

Ridgewood School

School Accountability Report Card



GRADES K-2

2060 Ridgewood Drive Eureka, CA 95503

Phone: (707) 441-3930 Fax: (707) 441-3933

Website: www.humboldt.k12.ca.us/cutten_sd/ridgewood.php

Susan Ivey, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Welcome to Ridgewood School! This report provides statistical information about our students, staff, resources, programs, and achievements. If you desire more current information, feel free to contact the school. We will gladly answer any questions you may have. To gain a broader view of the Ridgewood School educational program, culture and traditions, feel free to visit us at any time.

Cutten School District is an elementary school district with students at two sites. Ridgewood School serves students in kindergarten through second grades and Cutten School serves students in third through sixth grades. We have a total enrollment of 557 students. In the belief that all students can learn and are expected to succeed, we provide a positive school climate and a safe, orderly environment. We hold our students and staff to high standards, and we value and encourage innovation, exploration, and the open expression of ideas.

District Mission Statement

Ridgewood and Cutten Schools, in partnership with our community, ensure that each student is empowered with the knowledge and skills necessary to meet the challenges in an increasingly complex, competitive world.

We provide our students:

- An opportunity to reach full academic potential;
- An appreciation of the arts and humanities;
- An opportunity to learn about themselves and the world around them;
- An opportunity to grow as responsible citizens of our community and our country;
- A respect for the rights of the individual in a democratic society; and,
- A sense of their own unique value.

Parental Involvement

If you would like to become involved as a school volunteer, our doors are wide open! Parent assistance is an important part of our school day, especially during language arts instruction and any other small group instruction. Parents sing along at assemblies and are very active in our award-winning Parent Teacher Association and the Cutten Ridgewood Student Foundation. Please feel free to contact Susan Ivey, Principal, at (707) 441-3930 for more information.

School Safety

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2011. Key elements of the plan include monthly fire drills, earthquake evacuation procedures, and lockdown policies.

Cutten School District

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Eureka, CA 95503

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[www.humboldt.k12.ca.us/
cutten_sd/](http://www.humboldt.k12.ca.us/cutten_sd/)

Julie Osborne
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Cutten School District Governing Board 2011-12

Karen Suiker
President

Doug Lanning
Clerk

Dennis Reinholdtsen
Trustee

Timothy Gallagher
Trustee

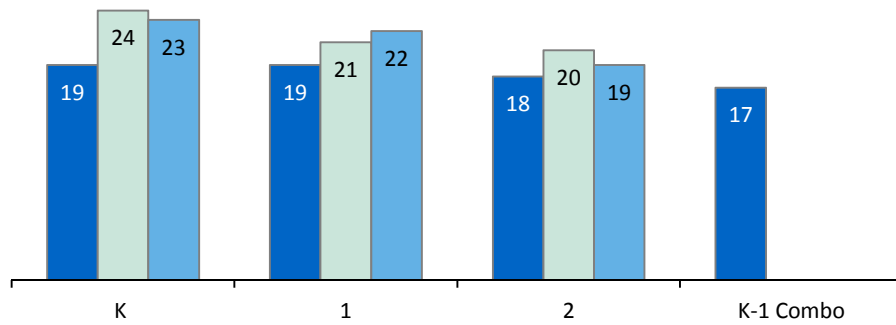
Wendy Wright
Trustee

"We're Building a Better World...One Student at a Time!"

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

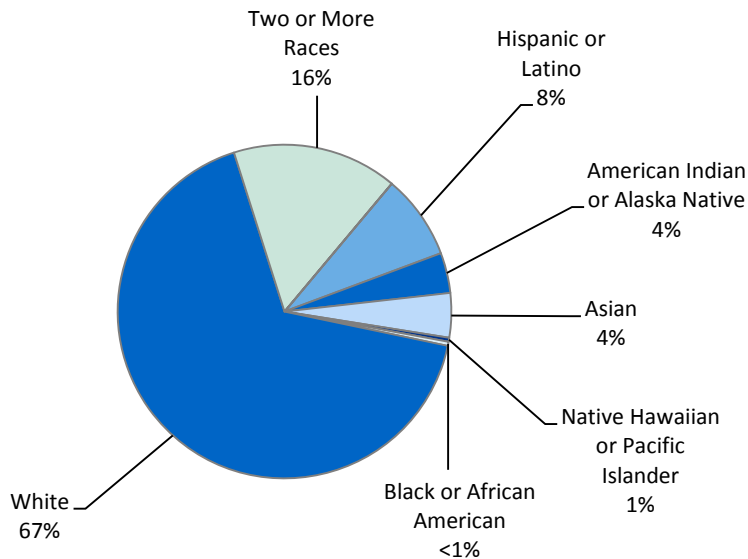


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4				4			4	
1	4			1	3		3	1	
2	4			3	1		4		
K-1 (Combo)	1								

