advanced, Proficient, Partially Proficient, and Unsatisfactory levels. These percentages were weighted and combined across grade levels and academic areas. These weights reward performance at the Advanced and Proficient levels over performance at the Partially Proficient and Unsatisfactory levels. The ratings were assigned after calculating the weighted total for each academic area and grade level for each school and comparing this school to all other high schools for the 2004-2005 school year.

Overall Academic Performance for the 2004-2005 school year . . . . . **Excellent**

## QUESTIONS PARENTS SHOULD ASK

Based on your child's school's Overall Academic Performance of **Excellent**, here are some questions you may want to ask your school about student achievement.

**What is the school doing to improve my child's overall grades in reading, writing, and math?**

You may want to request information from your child's teacher to find out what curriculum is being taught and if the material follows standards set in these subjects. Ask how phonics - and research-based testing is being used to identify your child's strengths and weaknesses.

**What can I do as a parent to help my child do his or her best in school?**

Parental involvement is important in making sure your child does well in school - talk to your child's teacher to find out how you can help. Ask your child's teacher about giving your child supplemental reading and math assignments or for additional homework that you may help your child with at home.

**How does my child's teacher plan to help my child do his or her best in school?**

You're child's teacher should have a good idea of what your child does well and what areas might need improvement. Ask your child's teacher how he or she is being diagnostically assessed and what strategy his or her teacher has in place to address your child's needs.

**How does the school use tests (i.e. CSAP, ACT, etc.) to make sure my child is or will be ready for college?**

Ask your child's college advising counselor about how your child's scores will help or hinder his or her ability to attend and succeed in college and what grants and scholarships your child may be eligible for.

**Is my child being challenged by the school work given in class?**

Your child should be given school work that is challenging. Ask your child's counselor about options, programs, and additional work outside of class that will help challenge students who may need it.

**What does the school plan to do to make sure students continue to do well and improve?**

Your child's school is doing a good job at improving its performance; you should ask your child's school what areas still need improvement and what is being done about it.

Based on this school's academic performance, your child may be eligible for one or more of the following; ask your school if your child qualifies for:

- After-school and summer-school classes
- Tutoring
- Mentoring
- Other extra help outside of regular school hours

## ABOUT OUR STAFF

### School Employment

Each year, your district reports to the Colorado Department of Education on the number of adults who work in your school, as well as the type of work they do. Last year, your school employed:

	Your School		District	
	Full Time	Part Time	Full Time	Part Time
Teachers	36	4	1,366	215
Paraprofessionals	2	12	146	559
Administrators	2	3	87	9
Other Professionals*	0	2	246	91
School Support	0	4	419	396
<b>Total Staff</b>	<b>65</b>		<b>3,439</b>	

\*School counselors and librarians are included in the Other Professionals category. Your school employed 0/0 FT/PT counselor(s) and 0/0 FT/PT librarian(s) last year.

### Students per Teacher Ratio

	Student Enrollment	Students per Teacher
Grade 9	26	8
Grade 10	32	9.1
Grade 11	26	7.8
Grade 12	16	4.8

### Professional Experience of Teachers

	Your School	District
Average years of teaching experience	6	12
Percent of teachers teaching in the subject in which they received their degree	88%	71%
Teachers' average days absent	2.4%	5.8%
Number of teachers who left school/district last year	8	169
Teachers with tenure	0	1017
Teachers without tenure	40	564
Number of professional development days	16	3

### Salaries

	Your School	District	State
Average Teacher Salary	\$29,213	\$43,718	\$43,949
Average Administrator Salary	\$47,804	\$85,082	\$75,136

Principal: Terrence Moore  
 Number of years as Principal at this school: 4  
 Number of years as Principal at any school: 4