



# Ridgway Area School District

Ridgway, PA 15853  
"Achievement Through Learning"

## Ridgway Area High School

1403 Hill Street  
Ridgway, PA 15853  
Phone: (814) 773-3164  
Fax: (814) 776-4247

## Ridgway Area High School

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Phone: (814) 773-3164  
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## Ridgway Area Elementary School

Boot Jack Hill  
Ridgway, PA 15853  
Phone: (814) 776-2176  
Fax: (814) 776-4297

## Office of the Superintendent

P.O. Box 447  
Ridgway, PA 15853  
Phone: (814) 773-3146  
Fax: (814) 776-4299

## Office of Student Services

Boot Jack Hill  
Ridgway, PA 15853  
Phone: (814) 776-4255  
Fax: (814) 776-4298

## District Context

Total Enrollment (02-03)	<b>1093</b>	Percent of Low Income (02-03)	<b>33.7%</b>
Special Needs Enrollment (02-03)	<b>147</b>	Number of Schools Is	<b>3</b>
Enrichment Enrollment (02-03)	<b>27</b>	Student Attendance Rate (02-03)	<b>95.3%</b>
Limited English Proficient Enrollment (02-03)	<b>1</b>		

## Portfolios

The Ridgway Area School District uses portfolios to monitor all K-12 subjects.

# Distinctions



**PENNSYLVANIA DEPARTMENT OF EDUCATION**  
**2003 Report on NO CHILD LEFT BEHIND Federal Education Report**  
Ridgway has no schools below the Annual Yearly Progress standard.

## **2003 STANDARD AND POORS - FINAL ANALYSIS I**

"Ridgway Area School District is one of 29 districts in Pennsylvania that exceeds the State averages for PSSA (State tests) mean scores and participation rates, despite serving an above average proportion of economically disadvantaged students."



## **2003 STANDARD AND POORS - FINAL ANALYSIS II**

"The District may serve as a valuable source of effective strategies and practices for other school districts in Pennsylvania that are looking for ways to improve student performance."

## Report of Progress

School	Meeting AYP	Warning	School Improvement I
HS	Yes	NA	NA
MS	Yes	NA	NA
EL	Yes	NA	NA

## Professional Staff

	Full Time	Part Time
Principals	4	0
Classroom Teachers	81	0
Counselors	3	0
Nurses	2	0
Librarians	2	0
Psychologist	1	0

*\* 100% of staff members are Pennsylvania Certified. 0% of District teachers have emergency certifications.*

## Highly Qualified

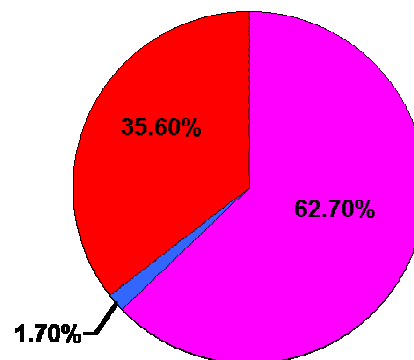
*100% of Ridgway's teachers are highly qualified - (Penn Link, DOE, 11/10/03, 5pm)*

## Finances



District Total Current Expenditure **\$11 million**  
Current Expenditures Per Pupil **\$9,716.00**

**Instructional Activities** 62.7%  
**Non Instructional Activities** 1.7%  
**Support Services** 35.6%



# Definitions

## Adequate Yearly Progress (AYP)

The PSSA ranks student achievement in reading, math, and writing by using the following rating systems: below basic, basic proficient, and advanced. Adequate yearly progress is defined as the progress needed to bring all children to the "proficient level" in 12 years. In order for a district to make adequate yearly progress, each school within the district (the elementary, middle school, and high school, in our case), any disaggregate groups comprised of 40 students or more, and the collective scores from the district itself have to be analyzed. In order to make adequate yearly progress the scores must be above the levels stated below:

- At least 45% of the students have to score at the proficient or advanced level in reading.
- At least 35% of the students have to score at the proficient or advanced level in math.
- Additionally, at least 95% of the students in each group listed above must have taken the test.
- (As of yet, no baseline scores have been determined for adequate yearly progress in writing.)
- Graduation Rate - for grades 9-12, must be at least 95% or show improvement over previous years.
- Attendance Rate - for grades K-8, must be at least 95% or show improvement over previous years.

