

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6424 E. Cave Creek Rd, Cave Creek, AZ 85331

Career Success Schools

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)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Maureen P. Racz
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 91
 Web Address : career.az.schoolwebpages.com
 Phone Number : (480) 575-0075
 Fax Number : (480) 575-0061
 E-mail : mracz@cssschools.com

Mission

It is the mission of all Career Success Schools to provide meaningful success for all students. The Career Success community is dedicated to provide each student with a clearly documented gain in all appropriate academic skill areas.

School / Academic Goals

- ü To increase the number of high school graduates. To help prepare the students to become productive members of society so they can work in their particular vocational fields.
- ü Improve Reading, Writing and Math Competencies. Compare average increase in assessment scores at year-end versus at time of enrollment.
- ü To provide students with an introduction to vocational training in the fields of business, media arts, veterinary assistant, hotel/restaurant mgt. and welding.

Enrollment

October 1, 2004 School Year Student Enrollment : 106
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 92

Instructional Programs

- ü Computer Technology/Video Production
- ü Restaurant/Hotel Mgt
- ü Asst Veterinary Tech
- ü Welding
- ü Business

Calendar Information

Number of Instruction Days :	146
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Career Success Schools has the obligation to maintain high academic standards, set goals and expectations for students, distribute student handbooks, policies and procedures and maintain home/school communication.

Parents

Parents' responsibilities are to: ensure student attendance; provide proper clothing, nourishment, transportation; maintain involvement in school goals; support school policies including dress, behavior codes; maintain communication with the school.

Transportation Policy

Transportation is provided by the Cave Creek School District for in district students. Career Success Schools provides transportation from Cactus Shadows High School to Career Success Schools in Cave Creek. All students outside of the Cave Creek School District are required to provide their own transportation.

School Honors

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

Award/Honor	Year
ü Art Institute Award for Best Short 7 Minute Video	2003
ü Two Students Won \$1,000 Scholarships From Kiwanis	2003
ü Two Students Won \$2,000 Scholarships From Kiwanis	2004
ü Three students won \$2,000 Scholarships from Kiwanis	2005

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	22	133	69846	96	100	100	675	651	699	20	79	21	20	13	11	60	8	49	0	0	18
All Students (Prior Year)	26	131	65934	84	69	100	454	449	492	88	93	43	8	6	18	4	1	24	0	0	15
Female	10	61	34328	100	100	99	704	649	702	0	84	19	0	9	12	100	6	51	0	0	18
Male	12	72	35509	92	100	100	668	652	696	25	72	23	25	17	11	50	10	48	0	0	18
African American	--	18	3535	--	90	100	--	655	677	--	86	31	--	0	15	--	14	46	--	0	8
Hispanic	--	74	23363	--	100	100	--	645	680	--	92	32	--	5	16	--	3	45	--	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	NC	4785	--	NC	100	--	NC	671	--	NC	39	--	NC	17	--	NC	39	--	NC	5
White	21	33	36421	91	100	99	675	666	714	20	30	12	20	40	8	60	30	54	0	0	26
Students with Disabilities	NC	16	7690	NC	100	100	NC	643	593	NC	86	64	NC	0	14	NC	14	21	NC	0	2
Students without Disabilities	20	117	62220	95	100	99	671	652	712	25	78	16	25	15	11	50	7	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	69	21421	--	84	92	--	645	686	--	90	35	--	7	15	--	3	43	--	0	7
Non-Economically Disadvantaged	22	64	48489	100	100	100	675	656	704	20	68	15	20	19	10	60	13	52	0	0	23