Enrollment and Demographics

The total enrollment at the school was 256 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

“The District has provided excellence and stability in educating children for 119 years.”



“Both Ridgewood and Cutten Schools were chosen as State Distinguished Schools in 1987, 1997, and again in 2006.”



Student Enrollment by Group

Ridgewood School	
Socioeconomically Disadvantaged	48.0%
English Learners	0.3%
Students with Disabilities	9.0%

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

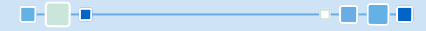
- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds



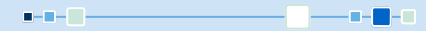
School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/15/2011
Date of the Most Recent Completion of the Inspection Form			09/15/2011



“Ridgewood and Cutten Schools, in partnership with our community, ensure that each student is empowered with the knowledge and skills necessary to meet the challenges in an increasingly complex, competitive world.”



School Facilities

Ridgewood Elementary School provides a safe, clean, tobacco-free educational environment for students. Three maintenance employees and one custodian ensure the good condition and cleanliness of our buildings, restrooms, and grounds. All classrooms and support services rooms are equipped with a telephone, an intercom system, and access to the Internet.

Visitors are welcomed at Ridgewood School and sign in at the school office. Due to the close-knit nature of our school, unfamiliar visitors on campus are very rare and are immediately greeted by school personnel.

Ridgewood Elementary School was built in 1957. The school has 12 regular classrooms, a library, a multipurpose room (the commons, where assemblies take place two mornings each week), a student support resource room (the Learning Lane), and a breakfast room, which is also available for small group instruction and is leased to a private business to provide quality after-school care.

The playground has enjoyed recent equipment upgrades, and borders two baseball fields, a playing field, a wall ball court, and our own redwood forest. A retired forester maintains the trails and provides instruction in this “outdoor classroom”. All facilities and equipment are designed for primary students.



“In the belief that all students can learn and are expected to succeed, we provide a positive school climate and a safe, orderly environment.”

Textbooks and Instructional Materials

The Cutten Elementary School District continually reviews and updates its textbooks and instructional materials in order to ensure that they:

1. Are available in sufficient numbers;
2. Are consistent with the content and cycles of the State Curriculum Frameworks;
3. Have been adopted by the State Board of Education; and,
4. Are the best possible tools for supporting the curriculum.

Teachers and administrators are all involved in the selection process. Decisions are also reviewed by our School Site Council.



Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2002
English-Language Arts	Write Source	1999
Mathematics	Scott Foresman	2008
Science	Full Option Science System (FOSS)	2007
History-Social Science	Scott Foresman	2006

“We hold our students and staff to high standards, and we value and encourage innovation, exploration, and the open expression of ideas.”

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Ridgewood School

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Ridgewood School

Currency of Textbook Information

Data Collection Date	09/2011
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STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

The STAR program targets grades 2-11, so only second grade students at Ridgewood School are tested. Each year's results reflect the achievement of a different set of children, who are all first-time test takers.

