Data & Reflections on the 10th School Year

City High School Annual Report 2013-2014
Published to website 11/7/14
Mission:

City High School strives to be a community of learners in which all members use their minds well and care about one another. We engage with challenging academics and the unique resources of our city and region in order to become active citizens and responsible stewards of our world.
City High School’s Original Goals
Established in School Charter 2003

- Personalization
- Diversity
- Challenging Academic Curriculum
- Community Connections
- Student Leadership
- Institutional Advancement
5 Indicators of School Success
identified by Board of Directors in 2010

1. Arizona Letter Grade
2. College Readiness
3. Enrollment
4. Staff Morale
5. Financial Health
Goal 1: Arizona Letter Grade

- Letter Grade for 2013-2014
- Key Factors in Letter Grade Determination
  - AIMS Reading Results
  - AIMS Math Results
  - Graduation Rate (5-Year)
  - Annual Dropout Rate
- AZ Charter Board’s School Rating System
City High School’s Annual Ranking in the Arizona Accountability System(s)

<table>
<thead>
<tr>
<th>Year</th>
<th>AZ Learns (old system)</th>
<th>A-F Letter Grade (new system)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Performing</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Performing</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>
AIMS Reading Scores:
Key Factor in School Letter Grade

Arizona Comparison
City High School 10th Grade Passing Rate (%)

2009: 75
2010: 73
2011: 77
2012: 80
2013: 84
2014: 96
AIMS Writing Scores
[not included in school letter grade]
AIMS Math Scores: Key Factor in School Letter Grade

Arizona Comparison

City High School 10th Grade Passing Rate (%)
5-Year Graduation Rate:
Key Factor in School Letter Grade

City HS 5-Yr Grad Rate (%)  Arizona Comparison
Dropout Rate: Key Factor in School Letter Grade

- City HS Dropout Rate (%)
- Arizona Comparison
AZ State Board for Charter Schools Presents a More Comparative & Rigorous Approach to Rating School Progress

### Academic Performance

#### City High School

<table>
<thead>
<tr>
<th></th>
<th>2012 Traditional High School (9-12)</th>
<th>2013 Traditional High School (9 to 12)</th>
<th>2014 Traditional High School (9 to 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Growth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. SGP</td>
<td>32 15</td>
<td>52 15</td>
<td>36 15</td>
</tr>
<tr>
<td>Math</td>
<td>79 15</td>
<td>59.5 15</td>
<td>64 15</td>
</tr>
<tr>
<td>Reading</td>
<td>100 15</td>
<td>75 15</td>
<td>75 15</td>
</tr>
<tr>
<td>1b. SGP Bottom 25%</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Math</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Reading</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td><strong>2. Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Percent Passing</td>
<td>48 10</td>
<td>46.6 10</td>
<td>50.2 10</td>
</tr>
<tr>
<td>Math</td>
<td>82 10</td>
<td>82.6 10</td>
<td>82.1 10</td>
</tr>
<tr>
<td>Reading</td>
<td>75 10</td>
<td>75 10</td>
<td>75 10</td>
</tr>
<tr>
<td>2b. Composite School Comparison</td>
<td>5 7.5</td>
<td>1 7.5</td>
<td>-6.1 7.5</td>
</tr>
<tr>
<td>Math</td>
<td>7 7.5</td>
<td>7 7.5</td>
<td>7 7.5</td>
</tr>
<tr>
<td>Reading</td>
<td>75 7.5</td>
<td>75 7.5</td>
<td>75 7.5</td>
</tr>
<tr>
<td>2c. Subgroup ELL</td>
<td>48 7.5</td>
<td>46.6 7.5</td>
<td>44.4 7.5</td>
</tr>
<tr>
<td>Math</td>
<td>80 7.5</td>
<td>82.6 7.5</td>
<td>82.1 7.5</td>
</tr>
<tr>
<td>Reading</td>
<td>75 7.5</td>
<td>75 7.5</td>
<td>75 7.5</td>
</tr>
<tr>
<td>2d. Subgroup FRL</td>
<td>13 3.75</td>
<td>22.7 3.75</td>
<td>13 3.75</td>
</tr>
<tr>
<td>Math</td>
<td>47 3.75</td>
<td>22.7 3.75</td>
<td>13 3.75</td>
</tr>
<tr>
<td>Reading</td>
<td>33 3.75</td>
<td>33 3.75</td>
<td>33 3.75</td>
</tr>
<tr>
<td><strong>3. State Accountability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. State Accountability</td>
<td>B 5</td>
<td>C 5</td>
<td>B 5</td>
</tr>
<tr>
<td><strong>4. Graduation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a. Graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Rating</strong></td>
<td>69.69 15</td>
<td>65.31 15</td>
<td>63.12 15</td>
</tr>
</tbody>
</table>

**Scoring for Overall Rating**
- 89 or higher: Exceeds Standard
- 89 or = to 63: Meets Standard
- 63 or = to 39: Does Not Meet Standard
- Less than 39: Falls Far Below Standard
Goal 2: College Readiness

- Definitions
- College Readiness Indicators
  - College Aware
  - College Eligible
  - College Prepared
- Trends on “First Generation”
- Progress: College Now Scholarship Program
- Student Feedback on Annual Climate Survey
Statistics in this section of the annual report focus on either the “Cohort of 2014” or the “Graduating Class of 2014.” Please note language and graph labels for clarification.

