

The Center for Academic Success #1

- Excelling**
- Improving**
- Maintaining Performance**
- Underperforming**
- Extremely Small School**

**Cochise Private Industry Council
650 E. Wilcox, Sierra Vista, AZ 85635**

Principal: Dr. Dorothy Bonvillain
Schedule: 7:30 AM to 5:30 PM
Web Address: www.strivecomm.com/cas
E-mail: dbonvillain@cpic-cas.org

Grades: 9-12
2002 Enrollment: 225
Phone: (520) 458-4200 x 111
Fax: (520) 458-6396

∨ School Overview ∨

Mission

CAS provides an alternative learning environment where student needs are individually assessed to ensure access to the appropriate educational format for success. CAS partners with community organizations, employers, colleges and universities to enhance the learning and instructional experience for students and staff. CAS provides its diverse student population such options as current technology and vocational, project-based learning for success in the workplace and higher education.

Organization and Philosophy

- w Project-Based Learning
- w Technology-assisted Learning
- w Curriculum Aligned to AIMS/Stanford 9
- w Vocational Ed Opportunities

Instructional Programs

- w Alternative Education
- w Advanced Placement
- w School-to-Work/College
- w Special Ed Assessment & Instruction
- w Competency-based Curriculum
- w Self-paced Learning Options
- w Computer-Assisted Instruction
- w Tutoring and Test Preparation

School/Academic Goals

- w Provide instruction based on a curriculum that is aligned with our state's academic standards.
- w Achieve measurable academic growth for each student, combining AIMS and Stanford 9 objectives with individual student assessment objectives.
- w Provide a curriculum that is supported by technology and vocational opportunities, and also integrates subject matter education with real-life applications to ensure successful student transition into the workplace and higher education.
- w Broaden CAS' community support network and continue to meet the resource and social service needs of students and their families.

Enrollment

October 1, 2001 School Year Student Enrollment:	117
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	258

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	9.00
Other Professional Staff	3.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	4	2
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

∨ **Shared Responsibilities** ∨

School

CAS will work to maintain high academic standards that prepare students to meet state and national objectives. CAS will ensure communication with students and their parents through the support of administrative, case management and instructional interaction, and the accessibility of school information through handbooks, policy manuals and other written and electronic media. CAS will maintain an in-house and community network to meet student social service needs and eliminate barriers to success.

Parents

Parents of CAS students have the responsibility to encourage positive student interaction with peers and staff; to support regular attendance and completion of assignments; to demonstrate a willingness to assist in resolving student academic and social conflict, and to demonstrate parental involvement in activities, etc.

∨ **Transportation Policy** ∨

Since we are a Charter School we are not required to provide transportation. We provide bus transportation as far as Hereford and provide Van transportation as far as Huachuca City.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 5 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/21/02	1/9/03	3/10/03	5/29/03
----------	--------	---------	---------

Additional Calendar/Report Card Information

Report cards issued quarterly, and supported by assessment and reevaluation of individual student portfolios.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W 100+ Student Computer Workstations/Plato	W Audiovisual Lab
W Internet Access for Research	W Multimedia Lab/Distance Learning

Extracurricular Activities

W Student Council	W Toastmasters: Youth Leadership
W School Activities Committee	W Student/Community Mural Projects
W Science Learn/Work/Live Projects	W Graphic Design/Food Service
W School Based Business Model	W Student Yearbook Production Committee

School/Community Resources

W Job Placement (w/Interagency Support)	W Health Services & Referrals
W Crisis Intervention	W Afterschool Program/Third Tier Program
W DES Service Referrals	W Armed Forces Mentoring Programs
W Art Association Liaisons	W Parenting Classes

∇ Indicators of Success ∇

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Students entered Cochise College Computer Olympics and received medals in several categories.</p> | <p>w CAS students work with the Youth Leadership Skills presentation program after school.</p> |
| <p>w CAS fine arts students and staff initiated and completed a thematic mural in the interior of the local mall. This project inspired support from several community businesses, and requests for similar projects at other locations.</p> | <p>w CAS science students which expanded this year attended an archaeological dig, survey of adobe architecture, and field study, by special invitation from the US Forestry Service and Coronado Forest Reserve.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	34.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	14.0 %			9.5 %
Status Unknown ⁹	13.6 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.
⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.
⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.
⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.
⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.
⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∇ School Honors ∇

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NDS	

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	16	483	38%	44%	12%	6%
	State	49803	512	15%	23%	48%	14%
Writing	School	17	459	29%	41%	29%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	16	431	88%	6%	6%	0%
	State	50429	480	48%	19%	22%	10%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	--	25	44	100	44	43	--	30	43	42	30	43	--	35	43
	Language	--	14	39	100	33	39	--	15	40	41	16	41	--	17	42
	Mathematics	--	22	57	100	35	57	--	31	59	41	34	61	--	44	62
10	Reading	--	41	42	100	37	42	--	22	42	--	--	--	--	--	--
	Language	--	32	43	100	32	44	--	16	44	--	--	--	--	--	--
	Mathematics	--	37	47	100	34	49	--	30	50	--	--	--	--	--	--
11	Reading	--	51	46	100	40	44	--	24	45	--	--	--	--	--	--
	Language	--	52	43	100	35	42	--	10	44	--	--	--	--	--	--
	Mathematics	--	44	51	100	32	52	--	17	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only;
therefore, no data to report.**

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our teachers serve as role models for our students. Our dedicated staff promote a safe environment in an orderly climate for learning. Students learn through modeling, counseling and everyday safety courses.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

12

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	NDS		
Transportation Policy	Dorothy Bonvillain	(520) 458-4200	111
Community Resources	Dorothy Bonvillain	(520) 458-4200	111
School Nutrition Programs	Dorothy Bonvillain	(520) 458-4200	111
Parent Organization	Dorothy Bonvillain	(520) 458-4200	111
Student Health/Nurse	Dorothy Bonvillain	(520) 458-4200	111

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."