

The Center for Academic Success #2

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

**Cochise Private Industry Council
510 G. Avenue, Douglas, AZ 85607**

Principal: Mr. Stephen Huff
Schedule: 8:00 AM to 5:00 PM
Web Address: www.strivecomm/cas
E-mail: shuff@cpic-cas.org

Grades: 9-12
2002 Enrollment: 207
Phone: (520) 364-2616
Fax: (520) 805-0973

∨ School Overview ∨

Mission

To provide an alternative learning environment that is conducive to educating, evaluating and developing successful students in the area of academic and social excellence, using innovative methods and individualized programs for a culturally diverse population in Cochise county. Emphasis is on school-to-work, school-to-college, multimedia, high technological environments. The individual learning strategy ensures that every student has the appropriate educational format to enhance success.

Organization and Philosophy

- w Charter School
- w Self-paced Program
- w At-risk Youth
- w Individualized Instruction

School/Academic Goals

- w Achieve ADE standards. Increase and document academic growth for each student while attending the Center.
- w Provide and utilize today's technology to educate and develop skills for the world of work through advanced learning opportunities.
- w To develop an open-entry/open-exit competency-based unified curriculum that meets ADE standards and leads to employment and/or higher education.
- w To develop a school-family-community partnership, where we empower the student to make a smooth transition from student to productive member of community and society.

Instructional Programs

- w Alternative Education
- w Project-based Learning
- w School-to-Work/College
- w On-site Special Education
- w AZ State Standards-based Curriculum
- w Self-paced Curriculum
- w Computerized Instruction
- w Tutoring

Enrollment

October 1, 2001 School Year Student Enrollment:	165
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	70

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.

∨ **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	5.00
Other Professional Staff	3.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We will not allow students to fail. Through our open-entry/open-exit system, we enable the student to earn a high school diploma through a self-paced, tech. supported, standards-based curriculum. Our teacher student ratio is 20-1. We will prepare them to enter the world of work/formal education with a broader base of skills. We will procure scholarships, and we will re-enforce social skills where needed. Individual parent/teacher conferences and class participation are strongly encouraged.

Parents

Parents sign letters of understanding which include communicating to the school their child's health; physical, emotional and mental states; as stakeholders, they should monitor their child's progress, attendance, homework, dress code, nutritional needs, exercise, study habits, sleep, and friendships. By working closely with them, we can help our students to achieve the objectives established for them and enable them to grow socially, emotionally and intellectually.

∨ **Transportation Policy** ∨

CAS will provide transportation to students who have expressed a need for it. A school van will pick the student up at 7:30 A.M. Only students enrolled in first tier will be allowed to ride the bus. Daily pick-up will be available, provided they call in advance to cancel when they will be absent. If they fail to meet the bus twice, the bus will not pick them up for the rest of the quarter. Students from outside the Douglas area will be bused in and out Monday through Friday.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/18/02
Average Daily Instruction Time:	7 hrs. 30 min.	Last Day of School:	5/30/03

Operates on Extended Schedule

Report Card Release Dates

10/17/02	12/20/02	3/7/03	5/29/03
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Additional Calendar/Report Card Information

∨ 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 45-student Computer Work Stations	W Multimedia Lab/Distance Learning
W Internet Access for Research	

Extracurricular Activities

W Professional Youth Quest	W Project-based Learning
W School-to-Work	W Student Council
W Cochise College Science Labs	W Chess Club

School/Community Resources

W Parents Anonymous	W Companeros
W Tobacco Awareness	W Workforce Development
W Cochise College Labs	

∨ 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

w PC Magazine named us one of the top 100 technology schools in the nation.

w Chosen by Brandeis University to be one of four Project-based learning high schools schools in the country.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	90.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	50.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	38.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	61.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	9.3 %			9.5 %
Status Unknown ⁹	3.5 %			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
Milken Foundation Educator of the Year	2000
PC Magazine/A Best Technology School	2000

∨ 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	**	**	**	**	**	**
	State	49803	512	15%	23%	48%	14%
Writing	School	**	**	**	**	**	**
	State	50471	477	17%	23%	59%	1%
Mathematics	School	**	**	**	**	**	**
	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	--	13	44	100	27	43	--	21	43	47	12	43	27	30	43
	Language	--	9	39	100	18	39	--	15	40	47	7	41	25	20	42
	Mathematics	--	21	57	100	20	57	--	30	59	47	18	61	25	25	62
10	Reading	--	7	42	100	27	42	--	14	42	--	--	--	--	--	--
	Language	--	12	43	100	22	44	--	12	44	--	--	--	--	--	--
	Mathematics	--	14	47	100	21	49	--	15	50	--	--	--	--	--	--
11	Reading	--	25	46	100	5	44	--	24	45	--	--	--	--	--	--
	Language	--	14	43	100	6	42	--	23	44	--	--	--	--	--	--
	Mathematics	--	19	51	100	12	52	--	19	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

Although we have not had reason to employ, we have established a Multi-hazard Plan in conjunction with the local police department, as well as the fire department. Our teachers serve as role models for our students, and promote safety and order in a quiet learning environment. 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)

1

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	Stephen Huff	(520) 364-2616	11
Transportation Policy	Joe Valencia	(520) 364-2616	24
Community Resources	Marcela Munguia	(520) 364-2616	16
School Nutrition Programs	Joe Valencia	(520) 364-2616	10
Parent Organization	Marcela Munguia	(520) 364-2616	16
Student Health/Nurse	Guillermina Villicaña	(520) 364-2616	15

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.

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