Cohort is defined as the group of students who originally (upon entrance to high school) were expected to graduate in May 2014.

- The total student count for the Cohort of 2014 was 40; 88% of the group were considered seniors during the 2013-2014 school year, while 12% were on a 5-year plan and considered juniors.

Graduating class is defined as the group who were seniors during a given school year and received a diploma from City High School in May 2014.
Definition of “College Ready”

1. College Aware: understands importance; sees it as an option
2. College Eligible: takes necessary courses for entrance
3. College Prepared: graduates w/ skills necessary for college

= College Ready

Equation developed by D. Baker, 2005
Concept further defined/developed by D.T. Conley, 2007
Indicators for College Aware

- Applied to state university (4 yr)
- Applied out of state (4 yr university)
- Completed FAFSA
- Participated in college tour (junior year)

Class of 2012 | Class of 2013 | Class of 2014
Indicators for College Prepared

Completed sr. internship
Successful gateway
Accepted to 4-year university
Received scholarship funds
Headed to 2-yr or 4-yr institution

Class of 2011
Class of 2012
Class of 2013
Class of 2014
While the state accountability system uses the 5-year graduation rate, the 4-year graduation rate is important to track as a college readiness indicator.

Goal stated in City High School charter: 90% or better graduation rate. We might want to revise this with two tiers, such as a goal of 85% or better 4-year grad rate and 95% or better 5-year grad rate.

A 5-year plan works well for some students, especially transfer students who arrive at City High School behind their cohort or students whose IEPs include a 5-year course of study.
We define “first generation college bound,” to mean that neither parent holds a bachelor’s degree from a 4-year university. 43% of the Class of 2014 was first generation.
College Now Scholarship for Pima Community College

PURPOSE / GOALS

- Strengthen college ready culture
- Have viable “early college” alternative to AP classes
- Provide a head start on college education for 1st generation college students
- Attract and retain academically ambitious students
- Students have opportunity to graduate from City HS with college credits earned
Implementation of College Now Scholarship

**FIRST YEARS: 2012-13 & 2013-14**

- May 2012: 28 students (mostly class of 2013) took the Pima assessments to be eligible for the College Now Scholarship
- 2012-2013: 17 students enrolled in a Pima class; 13 earned 3 or more credits
- May 2013: 91% of the class of 2014 completed the Pima assessments in the spring of junior year
- 2013-2014: 12 students took 16 different classes at Pima; 10 earned 3 or more credits
- May 2014: 74% of class of 2015 completed Pima assessment in spring of junior year

**STEPS TAKEN in 2013-2014**

- Redesigned staff position: Director of College & Career Readiness (City High School Co-Founder Eve Rifkin)
- Created an on-line application for City High School’s “College Now” scholarship. Strengthened eligibility requirements
- Implemented a support system for the College Now Scholars
- Formalize the agreement (stipulations) for students and parents regarding the College Now Scholarship
- Set “college and career readiness” as the focus area for Community Advisory Council 2013-2014
The Student Perspective: College-Related Questions in Annual Climate Survey

- I want to go to college: 2010: 5.16, 2011: 5.16, 2012: 5.35, 2013: 5.07, 2014: 5.16

Rating system is on a 6-point scale: 1=strongly disagree; 6=strongly agree
The Student Perspective: Career-Related Questions in Annual Climate Survey

- My internship was a valuable real world learning experience (12th grade only)
  - 2010: 4.64
  - 2011: 4.72
  - 2012: 4.94
  - 2013: 5.29
- I have an idea for my internship (9th-11th)
  - 2010: 4.63
  - 2011: 4.47
  - 2012: 4.63
  - 2013: 4.71
  - 2014: 4.82
- Experiences at CHS help me think about future careers
  - 2010: 4.47
  - 2011: 4.47
  - 2012: 4.71
  - 2013: 5.12
  - 2014: 5.08
- I met & learned from adults in the community
  - 2010: 4.98
  - 2011: 4.92
  - 2012: 4.62
  - 2013: 4.74
  - 2014: 4.92

Rating system is on a 6-point scale: 1=strongly disagree; 6=strongly agree
Goal 3: Enrollment

- Enrollment Numbers: 100 Day Count
- Retention Trends
- Extended Day Participation
City High School's 100 Day Count

