

Ridgeview Global Studies Academy

2004 Renewal Document



**RIDGEVIEW GLOBAL STUDIES ACADEMY
CHARTER RENEWAL
JANUARY 2004**

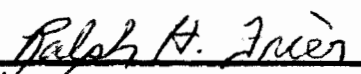
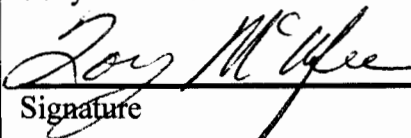
Principal	School Board Chairman
Ralph H. Frier	Tony McAfee
 Signature	 Signature

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F.S. 1002.33.(7)17(b) states that "charter schools operating for a minimum of 2 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal." Based upon this statute, Ridgeview Global Studies Academy is requesting a fifteen year charter renewal. Evidence of exemplary academic programming and fiscal management will be demonstrated in the body of this document.

1. Is the academic program a success?

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

The current Charter Contract states that the school will evaluate, at a minimum, the following areas of student achievement:

- A baseline (Fall) and post-test (Spring) New Language and Literacy Assessment (NLLA) total scores will be compared for kindergarten students.
- A first grade baseline (Fall) using the Stanford Early School Achievement Test, Word Attack subtest, and post-test (Spring) using the SAT/9 Reading Comprehension and Math Problem Solving subtests will be compared.
- A baseline (Spring of previous year) and post-test (Spring of current year) of the SAT/9 (grade 2) and the FCAT NRT (grades 3-5) Reading Comprehension and Math Problem Solving subtests will be compared.
- A baseline (Spring of previous year) and post-test (Spring of current year) of the FCAT SSS for grades 3-5 in Reading and Math will be compared.
- The FCAT Writing Assessment in grade 4 will be compared with writing scores from the year prior.
- The school will assess students' strengths and needs in at least reading and mathematics.

The Title I School Improvement Plan has the following goal and objectives:

- **Goal 1:** All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies necessary to master the Sunshine Standards in all areas.
 - **Objective 1:** By testing year 2004, 68% of students taking the reading FCAT SSS will perform at or above Level 3 and 70% of students taking the NRT Reading Assessment will score above the 50th percentile.

- **Objective 2:** By testing year 2004, 65% of students taking the math FCAT SSS will perform at or above Level 3 and 70% of students taking the NRT Math Assessment will score above the 50th percentile.
- **Objective 3:** By testing year 2004, 65% of students taking the FCAT Writing Assessment will score a 4.0 or higher.
- **Objective 4:** By testing year 2004, 50% of students taking the FCAT SSS Science section will perform at or above Level 3.

(See Table 1, page 1 in Appendix 1 for evidence used to measure progress for Title I objectives.)

Evaluation of Student Achievement

Kindergarten:

The achievement of kindergarten students was evaluated using the New Language and Literacy Assessment (NLLA) Total Score. Students were individually assessed in August and April of each year of the Charter. Standard Scores were examined to determine whether students maintained or gained at least a year's growth from one testing to the other. In 2001-02 of 79 students with pretests and post-tests, 88.6% of the students maintained or improved standard scores. In 2002-03 of 89 students with pretests and post-tests, 98% of the students maintained or improved standard scores.

Reading and Math norm referenced scores (NRT):

As designated by the charter contract, achievement gains in reading and math were examined for grades 2 through 5 using the results of the Stanford Achievement Test (SAT/9) and the FCAT NRT (Spring to Spring). First grade was pre-tested using the Stanford Early School Achievement Test Word Attack subtest, in the Fall, and post-tested using the SAT/9. Each student's NCE scores were examined to determine loss or gain. A gain is defined as the scores remaining the same or improving. The results for the 2001-02 and 2002-03 school years are displayed in the graphs in Figures 1 & 2 on pages 2 and 3 in Appendix 1. Over 50% of the students in every grade level, with the exception of second grade reading, demonstrated gains in their NCE scores. Substantial numbers of students (nearing 70% in 2001-02 and 80% in 2002-03) showed gains in first grade reading and math. Math gains were greater in 2001-02 than in 2002-03 in grades two through five.

When compared to four other comparable schools in the District, based upon data provided by the District's Office of Planning, Accountability, and Evaluation, Ridgeview made greater NCE gains than those of each of the

four other schools. This is shown in Figure 3 on page 4 in Appendix 1.

The percent of students at or above the 50th percentile for reading and math as measured by the Stanford Achievement Test (SAT/9) and the FCAT NRT for each grade level is shown in the graph in Figure 4 on page 5 in Appendix 1. When looking at the results, it is notable that most of the percentages are near or above the 60th percentile. Math increases are greater than reading for both years; however, reading increases are above the 60th percentile for all grades except fifth.

The average levels of FCAT SSS in Reading and Math were examined for fourth grade (compared to students in third grade, Spring of previous year) and fifth grade (compared to the same students in fourth grade, Spring of previous year). Reading levels improved slightly in 4th and 5th grades. Math average levels increased in both 4th and 5th grades, also. The FCAT SSS reflected the same growth patterns as the FCAT NRT. These results are shown in Figure 5 on page 6 in Appendix 1.

In the FCAT Writing Assessment the percentage of students scoring 3.0 or greater and the percentage of students scoring 4.0 and greater were analyzed. The results are in Figures 6 & 7 on page 7 in Appendix 1. Ridgeview is ahead of the District averages for the percent of students scoring 3.0 or above in both expository and narrative writing for the 2002-03 school year (Ridgeview 95% to district 90% in expository and Ridgeview 93% to district 91% in narrative writing). Both Ridgeview and the District increased in the percentage of students scoring 3.0 or above in expository and narrative writing from 2002 to 2003.

The trend is similar when looking at the percentage of students scoring 4.0 and above. Ridgeview is ahead of the District in writing achievement at the 4.0 and above level.

An examination of the state evaluation report from 2001-02 and 2002-03 gives another view of the difference of student achievement from the first year as a charter to the second year. See Figures 8 & 9 on pages 8 and 9 in Appendix 1. The state report tracks the same students from Spring to Spring and calculates the percent of those students making gains in reading and math as measured by the FCAT SSS. This percentage is across the intermediate grades (3, 4, and 5). The percentage of students scoring Achievement Level 3 and higher increased from 53% to 65% in reading, from 53% to 60% in math, and from 68% to 89% in writing in 2002-03. In reading 71% of Ridgeview's students made gains and in math 78% of Ridgeview's students made gains. Of the lowest 25 percent of the students

(those defined by the state as most at risk), 73% made gains, up from 68% in 2001-02.

Adequate Student Progress

Adequate student progress is defined by the current charter contract as follows: At least 80% of the standard curriculum students, who were enrolled for at least 135 days of the school year, in each grade level, will attain the same or higher Normal Curve Equivalent (NCE) score from pretest to post-test in reading and math. Only kindergarten exceeded the charter target of 80%; however, grade one exceeded the 80% goal in reading and grade two in math. Several grades were close to achieving the 80% goal. Please note that when Ridgeview was compared to four other schools in the District, none of the four schools attained the 80% goal in reading or math. Also, according to our independent evaluator, Dr. Lynn Grady, "a target of 55% or 60% of students making gains would seem a more reasonable goal."

1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

Improvement in student performance has been detailed above and on the graphs and charts in Appendix 1 of this document. Disaggregated data is found in Table 2 on page 10 in Appendix 1. In the narrative explanation of the disaggregated data we find the following information.

On the SAT/9 and the FCAT NRT, black students scoring at or above the 50th percentile on reading in grades 1-5 increased by 6 points from the previous year. White students increased by 6 points, also, confirming that progress is being made in both subgroups; however, the equity gap (approximately a 27 point gap) still exists. Hispanic students made the greatest gain of 15 points, narrowing the equity gap to 7 points. All students overall made a 7 point gain.

On the SAT/9 and the FCAT NRT, Economically Disadvantaged students scoring at or above the 50th percentile on reading in grades 1-5 increased by 7 points. Students not on F/R lunch improved by 7 points; thus the equity gap of 15 points remained the same.

On the SAT/9 and the FCAT NRT, black students scoring at or above the 50th percentile on math in grades 1-5 increased by 20 points from the previous year. White students increased by 2 points; however, the equity gap (approximately a 21 point gap) still exists. Hispanic students made a gain of 16 points, narrowing the equity gap to 10 points. All students

overall made a 9 point gain.

On the SAT/9 and the FCAT NRT, Economically Disadvantaged students scoring at or above the 50th percentile on math in grades 1-5 increased by 10 points. Students not on F/R lunch improved by 4 points. The equity gap has decreased from 21 points to 15 points.

2. Is the school a viable organization?

2A. Is the school financially solvent and stable?

The certified audit and the latest revised budget on pages 1-33 in Appendix 3 of this document demonstrate the school's financial stability.

At the end of its first year of operation, June 30, 2002, Ridgeview Global Studies Academy had assets of \$349,854 and liabilities of \$34,673, leaving total net assets at \$315,181.

At the end of its second year of operation, June 30, 2003, Ridgeview Global Studies Academy had assets of \$619,365 and liabilities of \$63,933, leaving total net assets at \$555,432.

In its most recent audit by the accounting firm of Beemer, Pricher, Kuehnhackl, and Heidbrink, P.A., dated July 2003, there were no recommendations to improve compliance, internal control and the financial reporting process. Ridgeview Academy was especially proud of this accomplishment since measures were taken by the Ridgeview Academy School Board to reduce fiscal services expenditures by contracting with a different accounting firm for the 2002-2003 school year and thus cutting expenses in half. It also meant that more financial responsibility was assumed internally by the current Ridgeview administration.

Desiring to have the ability to have more funds to use for instructional purposes instead of administrative, Ridgeview further cut its fiscal services expenditures by once again negotiating with its accountant to cut expenses almost in half for the 2003-2004 school year.

With the above cost saving moves and others, Ridgeview Academy has been able to purchase three 2004 Thomas school buses for \$194,700. This purchase has in turn afforded Ridgeview Academy the ability to change its starting and ending times to those more representative of the district schools. A side benefit has been the ability to attract more minority students since the new times allow students to arrive home at a reasonable hour.

Ridgeview has also been able to purchase laptop computers, LCD projectors for the classrooms, and copiers for each work area in each building.

2B. Is enrollment stable and near capacity?

Ridgeview Global Studies Academy opened in 2001 with 585 students in grades K-5, which is 97% of its initial capacity of 600 students. The 2001-2002 school year ended with an enrollment of 590 students, 98% of its capacity. The 2002-2003 school year started with an enrollment of 591 students and ended with 584 students, 97% of its capacity. A new ten-classroom wing opened in 2003-2004, increasing the capacity to 800 students (this was before the Class Size Reduction Amendment went into effect). Ridgeview's enrollment for the October 2003 FTE was 712 students. Under the Class Size Reduction Amendment Ridgeview's capacity will be around 720 students at a maximum. Although there are currently more students in each class than the Amendment allows, Ridgeview Academy is addressing the issue by lowering the individual class numbers and adding more classes at each grade level where there is additional space.

Ridgeview Academy currently has a waiting list for each grade level. The following number of students are on waiting lists: Kdg. – 12, 1st – 5, 2nd – 33, 3rd – 33, 4th – 25, and 5th – 2. Although there is a mobility rate of 10-15%, Ridgeview Academy has been able to maintain a waiting list and fill the openings at each grade level as they arise. Out of 54 withdrawals this school year, there were 43% moving out of county, 23% moving out of area, 22% moving out of state, 10% home schooled, and 2% to the magnet school.

Since Ridgeview Global Studies Academy focuses on global studies, it is pleased to have students from five of the seven continents attending its school, representing over fifteen or more different countries. However, the difficulty of maintaining a 15% black minority enrollment still exists. When Ridgeview Academy opened, its starting time was 9:50 AM and its dismissal was 4:20 PM. This had a direct impact on the minority students, transported from Haines City. They did not get home in time to participate in community activities and parents found it difficult to get to school functions.

Since school started late in the morning and ended late in the afternoon, Ridgeview had a before school tutoring program. This, too, was difficult for the minority parents to get their children to participate in, especially since there was no bus transportation available.

Out of concern for its ability to attract minority students, the Ridgeview Academy's administration invited ministers and their wives, along with other community members, to a luncheon in their honor. The purpose of the luncheon was to share with the minority community the focus of Ridgeview and its vision for multicultural families. In return, Ridgeview Academy hoped that this vision would be shared with the community and more minority students would want to attend the school. The starting and ending times came out as being a major issue for parents during this luncheon. Ridgeview Academy has also participated in the Haines City Martin Luther King Parade. This provided an excellent opportunity to share with the minority community about Ridgeview Academy.

As a result of this luncheon and other input, Ridgeview Academy's Board of Directors voted to buy and lease its own buses for the 2003-2004 school year, thus allowing Ridgeview Academy to set its own beginning and ending times. The Ridgeview Board also voted to add a pre-K class, funded entirely by parents, as a measure to attract minority students at an early age.

These decisions have helped with the minority enrollment, but as the attachments on pages 11-15 in Appendix 1 on racial percentages at Ridgeview Academy, Eastside Elementary, Loughman Oaks Elementary, Sandhill Elementary, and Davenport School of the Arts indicate, the minority enrollment in the east area of the county is on the decline. Based upon this fact, Ridgeview Academy is requesting that the District re-evaluate its minimum requirement for the Renewal Contract.

Ridgeview Academy's retention rate increased from 4% (21 retained students out of 590) in 2001-02 to 5% (29 retained students out of 584) in 2002-03. This increase was due in part to the new third grade requirement of passing the FCAT SSS Reading with a Level 2 or higher score. Out of the 29 retained students, 25 returned to Ridgeview and 4 moved out of Ridgeview's area. Ridgeview's policy of keeping its retained students has worked. As a result Ridgeview's retained students believe that they are an integral part of the Ridgeview family who need an extra year to grasp the needed concepts.

2C. Is the school governance sound and professional in performing the governance duties of the charter school?

Tony McAfee, Ridgeview Global Studies Academy's Board Chairman, Timothy Alterio, and Stephen Knapp have been on the Ridgeview Board since Ridgeview opened in 2001. In addition to the above Board members, Joseph Izzo and Dr. Angel Santiago have represented Ridgeview Academy.

The Ridgeview Global Studies Academy's Board of Directors is quite representative of its school population, consisting of 20% African American, 20% Hispanic, and 60% white. Two of the original founding board members have moved and one other has been removed due to nonattendance.

In November 2003 four of the Board members, along with the principal, attended the Florida Charter School Governance Training Workshop in Key West, Florida, sponsored by the Charter School Accountability Center at Florida State University. Plans are underway to provide governance training for the one member who could not attend the training in Key West. In addition, one of the Board members has attended the annual Charter School Conference in Orlando.

During the three years of Ridgeview's Charter, there have been no formal complaints to take to the Ridgeview School Board. Since Ridgeview's teachers were Polk County School Board members from 2001-2003, the teacher evaluation procedures for the county were followed. However, in the 2002-2003 school year, the Ridgeview School Board did evaluate the principal since the area superintendent did not think it was his position to do so.

A summary of major policy decisions is below:

In October 2002 the Ridgeview Global Studies Academy, Inc. By-Laws were amended to reflect the change in meeting dates and nomination and election dates.

In December 2002 the decision was made to purchase three 2004 Thomas 77 passenger buses and to lease six 2004 Thomas buses (three 77 passengers and three 84 passengers) from First Class Coach and Equipment, Inc.

In March 2003 an Amendment to Ridgeview's Charter was approved by the Polk County School Board, allowing Ridgeview to process its own student applications.

In June 2003 an Amendment to Ridgeview's Charter was approved by the Polk County School Board, allowing Ridgeview to have its own employment procedures.

2D. Are the professional staff of the charter school competent and resourceful?

The Ridgeview Global Studies Academy's administration has remained the same throughout its charter contract. Due to additional growth, a second assistant principal has been appointed. The new assistant was the technology specialist for Ridgeview and was in the assistant principal's pool for the county. She is also completing her doctorate in Organizational Leadership, with a specialization in Instructional Technology.

The teaching staff has been very stable; the first year of the charter, there was one change for a 3% turnover rate. The second year, one teacher moved out of county, one became a Reading First Coach at another school in the county, and one took a position at a school closer to her home for an 8% turnover rate. All staff members received satisfactory evaluations. Due to the increase in enrollment, the addition of a science lab, and the addition of a Reading First Coach, Ridgeview has hired twelve new teachers for the 2003-2004 school year.

Out of the twelve new teachers hired for the 2003-04 school year, three or 25% were minority teachers. The Ridgeview Academy minority staff percentages have improved from 5% for 2001-02 to 13% for 2003-04. Just as the student population at Ridgeview is quite diverse, so is the staff population. Ridgeview Academy's staff comes from four of the seven continents, representing eleven different countries.

The Ridgeview Staff has been very instrumental in the changes affecting them, as Ridgeview became its own employer. The insurance committee was made entirely of representative staff members. The total staff approved the final recommendation before it was sent to the Board for approval. They also have been involved in other personnel and curriculum decisions.