## State Assessment Information (2002 Disaggregate Data):

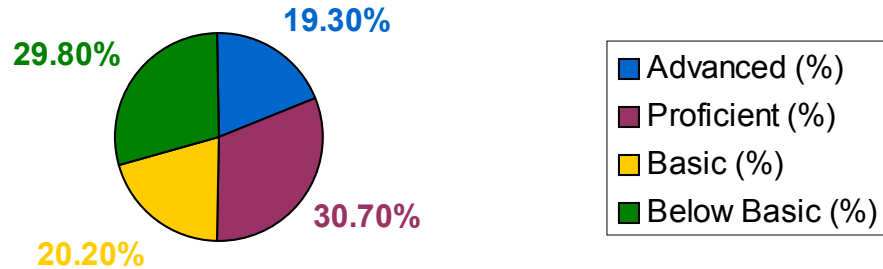
The state requires each school district to disaggregate PSSA test data for several groups of students (provided the district has at least 40 students in each group). The groups include: race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged. Currently, Ridgway does not have 75 students in any of these groups at the grade levels tested. Therefore, no disaggregated data of PSSA test scores are available.

# Report Cards

## High School Report Card

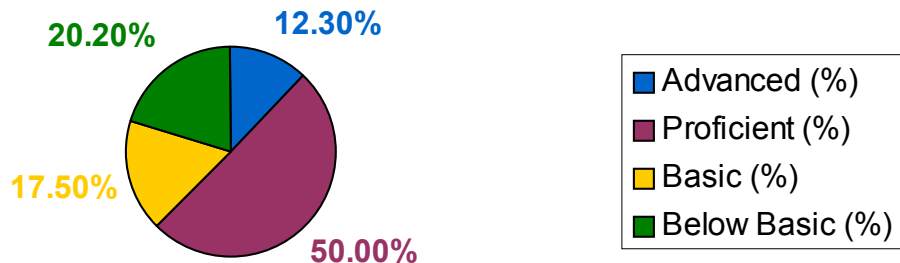
	<b>Mathematics - State Standard 35% Proficient and Advanced</b>					
	<b>Number of Students Assessed</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Advanced + Proficient (%)</b>	<b>Basic (%)</b>	<b>Below Basic (%)</b>
<b>ALL STUDENTS</b>	<b>114</b>	<b>19.3</b>	<b>30.7</b>	<b>50.0</b>	<b>20.2</b>	<b>29.8</b>
<b>GENDER</b>						
<b>Males</b>	<b>58</b>	<b>19.0</b>	<b>34.5</b>	<b>53.5</b>	<b>13.8</b>	<b>32.8</b>
<b>Females</b>	<b>56</b>	<b>19.6</b>	<b>26.8</b>	<b>46.4</b>	<b>26.8</b>	<b>26.8</b>
<b>RACE/ETHNICITY</b>						
<b>White</b>	<b>107</b>	<b>20.6</b>	<b>31.8</b>	<b>52.4</b>	<b>17.8</b>	<b>29.9</b>
<b>Black</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Latino/Hispanic</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Asian</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Native American</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Multi-Ethnic</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>
<b>Limited English Proficient</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Migrant</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Economic Disadvantaged</b>	<b>26</b>	<b>7.7</b>	<b>19.2</b>	<b>26.9</b>	<b>23.1</b>	<b>50.0</b>

