

# SAFETY AND SCHOOL ENVIRONMENT

## Safe and Orderly School Features

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

## Safety and Discipline

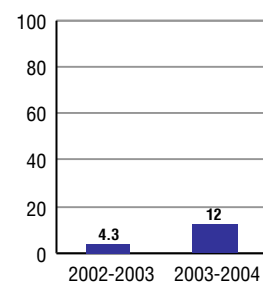
Safe schools are a top priority for parents, teachers, and communities. Your school safety and discipline record for the 2004-2005 school year is:

Type of Incident	Number of Incidents Reported	Action Taken		
		In School Suspension	Out of School Suspension	Expulsion
Substance Abuse - Drugs				
Substance Abuse - Alcohol				
Substance Abuse - Tobacco	4		1	
Assaults/Fights	3			
Dangerous Weapons				
Other Violations Code of Conduct	64	29	27	1

## Student Attendance and School Calendar

## Dropout Rate

2004-2005	Your School
Length of School Year	174 days
Enrollment	67
Average Daily Attendance	58
Student Dropouts	12.0%
Annual Number of Teacher Days Scheduled without Student Contact	7



## Student Information Over Time

	2002-2003	2003-2004	2004-2005
Student Average Daily Attendance	89.4%	84.2%	86.2%
Student Dropouts	4.3%	12.0%	
Safety and Discipline Total Incidents Reported	106	94	71
Student Enrollment Stability	85.2%	60.7%	55.2%
Students Eligible for Free and Reduced Lunch	N/A	N/A	9%

## OVERALL ACADEMIC PERFORMANCE RATINGS

- Excellent
- High
- Average
- Low
- Unsatisfactory

## ACADEMIC GROWTH OF STUDENTS

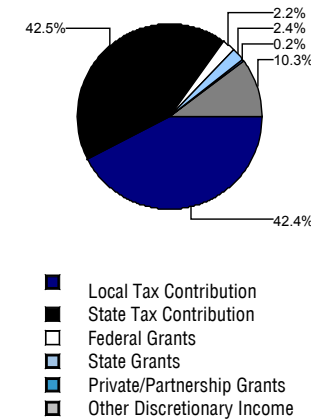
- Significant Improvement
- Improvement
- Stable
- Decline
- Significant Decline

N/R - Data not reported to State

# DISTRICT TAXPAYER'S REPORT

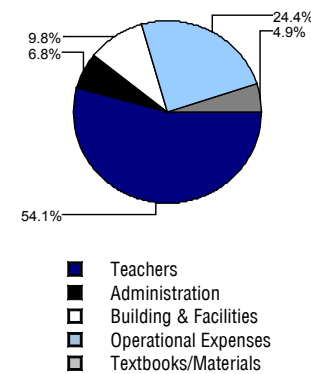
Sources of School District Revenue	2004
Local Tax Contribution	\$132,619,631
State Tax Contribution	133,020,766
Federal Grants	6,733,636
State Grants	7,437,081
Private/Partnership Grants	585,184
Other Discretionary Income	32,369,047
<b>Total School Dist Revenue</b>	<b>\$312,765,345</b>
<b>Total 2004 District Revenue Per Pupil = \$7,813</b>	

## District Source of Funds 2004



District Use of Funds	2004
Teachers	\$159,290,229
Administration	19,945,402
Building & Facilities	28,700,979
Operational Expenses	71,868,317
Textbooks/Materials	14,437,879
<b>Total</b>	<b>\$294,242,806</b>

## District Use of Funds 2004



## District Debt and Capital Construction & Equipment

Total Outstanding Bonded Debt	\$474,089,030
Average Annual Percentage Interest Rate on Debt	4.83%
Amount Raised from Most Recent Bond	\$100,000,000
Amount Spent on New Buildings During Last 2 Years	\$124,600,755

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

Accreditation Status for the 2004-2005 School Year:

Accredited

## Voter Approved Funding Changes

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

The following items have been approved by voters:

TABOR Override

Bond  
\$100,000,000

Mill Levy Increase  
\$17,000,000

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

## Plum Creek Academy Day Treatment

0900/7091  
8236 Carder Court . Littleton, CO 80125 . 303-387-6075  
10/28/2005

# PLUM CREEK ACADEMY DAY TREATMENT



6 - 8

DOUGLAS COUNTY RE 1

## School Accountability Report 2004-2005 School Year

## School Performance Summary

### Overall Academic Performance on State Assessments

\* Participation Noted

Alternative  
Education  
Campus

### Academic Growth of Students

No Rating

## How Plum Creek Academy Day Treatment Compares To Middle Schools Within A 75-Mile Radius

### School

### Academic Performance

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

<sup>1</sup>Did your school make AYP in reading? No

Did your school make AYP in math? No

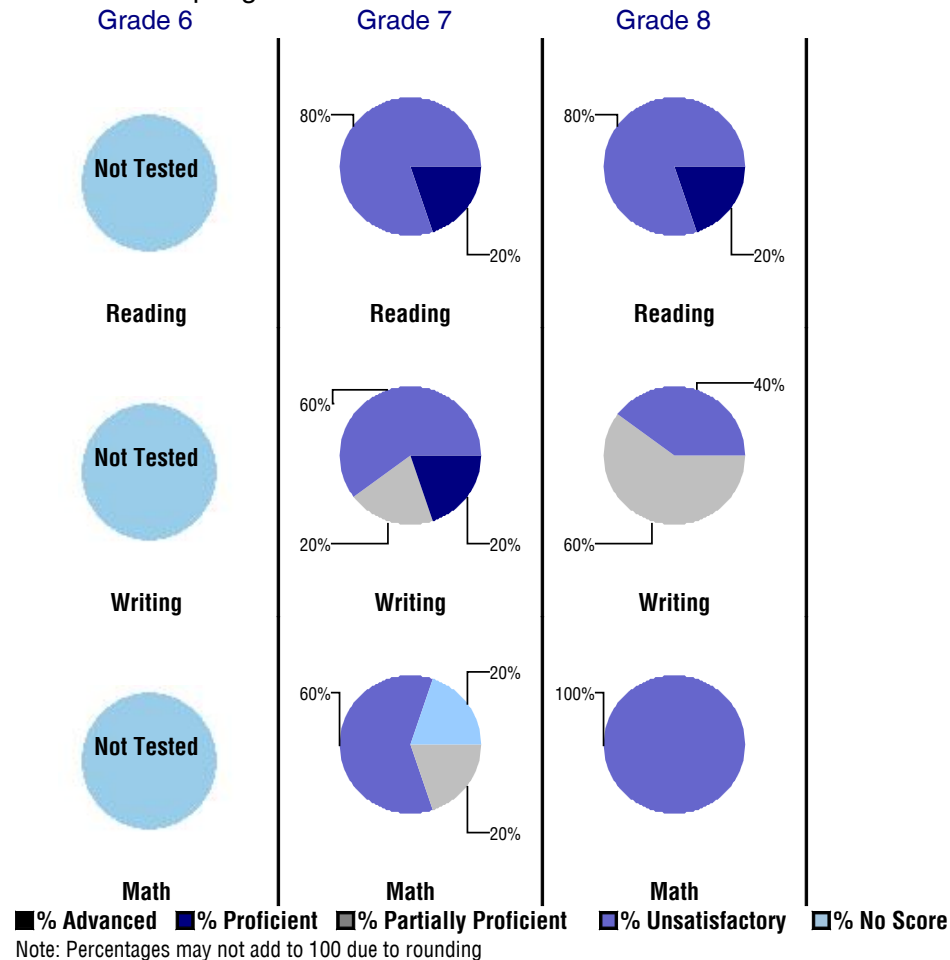
<sup>1</sup>How many targets does your school have?  How many were met?