Training has been provided in the areas of Kagan Cooperative Learning and Multiple Intelligences; Trophies Reading Series; Reading First; Love and Logic Discipline; EleGrade; Pinnacle; Web Page Design; Kathy Robinson's Writing Program; Curriculum Alignment; and various other in-house technology in-services.

Ridgeview Academy currently has two National Board Certified Teachers, five teachers with Masters' Degrees, and two staff members working on doctorates.

The Title I Successful Staff Schools Survey and the Title I Successful

Schools Parent Survey indicates that there is a high expectation for learning at Ridgeview, that there is a good school spirit, and that the school is clean and in good repair. Areas needing improvement are more parents need to be involved in school and parents need to be invited to give ideas on how to improve school.

3. Is the school faithful to the terms of its charter?

3A. Have the school's program and operation been consistent with the terms of its charter?

The Accountability Plan in Appendix 2 and Questions 1A and 1B have already addressed the school's measurable performance goals.

Progress Towards Achieving Program Goals

Goal 1

Description of Goal

Students at Ridgeview Global Studies Academy will participate in an academic program focused on global studies. The global studies strand will be threaded throughout the academic, exploratory and enrichment curriculum.

Progress Towards Reaching Goal

Each grade level has taken a continent and has focused on the countries and cultures within that continent. Our art, music, and physical education classes have integrated activities, related to those of the countries, which the students are studying. Ridgeview had a school wide Global Fiesta at which students made crafts, sang songs, demonstrated dances, and cooked food items related to the countries, which they were studying. Parents and other community members representing various countries shared their culture via native dances, booths with representative artifacts of their country, and small group discussions. Ridgeview Global Studies Academy has infused the global studies strand very effectively throughout the school.

Is the school on schedule to achieve the goal by the expiration of the charter contract? Indicator Used to Assess Progress

Yes. The knowledge of the various countries and their culture that the students demonstrate is a leading indicator that Ridgeview is on schedule to achieve its goal.

Goal 2

Description of Goal

An innovative focus of Ridgeview Global Studies Academy will be the emphasis on foreign language instruction in all grades. All students will receive bilingual instruction in Spanish. Ridgeview's goal is for all students to become conversational in Spanish.

Progress Towards Reaching Goal

All students have received instruction in Spanish by Ridgeview's Spanish teachers. We are thankful that we were able to add an intermediate grades Spanish teacher as well as continue with our primary grades Spanish teacher. The combination of the two has made a tremendous difference in our students' understanding of the Spanish language and culture.

Is the school on schedule to achieve the goal by the expiration of the charter contract? Indicator Used to Assess Progress

Yes. Classroom observations, individual student contact, and parent feedback are indicators that students are achieving the goal. With the addition of the second teacher we were able to meet the recommendation from last year's Annual Report.

Goal 3

Description of Goal

To encourage the continuity between home and school, Ridgeview Global Studies Academy will offer Love and Logic parenting classes for interested parents as part of its family involvement focus.

Progress Towards Reaching Goal

Ridgeview Global Studies Academy has successfully presented workshops on Becoming a Love and Logic Parent for interested parents.

Is the school on schedule to achieve the goal by the expiration of the charter contract? Indicator Used to Assess Progress

Yes. Parent participation in workshops is an indicator that the goal will be met by the expiration of the charter.

Goal 4

Description of Goal

To provide a well-trained staff is a goal of Ridgeview Global Studies Academy.

Progress Towards Reaching Goal

Ridgeview Global Studies Academy has provided the following training for its staff: Kagan's Cooperative Learning, Kagan's Multiple Intelligences, Love and Logic Discipline, Trophies Reading Program, Reading First, in-depth technology training, Accelerated Reader, and 3.5 paragraph writing. Teachers have realigned the reading, math and writing curriculums during a week workshop in the summer.

Is the school on schedule to achieve the goal by the expiration of the charter contract? Indicator Used to Assess Progress

Yes. Indicators used to assess progress of this goal are workshop and conference agendas, work products made, and increased student performance on standardized tests.

Goal 5

Description of Goal

In grades one through five, at least 80% of students in each grade level will attain the same or higher normal curve equivalent (NCE) score from pretest to posttest in reading and mathematics.

Progress Towards Reaching Goal

Over 50% of the students in every grade level, with the exception of second grade reading, demonstrated gains in their NCE scores. Substantial numbers of students (nearing 80% or more) showed gains in first grade reading and math. Only grades one and two achieved the goal of 80% of students attaining the same or higher NCE.

Is the school on schedule to achieve the goal by the expiration of the charter contract? Indicator Used to Assess Progress

The school is on goal, but it is doubtful that the 80% standard will be met. Our independent evaluator states that a target of 55% or 60% of students making gains would seem a more reasonable goal.

Is this goal applied to most other public schools in the school district?

No. In the comparable data, which is located in another section of this report, Ridgeview was compared to four other schools in the district with similar student compositions. This comparison was done by the district's Planning, Accountability, and Evaluation office. In this comparison Ridgeview made 81% greater NCE gains in reading and 75% greater NCE gains in math than the other four comparable schools. In reading the average NCE gains for the four

schools was below 60% in grades three and five and below 50% in grades two and four; in math the average NCE gains was below 65% in grades two and five and below 60% in grades three and four.

**Does this goal need clarification or revision after one year's experience?
If yes, how so?**

Yes, since our independent evaluator, states that a target of 55% or 60% of students making gains would seem a more reasonable goal, we would recommend that the 80% target be changed to 60%.

3B. Is the school within the bounds of applicable statutory and regulatory requirements?

- **Special Education**

When Ridgeview Elementary became Ridgeview Global Studies Academy in 2001, it maintained the same ESE programs it had previously offered: ESE Speech and OT, ESE VE Resource, ESE Gifted, and ESE VE Self-Contained. Since becoming a conversion charter school, vision impaired has been added. Ridgeview currently has 101 students receiving ESE services by 1 resource teacher, 1 gifted teacher, 1 VE self-contained teacher, 1 speech teacher, 1 part time vision teacher, and 1 part time occupational therapy teacher. The speech, vision, and occupational therapy are provided via contracted services with either Our Children's Rehabilitation Center or the Polk County School Board.

Ridgeview Academy follows the District's guidelines for Exceptional Student Education. Ridgeview has been in 100% compliance each year of its charter. Staffings are held twice a month and AIT meetings are held weekly. Staff members are trained to do Functional Behavioral Assessments. Since its inception, Ridgeview Academy has not sent any ESE students to other schools for discipline reasons. Ridgeview Academy, believing that every student is special, uses every intervention that it can to help its students to succeed.

- **Limited English Proficiency**

Ridgeview has an ESOL paraprofessional who works with our Limited English Proficient students. Each teacher is required to use and document the use of ESOL strategies in the classroom. Each teacher is required to obtain the ESOL endorsement or certification.

Ridgeview Academy follows the District's guidelines for ESOL students.

In the 2003-04 school year fifty-five students were given English language assessments. Out of the fifty-five students, sixteen were found to be limited English proficient. Ridgeview Academy currently provides services for forty-three limited English proficient students.

- **Student Learning Time**

Ridgeview Academy follows the Polk County Schools Calendar. Starting time is 8:15 AM and ending is 3:00 PM; therefore, students are in attendance 6 $\frac{3}{4}$ hours per day, fifteen minutes longer than most schools. Since Ridgeview teaches Spanish as part of its curriculum, extra time was needed in the school day to effectively meet the students' needs.

When Ridgeview Academy was using PCSB transportation and starting later each day, it decided to offer a before school tutoring program. This program was very successful with over 100 students receiving tutoring 3 times a week or 300 students weekly in grades 1-5. The ratio for tutoring was 4:1. This school year Ridgeview Academy has gone back to the traditional after school tutoring program with approximately 75 students receiving tutoring 3 times a week or 225 students weekly in grades 3-5. Since tutoring is offered throughout the day in K-2, after school tutoring was not offered for these students.

- **State Testing Requirements**

During testing year 2003, 190 students in grades 1 and 2 were tested on the SAT/9. Four students received test accommodations of flexible scheduling and presentation. Two ESOL students were not tested. Two students were absent, and one student moved.

281 students in grades 3-5 were tested on the FCAT NRT and FCAT SSS. Twenty-seven students received test accommodations. Four ESOL students were not tested. One student was absent, and one student moved.

Ridgeview Global Studies Academy follows the Polk County School Board's Testing Calendar. However, the requirement of taking the

Stanford Early Achievement Test in the Fall and then taking the SAT/9 in the Spring in first grade does not give us valid pre and post test data.

- **Student Discipline**

Ridgeview Global Studies Academy implemented a new approach to discipline during the 2001-02 school year using the Love and Logic approach to discipline. The school compared the discipline referrals in 2000-01, prior to the Love and Logic Discipline implementation and 2001-02/2002-03 after implementation. The analysis of discipline referrals is displayed in Table 1.

Table 1. Ridgeview Global Studies Academy Discipline Report – 2000-01, 2001-02, 2002-03

	SCHOOL			MINOR INFRACTIONS			OTHERS		
	BUS								
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Kindergarten	22	21	2	21	10	6	1	0	0
Grade 1	31	15	13	18	12	34	0	1	1
Grade 2	92	75	12	39	71	8	4	0	0
Grade 3	95	45	52	44	28	32	6	1	0
Grade 4	149	65	25	115	39	12	10	2	3
Grade 5	120	54	38	143	55	24	3	0	2
TOTAL	509	275	142	380	215	116	24	4	6

TOTAL REFERRALS: **2000-01 = 913**
 2001-02 = 494
 2002-03 = 264

Examination of this report reveals that the percentage (balance) of referrals is similar from year to year, but the number of referrals dropped substantially. Referrals from the school buses dropped from 509 to 275, a 46% decrease and from 275 to 142, a 48% decrease. Minor Infractions dropped from 380 to 215, a 44% decrease, and from 215 to 116, a 46% decrease. The Love and Logic discipline effort was the only change from 2000-01 to 2002-03.

- **Health and Safety**

Ridgeview Academy had its most recent Health Inspection on January 9, 2004. No violations were listed. Ridgeview's most

recent Fire Inspection was on January 13, 2004. There were no infractions listed that the school was accountable for and only minor concerns for the PCSB to address. Ridgeview Academy has had no incidents in regards to smoking, use of tobacco products on campus, violence, or weapons at school. There have been no complaints or allegations of harassment or discrimination.

- **Legal**

There are no pending or threatened legal actions against Ridgeview Global Studies Academy.

4. If the school's charter is renewed, what are its plans for the fifteen years of the next charter?

Located in the northeast corner of Polk County and just twenty minutes from Walt Disney World, Ridgeview Global Studies Academy is on the brink of becoming a premier charter school in Polk County. In its first three years Ridgeview has grown from 585 students to over 700 students in grades K-5. With waiting lists in all grades and positive parental and community support, Ridgeview Academy is poised to take the next phase of its global voyage to a deeper and richer experience than could be imagined.

With the legislating of the Class Size Reduction Amendment, Ridgeview Academy will be limited to just over 700 students maximum in its present facilities. With the addition of a Pre-K class to help with its minority enrollment requirement, Ridgeview will be able to introduce students and families to their first formal learning in a global environment. Operating at capacity is Ridgeview Academy's goal, and by offering a quality program with happy students and satisfied parents, Ridgeview's global adventure will be one to be envied by many and desired by all in the community.

Continuing the emphasis on global studies, Ridgeview is expanding its business partnerships within the community, the state, and even internationally. From family nights at Champion Gates' McDonalds, to community CPR classes through Heart of Florida Hospital; from science explorations with Rinker Materials, to EPCOT's Land and science adventures; from local international families sharing their cultures, to international students from South Korea staying with host school families for three weeks; from sponsoring needy children in the Children's International Program, to reaching out to our own school families through our Faculty Benevolence Fund, Ridgeview Global Studies Academy is exploring and touching its world !

By offering a foreign language, Spanish, Ridgeview Academy is preparing its students to become contributing members of our multicultural community and learning to communicate with the vast number of Hispanic families locating in our area of Florida. Not only will this be an asset to our students and their families, but it will also benefit the business community. Since Ridgeview has a goal that all students who attend Ridgeview for six years will be conversational in Spanish when they matriculate to the middle school, Ridgeview plans to spend a week in the summer with its Spanish teachers developing a scope and sequence that will help in attaining this goal. Because there is no letter grade given, beginning, middle, and end of the year assessments will be developed to measure a student's individual growth. Classroom teachers and other staff members will be given an ongoing in-service in conversational Spanish to help them become more proficient in the language.

During the next fifteen years, Ridgeview Global Studies Academy plans to offer a Spanish Immersion class for one class at each grade level. These students will follow the same track throughout their six years at Ridgeview. Because of the intensity of the immersion program, students and their parents will have to sign up for the program. Ridgeview Academy will continue with its FLES program for the majority of its students, and add the immersion program for those students and parents who desire a more rigorous program.

Ridgeview Global Studies Academy will continue to expand its Read on the Bus program. Through a grant from the Community Foundation of Tampa Bay, Ridgeview Academy was given \$1,000.00 for this program during the 2003-04 school year. Additional cassette players and Accelerated Reading materials were purchased as a result of this grant.

Realizing that technology is an integral part of every student's learning, Ridgeview Academy will upgrade its technology program as presented in the Technology Plan located in Appendix 4 of this document.

Since the Florida Legislature passed Senate Bill 20E, which expands the character development mandate in Required Instruction to be inclusive of kindergarten through grade 12, Ridgeview Global Studies Academy will develop or adopt a curriculum for its character-development program. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation. Each of these character traits will be taught in the classrooms as well as emphasized through our school television program, RVTV, on a monthly basis.

Holding students accountable and responsible has become a catch phrase in our

society. At Ridgeview Global Studies Academy it has become a reality. With our Love and Logic Discipline program, students discover that love allows them to grow through their mistakes and logic allows them to live with the consequences of their choices. Love and Logic teaches children to be responsible as the program prepares young people to live in the real world, with its many choices and consequences. To encourage the continuity between home and school, Ridgeview Global Studies Academy offers Love and Logic parenting classes for interested parents twice a year as part of its family involvement focus. Ridgeview Academy is writing a dissemination grant and if awarded the grant, Ridgeview Academy will be able to provide Love and Logic training and materials with other interested local schools at no expense to the schools.

Ridgeview Global Studies Academy plans to continue having its annual winter holiday dinner and student entertainment, focusing on a different nationality each year; it plans to continue with its annual Global Fiesta, expanding on its study of different cultures and involving more international students from EPCOT and Webber International University; it plans to continue to teach students to be compassionate towards other by sponsoring students in the Children's International Program and reaching out to families who have experienced tragedies throughout our world; and it plans to continue to help its own families by expanding its benevolence program to the community.

With funds from its KidCare program, Ridgeview Academy plans to sod its playing fields so that students will have a safe and clean play area. With capital outlay funds derived from the 5% allowed to schools having over 500 students, Ridgeview Academy plans to have its entire basketball hardtop area covered with a steel canopy. With the improvement in the fields and the covering over the basketball court, Ridgeview Academy will have a facility for the school and community alike to be proud of.

Knowing that a well-trained staff is crucial to the success of a quality school, Ridgeview Global Studies Academy will continue to encourage its staff to seek advanced degrees and to become National Board Certified Teachers, to empower its staff to make choices and recommendations about in-service trainings, to provide opportunities for growth through attendance at national seminars and workshops, and to stay on the cutting edge of technology by purchasing and training its staff to use the latest in technology.

The next fifteen years will take our global voyage to areas we have not even imagined. The next fifteen years will take our students to heights that only they can obtain; the next fifteen years will take our staff to exploits that will be both challenging and frustrating as they stretch themselves to limits beyond their expectations and reap rewards only an educator can reap.

Given the opportunity, Ridgeview Global Studies Academy will become a premier school in the northeast section of Polk County that will make all of Polk County proud.



APPENDIX 1

Table 1. Evidence Used to Measure Progress of Title I Objectives.

	Measurable Objective	How Measured	Student Result(s)
1.	By testing year 2004, 68% of students taking the reading FCAT SSS will perform at or above Level 3 and 70% of students taking the FCAT NRT Reading Assessment will score above the 50 th percentile.	FCAT SSS Reading FCAT NRT Reading	65% of students taking the FCAT SSS reading section performed at or above Level 3 in 2003 compared to 53% in 2002. 63% of students taking the FCAT NRT reading section scored above the 50 th percentile in 2003 compared to 56% in 2002.
2.	By testing year 2004, 65% of students taking the math FCAT SSS will perform at or above Level 3 and 70% of students taking the FCAT NRT Math Assessment will score above the 50 th percentile.	FCAT SSS Math FCAT NRT Math	60% of students taking the FCAT SSS math section performed at or above Level 3 in 2003 compared to 53% in 2002. 70% of students taking the FCAT NRT math section scored above the 50 th percentile in 2003 compared to 71% in 2002.
3.	By testing year 2004, 65% of students taking the FCAT Writing Assessment will score a 4.0 or higher.	FCAT Writing Assessment	60% of the students scored at or above 4.0 on FCAT Writes combined in 2003 compared to 29% in 2002.