Percentage of Students Scoring at Proficient or Advanced Levels

	Ridgewood School (Grade 2)			Cuttan School District (Grades 2-6)			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	66%	58%	71%	65%	62%	66%	49%	52%	54%
Mathematics	79%	75%	82%	67%	69%	74%	46%	48%	50%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results	
	English-Language Arts	Mathematics
All Students in the District	66%	74%
All Students at the School	71%	82%
Male	76%	81%
Female	68%	82%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Native Hawaiian or Pacific Islander	❖	❖
White	74%	86%
Two or More Races	69%	75%
Socioeconomically Disadvantaged	50%	66%
English Learners	❖	❖
Students with Disabilities	❖	❖
Students Receiving Migrant Education Services	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	6	9	8
Similar Schools API Rank	◇	◇	◇

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years. **Ridgewood School tests only its second grade students; therefore, scores reflect a different group of first-time test takers each year.**

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Ridgewood School — Actual API Change		
	Ridgewood School (Grade 2)		Cuttan School District (Grades 2-6)		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	73	881	366	858	4,683,676	778	+78	-23	+34
Black or African American	0	■	3	■	317,856	696	■	■	■
American Indian or Alaska Native	3	■	12	■	33,774	733	■	■	■
Asian	2	■	7	■	398,869	898	■	■	■
Filipino	0	■	1	■	123,245	859	■	■	■
Hispanic or Latino	4	■	34	■	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	48	■	232	867	1,258,831	845	■	-24	■
Two or More Races	9	■	52	841	76,766	836	■	■	■
Socioeconomically Disadvantaged	29	■	142	807	2,731,843	726	■	■	■
English Learners	1	■	7	■	1,521,844	707	■	■	■
Students with Disabilities	10	■	58	■	521,815	595	■	■	■

◇ Information not available.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Ridgewood School (Grade 2)		Cutten School District (Grades 2-6)	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Ridgewood School	Cutten School District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

Public Internet Access

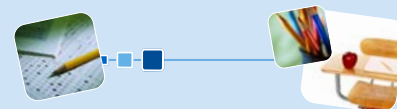
Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Types of Services Funded

In the Cutten Elementary School District, in addition to regular classroom instruction, we participate in the following programs:

- After School Child Care
- Class Size Reduction
- Computer Education
- Counseling
- Drug Free School
- Economic Impact Aid (EIA)
- English Learners
- Gifted and Talented Education (GATE)
- Improving Teacher Quality
- Library
- Lottery – Instructional Materials
- Music
- Speech and Language Pathologist
- Rural Education Achievement
- School Improvement
- Title I (Basic Grants – Low Income)
- Title II (Enhance Education Through Technology)
- Title V (Innovative Educational Strategies)
- Transportation – Home to School



Professional Development

The teaching staff actively participates in professional development classes and professional organizations. Beginning with the 1998-99 school year, our school board encouraged professional growth with the expansion of the salary schedule to include additional professional units. Workshops are attended after school, on Saturdays, during the summer, and through release time during the school day. (Students do not miss school due to staff development. 180 days of instruction are provided.) The major areas of focus are in English/Language Arts. In addition, significant portions of our minimum day Wednesday meetings are dedicated to professional improvement.

For the previous three school years, two days each year were dedicated to staff and professional development.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Cutten School District	Ridgewood School		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	28	15	14	14
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Ridgewood School		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

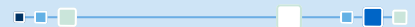
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Ridgewood School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.10
Social Worker	0.10
Nurse	0.05
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.50
Other	FTE
Resource / Speech Assistant	0.42



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. **The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.** For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Cutten School District	Similar Sized District
Beginning Teacher Salary	\$39,693	\$38,744
Mid-Range Teacher Salary	\$60,707	\$55,509
Highest Teacher Salary	\$71,709	\$70,567
Average Principal Salary	\$83,382	\$92,338
Superintendent Salary	\$116,875	\$109,381
Teacher Salaries — Percent of Budget	43%	37%
Administrative Salaries — Percent of Budget	5%	7%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Ridgewood School	\$5,157	\$58,264
Cutten School District	\$5,149	\$57,852
California	\$5,455	\$57,071
School and District — Percent Difference	+0.2%	+0.7%
School and California — Percent Difference	-5.8%	+2.0%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Ridgewood School	
Total Expenditures Per Pupil	\$6,956
Expenditures Per Pupil From Restricted Sources	\$1,799
Expenditures Per Pupil From Unrestricted Sources	\$5,157
Annual Average Teacher Salary	\$58,264



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Ridgewood School			
	08-09	09-10	10-11
Suspension Rates	0.004	0.012	0.008
Expulsion Rates	0.000	0.000	0.000
Cutten School District			
	08-09	09-10	10-11
Suspension Rates	0.009	0.032	0.027
Expulsion Rates	0.000	0.000	0.000

School Accountability Report Card

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