



Potterville Public Schools

420 N. High Street, Potterville, Michigan 48876 • www.pps.k12.mi.us

Timothy J. Donahue, Ed.S., Superintendent

School Annual Education Report for CAP

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Center for Alternative Programs. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Cathleen Weaver, coordinator, for assistance at 517-645-4704 or weavercc@pps.k12.mi.us.

The AER is available for you to review electronically by visiting the following web site (<http://pps.k12.mi.us/aer.html>) or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

The Center for Alternative Programs (CAP) is a small, non-traditional, alternative educational program that services 50-60 students per semester. We are a part of Potterville Public Schools and are funded as a public school. Our student population comes from within Potterville, but also from surrounding districts; Lansing, Grand Ledge, Olivet, Bellevue, Dimondale and Eaton Rapids. Cap offers small, personalized classes leading to a high school diploma or G.E.D. and provides flexible scheduling, including daytime and evening hours for approved students. Students attend core and elective classes taught by certified, highly-qualified instructors. Computer based courses are available through Edgenuity, GED Online, Contemporary ITTS and PLATO instructional software programs. We provide individualized educational planning for each student, service learning options, homeless students' assistance program, counseling and support groups, referrals for substance abuse and counseling and post secondary transitional services to seniors.

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Center for Alternative
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Child Care
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Many CAP students have significant responsibilities outside of school which often prevent them from attending classes full time. These include child care, parent/relative care, employment, court-ordered appointments and counseling sessions. Another factor which often interferes with CAP students being able to maintain a full schedule of classes is that a high percentage are often homeless at some point during the school year.

Most CAP students have a kinesthetic learning style; therefore, they are most successful when they “learn by doing.” We are working to create a learning environment that will be project and real world based. We want our students to walk out of our program with not only a diploma, but also skills to break their current life cycles and be successful individuals in their career and life.

A high percentage of CAP students have a history of school performance and behavior difficulties related to a diagnosis such as Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD). The inability to sit for long periods in the classroom may have already resulted in these students leaving school and/or dropping out. Many of our students also come to us behind in credits resulting from low levels of engagement in school, but also low skill levels. 60% of our student population reads at or below a 6th grade reading level. Their math skills also fall into the 5th/6th grade level. When working with students who are not at a high school reading and math level, we have to help them fill the gaps in their knowledge. This can be a very time consuming enterprise and often results in them not being able to do the required courses for high school until they’ve caught up.

State law requires that we also report additional information.

1. Our school is considered school of choice, but our students do not go through the school of choice process because each of them is considered a drop out when they leave their former school. Students are referred to us through a variety of ways. Often it is their choice to come here and they or their parents contact us regarding enrollment. Sometimes school counselors, social workers, probation officers and doctors will refer them. Students are admitted into CAP based on a personal interview with the coordinator, a teacher, and when appropriate, our special education teacher.
2. Our school improvement plan is current and all staff developed it as a team. We use this plan to shape our goals and plans for increasing student achievement.
3. Parents and other interested parties can access the school curriculum on the district website. As part of our school improvement plan, we are working to implement project based learning into our program. In the next three years, we will also implement work based learning.

4. 60% of parents/guardians attend parent-teacher conferences.

We thank you for your support of CAP. Continued district and community support helps guide our program to continue to improve and help our students become successful adults.

Sincerely,

Cathleen C. Weaver
CAP Coordinator and At-Risk Specialist