Figure 1. Percent of students showing improvement in SAT/9 and FCAT NRT NCE scores.

Ridgeview Global Studies Academy
Percent of Students with NCE Gains in Reading/Math
SAT/9 and FCAT NRT 2001-2002

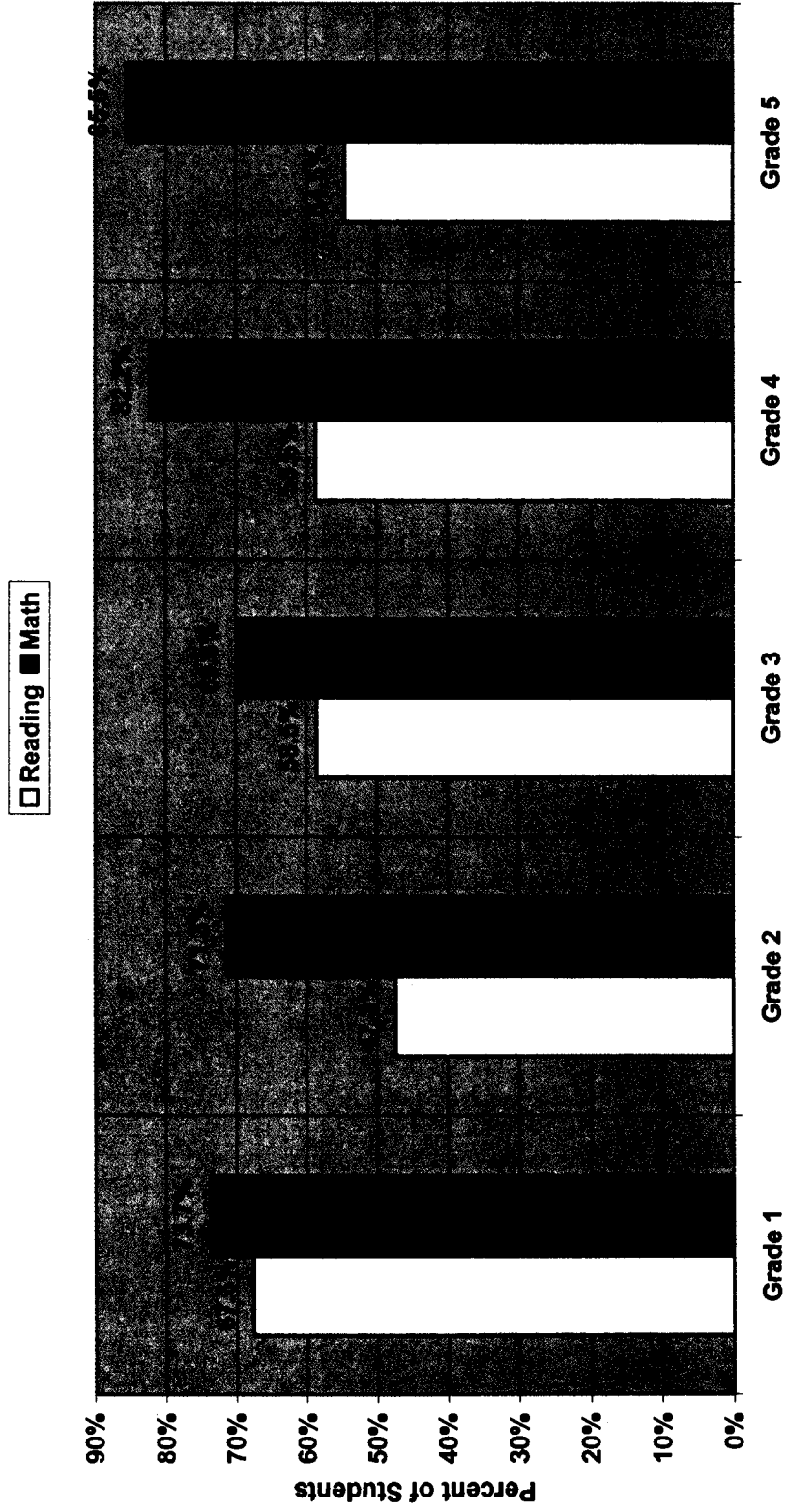


Figure 2. Percent of students showing improvement in SAT/9 and FCAT NRT NCE scores.

Ridgeview Global Studies Academy
Percent of Students with NCE Gains in Reading/Math
SAT/9 and FCAT NRT 2002-2003

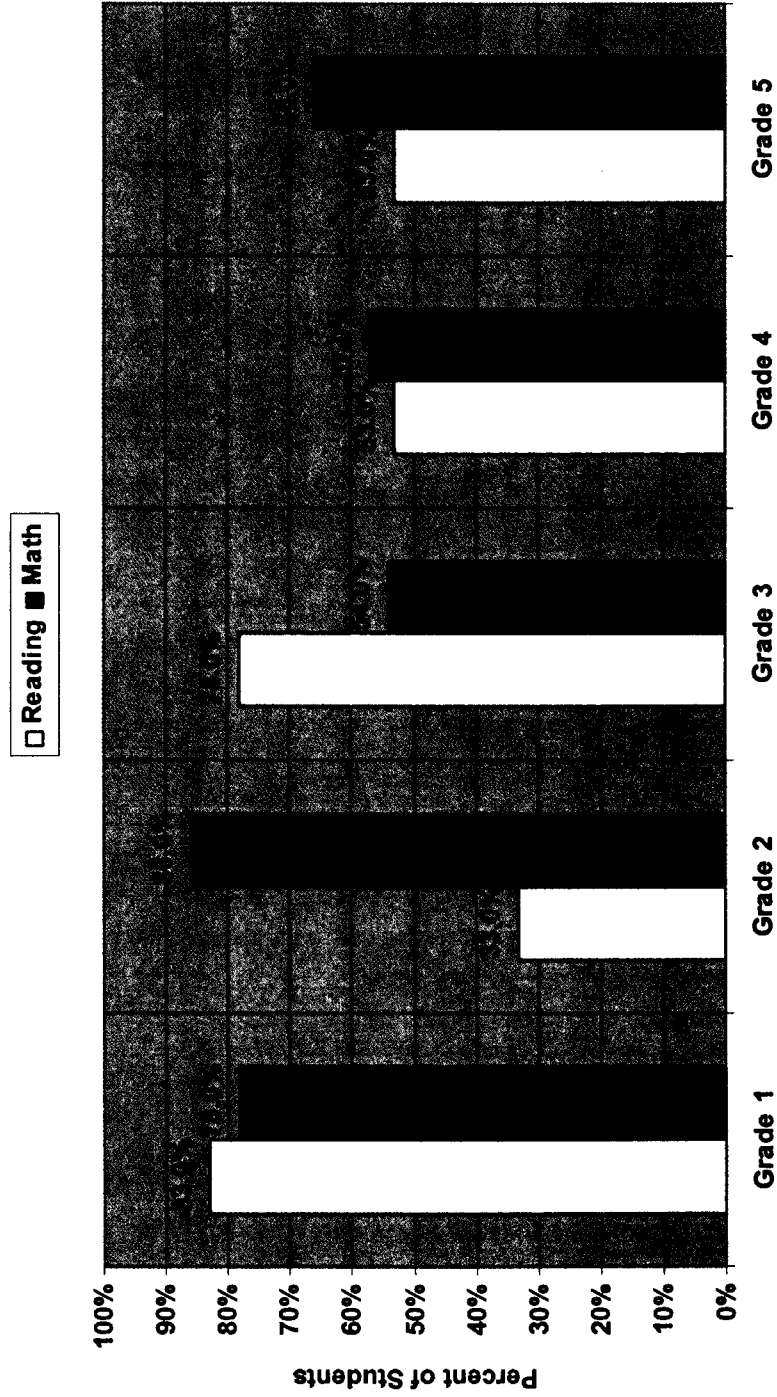


Figure 3. Comparisons to the Other Schools as a Group 2001-02 and 2002-03
 (Based on scores of Standard Curriculum students in attendance for at least 135 days.)

School	Grade of Test	Percent Making NCE Gain in NRT Reading 2001-02	Percent Making NCE Gain in NRT Reading 2002-03	Percent Making NCE Gain in NRT Math 2001-02	Percent Making NCE Gain in NRT Math 2002-03
NCE gains 0441 Ridgeview	02	48%	33%	75%	86%
NCE gains 0441 Ridgeview	03	57%	78%	71%	54%
NCE gains 0441 Ridgeview	04	56%	53%	80%	57%
NCE gains 0441 Ridgeview	05	53%	53%	85%	66%
NCE gains comparable schools	02	30%	30%	58%	60%
NCE gains comparable schools	03	42%	56%	42%	53%
NCE gains comparable schools	04	46%	49%	48%	57%
NCE gains comparable schools	05	40%	51%	56%	62%

Figure 4. Percent of Students At or Above the 50th Percentile in Reading and Math.

**Ridgeview Global Studies Academy
Percent of Students at or Above the 50th Percentile from Pretest to
Posttest
SAT/9 and FCAT NRT 2002-2003**

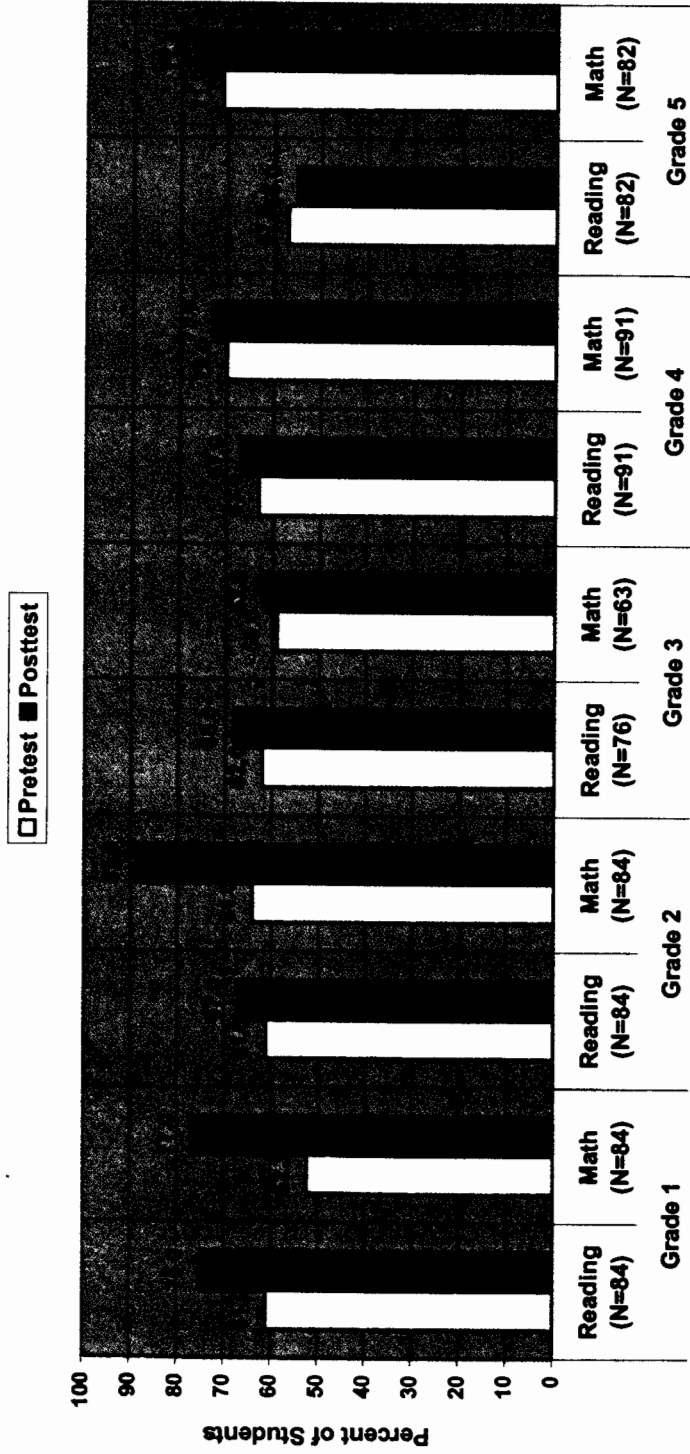


Figure 5. Average FCAT SSS levels – spring 2002 and 2003.

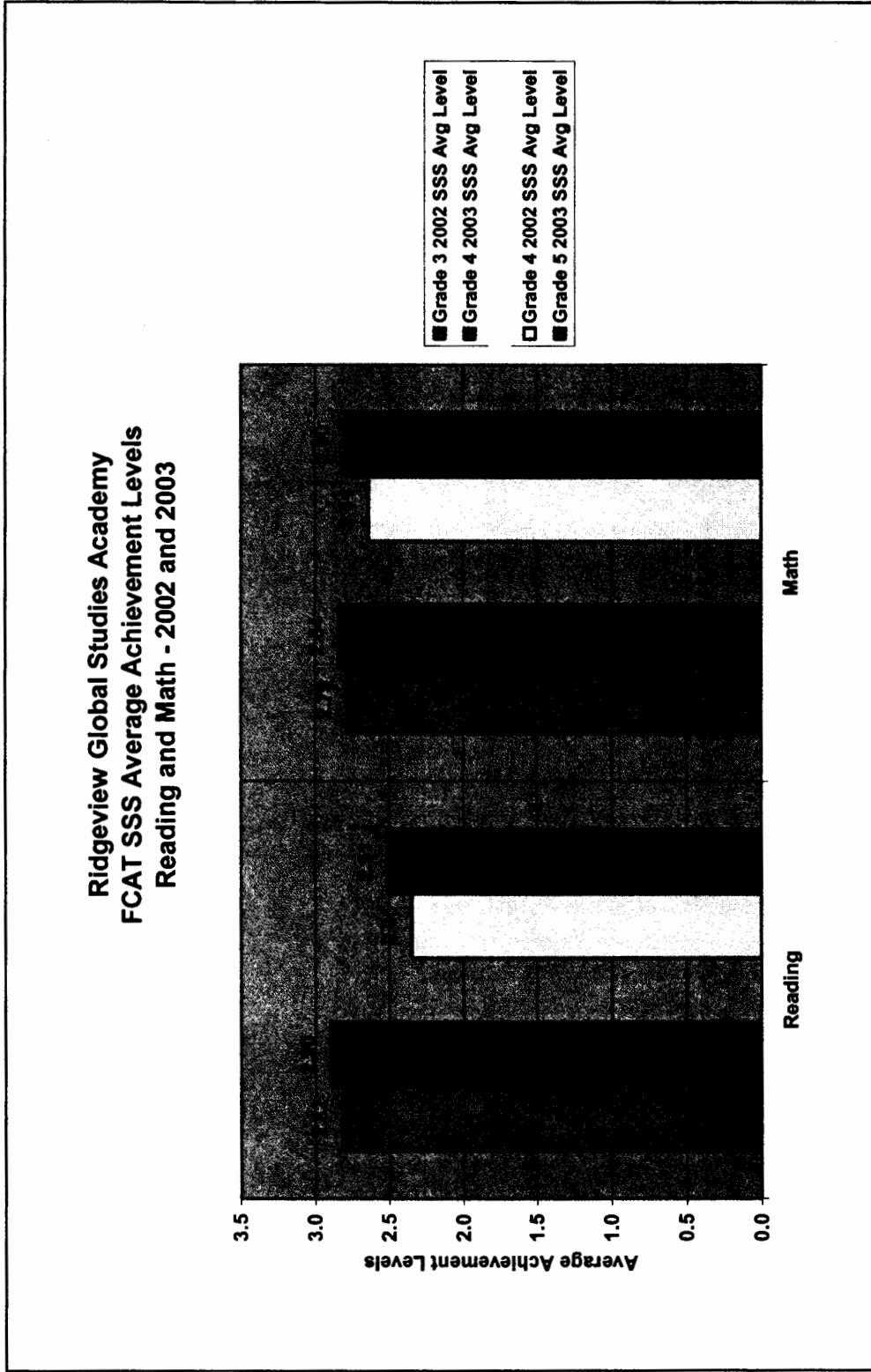


Figure 6. Percent of students scoring 3.0 or greater— spring 2002 and 2003.