## High School Mathematics 2002-2003



<b>Reading - State Standard 45% Proficient and Advanced</b>						
	Number of Students Assessed	Advanced (%)	Proficient (%)	Advanced + Proficient (%)	Basic (%)	Below Basic (%)
<b>ALL STUDENTS</b>	114	12.3	50.0	62.3	17.5	20.2
<b>GENDER</b>						
Males	58	10.3	48.3	58.6	17.2	24.1
Females	56	14.3	51.8	66.1	17.9	16.1
<b>RACE/ETHNICITY</b>						
White	107	13.1	49.5	62.6	15.9	21.5
Black	N/A	N/A	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Native American	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A
<b>IEP</b>	15	0	0	0	13.3	86.7
<b>Limited English Proficient</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Economic Disadvantaged</b>	26	3.8	34.6	38.4	23.1	38.5

## High School Reading 2002-2003



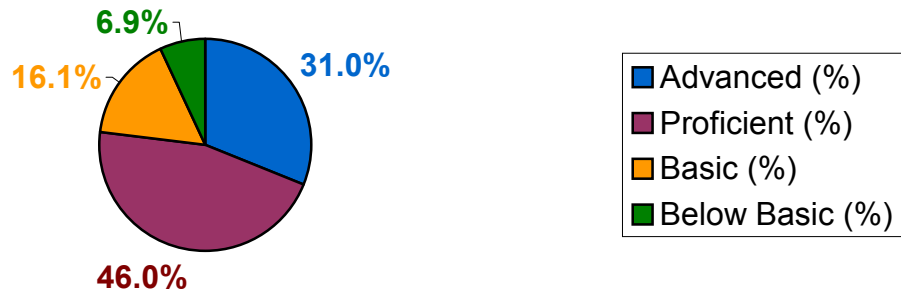
2001-2002						
Grade	Subject	Advanced (%)	Proficient (%)	Advanced + Proficient (%)	Basic (%)	Below Basic (%)
Grade 5	Mathematics	31.8	39.4	71.2	16.7	12.1
	Reading	16.7	48.5	65.2	22.7	12.1
Grade 8	Mathematics	22.1	45.5	67.6	14.3	18.2
	Reading	37.7	41.6	79.3	9.1	11.7
Grade 11	Mathematics	24.1	21.8	45.9	32.2	21.8
	Reading	15.1	40.7	55.8	26.7	17.4

2002-2003						
Grade	Subject	Advanced (%)	Proficient (%)	Advanced + Proficient (%)	Basic (%)	Below Basic (%)
Grade 5	Mathematics	29.9	38.8	68.7	17.9	13.4
	Reading	34.3	37.3	71.6	11.9	16.4
Grade 8	Mathematics	31.0	46.0	77.0	16.1	6.9
	Reading	48.3	36.8	85.1	8.0	6.9
Grade 11	Mathematics	19.3	30.7	50.0	20.2	29.8
	Reading	12.3	50.0	62.3	17.5	20.2