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

# STUDENT PERFORMANCE

Colorado students are assessed once a year in order to measure their performance on state academic content standards, using the Colorado Student Assessment Program (CSAP). The chart below shows the results for grades 6 - 8 in the subject areas for reading, writing and math for all students tested.

CSAP 2005 Spring



	Percent of Students Scoring Proficient and Advanced			Student Test Scores Used For Calculating Overall Academic Performance
	Your School	District	State	
Grade 6-8 Reading	20%	82%	65%	<ul style="list-style-type: none"> <li>43.1% Test Scores Counted</li> <li>0.0% Test Scores not used due to Language</li> <li>31.4% Test Scores not used due to Alternate Assessment</li> <li>25.5% Test Scores not used due to New Student</li> </ul>
Grade 6-8 Writing	10%	72%	56%	
Grade 6-8 Math	0%	69%	49%	

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

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

**Alternative Education Campus**

# QUESTIONS PARENTS SHOULD ASK

**Alternative schools are not included in the rating of schools. Unique curricula, learning environments, social variations and other variables do not equally enable alternative schools to be rated and, thus, be compared to other schools in the state. Below are some frequently asked questions that may be helpful in ensuring your child is receiving the best education while enrolled in an alternative school.**

**Is my child required to take the Colorado State Assessment Program test (CSAP) even if he or she attends an alternative school?**

Yes. All students in grades 3-10 are required to take an assessment in reading, writing and math, and science in 8th grade, and the ACT in 11th grade. If a student has a disability he/she will participate in the State assessment system through the Colorado Student Assessment Program (CSAP) or the CSAP-Alternate (CSAPA). The CSAP A is intended for a very small group of students on Individual Education Programs (IEPs) who require significantly different instructional and technological supports to progress in their learning. The CSAP and CSAPA is reflective of your child's learning experience. You might want to ask his or her teacher what you can do as a parent to help your child do his or her best on the test.

**Since all students take the CSAP or CSAP A, why is my child's school not rated?**

Alternative schools were created to serve particular populations of students. (e.g., at-risk, gifted & talented, magnet programs). The CSAP or CSAP A will help students and parents gauge whether they are doing well in school and what areas may or may not need improvement. However, even though some of Colorado's alternative schools are exceptional, on a statewide basis it is difficult to rate and compare whole alternative schools given such variations in curricula and student populations.

**How do I know my child is progressing and the school is meeting my child's needs?**

All students take the CSAP or CSAP A assessment and a copy goes home to parents. The information contained on this report identifies where your student is academically. If you see that your child is behind, contact your teacher to determine what steps need to be taken to receive additional help.

**What is the school doing to make sure its students are doing the best they can do?**

If your child needs extra help, the school should be able to provide it. Ask about how it plans to make sure all students are learning what needs to be learned, which areas still need improvement and what is being done about it.

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

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

# ABOUT OUR STAFF

**School Employment**

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

	Your School		District	
	Full Time	Part Time	Full Time	Part Time
Teachers	6	0	2,327	254
Paraprofessionals	10	0	772	452
Administrators	1	0	185	3
Other Professionals*	2	1	414	77
School Support	0	1	707	449
<b>Total Staff</b>	21		5,564	

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

**Students per Teacher Ratio**

	Student Enrollment	Students per Teacher
Grade 6	0	0
Grade 7	5	10.8
Grade 8	5	10.8

**Professional Experience of Teachers**

	Your School	District
Average years of teaching experience	10	11
Percent of teachers teaching in the subject in which they received their degree	100%	84%
Teachers' average days absent	9.1%	6.9%
Number of teachers who left school/district last year	2	271
Teachers with tenure	4	1576
Teachers without tenure	2	1005
Number of professional development days	6	6

**Salaries**

	Your School	District	State
Average Teacher Salary	\$50,314	\$46,972	\$43,949
Average Administrator Salary	\$79,030	\$81,796	\$75,136

Principal: Dale Jenkins (Assistant Principal)  
 Number of years as Principal at this school: N/A  
 Number of years as Principal at any school: N/A