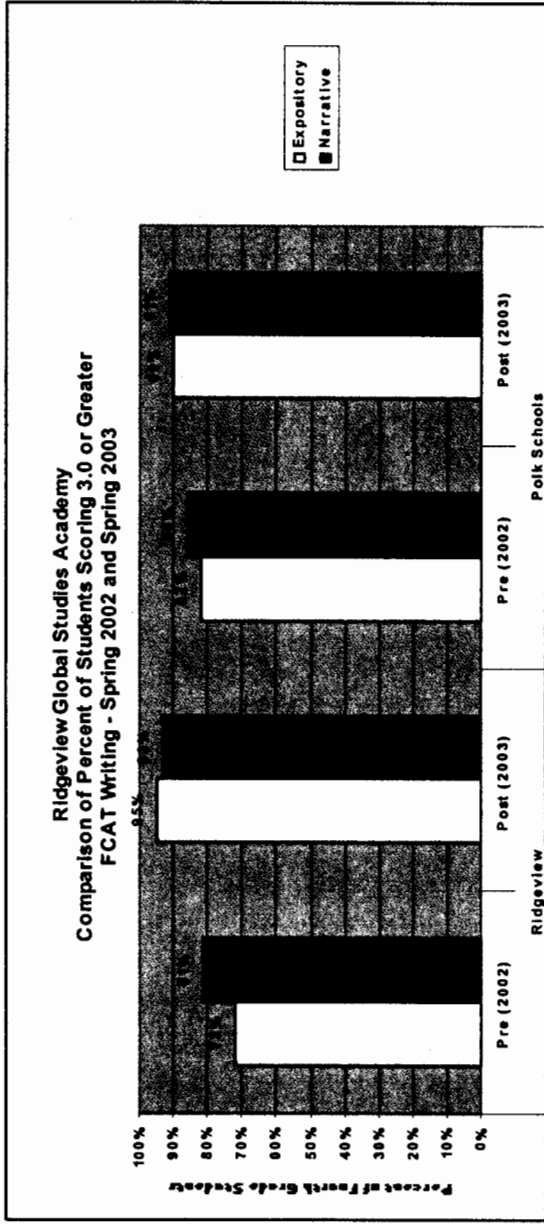


Figure 7. Percent of students scoring 4.0 or greater— spring 2002 and 2003.

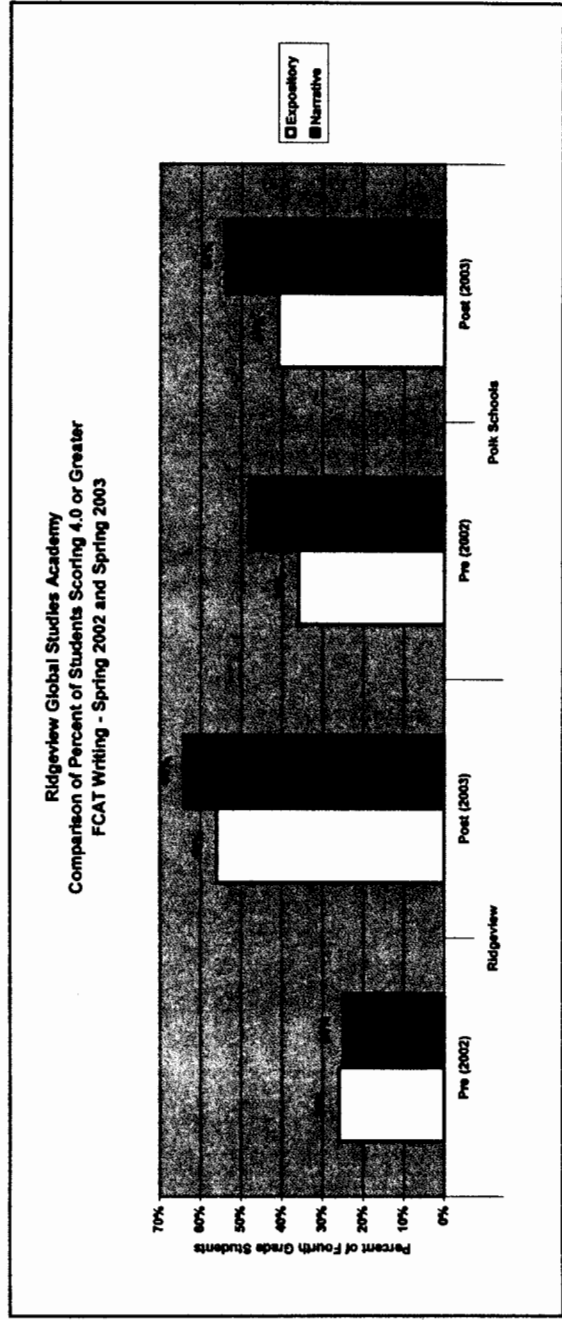


Figure 8. State Evaluation Report Card for Ridgeview Global Studies Academy 2001-2002.

Ridgeview Global Studies Academy Based on Matched Standard Curriculum Students				
	FCAT SSS Reading (Gr. 3,4,5)	FCAT SSS Math (Gr. 3,4,5)	FCAT Writing (Gr. 4)	Grade Points
% Meeting High Standards	53%	53%	68%	174
FCAT SSS Reading Math % Meeting High Standards: 53% (Gr. 3,4,5)				
% Making Learning Gains	68%	85%		153
FCAT SSS Reading Math % Making Learning Gains: 68% (Gr. 3,4,5)				
% Making Adequate Progress Lowest 25% in the School	68%			68
FCAT SSS Reading Math % Making Adequate Progress: 68% (Gr. 3,4,5)				
School Performance Grade				
				395
				B

If fewer than 30 students for cell 3, substitute value from cell 1. If fewer than 30 students for cell 6, substitute value from cell 4. Sample data similar to state "simulate d" data for elementary schools. Percentages for meeting high standards based on FCAT SSS 2001 performance data. Percentages for gains based on simulations using FCAT NRT data.

Figure 9. State Evaluation Report Card for Ridgeview Global Studies Academy 2002-2003.

Ridgeview Global Studies Academy Based on Matched Standard Curriculum Students				
	FCAT SSS Reading (Gr. 3, 4, 5)	FCAT SSS Math (Gr. 3, 4, 5)	FCAT Writing (Gr. 4)	Grade Point
% Meeting High Standards	65%	60%	89%	214
% Making Learning Gains	71%	78%		149
% Making Adequate Progress Lowest 25% in the School	73% Yes_X_ or No_			79
School Performance Grade				436 A

If fewer than 30 students for cell 3, substitute value from cell 1. If fewer than 30 students for cell 6, substitute value from cell 4. Sample data similar to state "simulated" data for elementary schools. Percentages for meeting high standards based on FCAT SSS 2001 performance data. Percentages for gains based on simulations using FCAT NRT data.

Table 1. Disaggregated Data for SAT/9 and FCAT NRT Reading and Math for Students Scoring at or Above the 50th Percentile 2001/02 and 2002/03

SAT/9 FCAT NRT READING	BLACK		WHITE		HISPANIC		HISPANIC		ECON.DIS.		ALL STUDENTS	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
GRADE 1	56%	33%	63%	81%	44%	69%	61%	65%	61%	65%	61%	75%
GRADE 2	42%	64%	66%	71%	72%	40%	57%	58%	57%	58%	62%	67%
GRADE 3	46%	42%	70%	75%	43%	74%	55%	66%	55%	66%	63%	68%
GRADE 4	25%	47%	62%	75%	50%	61%	51%	58%	51%	58%	57%	67%
GRADE 5	11%	17%	64%	53%	13%	67%	37%	51%	37%	51%	49%	55%
GRADES 1-5	38%	44%	65%	71%	49%	64%	53%	60%	53%	60%	59%	66%
SAT/9 FCAT NRT MATH	BLACK		WHITE		HISPANIC		HISPANIC		ECON.DIS.		ALL STUDENTS	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
GRADE 1	56%	57%	73%	78%	55%	82%	58%	73%	58%	73%	54%	77%
GRADE 2	37%	100%	72%	90%	50%	80%	52%	84%	52%	84%	59%	89%
GRADE 3	46%	42%	79%	81%	64%	48%	62%	57%	62%	57%	70%	62%
GRADE 4	25%	53%	85%	75%	56%	78%	60%	65%	60%	65%	71%	73%
GRADE 5	33%	50%	87%	81%	50%	75%	66%	74%	66%	74%	73%	77%
GRADES 1-5	40%	60%	79%	81%	55%	71%	59%	69%	59%	69%	67%	76%

Color coding indicates progress of student from grade to grade, same students. This gives us a longitudinal progression/comparison.

LIST: 53 SY: 04 24. ENROLLMENT PERCENTAGE SUMMARY TIME: 11:13
CNTR: 0441 RIDGEVIEW ACADEMY

GR	PERCENTAGE OF TOTAL				GRADE TOTAL
	WHITE	BLACK	HISP.	ASIAN INDIAN	
KG	58.3	14.2	25.2	2.4	127
01	58.4	11.7	29.2	0.7	137
02	53.0	16.2	29.9	0.9	117
03	52.6	17.2	25.9	3.4	116
04	46.2	16.1	35.5	2.2	93
05	52.9	17.6	26.9	2.5	119
TOTL	54.0	15.4	28.5	2.0	709

PF: 1-ENR 2-C/SC 3-CR 4-I/SC 5-IN 6-EL/SC 7-EL 8-MS/SC 9-MS 10-CL 11-FTE 12-EN
ALL RECORDS DISPLAYED. NEXT? TERML: X696

IIST: 53 SY: 04
CNTR: 0361

24. ENROLLMENT PERCENTAGE SUMMARY
EASTSIDE ELEMENTARY

TIME: 11:13

----- PERCENTAGE OF TOTAL -----

GR	WHITE	BLACK	HISP.	ASIAN	INDIAN	GRADE
PK	15.8	21.1	63.2	0.0	0.0	TOTAL 19
KG	22.8	15.0	61.1	1.1	0.0	180
01	18.2	18.2	62.9	0.7	0.0	143
02	21.6	14.4	64.0	0.0	0.0	125
03	19.6	14.4	64.1	1.3	0.7	153
04	26.1	18.5	52.9	2.5	0.0	119
05	24.3	11.2	62.6	0.9	0.9	107
TOTL	21.7	15.5	61.5	1.1	0.2	846

PF: 1-ENR 2-C/SC 3-CR 4-I/SC 5-IN 6-EL/SC 7-EL 8-MS/SC 9-MS 10-CL 11-FTE 12-EN
ALL RECORDS DISPLAYED. NEXT? TERML: X696

IIST: 53 SY: 04 24. ENROLLMENT PERCENTAGE SUMMARY TIME: 11:12
CNTR: 1941 LOUGHMAN OAKS ELEMENTARY

GR	PERCENTAGE OF TOTAL				GRADE TOTAL
	WHITE	BLACK	HISP.	ASIAN INDIAN	
PK	47.2	22.2	30.6	0.0	36
KG	54.7	18.7	25.9	0.7	139
01	50.8	25.8	22.0	0.8	132
02	55.3	12.7	31.3	0.7	150
03	52.2	17.2	28.0	0.6	157
04	46.6	20.3	30.5	0.0	118
05	51.3	23.7	23.7	0.7	152
TOTL	51.8	19.7	27.0	0.9	884

PF: 1-ENR 2-C/SC 3-CR 4-I/SC 5-IN 6-EL/SC 7-EL 8-MS/SC 9-MS 10-CL 11-FTE 12-EN
ALL RECORDS DISPLAYED. NEXT? TERM: X696

LIST: 53 SY: 04 24. ENROLLMENT PERCENTAGE SUMMARY TIME: 11:12
CNTR: 0341 SANDHILL ELEMENTARY

GR	PERCENTAGE OF TOTAL				INDIAN	GRADE
	WHITE	BLACK	HISP.	ASIAN		
PK	100.0	0.0	0.0	0.0	0.0	TOTAL 1
KG	27.3	16.9	53.9	1.3	0.6	154
01	35.5	11.2	52.1	0.0	1.2	169
02	27.5	12.7	58.2	1.1	0.5	189
03	28.4	16.8	54.2	0.6	0.0	155
04	33.3	14.8	49.6	0.0	2.2	135
05	27.5	13.4	58.5	0.7	0.0	142
TOTL	29.9	14.2	54.5	0.6	0.7	945

PF: 1-ENR 2-C/SC 3-CR 4-I/SC 5-IN 6-EL/SC 7-EL 8-MS/SC 9-MS 10-CL 11-FTE 12-EN
ALL RECORDS DISPLAYED. NEXT? TERM: X696

IIST: 53 SY: 04 24. ENROLLMENT PERCENTAGE SUMMARY TIME: 11:11
 CNTR: 0401 DAVENPORT SCHOOL OF ARTS

GR	PERCENTAGE OF TOTAL				INDIAN	GRADE TOTAL
	WHITE	BLACK	HISP.	ASIAN		
PK	38.1	14.3	42.9	0.0	4.8	21
KG	55.3	18.4	25.0	1.3	0.0	76
01	69.9	11.0	13.7	5.5	0.0	73
02	62.5	16.7	20.8	0.0	0.0	72
03	56.2	17.8	26.0	0.0	0.0	73
04	57.7	18.3	23.9	0.0	0.0	71
05	54.2	22.2	23.6	0.0	0.0	72
06	57.8	19.3	22.9	0.0	0.0	83
TOTL	58.2	17.6	23.1	0.9	0.2	541

PF: 1-ENR 2-C/SC 3-CR 4-I/SC 5-IN 6-EL/SC 7-EL 8-MS/SC 9-MS 10-CL 11-FTE 12-EN
 ALL RECORDS DISPLAYED. NEXT? TERM: X696

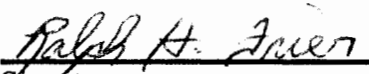



APPENDIX 2



Accountability Plan

Ridgeview Global Studies Academy 0441

Principal	School Board Chairman
Ralph H. Frier	Tony McAfee
	
Signature	Signature

Submitted January 2004

Mission

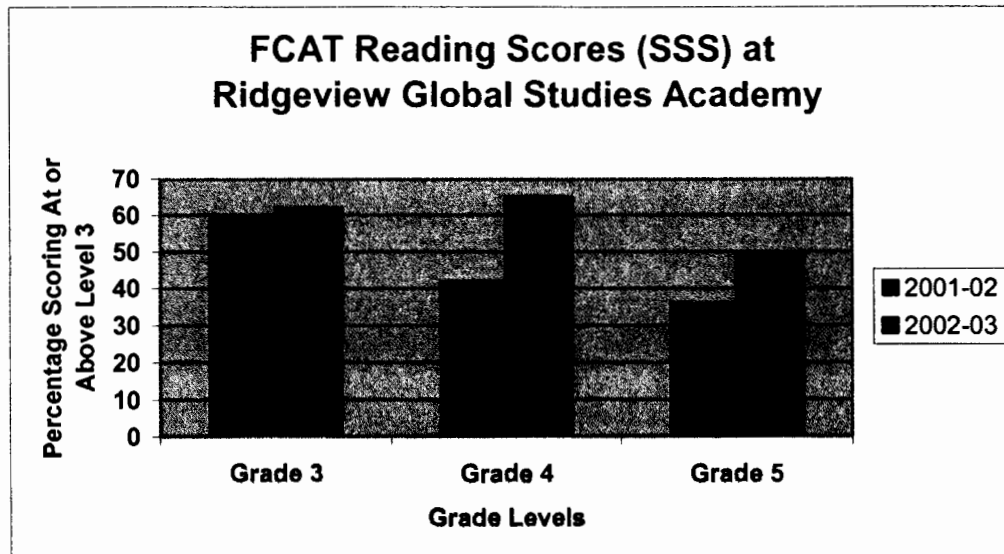
Ridgeview Global Studies Academy's mission states: "In our ever-changing, multicultural world, we will spark the desire in our school family to become responsible and caring decision-makers. United, we will provide challenges and skills in a loving environment, empowering everyone to reach his fullest potential."

Goals

Academic

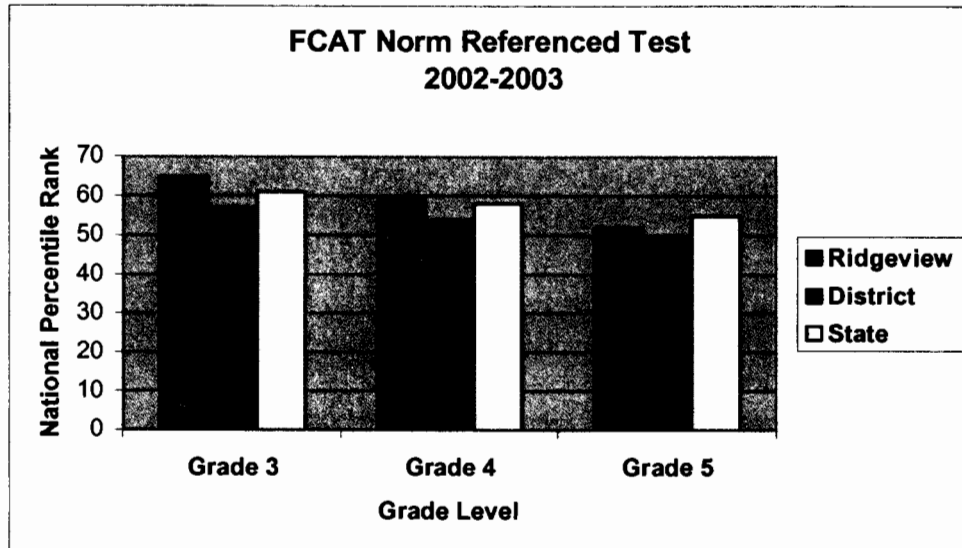
All students at Ridgeview Global Studies Academy will make annual learning gains sufficient to acquire the knowledge, skills, and competencies necessary to master the Florida Sunshine State Standards in all areas.