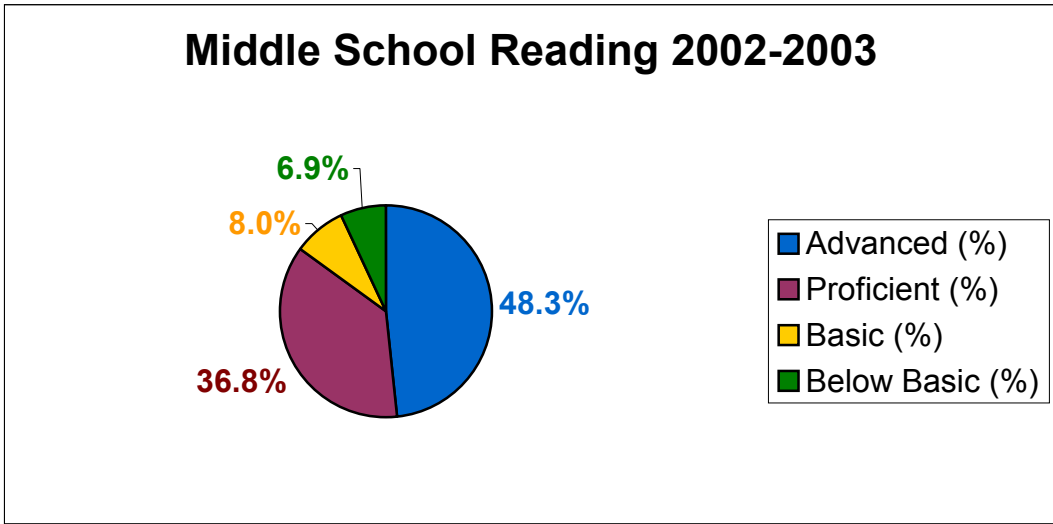
## Middle School Report Card

	<b>Mathematics - State Standard 35% Proficient and Advanced</b>					
	<b>Number of Students Assessed</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Advanced + Proficient (%)</b>	<b>Basic (%)</b>	<b>Below Basic (%)</b>
<b>ALL STUDENTS</b>	87	31	46	77	16.1	6.9
<b>GENDER</b>						
<b>Males</b>	47	29.8	42.6	72.4	23.4	4.3
<b>Females</b>	40	32.5	50.0	82.5	7.5	10.0
<b>RACE/ETHNICITY</b>						
<b>White</b>	83	32.5	44.6	77.1	16.9	6.0
<b>Black</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Latino/Hispanic</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Native American</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Multi-Ethnic</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>IEP</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Limited English Proficient</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Economic Disadvantaged</b>	31	22.6	38.7	61.3	22.6	16.1

### Middle School Mathematics 2002-2003



	<b>Reading - State Standard 45% Proficient and Advanced</b>					
	<b>Number of Students Assessed</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Advanced + Proficient (%)</b>	<b>Basic (%)</b>	<b>Below Basic (%)</b>
<b>ALL STUDENTS</b>	<b>87</b>	<b>48.3</b>	<b>36.8</b>	<b>85.1</b>	<b>8.0</b>	<b>6.9</b>
<b>GENDER</b>						
<b>Males</b>	<b>47</b>	<b>36.2</b>	<b>44.7</b>	<b>80.9</b>	<b>12.8</b>	<b>6.4</b>
<b>Females</b>	<b>40</b>	<b>62.5</b>	<b>27.5</b>	<b>90.0</b>	<b>2.5</b>	<b>7.5</b>
<b>RACE/ETHNICITY</b>						
<b>White</b>	<b>83</b>	<b>49.4</b>	<b>36.1</b>	<b>85.5</b>	<b>8.4</b>	<b>6.0</b>
<b>Black</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Latino/Hispanic</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Asian</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Native American</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Multi-Ethnic</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Limited English Proficient</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Migrant</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Economic Disadvantaged</b>	<b>31</b>	<b>38.7</b>	<b>32.3</b>	<b>71.0</b>	<b>12.9</b>	<b>16.1</b>



## Annual Title I Progress Report For the 2002-2003 School Year

Title I is the largest federal aid program for elementary and secondary schools. Under the Title I program, school districts receive federal funds through a multi-step allocation process. The federal funds are allocated according to a legislative formula based mainly on the distribution of low-income children. Once the funds reach the participating schools, children in those schools are selected for services on the basis of low academic performance, regardless of income. The Title I Program involves students in both the public and non-public schools.

In the Ridgway School District, the primary focus for use of the Title I funds for the 2002-03 school year was for supplemental instruction in Reading/Communications at the Elementary and Middle School levels. During the 2002-03 school year, 92 students in grades K-5 participated in the Reading/Communications program at the Elementary School and 50 students in grades 6-8 participated in the Reading/Communications program at the Middle school.

As an indicator of yearly progress, each Title I student is assessed on an annual basis regarding his/her performance relative to the established state/district standards. It is important to note that the Title I students are assessed on the same state and district standards that apply to all students.

Based on a comparison of Spring 2002 to Spring 2003 assessment data, the progress for the Title I program is listed below:

### Reading/Communications (grades K-5)

33% of the Title I students reached the proficient level or beyond.

### Reading/Communications (grades 6-8)

24% of the Title I students reached the proficient level or beyond.

Should you wish additional information regarding the Title I program in your school, please contact your school principal or the Title I teacher(s).

