

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Phillip Hiraless
 Schedule : 07:30 AM to 04:34 PM
 Grades : 9-12
 Web Address : www.cas-schools.com
 Phone Number : (520) 439-3500
 Fax Number : (520) 458-6396
 E-mail : phiraless@cpic-cas.org

Mission

CAS empowers students to reach their maximum potential. Our primary focus is acquisition of basic academic skills, responsible citizenship, character development, English literacy and technology to prepare students for success in today's global workplace.

School / Academic Goals

- ü Provide individualized and whole group instruction through curriculum aligned with Arizona academic standards.
- ü Achieve measurable academic growth for each student, aligning AIMS and Terra Nova results with individual student assessment objectives.
- ü Equip students with skills and knowledge necessary to successfully meet the demands of today's global, high-tech marketplace, and to align our exit standards with college and workplace requirements as outlined in the American Diploma project.
- ü Integrate our Character Education program into all subject areas; measure programmatic success through an increase in student achievement and decreasing in discipline issues.

Enrollment

October 1, 2005 School Year Student Enrollment : 156
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 174

Instructional Programs

- ü Natural History of the SouthWest
- ü Self-Paced; Individualized Program
- ü School-to-Work/College
- ü Computer-Assisted Instruction;Technology
- ü Alternative Ed: Educational Options
- ü Star Math
- ü Character Education: Character Counts
- ü Service Projects

Calendar Information

Number of Instruction Days :	145
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

CAS has high academic standards that prepare students to meet and exceed state and national guidelines. CAS has an in-house and community network of supporters who help to meet students' social services needs and eliminate barriers to success. Progress reports are mailed mid-semester. Principal's letter to parents is mailed monthly. An Open house for parents, CAS Board, and community is held at the start of the school year. Information is provided to the public via the local newspaper.

Parents

Parents have the responsibility to encourage positive student interaction with peers and staff; to support regular attendance and student completion of assignments; to assist in resolving academic or social conflict; to uphold the rules for proper dress and discipline; and to be involved in school activities such as parent-teacher conferences and open house; demonstrate support for our Character Counts initiative.

Transportation Policy

Although CAS is not required by law, nor are we funded to provide transportation to students, we do so whenever any student requires it. We bus within a wide radius that extends from Whetstone to Hereford and Palominas, and from Ft. Huachuca to Sierra Vista.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Kiwanis Kudos for Kids	2004
ü Cochise County's Teacher of the Year	2004
ü Regional and National	2004
ü VFW Sierra Vista Teacher of the Year	2006

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	87	71130	100	100	95	673	669	701	40	48	23	26	25	13	32	25	51	2	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	46	35465	100	100	96	673	670	702	35	39	21	32	35	13	32	26	53	NA	NA	13
Male	22	41	35648	100	100	94	674	666	701	45	59	24	18	15	12	32	24	50	5	2	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	11	44	25103	100	100	95	664	661	685	45	59	34	36	25	16	18	16	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	35	36	36075	100	100	95	676	676	715	37	36	12	26	28	9	34	33	58	3	3	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	50	84	65268	100	100	98	675	669	705	36	46	19	28	26	12	34	26	54	2	1	15
Limited English Proficient Students	NC	18	4859	NC	100	93	NC	661	662	NC	67	64	NC	22	15	NC	11	20	NC	NA	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	29	59	22957	100	100	93	672	668	685	38	47	34	28	27	17	34	25	44	NA	NA	5
Non-Economically Disadvantaged	24	28	48173	100	100	96	674	670	709	42	50	17	25	21	11	29	25	55	4	4	18