- By testing year 2004, 68% of students taking the reading Florida Comprehensive Assessment Test (FCAT), administered in March, will perform at or above level 3. A combined total of 65% of students in grades 3, 4 and 5 scored at or above the 50th percentile in the 2002-03 school year. The chart below represents the strides made in grades 3, 4 and 5 toward accomplishing this goal over the past two years.

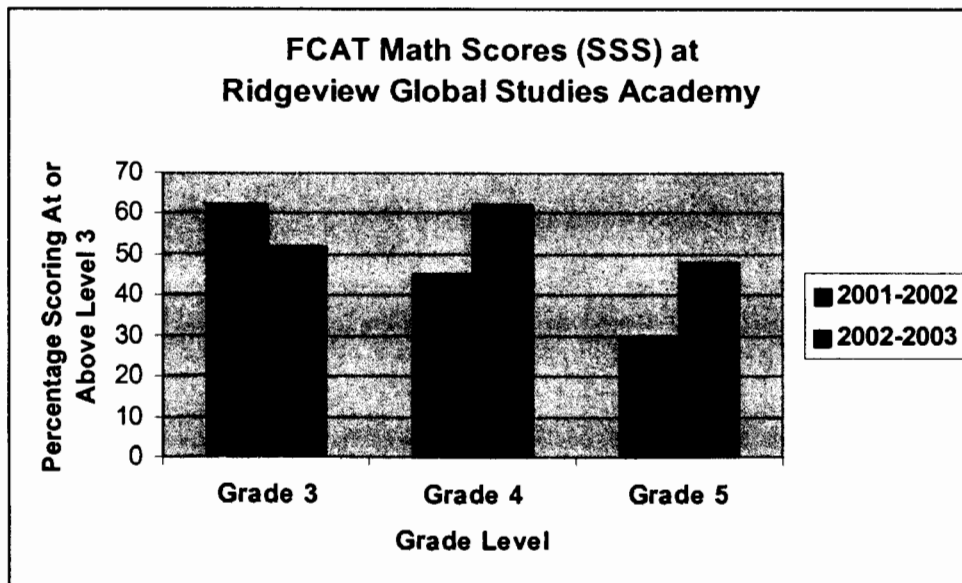


- A total of 70% of students taking the FCAT Norm Referenced Test (NRT) Reading Assessment will score above the 50th percentile. The goal of Ridgeview Global Studies Academy is to score at or above the Polk County School District average with continued progress towards surpassing the state average. The chart below illustrates comparisons of Ridgeview Global Studies Academy, Polk County School District and the state of Florida for the 2002-2003 school year. This information was

obtained from the No Child Left Behind (NCLB) School Public Accountability Report (SPAR).

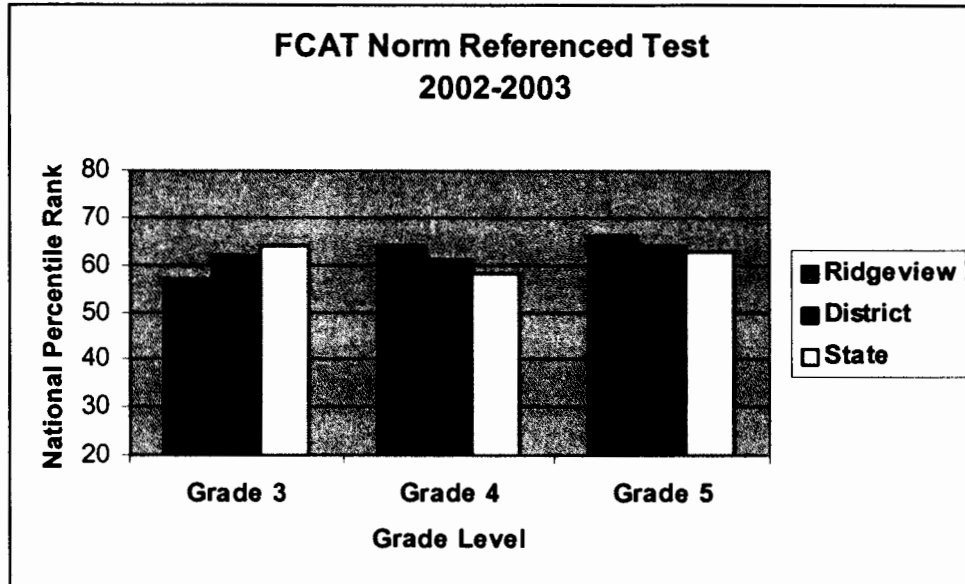


- By testing year 2004, 65% of students taking the math FCAT (SSS) will perform at or above level 3. Progress has been noted in all grades except third. A combined total of 60% of students in grades 3, 4 and 5 scored at or above the 50th percentile in the 2002-03 school year. The chart below represents the strides made in grades 3, 4 and 5 toward accomplishing this goal over the past two years.

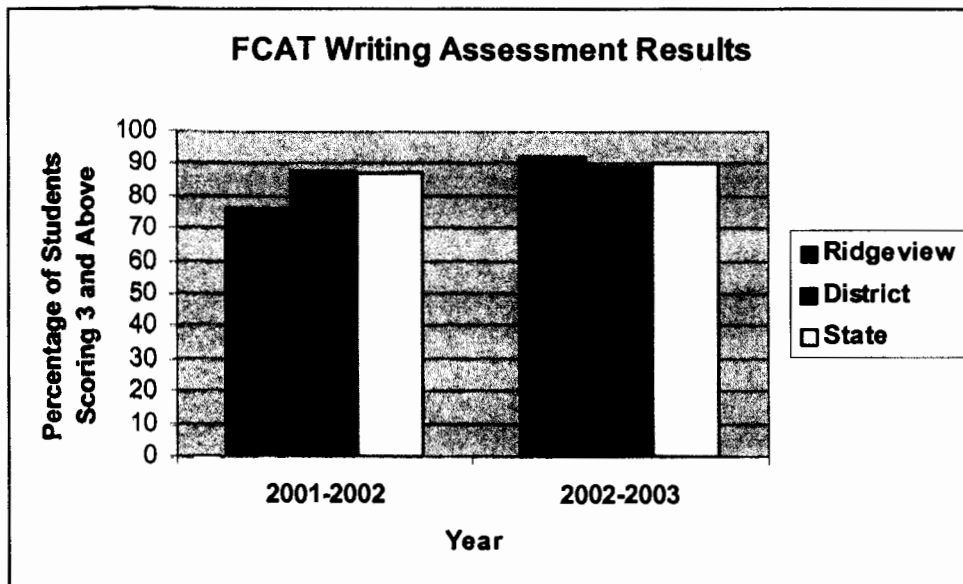


- A total of 70% of students taking the NRT Math Assessment will score above the 50th percentile. The goal of Ridgeview Global Studies Academy is to score at or above the Polk County School District average with

continued progress towards surpassing the state average. The chart below illustrates comparisons of Ridgeview Global Studies Academy, Polk County School District and the state of Florida for the 2002-2003 school year. This information was obtained from the No Child Left Behind (NCLB) School Public Accountability Report (SPAR).



- By testing year 2004, at Ridgeview Global Studies Academy, 65% of students taking the FCAT Writing Assessment will score a 4.0 or higher. The chart below reflects the growth and comparison results of Ridgeview Global Studies Academy, Polk County School District, and the state of Florida scores for the past two consecutive school years.



- By testing year 2004, 50% of students taking the FCAT SSS Science section will perform at or above Level 3. This percentage is expected to increase by a minimum of two percent per year, on average. No data is available at this time due to the fact that 2002-2003 scores were recorded

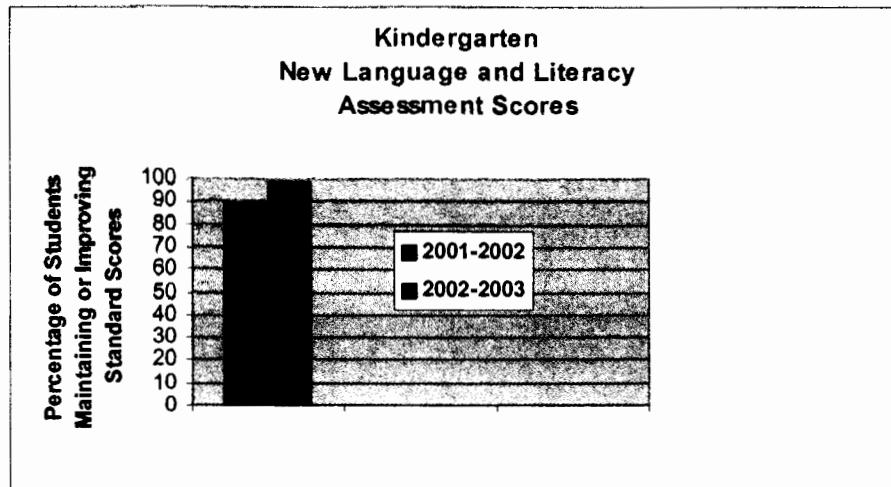
as baseline results. As of school year 2003-2004, Ridgeview Global Studies Academy will offer a hands-on science lab to expand the teaching of the Science Sunshine State Standards in grades 3-5.

- Teacher-made, Sunshine State Standard-aligned reading, math and writing assessments are administered three times during the school year (August, January, April). Additional instruction is directed toward standards not yet mastered by individual students. Proficiency in each grade level is measured as follows:

Grade Level	Beginning				Middle				End			
	Rdg.	Mth.	Wrt.		Rdg.	Mth.	Wrt.		Rdg.	Mth.	Wrt.	
Kindergarten	25%	25%	N=1 E=1		50%	50%	N=3 E=3		80%	80%	N=4 E=4	
First Grade	25%	25%	N=2 E=2		50%	50%	N=3 E=3		80%	80%	N=4 E=4	
Second Grade	25%	25%	N=2 E=2		50%	50%	N=3 E=3		80%	80%	N=4 E=4	
Third Grade	30%	30%	N=1.5 E=1.5		60%	60%	N=2.5 E=2.5		80%	80%	N=3.5 E=3.5	
Fourth Grade	25%	25%	N=2 E=2		50%	50%	N=3 E=3		80%	80%	N=4 E=4	
Fifth Grade	30%	30%	N=2 E=2		50%	50%	N=3 E=3		80%	80%	N=4 E=4	

(N=Narrative Writing, E=Expository Writing)

- All students at Ridgeview Global Studies Academy will receive instruction in Spanish. Ridgeview's goal is for all students completing six years of Spanish instruction to be conversational in Spanish upon exiting Ridgeview. Ridgeview Academy is presently in its third year of existence as a charter school and this data is not yet available for review. Implementation of a testing instrument to measure student growth is in the planning stages.
- Kindergarten students are evaluated using the New Language and Literacy Assessment (NLLA) Total Score. Students are individually assessed in August and April. Standard scores are examined to determine whether students maintain or gain at least a year's growth from one testing to the other. The chart below depicts the percentage of kindergarten students who maintained or improved their scores on the NLLA from the pretest given in August to the post-test given in April.



Organizational Viability

By choosing to enroll a child at Ridgeview Global Studies Academy, parents provide their child with an exciting educational opportunity. Registration of a student indicates that parents or guardians have accepted the responsibility to provide the proper interest, encouragement, guidance, and home environment to foster the best possible learning situation.

Waiting Lists at Ridgeview Global Studies Academy

Grade Level	As of August 31, 2003	As of December 19, 2003
Kindergarten	3	12
First Grade	1	5
Second Grade	21	32
Third Grade	21	33
Fourth Grade	16	25
Fifth Grade	12	1

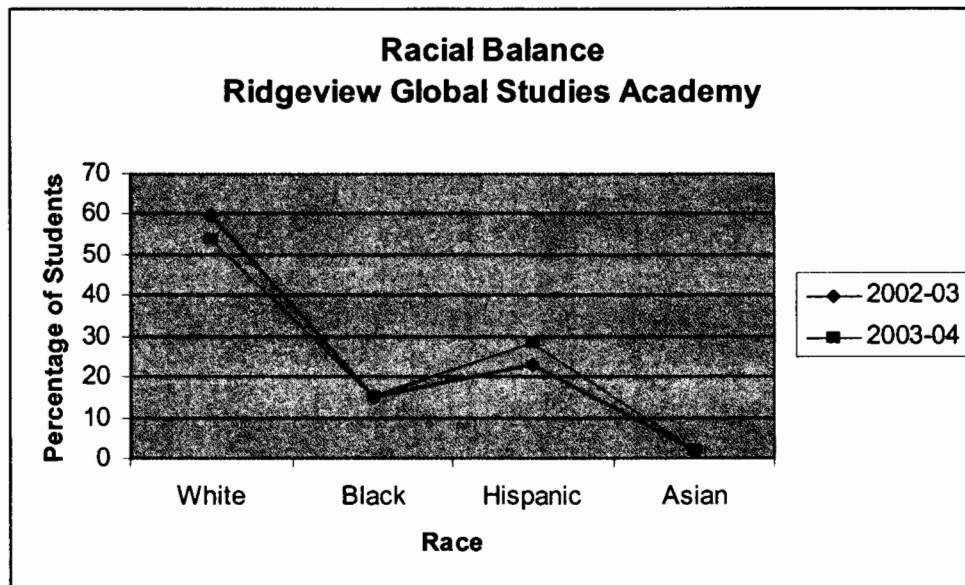
Enrollment As of January 26, 2004

Grade Level	Classrooms	Number of Students
Kindergarten	6	126
First Grade	6	135
Second Grade	5	115
Third Grade	5	115
Fourth Grade	4	91
Fifth Grade	5	117
ESE Self-contained	1	10

Student turnover rate at Ridgeview Global Studies Academy is very low. As of January 26, 2004, fifty-six students have withdrawn during the 2003-04 school year. The rate of turnover is less than eight percent.

As of the printing of this document, the attendance analysis, usually included in the SPAR report, was not available. According to Tom Ray, Director of Information Services, this data has been delayed by the DOE because of the new requirements of the NCLB/SPAR report.

The ethnic population of Ridgeview Global Studies Academy holds true to the heart of its charter. The chart below illustrates the diversity of student backgrounds over the past two school years.



Teacher turnover during the past two years at Ridgeview Global Studies Academy has been at a remarkably low percentage. This is evidenced by the fact that of the 39 teachers employed at Ridgeview Academy during the 2001-2002 school year, one teacher, a 3% turnover, did not return for the 2002-2003 school year. The following year of the school's charter, 3 out of a total of 40 teachers transferred to other schools, one of those being an out of district transfer due to relocation, accounting for an 8% turnover in teaching staff. Due to the increase in student enrollment for the 2003-2004 school year, a total of 12 new teachers were added to the Ridgeview Academy staff.

Ridgeview Global Studies Academy's Title I Successful Staff Schools Survey conducted in April, 2003 reports high percentages of staff satisfaction in many areas, which, in turn, led to the low teacher turnover rate. The chart below shows the 64 out of 74 items that were marked, with responses of "strongly agree" or "agree" by 90% or more of the staff.