2001-2002						
Grade	Subject	Advanced (%)	Proficient (%)	Advanced + Proficient	Basic (%)	Below Basic (%)

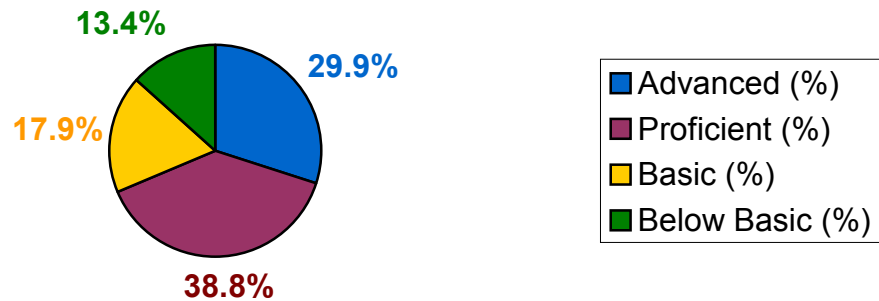
				(%)		
Grade 5	Mathematics	31.8	39.4	71.2	16.7	12.1
	Reading	16.7	48.5	65.2	22.7	12.1
Grade 8	Mathematics	22.1	45.5	67.6	14.3	18.2
	Reading	37.7	41.6	79.3	9.1	11.7
Grade 11	Mathematics					
	Reading					

2002-2003						
Grade	Subject	Advanced (%)	Proficient (%)	Advanced + Proficient (%)	Basic (%)	Below Basic (%)
Grade 5	Mathematics	29.9	38.8	68.7	17.9	13.4
	Reading	34.3	37.3	71.6	11.9	16.4
Grade 8	Mathematics	31.0	46.0	77.0	16.1	6.9
	Reading	48.3	36.8	85.1	8.0	6.9
Grade 11	Mathematics					
	Reading					

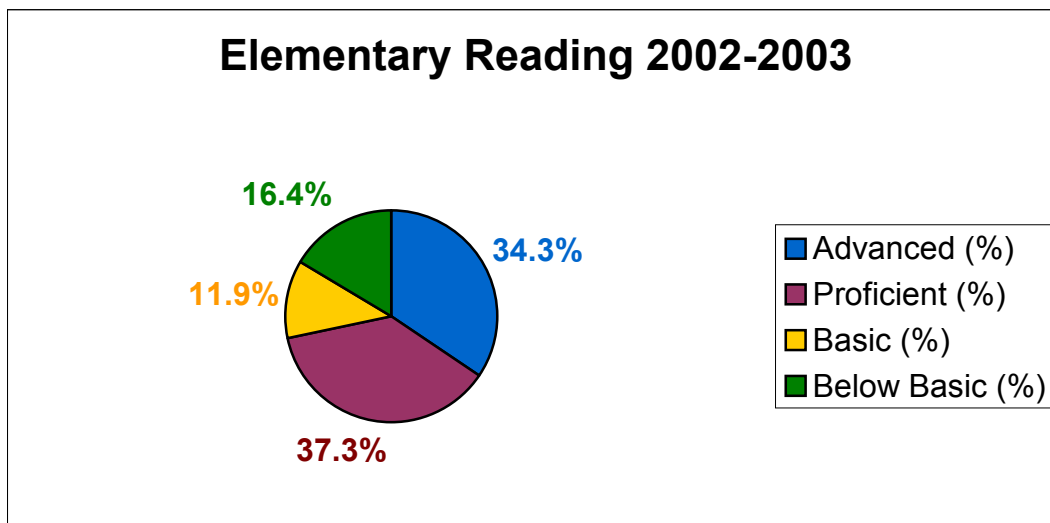
## Elementary School Report Card

<b>Mathematics - State Standard 35% Proficient and Advanced</b>						
	Number of Students Assessed	Advanced (%)	Proficient (%)	Advanced + Proficient (%)	Basic (%)	Below Basic (%)
<b>ALL STUDENTS</b>	67	29.9	38.8	68.7	17.9	13.4
<b>GENDER</b>						
Males	35	28.6	48.6	77.2	11.4	11.4
Females	32	31.3	28.1	59.4	25.0	15.6
<b>RACE/ETHNICITY</b>						
White	67	29.9	38.8	68.7	17.9	13.4
Black	N/A	N/A	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Native American	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A
<b>IEP</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Limited English Proficient</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Economic Disadvantaged</b>	19	36.8	26.3	63.1	70.5	26.3