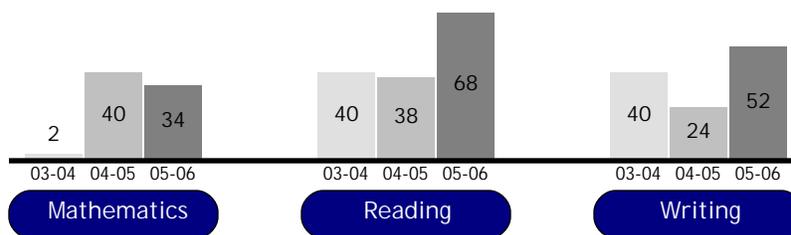
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	86	73018	100	100	97	693	682	703	4	8	6	28	35	23	60	52	64	8	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	43	36181	100	100	97	688	682	708	3	5	4	31	37	21	62	56	65	3	2	9
Male	24	43	36816	100	100	96	699	681	699	4	12	7	25	33	24	58	49	62	13	7	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	10	42	25801	100	100	96	NA	664	683	NA	14	10	NA	45	34	NA	40	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	35	36	37024	97	97	97	701	703	721	NA	NA	2	31	31	12	57	58	73	11	11	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	50	83	65848	100	100	98	696	683	708	4	8	4	24	33	20	64	54	67	8	5	9
Limited English Proficient Students	NC	18	5099	NC	100	95	NC	638	641	NC	33	29	NC	56	59	NC	11	12	NC	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	30	59	23912	97	98	94	680	672	681	7	12	10	33	39	36	60	49	52	NA	NA	2
Non-Economically Disadvantaged	23	27	49106	100	100	98	710	705	714	NA	NA	4	22	26	16	61	59	69	17	15	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	86	72810	100	100	96	672	662	685	4	8	6	44	50	30	50	41	58	2	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	44	36111	100	100	97	679	670	695	3	7	4	33	41	23	60	50	65	3	2	8
Male	24	42	36678	100	100	95	664	654	674	4	10	9	58	60	36	38	31	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	10	41	25735	100	100	96	NA	646	669	NA	15	10	NA	61	41	NA	24	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	36	37	36915	100	100	97	681	682	697	NA	NA	3	39	38	21	58	59	67	3	3	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	51	83	65739	100	100	98	673	663	689	4	8	4	41	48	27	53	42	62	2	1	6
Limited English Proficient Students	NC	18	5046	NC	100	94	NC	617	621	NC	33	31	NC	61	56	NC	6	12	NC	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	30	59	23814	97	98	94	660	651	667	7	12	10	50	56	41	43	32	47	NA	NA	2
Non-Economically Disadvantaged	24	27	48996	100	100	97	687	686	693	NA	NA	4	38	37	24	58	59	64	4	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	NA	42	100	45	38	51	100	30	27	52
	Language	--	--	15	42	100	40	35	50	100	25	25	50
	Mathematics	--	--	31	63	100	37	36	50	100	28	27	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Attendance/Truancy
- Ü Character Education
- Ü Long Range Planning
- Ü NCLB/Title I Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	1.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	2	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü 100 Student Computer Workstations & ITV
- Ü Local business - Service Projects
- Ü Brown Cyn Ranch--Project-Based Learning
- Ü Ft. Huachuca & Cochise College & USFS

Extracurricular Activities

- Ü Student Council
- Ü Field Trips
- Ü Youth Council Representative
- Ü Character Education Council
- Ü Brown Canyon Ranch Partners
- Ü Grey Hawk Nature Conservatory

Social Services

- Ü Job Placement (w/Interagency Support)
- Ü Special Education Services
- Ü Health & Social Services Referrals
- Ü Crisis Intervention/Counselling
- Ü Independent Study Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü During the last 2 years, CAS High School has had 2 winners in the Creative Communication, Inc--'Your Student Writing Contest' poetry contest, and their poems will be published in the anthology 'A Celebration of Young Poets'.

- ü Our Brown Canyon Ranch project received regional and national recognition as recipients of 'Windows on the Past' Award for historic preservation in 2003-2004. Science students worked with the U.S. Forest Service and Coronado Forest professionals.

- ü Our teachers have received numerous honors to include our Science teacher receiving Cochise County Teacher of the Year. This year, our Independent Lab Instructor received Cochise County teacher of the year, and Sierra Vista VFW Teacher of the Year

- ü Our school has a national Character Education trainer who travels nationwide to assist other schools in Character Education projects. Often times, our school is used as a model in the Character Education program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	86	95	94	95
Promotion Rate ⁵	8	89	88	73
Graduation Rate ⁶	75	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

CAS has high expectations for students and for staff. We require a safe and orderly environment that is conducive to learning. Students learn through behavior modeled by staff. Character Education is integrated throughout the school. Fire drills are practiced regularly to ensure orderly responses to any emergency, and procedures are constantly being updated for drills and protective actions. Smoking, drugs, fighting, and/or intimidation are absolutely not tolerated.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Doris Tolbert -- Board President	(520) 439-3540
Transportation Policy	Gary Mosher	(520) 439-3500
Community Resources	Patrick Daley	(520) 439-3500
School Nutrition Programs	Marcela Mungia	(520) 439-3588
Parent Organization	Jacqui Clay	(520) 439-3500
Student Health/Nurse	Lina Castro and Gary Brown	(520) 439-3500

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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.