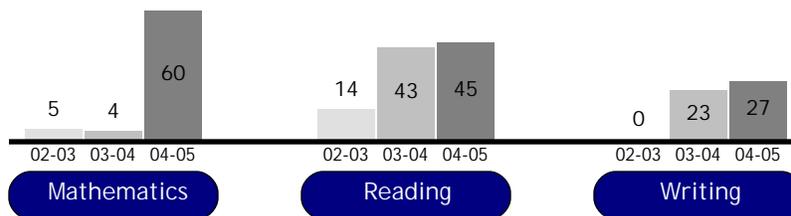
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	144	71311	100	100	100	663	648	694	18	33	7	36	41	21	36	23	63	9	3	9
All Students (Prior Year)	30	155	68162	94	75	100	486	468	509	30	56	18	27	24	24	40	19	51	3	1	8
Female	16	70	34899	100	100	100	689	646	700	0	37	5	50	42	19	25	16	66	25	5	10
Male	19	76	36430	100	100	100	648	649	688	29	29	9	29	41	22	43	29	61	0	0	8
African American	--	20	3573	--	100	100	--	647	676	--	25	9	--	63	26	--	13	60	--	0	4
Hispanic	--	70	24056	--	100	100	--	637	672	--	41	13	--	46	31	--	13	53	--	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	NC	5110	--	NC	100	--	NC	661	--	NC	14	--	NC	38	--	NC	46	--	NC	2
White	34	45	36841	100	100	99	663	668	713	18	22	3	36	22	12	36	50	72	9	6	13
Students with Disabilities	NC	15	8021	NC	100	100	NC	656	590	NC	25	27	NC	38	42	NC	38	29	NC	0	1
Students without Disabilities	32	131	63379	100	100	100	663	646	707	22	34	5	33	42	18	33	20	68	11	3	10
Limited English Proficient Students	--	NC	6402	--	NC	100	--	NC	596	--	NC	25	--	NC	44	--	NC	30	--	NC	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	--	49	22243	--	56	93	--	651	677	--	26	14	--	52	32	--	22	51	--	0	3
Non-Economically Disadvantaged	35	97	49157	100	100	100	663	645	702	18	38	4	36	36	16	36	22	69	9	4	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	35	139	70868	100	100	100	654	645	688	9	26	5	64	46	23	27	29	63	0	0	9
All Students (Prior Year)	30	148	67629	94	71	100	439	442	524	57	63	22	20	18	16	23	20	59	0	0	3
Female	16	71	34710	100	100	99	684	643	697	0	29	3	50	42	19	50	29	66	0	0	12
Male	19	70	36176	100	99	100	637	642	678	14	26	7	71	47	27	14	26	59	0	0	7
African American	--	19	3557	--	100	99	--	658	675	--	29	7	--	29	25	--	43	62	--	0	6
Hispanic	--	64	23868	--	94	100	--	639	670	--	28	9	--	49	33	--	23	55	--	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	NC	5001	--	NC	100	--	NC	661	--	NC	9	--	NC	41	--	NC	48	--	NC	2
White	34	47	36710	100	100	99	654	650	702	9	21	2	64	47	15	27	32	69	0	0	13
Students with Disabilities	NC	13	7900	NC	87	100	NC	639	580	NC	25	22	NC	63	49	NC	13	28	NC	0	1
Students without Disabilities	32	128	63054	100	100	99	650	643	701	11	28	3	67	42	20	22	30	67	0	0	10
Limited English Proficient Students	--	NC	6308	--	NC	100	--	NC	591	--	NC	19	--	NC	47	--	NC	33	--	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	46	21994	--	53	92	--	649	673	--	21	10	--	57	36	--	21	52	--	0	3
Non-Economically Disadvantaged	35	95	48960	100	100	100	654	638	694	9	32	3	64	36	18	27	32	67	0	0	12

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	28	19	41	86	19	NA	42	NC	NC	25	51
	Language	100	20	15	42	86	6	9	42	NC	NC	24	50
	Mathematics	100	40	31	60	86	20	23	63	NC	NC	20	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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	5	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with DSL Service
- Ü Assistant Veterinary Tech Lab
- Ü Media Arts Studio

Extracurricular Activities

- Ü School Newspaper
- Ü Student Council
- Ü National Honor Society

Social Services

- Ü Community College Courses
- Ü Recreational Activities
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our video production department won first prize in the 7 minute video category at The Art Institutes video competition in 2003.

- ü We are placing our students in local businesses in our community for job training activities in the area of restaurant,

- ü Three of our students won \$2,000 scholarships in May, 2005 to vocational schools that they are attending. Scholarships were sponsored by Cave Creek Kiwanis Club.

- ü Received a \$3,500 grant from Kiwanis in Cave Creek to expand our Veterinary Assistant program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	84	95	94	95
Transfers Out Rates ⁵	37	12	12	17
Transfers In Rate ⁶	137	28	28	37
Stability Rate ⁷	62	87	87	82
Promotion Rate ⁸	49	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	14	0	1	6
Status Unknown ¹¹	12	0	1	4
Graduation Rate ¹²	84	NA	NA	79

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

School Policy dictates a zero tolerance for drugs, alcohol and weapons on campus. Any incident will result in contacting Sheriff's Department and filing charges against offender.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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		
Transportation Policy	Maureen P. Racz	(480) 575-0075
Community Resources	Maureen P. Racz	(480) 575-0075
School Nutrition Programs	Maureen P. Racz	(480) 575-0075
Parent Organization	Maureen P. Racz	(480) -
Student Health/Nurse	Maureen P. Racz	(480) 575-0075

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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.