Survey Question	% marking strongly agree or agree
School's mission known and communicated clearly.	97.3%
Statement of purpose defines goals focused on learning.	100.0%
Subject area objectives are focal point of instruction.	100.0%
Curriculum, instruction, assessment are aligned.	100.0%
Teachers stress academic achievement as a priority.	100.0%
Teachers require students be effective in reading and writing.	100.0%
Teachers hold students accountable for clear, accurate writing.	91.4%
Teachers provide activities that develop thinking skills.	100.0%
Materials/supplies are adequate for students' abilities.	100.0%
Teachers apply consistent criteria to assigning grades.	100.0%

In-class assessments are used to find strengths/weaknesses.	100.0%
Students are given feedback on homework/class assignments.	100.0%
Assessment based on student performance occurs regularly.	100.0%
Test results reviewed to plan instructional modifications.	100.0%
Students believe that school rules are reasonable /appropriate.	100.0%
Students held accountable for maintaining schools rules	91.7%
School staff enforce student rules consistetly/equitably	90.9%
Students rewarded/praised for following schools rules	91.4%
Physical condiion of buildings pleasant/good repair.	100.0%
Students/staff take pride in school..help keep clean.	100.0%
Student vandalism/sestrction is not a problem.	97.1%
Property of students/staff is secure.	94.3%
Staff members are treated respectfully by students.	94.1%
Building is a safe/secure place to work during the school day.	100.0%
Most students are eager and enthusiastic about learning.	97.1%
There is a positive school spirit.	100.0%
Teachers base grades on achievement/performance.	100.0%
Teachers are responsible for helping students achieve standards.	100.0%
Teachers believe all students can achieve.	100.0%
Teachers feel they can teach 90-95% if their students.	94.3%
Students try to succeed in their classes.	100.0%
Students acknowledged/rewarded for improvements/achievements.	91.4%
Students not achieving are given help in a timely manner.	100.0%
Low-achieving students are given the same opportunities in class.	100.0%
Students work cooperatively in small heterogeneous groups.	97.0%
Mathematics program includes varied concepts/activities.	100.0%
Reading program includes reading independently.	94.1%
Individual/small group programs are coordinated.	94.3%
Students predict/sample/confirm/self-correct during reading.	96.8%
Provide learning activities that address all learning styles.	97.1%
Students are engaged in learning activities through period.	97.1%
Students are encouraged to express themselves.	100.0%
Students expect reteaching and specific skills remediation.	100.0%
Practice work following direct instruction is planned.	100.0%
Students offered multiple opportunities to practice new skills.	97.0%
Preventative strategies for helping failing students.	100.0%
Principal seeks ideas and suggestions from staff.	97.2%
Administrative leadership available to solve disagreements.	100.0%
Classroom observations focus on improving instruction.	100.0%
Principal and staff plan staff development program.	96.8%
Staff development program based on school goals.	100.0%
Follow-up assistance provided by administration.	100.0%
Principal initiates coordination of program.	100.0%
Principal accessible to discuss instruction matters.	100.0%
Principal instructional leadership is clear/strong.	100.0%
Parents encouraged to share ideas for improvement.	100.0%
Teachers communicate good things to parents.	90.5%
Parents are aware of the discipline policy.	100.0%
Parent-teacher conferences focus on student achievement.	100.0%
Cooperation exists in regard to homework monitoring.	93.1%
Parents have clear understanding of school's goals.	97.0%
Most parents rate this school as superior.	100.0%
Parent communication is clear,effective, frequent.	100.0%

The Title I Successful Schools Parent Survey for 2002-2003 showed all responses under the “agree” category totaling percentages of 94% or better except for one area. The area that was marked 78.1% agree and 21.9% disagree also showed that 29% of the negative responses fell in the “don’t know” category. This question stated “I have been asked to give ideas on how to improve the school.” Title I surveys have been given to all parents attending all functions at Ridgeview Academy over the past three years so this response is subject to question as to its validity.

A Certified Audit Report and Budget is located in Appendix 3 of this document.

Unique Program Areas

Students at Ridgeview Global Studies Academy participate in an academic program focused on global studies. The global studies strand is threaded throughout the academic, exploratory, and enrichment curriculum. Studies include emphasis on various countries cultures, environments, and economies. Emphasis is placed on appreciation of the cultural diversity integrated into the core curriculum of Ridgeview Academy.

- All students at Ridgeview Global Studies Academy receive bilingual instruction in Spanish provided by a foreign language teacher. Each student in grades Kindergarten-Fifth Grade receives a written progress report each nine-week grading period. By school year 2004-2005 the students will be administered a beginning, middle and end of the year assessment covering the Spanish curriculum expectations for the year.
- An annual dinner program for parents is held to further emphasize the differences among cultural celebrations during the winter holiday. The festivities include multi-cultural presentations by the students along with international cuisine catered by a local business. Parent surveys assessing strengths and weaknesses are completed and returned to the school after this activity.
- Ridgeview Academy staff and students host a yearly “Global Fiesta” in the spring. Each grade level is responsible for crafts, foods, and displays portraying various aspects of one of the seven continents. Student ambassadors, dressed in costumes from various foreign countries, volunteer their time at this multi-cultural event. Parent surveys assessing strengths and weaknesses are completed and returned to the school after this activity.
- Each grade level, kindergarten through the fifth grade, actively sponsors a child through Children International. Presently a child is being sponsored from Chile, the Philippines, North America, Columbia, India, and Ecuador. A monthly receipt, documenting all donations, is kept on file at Ridgeview Academy.
- Parent workshops on “Love and Logic” are held twice yearly to help provide parents with practical techniques that help them achieve respectful and healthy relationships with their children. Parents view videotapes, use parenting workbooks and participate in discussion groups to incorporate the Parenting With Love and Logic program strategies in their own homes.

Parent surveys assessing strengths and weaknesses are completed and returned to the school after this activity.

- “Love and Logic” teacher trainings are held on a monthly basis. A minimum of 75% of classroom teachers participate in this workshop. Success of the workshop is measured by a year-to-year decrease in student behavior referrals.
- Parent Report Card Conferences are required at the end of the first grading period to keep parents informed of student progress and to provide a vital communication link between school and home. A minimum of 85% of the parents is expected to attend a parent conference at least once during the school year. A classroom sign-in sheet of parent signatures is kept for documentation.
- Parent Writing Workshops for parents of third graders are held in the spring. Fourth grade parent writing workshops are held twice a year, in the fall and winter. Parent surveys assessing strengths and weaknesses are completed and returned to the school after this activity.
- An extended-day tutoring program is held to remediate students who are below level in math and reading skills. This program helps the students to improve their proficiency in relation to the Florida Sunshine State Standard Grade Level Expectations. An individual skills checklist, (listing Sunshine State Standards) is completed for each child that attends the tutoring program.
- The Ridgeview teaching staff participates in up-to-date technology trainings on site to help facilitate their status of “technology proficient” in alignment with the 2006 requirements of the No Child Left Behind Act. All teachers use an electronic gradebook program and continue to upgrade their skills in word processing and desktop publishing. Ridgeview Academy teachers complete “out of class” technology assignments for inservice credit toward their certification.
- Students at Ridgeview Global Studies Academy are instructed in reading, writing and math strategies using a Compass Learning twenty-six station computer lab. Software accessible to the students includes Internet-based FCAT Explorer for grades 3, 4 and 5, Accelerated Reader for grades 2-5, and Harcourt Reading Assessments for grades 1-5. Each software program has its own measurement tool for indicating individual progress.
- In addition to the regular Saxon math program, Ridgeview Global Studies Academy students in grades 1-5 are given the opportunity to participate in the Sunshine Math enrichment program. The basic purpose of the Sunshine Math program is to provide the extra challenge that self-motivated students need in mathematics. Participation is strictly voluntary. Ridgeview Academy has 53% of its students in grades 1-5 participating in the Sunshine Math program.

APPENDIX 3

**Ridgeview Global Studies Academy
Conversion Charter School
Certified Audit Report
2002-2003**

Prepared by:

**Beehmer, Pricher,
Kuehnhackl & Heidbrink, P.A.**

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT
OF THE DISTRICT SCHOOL BOARD OF
POLK COUNTY, FLORIDA**

FINANCIAL STATEMENTS

JUNE 30, 2003

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MANAGEMENT'S DISCUSSION AND ANALYSIS

This section of the annual financial report of Ridgeview Global Studies Academy, Inc. (the "School") presents management's discussion and analysis of the School's financial performance during the fiscal year ended June 30, 2003. Please read it in conjunction with the School's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The School's total net assets increased compared to the prior year.
- For the fiscal year ended June 30, 2003, the School's revenues exceeded expenses by \$240,251. This is a decline from the prior year, when revenues exceeded expenses by \$315,181.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements and required supplementary information. The basic financial statements include two kinds of statements that present different views of the School:

- The first two statements are *government-wide financial statements* that provide both long-term and short-term information about the School's overall financial status.
- The remaining statements are *fund financial statements* that focus on individual parts of the School, reporting the School's operations in more detail than the government-wide statements.
 - The *governmental funds* financial statements tell how general school services were financed in the short term, as well as what remains for future spending.

The financial statements also include *notes* that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of *required supplementary information* that further explains and supports the information in the financial statements.

This document also includes the independent auditor's report on compliance and internal control required by *Government Auditing Standards*, as well as the management letter required by the Rules of the Florida Auditor General, Chapter 10.850, *Charter School Audits*.

The following table summarizes the major features of the School's financial statements, including the portion of the School they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and contents of each of the statements.

	Government-wide Statements	Fund Statements Governmental Funds
Scope	Entire School	The activities of the School that are not proprietary or fiduciary
Required financial statements	Statement of net assets Statement of activities	Balance sheet Statement of revenues, expenditures and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets included
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter

Government-wide Financial Statements

The government-wide financial statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide financial statements report the School's net assets and how they have changed. Net assets – the difference between the School's assets and liabilities – is one way to measure the School's financial health or position. Over time, increases or decreases in the School's net assets are an indicator of whether its financial health is improving or deteriorating, respectively. To assess the overall health of the School, one needs to consider additional non-financial factors such as changes in the School's student base.

The government-wide financial statements of the School are generally divided into three categories:

- *Governmental activities* – most of the School's basic services are included here, such as instruction and school administration. Funds received through the Florida Education Finance Program (FEFP) and state and federal grants finance most of these activities.
- *Business-type activities* – in certain instances, the School may charge fees to help it cover the costs of certain services it provides. The School currently has no business-type activities.
- *Component units* – there currently are no component units included within the reporting entity of the School.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's most significant funds, not the School as a whole. A fund is a self-balancing set of accounts which the School uses to keep track of specific sources of funding and spending for particular purposes. Some funds are required by state law, and the School may establish other funds to control and manage money for particular purposes, such as for federal grants.

The School has one type of fund:

- *Governmental funds* – most of the School's basic services are included in governmental funds, which focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps one determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information on the subsequent page that explains the differences between them.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

Net Assets

The School's combined net assets at June 30, 2003 and 2002 are summarized as follows – see table below.

	Governmental Activities		Increase (Decrease)
	<u>2003</u>	<u>2002</u>	
Current and other assets	\$ 502,412	\$ 339,468	48%
Capital assets, net	116,953	10,386	1026%
Total assets	<u>619,365</u>	<u>349,854</u>	<u>77%</u>
Current and other liabilities	<u>63,933</u>	<u>34,673</u>	<u>84%</u>
Net assets:			
Invested in capital assets	116,953	10,386	1026%
Unrestricted	<u>438,479</u>	<u>304,795</u>	<u>44%</u>
Total net assets	<u>\$ 555,432</u>	<u>\$ 315,181</u>	<u>76%</u>

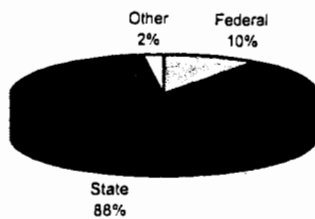
Current and other assets and net assets increased due to an increase in cash caused by the current year revenues over expenses. Capital assets increased due to purchases consisting primarily of computer equipment from the Federal funds received during the year.

Change in Net Assets

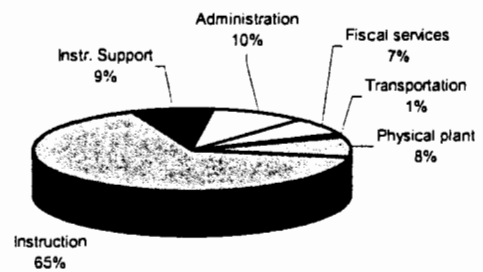
The School's total revenues increased by 12% to \$2,985,898, and the total cost of all programs and services increased by 16% to \$2,745,647 (see table below).

	<u>Governmental Activities</u>		<u>Increase</u>
	<u>2003</u>	<u>2002</u>	<u>(Decrease)</u>
Revenues:			
Federal sources passed through local school district	\$ 295,999	\$ 98,699	200%
State and local sources	2,624,978	2,530,085	4%
Contributions and other revenue	64,921	49,079	32%
Total revenues	2,985,898	2,677,863	12%
Expenses:			
Instruction and instruction-related services	1,812,326	1,513,112	20%
Instructional support	233,929	210,649	11%
School administration	267,662	235,632	14%
Fiscal services	178,902	200,711	-11%
Pupil transportation services	28,542	17,016	68%
Operation and maintenance of plant	224,286	185,562	21%
Total expenses	2,745,647	2,362,682	16%
Change in net assets	\$ 240,251	\$ 315,181	-24%

2003 Revenues



2003 Expenses



The increase in total revenues was caused primarily from the amount of the Federal charter school grant increase over the prior year.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

As the School completed the year, its governmental funds reported a combined fund balance of \$462,543.

General Fund Budgetary Highlights

Over the course of the year, the School revised its budget twice. These budget amendments were due to changes made in the first and second quarters of the fiscal year to account for staff compensation increases given by the School Board and the expected amount of Federal grants.

Considering the adjustments, actual expenditures were approximately \$43,000 below final budget amounts.

CAPITAL ASSET ADMINISTRATION

At the end of fiscal 2003, the School had invested \$138,122 in capital assets, including computers and other electronic equipment.

This year's major capital asset additions included the following:

- 40 Laptop Computers - \$51,600
- 7 Konica Copiers - \$61,948

The School's fiscal year 2004 capital budget includes spending an additional \$35,000 for capital acquisitions, principally for additional equipment. The School intends to finance these acquisitions with resources on hand. More detailed information about the School's capital assets is presented in Note 3 to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The following economic indicators were taken into account when adopting the general fund budget for fiscal year 2004:

- Projected increase in student population.
- Increases due to converting the employees from School Board employees.
- Increases in the cost of insurance.
- Changes due to providing bussing to students instead of contracting the School Board for these services.

Amounts available for appropriation in the general fund are \$3,646,056, an increase from the final 2003 budget of \$2,945,116. This increase is due to a budgeted increase in student population and the receipt of State transportation funds directly by the School. These funds were received by the School Board and applied to the transportation costs in prior periods. In addition, the School does not budget for Federal grants until award notification has been received. The School will use the funds from these grants to finance programs currently offered and to offset the expected impact of inflation on program costs.

Budget expenditures are expected to rise 38% to \$3,525,846 exclusive of the expenditures related to the Federal start-up and IDEA grant funding. The largest increments are increased instructional expenditures due to projected increased student population and wages and cost-of-living adjustments based on projected county salary increases for teaching and other School personnel for fiscal 2004. The School has added no major new programs to the fiscal 2004 budget.

If these estimates are realized, the School's budgetary general fund balance is expected to increase modestly by the close of fiscal 2004.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide interested parties with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. Should additional information be required, please contact the School's administrative offices at 1000 Dunson Road, Davenport, Florida 33896.

The management's discussion and analysis on pages 1-7 and the budgetary comparison schedule on page 23 are not a required part of the basic financial statements but are supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Beemer, Priches, Kuehnhackel & Heidbrink P.A.

Winter Park, Florida
July 21, 2003

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

STATEMENT OF NET ASSETS

JUNE 30, 2003

	<u>Governmental Activities</u>
ASSETS	
Cash and cash equivalents	\$ 478,446
Accounts receivable	19,455
Other current assets	4,511
Capital assets:	
Furniture, fixtures and equipment	138,122
Less accumulated depreciation	<u>(21,169)</u>
Total capital assets, net	<u>116,953</u>
Total assets	<u><u>\$ 619,365</u></u>
LIABILITIES	
Accounts payable and accrued expenses	\$ 41,576
Deferred revenue	<u>22,357</u>
Total liabilities	<u>63,933</u>
NET ASSETS	
Invested in capital assets	116,953
Unrestricted	<u>438,479</u>
Total net assets	<u>555,432</u>
Total liabilities and net assets	<u><u>\$ 619,365</u></u>

The accompanying notes to financial statements are an integral part of this statement.

RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2003

Governmental activities:	Program Revenues			Net (Expense) Revenue and Changes in Net Assets
	Expenses	Charges for Services	Operating Grants and Contributions	
Instruction and instruction-related services	\$ 1,812,326	\$ -	\$ -	\$ (1,812,326)
Instructional support	233,929	-	-	(233,929)
School administration	267,662	-	-	(267,662)
Fiscal services	178,902	-	-	(178,902)
Pupil transportation services	28,542	-	-	(28,542)
Operation and maintenance of plant	224,286	-	-	(224,286)
Total primary government	\$ 2,745,647	\$ -	\$ -	(2,745,647)
General revenues:				
Federal sources				295,999
State and local sources				2,624,978
Contributions and other revenue				64,921
Total general revenues				2,985,898
Change in net assets				240,251
Net assets at beginning of year				315,181
Net assets at end of year				\$ 555,432

The accompanying notes to financial statements are an integral part of this statement.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

BALANCE SHEET – GOVERNMENTAL FUNDS

JUNE 30, 2003

	<u>General Fund</u>
ASSETS	
Cash and cash equivalents	\$ 478,446
Accounts receivable	19,455
Other current assets	<u>4,511</u>
Total assets	<u><u>\$ 502,412</u></u>
LIABILITIES	
Accounts payable and accrued expenses	\$ 17,512
Deferred revenue	<u>22,357</u>
Total liabilities	<u>39,869</u>
FUND BALANCE	
Unreserved:	
Undesignated	<u>462,543</u>
Total fund balance	<u>462,543</u>
Total liabilities and fund balance	<u><u>\$ 502,412</u></u>

The accompanying notes to financial statements are an integral part of this statement.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS**

JUNE 30, 2003

Total fund balance - governmental funds \$ 462,543

Amounts reported for governmental activities in the statement of net assets
are different because:

Capital assets used in governmental activities are not financial
resources and, therefore, are not reported as assets in the
governmental funds. The cost of the assets is \$138,122,
and the accumulated depreciation is \$21,169. 116,953

Amounts accrued for compensated absences are not due
and payable in the current period and, therefore, are not reported
as liabilities in governmental funds. (24,064)

Total net assets - governmental activities \$ 555,432

The accompanying notes to financial statements are an integral part of this statement.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE – GOVERNMENTAL FUNDS**

FOR THE YEAR ENDED JUNE 30, 2003

	<u>General Fund</u>
REVENUES	
Federal sources passed through local school district	\$ 295,999
State and local sources	2,624,978
Contributions and other revenue	<u>64,921</u>
Total revenues	<u>2,985,898</u>
EXPENDITURES	
Current:	
Instruction and instruction-related services	1,786,818
Instructional support	231,628
School administration	263,907
Fiscal services	178,902
Pupil transportation services	28,542
Operation and maintenance of plant	223,865
Capital outlay	<u>126,025</u>
Total expenditures	<u>2,839,687</u>
Net change in fund balance	146,211
Fund balance at beginning of year	<u>316,332</u>
Fund balance at end of year	<u><u>\$ 462,543</u></u>

The accompanying notes to financial statements are an integral part of this statement.

RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS TO THE STATEMENT OF
ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2003

Net change in fund balance - total governmental funds	\$ 146,211
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Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays (\$126,025) exceed depreciation expense (\$19,458) in the current period.	106,567
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Compensated absences included in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.	<u>(12,527)</u>
--	-----------------

Change in net assets of governmental activities	<u><u>\$ 240,251</u></u>
--	---------------------------------

The accompanying notes to financial statements are an integral part of this statement.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2003

**1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES**

Organization

Ridgeview Global Studies Academy, Inc. (the "School") is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not For Profit Corporation Act and Section 1002.33, Florida Statutes. The governing body of the School is the not-for-profit corporation Board of Directors, which is composed of five members. Effective July 1, 2001, the School converted from a public school to a charter school.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the District School Board of Polk County, Florida (the "School Board"). The current charter is effective until June 30, 2004 and may be renewed in increments of five or fifteen years by mutual written agreement between the School and the School Board. At the end of the term of the charter, the School Board may choose not to renew the charter under grounds specified in the charter. In this case, the School Board is required to notify the School in writing at least 90 days prior to the charter's expiration. During the term of the charter, the School Board may also terminate the charter if good cause is shown. In the event of termination of the charter, any property purchased by the School with public funds and any unencumbered public funds revert back to the School Board. The School is considered a component unit of the School Board; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local government units.

Criteria for determining if other entities are potential component units of the School which should be reported with the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provide for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

Basis of presentation

The School's financial statements have been prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board. Accordingly, both government-wide and fund financial statements are presented.

RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

The government-wide financial statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The government-wide financial statements of the School are generally divided into three categories:

- *Governmental activities* – most of the School's basic services are included here, such as instruction and school administration. Funds received through the Florida Education Finance Program (FEFP) and state and federal grants finance most of these activities.
- *Business-type activities* – in certain instances, the School may charge fees to help it cover the costs of certain services it provides. The School currently has no business-type activities.
- *Component units* – there currently are no component units included within the reporting entity of the School.

The fund financial statements provide more detailed information about the School's most significant funds, not the School as a whole. A fund is an accounting entity having a self-balancing set of accounts for recording assets, liabilities, fund balances, revenues, expenditures, and other financing sources and uses. Resources are allocated to and accounted for in individual funds based on the purposes for which they are to be spent and the means by which spending activities are controlled. The fund in the financial statements of this report is as follows:

Governmental Fund:

- General Fund - to account for all financial resources not required to be accounted for in another fund.

For purposes of these statements, the general fund constitutes a major fund. There are no other governmental funds.

Basis of accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are presented using the accrual basis of accounting and an economic resources focus. With the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when incurred.

RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

The modified accrual basis of accounting and current financial resources focus is followed by the governmental funds. Under the modified accrual basis, revenues are recognized when they become measurable and available. Available means collectible within the current period or soon enough thereafter to pay current liabilities. The School considers revenues to be available if they are collected within sixty days of the end of the fiscal year. Under the modified accrual basis of accounting, expenditures are generally recognized when the related fund liability is incurred. The principal exceptions to this general rule are: (1) prepaid items are generally not accrued, (2) interest on general long-term debt is recognized when due and (3) expenditures related to liabilities reported as general long-term debt are recognized when due.

Budgetary basis accounting

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries, purchased services and capital outlay).

Cash and cash equivalents

The School's cash and cash equivalents consist primarily of demand deposits and a money market account with a financial institution, which are insured by federal depository insurance or securities held by the financial institution.

Capital assets and depreciation

Expenditures for capital assets acquired for general School purposes are reported in the governmental fund that financed the acquisition. The capital assets acquired are reported at cost, net of accumulated depreciation, in the government-wide financial statements. Donated assets are recorded at fair value at the date of donation.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which are as follows:

	<u>Years</u>
Furniture, fixtures and equipment	3 – 5

Information relative to changes in capital assets is described in Note 3.

Deferred revenue

Deferred revenue represents the portion of the federal start up grant that has been received but has not been expended. This amount will be recognized as income in the subsequent year when expended.

RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

Compensated absences

Compensated absences (i.e. paid absences for employee vacation leave and sick leave) are recorded as an expenditure in governmental funds when leave is used or when accrued as payable to employees entitled to cash payment in lieu of taking leave. In the government-wide financial statements, compensated absences are recorded as an expense when earned by the employees. The liability for compensated absences is classified as current in the government-wide financial statements because all vacation and sick time accrued is expected to be used in the following year.

Revenue sources

Revenues for current operations are received primarily from the District School Board of Polk County, Florida pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(18), Florida Statutes, the School reports the number of full-time equivalent students and related data to the School Board.

Under the provisions of Section 1011.62, Florida Statutes, the School Board reports the number of full-time equivalent students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the Florida Education Finance Program and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. The School Board receives a 5% administrative fee from the School, which is reflected as a fiscal services expenditure in the accompanying statement of activities and statement of revenues, expenditures and changes in fund balance - governmental funds.

The School may receive federal awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

Use of estimates

In preparing the financial statements, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the balance sheet and affect revenues and expenditures for the period presented. Actual results could differ significantly from those estimates.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**NOTES TO FINANCIAL STATEMENTS
(continued)**

2 ACCOUNTS RECEIVABLE

Accounts receivable included in the accompanying statement of net assets and balance sheet – governmental funds includes \$19,455 receivable from the School Board relating to certain overpayments to the School Board for expenditures.

3 CHANGES IN CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2003 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Governmental activities:				
Furniture, fixtures and equipment	\$ 12,097	\$ 126,025	\$ -	\$ 138,122
Less accumulated depreciation for:				
Furniture, fixtures and equipment	<u>(1,711)</u>	<u>(19,458)</u>	<u>-</u>	<u>(21,169)</u>
Governmental activities capital assets, net	<u>\$ 10,386</u>	<u>\$ 106,567</u>	<u>\$ -</u>	<u>\$ 116,953</u>

Depreciation expense was charged to functions as follows:

Governmental activities:	
Instruction and instruction-related services	\$ 18,353
Instructional support	<u>1,105</u>
Total governmental activities depreciation expense	<u>\$ 19,458</u>

RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

4 SCHEDULE OF STATE AND LOCAL REVENUE SOURCES

The following is a schedule of state and local revenue sources and amounts:

District School Board of Polk County, Florida	
Florida Education Finance Program	\$ 2,406,337
Discretionary millage funds	88,163
Discretionary lottery funds	39,307
Instructional materials	52,580
Safe schools	15,552
Public school technology	14,601
Teacher training	<u>8,438</u>
Total	<u>\$ 2,624,978</u>

The administration fee paid to the School Board during the year ended June 30, 2003 totaled approximately \$131,000 which is reflected as a fiscal services expenditure in the accompanying statement of activities and statement of revenues, expenditures and changes in fund balances - governmental funds.

5 RISK MANAGEMENT PROGRAM

Workers' compensation coverage, health and hospitalization, general liability, professional liability and property coverages are being provided through purchased commercial insurance with minimum deductibles for each line of coverage. Settled claims resulting from these risks have not exceeded commercial coverage.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**NOTES TO FINANCIAL STATEMENTS
(continued)**

6 COMMITMENTS AND CONTINGENT LIABILITIES

Grants

The School participates in state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable at June 30, 2003 may be impaired.

In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Legal matters

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statements.

7 CAMPUS FACILITY

Title to the school building and facilities and other capital assets acquired prior to July 1, 2001 remains with the School Board. Florida Statutes provide that the use of the school building and facilities be furnished to charter schools on the same basis as made available to other public schools in the district. No rental or leasing fee may be charged by the district school board to the charter school or to the parents and teachers who organize the charter school.

Administrators of the School and School Board believe that considerable uncertainty exists regarding the valuation of facilities utilized by the School. Consequently, the financial statements reflect no such charges of expense.

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

REQUIRED SUPPLEMENTARY INFORMATION

BUDGETARY COMPARISON SCHEDULE - GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 2003

	<u>Budgeted Amounts</u>		<u>Actual (Budgetary Basis)</u>	<u>Variance with Final Budget- Positive (Negative)</u>
	<u>Original</u>	<u>Final</u>		
REVENUES				
Federal sources passed through local school district	\$ -	\$ 318,475	\$ 295,999	\$ (22,476)
State and local sources	2,600,224	2,618,041	2,624,978	6,937
Contributions and other revenue	8,150	8,600	64,921	56,321
Total revenues	<u>2,608,374</u>	<u>2,945,116</u>	<u>2,985,898</u>	<u>40,782</u>
EXPENDITURES				
Current:				
Instruction and instruction-related services	1,665,637	1,836,445	1,786,818	49,627
Instructional support	176,801	188,405	231,628	(43,223)
School administration	259,671	268,744	263,907	4,837
Fiscal services	182,011	182,076	178,902	3,174
Pupil transportation services	20,000	28,550	28,542	8
Operation and maintenance of plant	218,090	235,279	223,865	11,414
Capital outlay	10,000	143,022	126,025	16,997
Total expenditures	<u>2,532,210</u>	<u>2,882,521</u>	<u>2,839,687</u>	<u>42,834</u>
Net change in fund balance	76,164	62,595	146,211	83,616
Fund balance at beginning of year	<u>316,332</u>	<u>316,332</u>	<u>316,332</u>	-
Fund balance at end of year	<u>\$ 392,496</u>	<u>\$ 378,927</u>	<u>\$ 462,543</u>	<u>\$ 83,616</u>

See report of independent auditors.

This report is intended for the information and use of management of the School, the District School Board of Polk County, Florida, the Florida Department of Education and the Florida Auditor General and is not intended to be and should not be used by anyone other than these specified parties.

Beemer, Pricher, Kuehnhackel & Heidbink P.A.

Winter Park, Florida
July 21, 2003

**ADDITIONAL INFORMATION REQUIRED BY
RULES OF THE FLORIDA AUDITOR GENERAL,
CHAPTER 10.850, *CHARTER SCHOOL AUDITS***



BEEMER, PRICHER, KUEHNHACKL & HEIDBRINK, P.A.
CERTIFIED PUBLIC ACCOUNTANTS
AND CONSULTANTS

1560 N. ORANGE AVENUE, SUITE 600, WINTER PARK, FLORIDA 32789-5552
(407) 998-9000 / FAX (407) 998-9010

To the Board of Directors of Ridgeview Global Studies Academy, Inc., a Charter School
and Component Unit of the District School Board of Polk County, Florida

In planning and performing our audit of the financial statements of Ridgeview Global Studies Academy, Inc., a charter school and component unit of the District School Board of Polk County, Florida, for the year ended June 30, 2003, we considered its internal control in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, not for the purpose of providing assurance on the internal control.

Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the organization's ability to record, process, summarize and report financial data consistent with the assertions of management in the financial statements. A material weakness is a reportable condition in which the design or operation of one or more of the internal control elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. We noted no items believed to be material weaknesses.

This report is intended solely for the information and use of the Board of Directors, management and others within Ridgeview Global Studies Academy, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Beemer, Pricher, Kuehnhackl & Heidbrink P.A.

Winter Park, Florida
July 21, 2003

**RIDGEVIEW GLOBAL STUDIES ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**RECOMMENDATIONS TO IMPROVE COMPLIANCE, INTERNAL CONTROL
AND THE FINANCIAL REPORTING PROCESS**

JUNE 30, 2003

We have no recommendations for the current year.

STATUS OF PRIOR YEAR RECOMMENDATIONS

The School has successfully implemented the prior year recommendation.

RIDGEVIEW GLOBAL STUDIES ACADEMY
 DIVISION 1 - OPERATING BUDGET 2003-04
 REVISED JANUARY 26, 2004

<u>REVENUE</u>	<u>ACCT NO.</u>	<u>2002/03 REVISED BUDGET</u>	<u>2003/04 BUDGET</u>
FEFP	13310000	2,618,041.00	3,268,099.00
FLORIDA LEAD TEACHER	13334000		4,410.00
TRANSPORTATION	13354000		240,000.00
INTEREST	13430000	5,000.00	5,000.00
GIFTS AND DONATIONS	13440000		
MISC REVENUE	13490000	3,600.00	
SCHOOL RECOGNITION FUNDS	13361000		58,500.00
NATIONAL BOARD CERT. TEACHER	13363000		9,266.00
TOTAL REVENUE		2,626,641.00	3,585,275.00

OPERATING EXPENSES

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>2002/03 BUDGET</u>	<u>2003/04 BUDGET</u>
Salaries-Teachers	15000120	1,131,266.00	1,355,000.00
Salaries-Paras	15000150	103,704.00	90,000.00
Retirement-Instruction	15000210	72,862.00	104,970.00
Soc Sec/Medicare-Instructional	15000220	96,770.00	110,000.00
Medical Insurance-Instructional	15000230	170,388.00	200,000.00
Workers Comp.-Instructional	15000240	9,487.00	18,000.00
Contracted Services.- Professional	15000310		1,000.00
Repairs & Maintenance	15000350	8,000.00	10,000.00
Postage-Instr	15000370	400.00	500.00
Other Purchased Svc-Instr	15000390	3,500.00	5,000.00
Supplies-Instructional	15000510	50,000.00	60,000.00
Textbooks-Instructional	15000520	55,000.00	50,000.00
AV Materials-Instructional	15000620		
Equipment-Instructional	15000640	5,500.00	10,000.00
Software-Instructional	15000690		
School Grade Recognition	15000750		47,838.50
Salaries-Sub Teachers	15000750	15,000.00	25,000.00
Salaries-Nat. Board Cert. Teacher	15000750		9,266.00
INSTRUCTION		1,721,877.00	2,096,574.50
Salaries-Guidance	16100130	46,751.00	26,504.00
Retirement-Student Support	16100210	4,300.00	1,958.65
Social Security-Student Support	16100220	3,600.00	2,027.56
Medical Insurance-Student Support	16100230	4,414.00	
Workers Comp-Student Support	16100240	351.00	333.95
Supplies-Clinic & Guidance	16100510	500.00	4,000.00
School Grade Recognition	16100750		1,076.50
PUPIL PERSONNEL SVCS		59,916.00	35,900.66
Salaries-Media	16200130	45,000.00	46,350.00
Salaries-Para-Media	16200150	17,400.00	17,895.00