Capacity & Enrollment

- City High School has capacity for up to 50 students per grade level; up to 200 total.
- There is also a capacity limit for Support Services to ensure a successful inclusion model.
- FY 2013 was a low mark for enrollment in recent years; FY 2014 returned to the 170s level.
- Waiting lists exist in one or more grade levels each summer for following school year.
- Annual enrollment is impacted by both recruitment and retention.
Retention Trends

Annual Retention Rate:
August to May

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Enrolled</th>
<th>Mid-Yr Withdraws</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>209</td>
<td>47</td>
</tr>
<tr>
<td>2009-10</td>
<td>195</td>
<td>26</td>
</tr>
<tr>
<td>2010-11</td>
<td>203</td>
<td>32</td>
</tr>
<tr>
<td>2011-12</td>
<td>200</td>
<td>27</td>
</tr>
<tr>
<td>2012-13</td>
<td>186</td>
<td>31</td>
</tr>
<tr>
<td>2013-14</td>
<td>195</td>
<td>24</td>
</tr>
</tbody>
</table>

- 2009: 78%
- 2010: 87%
- 2011: 84%
- 2012: 87%
- 2013: 83%
- 2014: 88%


**Attendance Matters**

- Attendance/absenteeism is correlated with dropout and retention rates.
- Over 80% on-returning students (withdrew during 2013-2014 or summer 2014) were classified as having attendance issues.
- If the average school-wide attendance rate drops below 93% there are financial ramifications, with state reimbursing at an adjusted student count.
Voices Program & 21st Century Community Learning Center Grant

Goal for 21st CCLC grant: 75+ students will participate in 30+ days of extended day programming.

Outcome for 2013-14: 108 participants! (with 75% of original funding)
Goal 4: Staff Morale

- Staff Survey Trends 2011-2014
# Staff Survey – Tracking Areas of Strength from 2011 – Still Consensus?

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have satisfactory autonomy and a sense of agency</td>
<td>94% agree</td>
<td>95% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I was treated fairly by my colleagues</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>Admin staff were responsive to my needs</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I work at a mission-focused organization</td>
<td>100% agree</td>
<td>93% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I was encouraged to set and achieve annual goals</td>
<td>100% agree</td>
<td>92% agree</td>
<td>89% agree</td>
<td>92% agree</td>
</tr>
</tbody>
</table>
### Staff Survey – Tracking Areas of Concern from 2011 – Signs of Improvement?

<table>
<thead>
<tr>
<th>Area</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had the tech resources I needed</td>
<td>47%</td>
<td>59%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>I received sufficient support for my level</td>
<td>81%</td>
<td>90%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>I received sufficient recognition</td>
<td>87%</td>
<td>85%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>I felt successful in my job</td>
<td>81%</td>
<td>95%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>Communication was effective and timely</td>
<td>73%</td>
<td>80%</td>
<td>50%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Goal 5: Financial Health

- Milestones of Institutional Advancement
- Facilities & Expansion
- Marking First Decade
- Annual Revenues & Expenses
Facility Ownership & Renovations: Making Way for Expansion

- Purchase of 37 & 47 E. Pennington, Aug. 2013; asset valued at $1.8 million
- Façade renovation of 37 E. Pennington, Feb. 2014
- Renovations for new PFFS middle school, July 2014
- UA GreenFund Grant for alley redesign, Fall 2014
- Capital Campaign Feasibility Study for 37 E. Pennington, Summer 2014
Celebrating First Decade 2004-2014

- 2013-14 was City High School’s 10th school year
- Important milestone signaling sustainability
- Opportunity for celebration within the school and larger Tucson community:
  - Whole School Meeting
  - Block Party 2014
  - ads in publications
Revenue by Category for Fiscal Year 2014
Total Revenue = $1.85M

- State Equalization: 72%
- Grants: 12%
- Miscellaneous Income: 6%
- Tax Credit Donations: 5%
- Prop 301 & 202: 5%
Expenses by Category Fiscal Year 2014
Total Expenses = $1.825M

- Salaries & Benefits: 65%
- Facility-Related: 13%
- Contracted Instruction: 7%
- Student Travel: 5%
- Capital Improvements: 4%
- Other: 6%
- School Lunch: 2%
- Supplies: 2%
- Admin Fees: 2%
# Summary of Success Indicators

## 1. AZ Letter Grade
- B Grade 2014
- Letter Grade Data: AIMS, Dropout and Grad Rates
- AZ State Board for Charter Schools’ Rating System

## 2. College Readiness
- College Readiness Definitions
- College Readiness Indicators
- Trends: 1st Generation
- College Now Program
- The Student Perspective

## 3. Enrollment
- 100 Day Count
- Retention Data
- Attendance Rates
- Participation Afterschool Program

## 4. Staff Morale
- Survey Trends, 2011-2014

## 5. Financial Health
- Milestones of Institutional Advancement
- Annual Revenue & Expenses
Thank You!
& Time for Q & A