### Elementary Mathematics 2002-2003



	<b>Reading - State Standard 45% Proficient and Advanced</b>					
	<b>Number of Students Assessed</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Advanced + Proficient (%)</b>	<b>Basic (%)</b>	<b>Below Basic (%)</b>
<b>ALL STUDENTS</b>	<b>67</b>	<b>34.3</b>	<b>37.3</b>	<b>71.6</b>	<b>11.9</b>	<b>16.4</b>
<b>GENDER</b>						
<b>Males</b>	<b>35</b>	<b>31.4</b>	<b>40.0</b>	<b>71.4</b>	<b>8.6</b>	<b>20.0</b>
<b>Females</b>	<b>32</b>	<b>37.5</b>	<b>34.4</b>	<b>71.9</b>	<b>15.6</b>	<b>12.5</b>
<b>RACE/ETHNICITY</b>						
<b>White</b>	<b>67</b>	<b>34.3</b>	<b>37.3</b>	<b>71.6</b>	<b>11.9</b>	<b>16.4</b>
<b>Black</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Latino/Hispanic</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Asian</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Native American</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Multi-Ethnic</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Limited English Proficient</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Migrant</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Economic Disadvantaged</b>	<b>19</b>	<b>15.8</b>	<b>26.3</b>	<b>42.1</b>	<b>21.1</b>	<b>26.8</b>



<b>2001-2002</b>						
<b>Grade</b>	<b>Subject</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Advanced + Proficient (%)</b>	<b>Basic (%)</b>	<b>Below Basic (%)</b>
<b>Grade 5</b>	<b>Mathematics</b>	<b>31.8</b>	<b>39.4</b>	<b>71.2</b>	<b>16.7</b>	<b>12.1</b>
	<b>Reading</b>	<b>16.7</b>	<b>48.5</b>	<b>65.2</b>	<b>22.7</b>	<b>12.1</b>
<b>Grade 8</b>	<b>Mathematics</b>	<b>22.1</b>	<b>45.5</b>	<b>67.6</b>	<b>14.3</b>	<b>18.2</b>
	<b>Reading</b>	<b>37.7</b>	<b>41.6</b>	<b>79.3</b>	<b>9.1</b>	<b>11.7</b>
<b>Grade 11</b>	<b>Mathematics</b>					
	<b>Reading</b>					

<b>2002-2003</b>						
<b>Grade</b>	<b>Subject</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Advanced + Proficient (%)</b>	<b>Basic (%)</b>	<b>Below Basic (%)</b>
<b>Grade 5</b>	<b>Mathematics</b>	<b>29.9</b>	<b>38.8</b>	<b>68.7</b>	<b>17.9</b>	<b>13.4</b>
	<b>Reading</b>	<b>34.3</b>	<b>37.3</b>	<b>71.6</b>	<b>11.9</b>	<b>16.4</b>
<b>Grade 8</b>	<b>Mathematics</b>	<b>31.0</b>	<b>46.0</b>	<b>77.0</b>	<b>16.1</b>	<b>6.9</b>
	<b>Reading</b>	<b>48.3</b>	<b>36.8</b>	<b>85.1</b>	<b>8.0</b>	<b>6.9</b>
<b>Grade 11</b>	<b>Mathematics</b>					
	<b>Reading</b>					

## Attendance or Graduation Rates

<b>Most Recent Year Reported</b>	<b>2002-2003</b>
<b>Attendance Rate (K-5)</b>	<b>96.12 %</b>
<b>Attendance Rate (6-8)</b>	<b>96.16 %</b>
<b>Graduation Rate (9-12)</b>	<b>95.28 %</b>
<b>Average K-8 Attendance</b>	<b>96.14%</b>