RIDGEVIEW GLOBAL STUDIES ACADEMY
 DIVISION 1 - OPERATING BUDGET 2003-04
 REVISED JANUARY 26, 2004

		2002/03	2003/04
Retirement-Media	16200210	3,605.00	4,748.00
Social Security-Media	16200220	4,741.00	4,915.00
Medical Insurance-Media	16200230	8,828.00	8,539.00
Workers Comp-Media	16200240	465.00	810.00
Contracted Services-Media	16200350	1,400.00	1,500.00
Supplies-Media	16200510	2,500.00	4,000.00
Media Periodicals	16200530	1,100.00	1,500.00
Library Books-Media	16200610	8,600.00	15,000.00
Software-Media	16200690	1,000.00	1,000.00
School Grade Recognition	16200750		1,633.65
INSTRUCTIONAL MEDIA SVCS		94,639.00	107,890.65
Salaries - Teachers - Curr. Develop.	16300120	7,000.00	10,000.00
Salaries - Media - Curr. Develop.	16300130	200.00	500.00
Salaries - Paras - Curr. Develop.	16300150	150.00	
Retirement - Curr. Develop.	16300210	400.00	600.00
Soc. Sec. - Curr. Develop.	16300220	550.00	800.00
Workers Comp. - Curr. Develop.	16300240	50.00	100.00
Contracted Services-Curr	16300310		
Supplies-Curriculum	16300510		
INSTR/CURRICULUM DEV SVCS		8,350.00	12,000.00
Contr Svcs-Inservice	16400310		2,000.00
Travel - Instructional	16400330	300.00	10,000.00
INSTR STAFF TRNG SVCS		300.00	12,000.00
Contracted Services-Admin/Gov	17100310		
Contracted Services-Legal	17100310	3,000.00	10,000.00
Liability Insurance-Charter Board	17100320	9,000.00	12,000.00
Travel-Charter Board	17100330		5,000.00
Other Services-Board	17100390	200.00	500.00
Supplies-Charter Board	17100510		
Dues & Fees-Board	17100730	200.00	500.00
BOARD		12,400.00	28,000.00
SUTA-Gen. Admin	17100250		18,000.00
Indirect Cost	17200790		
GENERAL ADMINISTRATION			18,000.00
Salaries-Admin	17300110	124,791.00	186,000.00
Salaries-Admin-Secretaries	17300160	58,000.00	75,000.00
Retirement-Admin	17300210	10,550.00	19,000.00
Soc. Sec./Medicare-Admin	17300220	13,950.00	20,000.00
Medical Insurance-Admin	17300230	19,856.00	25,608.00
Workers Comp-Admin	17300240	1,362.00	3,000.00
Travel-Admin	17300330	300.00	5,000.00
Warranty Plan - Computers	17300350	150.00	200.00
Equipment Rental-Admin	17300360		
Postage	17300370	1,500.00	2,000.00
Other Purchased Svcs-Admin	17300390	500.00	1,000.00

RIDGEVIEW GLOBAL STUDIES ACADEMY
 DIVISION 1 - OPERATING BUDGET 2003-04
 REVISED JANUARY 26, 2004

		2002/03	2003/04
Supplies-Admin	17300510	5,500.00	8,000.00
Equipment-Admin	17300640		10,000.00
Software-Admin	17300690		1,000.00
Dues & Fees-Admin	17300730	200.00	1,000.00
School Grade Recognition	17300750		3,800.41
Misc Expense	17300790	500.00	500.00
SCHOOL ADM (OFFICE OF PRIN)		237,159.00	361,108.41
Rental-Facilities	17400360		
Buildings & Fixed Equip	17400630		
Site Improvement-Facilities	17400670		
Renovation-Facilities	17400680		
FACILITIES ACQUISITION/CONST			
Contracted Services-Fiscal & Audit	17500310	20,000.00	40,000.00
PCSB Admin Cost	17500790	132,076.00	123,000.00
FISCAL SERVICES		152,076.00	163,000.00
School Grade Recognition	17600750		3,229.50
FOOD SERVICES			3,229.50
Contracted Services-Asses/Eval	17700310	3,500.00	
CENTRAL SERVICES		3,500.00	
Salaries - Bus Drivers	17800160		111,000.00
Retirement - Bus Drivers	17800210		7,000.00
Soc. Sec. - Bus Drivers	17800220		8,000.00
Insurance - Bus Drivers	17800230		4,000.00
Workers Comp - Bus Drivers	17800240		8,700.00
Contracted Services-Professional	17800310		1,000.00
Casualty Insurance	17800320		25,000.00
Repairs & Maintenance	17800350		10,000.00
Fuel	17800460		20,000.00
Supplies-Transportation	17800510		1,000.00
Oil & Grease	17800540		2,000.00
Repair Parts	17800550		2,000.00
Tires and Tubes	17800560		2,000.00
Equipment - Transportation	17800651		100,000.00
Contracted Services-Transportation	17800390	28,550.00	14,000.00
PUPIL TRANSPORTATION		28,550.00	315,700.00
Salaries-Custodians	17900160	31,000.00	31,728.00
Retirement-Custodians	17900210	1,775.00	2,345.00
Soc. Sec.-Custodians	17900220	2,201.00	2,428.00
Insurance-Custodians	17900230	8,828.00	8,539.00
Workers Comp-Custodians	17900240	1,550.00	3,005.00
Bldg Insurance-Operations	17900320	4,600.00	10,000.00
Contr. Svcs.- Cust./Lawn Maint.	17900350	88,000.00	120,000.00
Telephone	17900370	4,500.00	7,000.00
Water, Sewage and Garbage	17900380	15,600.00	16,500.00

RIDGEVIEW GLOBAL STUDIES ACADEMY
 DIVISION 1 - OPERATING BUDGET 2003-04
 REVISED JANUARY 26, 2004

		2002/03	2003/04
Contr. Svcs.- T-1 Line & Alarm Sys	17900390	9,000.00	11,000.00
Utilities	17900400	55,000.00	70,000.00
Supplies-Operations	17900510	10,000.00	15,000.00
Fuel, Oil & Supplies	17900540	200.00	2,000.00
Equipment -Operations	17900640	10,000.00	15,000.00
School Grade Recognition	17900750		1,171.20
OPERATION OF PLANT		242,254.00	315,716.20
Contracted Services-Maintenance	18100350	2,000.00	2,000.00
Other Purchased Svcs-Maint	18100390	525.00	500.00
Supplies-Maintenance	18100510	500.00	500.00
MAINTENANCE OF PLANT		3,025.00	3,000.00
TOTAL OPERATING EXPENSES		2,564,046.00	3,472,119.92
NET INCOME (LOSS)		62,595.00	113,155.08
NET INCOME AS % OF REVENUE		2.38%	3.16%



APPENDIX 4



Technology Plan

**Ridgeview Global Studies Academy
2003-2004**

School Technology Plan

School Technology Plan

Mission Statement

Ridgeview Global Studies Academy believes that technology should be used to enhance the teaching and learning process in order to develop independent, responsible problem solvers. Ridgeview staff and students will effectively use telecommunications and informational technologies to increase students' creativity, global awareness and responsibility so that they become effective members of society.

- Students in grades 2, 3, 4 and 5 will have access to a state-of-the-art workstation computer lab for a 40 minute block at least once a week. Students will work on remediation of reading and math skills as aligned with Sunshine State Standards.
- Teachers will use Compass lab reports to:
 - Monitor remediation needed for students in math and reading
 - Assess current student levels
 - Develop small instruction groups
 - Access FCAT Explorer in grades 3, 4 and 5
- Students will take the Star Reading Assessment to determine reading level during the first month of the school year
- Students in all grades will continue to have classroom, computer lab and media center access to Accelerated Reader. A reward system will remain in place for students earning a designated amount of points.
- Teachers will use educational software in each classroom to enhance instruction. Additional software titles will be purchased for classrooms as new equipment is added.
- Students in grades 3, 4 and 5 will continue to use Internet-based FCAT Explorer to help them prepare for the FCAT.
- Teachers will use Elegrade for grade reporting and communication with parents. Plans are to include the parent viewer via the web over the next school year.
- Ridgeview Global Studies Academy will continue to upgrade servers and software license as needed.
- Teachers will have access to vizcams, overhead projectors, LCD projectors, Smartboards, scan converters and up-to-date future technology equipment as it becomes available.
- The Ridgeview Global Studies Academy will continue to be used for producing a morning information news show. Plans are to increase the use of the studio to include distance learning opportunities and enhancements to classroom learning through closed circuit television accessibility.

School Technology Plan

- Ridgeview Academy plans to implement the Taking a Good Look at Instructional Technology (TAGLIT) with the Ridgeview staff.

Professional Development/Training Goals

- Provide continued training for teachers in the use of the electronic gradebook, Elegrade.
- Provide training for parents in the use of Elegrade parent viewer.
- Provide specific teacher in-service, as needed, in word processing, publishing, databases, spreadsheets, graphics, website building and specific age educational applications.
- Facilitate the development of individual professional growth plans involving the integration of technology to enhance classroom proficiency for staff members.
- Develop a means to share expertise among staff and students.

General Introduction / Background

Plans for the classrooms over the next five years are to begin adding new computers and printers beginning in the intermediate grades and moving to the primary grades. The chart below shows the present location of computers at Ridgeview Global Studies Academy and the future goals for each grade level. The numbers below do not include a computer, either laptop or desktop, allocated to each teacher, designated as the teacher's workstation. All computers on the Ridgeview Global Studies Academy campus are Internet accessible. Plans include adding a networked laser printer and LCD projector to each grade level by the 2006-2007 school year

Department	Number of Computers	Plans to Add Before School Year 2008-09
Kindergarten	1 per classroom	2 computers per classroom
First Grade	2 per classroom	2 computers per classroom
Second Grade	2 per classroom	2 computers per classroom
Third Grade	3 per classroom	3 computers per classroom
Fourth Grade	4 per classroom	3 computers per classroom
Fifth Grade	4 per classroom	3 computers per classroom
Computer Lab	26 stations	Add 4 workstations
Media Center	12 student workstations	Add 2 workstations/network laser printer

Due to the accessibility of computers and software on the Ridgeview Academy campus, students will be given many opportunities to use technology to enhance learning. Grade level goals have been put in place and through teacher modeling, Compass lab integration, and a student-to-student cooperative learning environment, students will exit Ridgeview with a background in the effective use of computers.

Teacher Training Goals

Teachers at Ridgeview Global Studies Academy will continue to receive training on various software programs to enhance proficiency and productivity in the classroom. It

School Technology Plan

is Ridgeview Academy's goal to have 100% of the instructional staff certified as "technology proficient" by the year 2006 to meet the requirements of the No Child Left Behind Act. Along with enabling teachers to attend trainings provided by the Polk County Instructional Technology department, the teachers will continue to receive training on the Ridgeview Global Studies Academy. This training will be provided in a "train the trainer" situation as teachers feel comfortable with their own level of ability. Trainers will include the assistant principal, Reading Coach, and grade level chairpersons as is appropriate for the situation.

Grade Level Goals

(All students have a signed Internet/network access computer use policy kept on file in the classroom)

Kindergarten

Awareness/Introductory

Contact with technology at the kindergarten level will be through modeling and direct teacher supervision. Students will learn proper behavior when using a computer, and respect for others' abilities and needs.

Desktop Publishing

Teachers will model the use of desktop publishing products to make printouts, certificates, and awards.

Graphics

Observation of teacher created products.

Keyboard/Mouse

Be aware of the names of the various letter, number, and non-alphanumeric keys. Locate specific keys under teacher or program direction.

Applications

Be aware of and interact with appropriate CD-ROM versions of children's literature under teacher direction.

System

Identify the basic parts of a computer to include keyboard, mouse, monitor and printer. Open a program using an icon on the desktop by using a mouse.

Social/Ethical/Cultural Issues

Learn proper behavior when using a computer, including respecting the privacy of others and working cooperatively together.

Grade One:

Awareness/Introductory

Upon leaving first grade, students will be able to use computers independently, but with teacher direction as to which programs to choose and what tasks to undertake. Proper behavior when using a computer will continue to be modeled.

Desktop Publishing

Observation of teacher's modeled publishing such as banners, signs, and letters home.

Graphics

Observe teacher created graphics and posters.

Keyboard/Mouse

Be aware of the names and uses of the various keys. Locate specific keys under teacher or program direction. Understand and use a mouse properly.

School Technology Plan

Applications

Continue interacting with appropriate CD-ROM versions of children's literature.

System

Able to open and close applications.

Identify basic parts of the computer to include mouse, keyboard, monitor, printer, floppy drive and CD drive.

Social/Ethical/Cultural Issues

Learn proper behavior when using computers, including respecting the privacy of others.

Grade Two:

Introductory/Instructional

Second grade students will be exposed to teacher modeling of technology applications, especially using the classroom computer(s) as centers of instruction. Specific instruction in how to use word processors and graphics programs should begin at this level.

Students should be proficient with computers in terms of turning them on, using applications, and shutting them down properly.

Desktop Publishing

Basic understanding of creating and printing simple stories, using appropriate word processing programs.

Graphics

Insert and print graphics for report illustration, art projects, and other uses.

Keyboard/Mouse

Begin to learn proper keyboarding techniques.

Begin using both hands when entering data from the keyboard.

Key the home row keys by touch using the correct finger of the correct hand.

Understand the use of the return, space bar, tab and shift keys.

Applications

Use age appropriate educational programs in the classroom.

Use a word processing program to create and publish simple stories.

System

Start up and shut down computers correctly.

Insert and remove disks correctly.

Social/Ethical/Cultural Issues

Learn proper behavior in the computer lab, including respecting privacy of others.

Grade Three:

Instructional

Third grade will focus on keyboarding. They will use a word processor to publish work that they created in their classrooms. Using Microsoft Office software, they will learn how to format text and insert clipart. Third graders will learn how to save files to their own folder on the computer as well as to a floppy disk. These students will then be able to open this saved work from any workstation in the lab or classroom. Students will be introduced to an electronic encyclopedia and learn how to use it. Third graders will be introduced to the Internet. They will learn some of the benefits of using the Internet and the safety measures they must take when using the Internet. Students will learn how to use the library circulation program. They will be able to access this program to see if the school library has a specific book in its collection and to see if a book is available to be checked out.

Desktop Publishing

Create, edit, save and print original work using a word processing program.

Learn to use a spelling checker to edit and correct spelling.

School Technology Plan

Format text by changing the size, color and alignment.
Demonstrate the ability to compose at the keyboard.

Graphics

Import clip art from various sources to enhance original work.
Create posters, flyers, etc. using various graphics programs.

Keyboard/Mouse

Be aware of the need for accurate keyboard entry of data.
Key the entire alphabetic keyboard by touch using correct finger of the correct hand.

Applications

Understand and use age appropriate educational programs.
Introduce electronic research.

Use a word processor to create and publish a project.

Use the Accelerated Reader program independently.

Understand and use of the Library card catalog.

Access FCAT Explorer and complete the designated material for grade level three.

System

Proficient at saving and retrieving files to a floppy disk, hard drive and a folder on the desktop.

Social/Ethical/Cultural Issues

Learn safety measures to be used while using the Internet at school and at home.

Grade Four:

Instructional/Guided

In fourth grade students will continue to work on their keyboarding skills. They will be introduced to how a network works and to spreadsheets and desktop publishing. Students will learn how to insert a picture into a document. Using PowerPoint, fourth grade students will create a multimedia presentation. They will learn how to use search engines on the Internet and how to do some basic research. Fourth graders will learn to evaluate the information they find on the Internet.

Desktop Publishing

Format a document with appropriate margins and titles.
Develop and enhance the ability to compose at the keyboard.

Spreadsheets

Observe teacher modeling and begin using a spreadsheet for basic functions.

Graphics

Create and edit graphics.

Keyboard/Mouse

Increase keyboarding proficiency.
Introduce the use of the right mouse button.

Telecommunications

Begin communicating with other students via the Internet, in a keypal environment.

Applications

Continued use of electronic research.
Use Accelerated Reader software independently.
Understand and use of the Library card catalog.

Internet

Learn to use search engines to find information on the Internet.
Evaluate information gathered on the Internet.
Access FCAT Explorer and complete the designated material for grade level four.

School Technology Plan

System

Understand the Windows environment.

Social/Ethical/Cultural Issues

Understand copyright and plagiarism with regard to text and graphics.

Learn safety measures to be used while using the Internet at school and at home.

Grade Five:

Instructional/Guided Routine

By the end of fifth grade students should be capable of typing 18 wpm. At this grade level students should have a good understanding of how networked computers work.

Students should demonstrate a good understanding of the Windows environment, including the ability to locate, copy and work with files. Fifth grade students should be able to demonstrate a good understanding of basic text and graphic editing skills. Creating a brochure, newsletter and sign with a desktop publishing program should be mastered.

Desktop Publishing

Learn advanced editing skills, including "cut and paste" and "drag and drop".

Be proficient in keyboarding skills by the end of the first trimester.

Spreadsheets

Create spreadsheets using simple formulas and functions to calculate results.

Use charting and graphing functions to display information contained in a spreadsheet.

Graphics

Load, edit, and save graphic images such as maps and diagrams.

Capture graphics from other print sources for use in student produced work.

Applications

Continued use of electronic research.

Track reading comprehension and encourage reading using school reading tracking software.

Understand and use of the library card catalog system.

Understand and use Accelerated Reader independently.

System

Locate information in appropriate folders or volumes on the network.

Copy files from the network to hard or floppy disks.

Save work into the appropriate location on the network.

Telecommunications

Understand the use of electronic mail.

Internet

Conduct research using the Internet and cite them properly in a bibliography.

Learn safety measures to be used while using the Internet at school and at home.

Evaluate information from the Internet for substance and reliability.

Access FCAT Explorer and complete the designated material for grade level five.

Social/Ethical/Cultural Issues

Understand copyright and plagiarism with regard to text and graphics.

Ridgeview Global Studies Academy Technology Committee

Principal

Assistant Principal/Network Manager

Media Specialist

Compass Lab Manager

Instructional Support Teacher

Title I Resource Teacher

Primary Teacher

Intermediate Teacher