

Our Mission

The Mission of Life Skills is to educate, train and inspire students in a learning environment that models the values of integrity, teamwork, perseverance and personal responsibility, and where respect is the foundation of productive relationships, such that each graduate possesses the knowledge and character to meet the challenges of learning, working and living in the 21st Century.

Our Vision is to serve the students who are in need of an alternative educational opportunity in order to:

- 1) Restore the hope of those high school-aged youth who have been displaced or who have not had the opportunity to obtain a quality education;
- 2) Demonstrate the power of innovation and individualization to produce a competitive first-class educational alternative; and
- 3) Most importantly, to make the student the center of the educational process.

Our Program

Life Skills High School of Cleveland provides a teacher-assisted, computer-based learning environment in which students may work at their own pace. The staff of Highly Qualified Teachers and licensed professionals provides students with the individual attention they need to achieve academic success. Once a student has enrolled, the Life Skills experience begins with orientation, where the students are transitioned into our unique academic model. We individually assess each student's needs and abilities and create a Life Skills Learning Plan uniquely designed to ensure that our students receive the necessary support and resources to graduate with a state-recognized high school diploma. Life Skills uses Edgenuity for our core curriculum subjects. Edgenuity is aligned with Ohio State Standards and includes reading, language arts, mathematics, social studies, and science. Life Skills also uses a number of supplemental curricula, including OCIS, GRADS Parenting Class, and career-based intervention and Life Skills training.

Instructional Time and Student Volunteer Hours

Our school was open for 205 days and had 922.5 hours of instructional time for the 2013-2014 school year. This time excludes non-academic time and activities such as the additional learning opportunities and career planning associated with the students' vocational and workplace experience that make our program uniquely successful. Students worked and volunteered 59,485.82 hours at many locations including:

- Phyllis Wheatley Assoc.
- Murtis Taylor
- U Give
- Coalition Community School Reform

Special Programs and Activities

- Positive Action Program
- Ladies Group
- Dress for Success
- Apex Learning Series

Additional Instructional Programs

Life Skills recognizes the need for a more individualized focus on students who require additional assistance to address social and emotional barriers that may affect their educational advancement. Students with special needs represent 14.9% of the total Life Skills enrollment. To help address the needs of our special education students, the Life Skills Intervention Assistance Team (IAT) develops individualized solutions to improve students' ability to earn credits, pass State tests and eventually earn a high school diploma. The IAT consists of 1) an Intervention Specialist for students with special education needs; 2) a Staff Psychologist who evaluates and assists the student in dealing with life changes; and 3) a Family Advocate, a licensed social worker who addresses any socio-economic barriers that may hinder learning,

Ohio Department of Education

Overall School Rating:
Coming in 2015

growth or development. The Family Advocate is available to all students in this same capacity.

Life Skills goes beyond core curriculum instruction and individualized learning with our vocational program. The Employability Specialist offers life skills and job readiness training to all students as part of the required coursework and helps connect students with employment and volunteer opportunities.

As Life Skills students are earning a state-recognized high school diploma, they must be ready to enter the workforce. So, our Employability Skills class trains students in a variety of employment matters, including, but not limited to, job-seeking techniques, interviewing skills, resume writing, and character education. For the students' personal well-being, we help them understand consumer credit and insurance, how to find a place to live, budgeting, buying a car and dealing with employment issues. The Employability Skills class includes online lessons, live learning opportunities, and project-based 21st century learning activities where critical thinking and teamwork are the emphasis.

The Life Skills experience provides more than a high school diploma. We measure our success not just in terms of academic achievement, but also by our students' personal and professional growth. We inspire students to do their best – in the classroom and in the community. The individual achievements of our students become successes for our communities, as our graduates enter the workforce as educated, civic-minded, and productive members of society.

Demographics*

African American: 92%
Caucasian: 0%
Hispanic: 0%
Multi Racial: 0%
Not Specified: 0%

*Based on data retrieved from ODE.

Enrollment*

Average Daily Enrollment: 114
Economically Disadvantaged: > 95%
Students with Disabilities: 14.9%

Board Members

Stephen Marchewitz, *President*
Kim Henry John Limoli Brian Kinzel
Cynthia Weston Denita Johnson

Staff Positions

Certified/Instructional: 7 Administrative/Support Staff: 1

Graduation Rate

The State of Ohio calculates the number of students who enter the 9th grade for the first time, adjusts for population, and formulates its projection of the number of students who actually earn a diploma four years later in determining a school's graduation rate. Life Skills offers students who are at-risk of dropping out, or who may have already dropped out of traditional high school, the opportunity to re-engage and earn a state-recognized diploma. Students who would otherwise opt for a diploma equivalent have the opportunity to graduate from Life Skills on time. Based on the State's calculations Life Skills 4th and 5th year graduations rates for the 2012-2013 school year were 4.2% and 7.1% respectively. Life Skills continues to strive to increase that percentage every year and is proud of our results considering these students would not have graduated otherwise.

Fiscal Responsibility

The table below is a summary of the school's financial operations for the year ending June 30, 2014.

Total Assets: \$33,869	Total Liabilities: \$19,707
Total Operating Expenses: \$1,115,494	Total Operating Revenues: \$931,808
Total Non-Operating Revenues: \$197,525	

The Ohio Auditor of State has not yet audited the figures presented above. However, the school does receive a regular annual audit performed by the Auditor of State. Released audit reports for the school can be viewed by going to the Auditor's website at <http://www.auditor.state.oh.us> and clicking on "Audit Search."

Testing Ohio Graduation Tests (OGT) Results

10th grade	11th grade
Reading - 73.3%	Reading - N/C
Mathematics - 52.9%	Mathematics - N/C
Writing - 58.3%	Writing - N/C
Science - 44.4%	Science - N/C
Social Studies - 61.1%	Social Studies - N/C

NWEA Map The NWEA Standard Item Pool measure is the predicted percentage of learning objectives achieved at each grade level. Improvement in reading was the focus this academic year as memory, attention, processing and sequencing skills critical for reading success must be obtained to lead to success in other subjects. The chart below reflects only those students who tested at least twice in AY13-14.

Subject	Percent of Students With Growth
Language	22.58%
Math	40.48%
Reading	14.29%

*Typical yearly expected growth is 2-3 RITs according to NWEA

Community School Sponsor

As the sponsor of your school, St. Aloysius is legally mandated to provide oversight, monitoring and technical assistance. St. Aloysius bases its ongoing assessments of school performance on a variety of indicators, including OGTs/OAAs, value-added, AYP/AMO, performance index scores, and other objective measures. In addition, St. Aloysius is a regular participant in school board meetings which include review and discussion of the results of short-cycle assessments of students' academic progress (as well as other financial and organizational issues). St. Aloysius also reviews the school's Ohio Improvement Process (OIP) focused plans and Implementation and Management/Monitoring (IMM) tools, which have significant impact on overall school performance.

This school is substantially compliant with the rules and regulations governing community schools. Though the school is substantially compliant, the sponsor creates a number of reports relative to the schools performance in many areas besides overall compliance. All community school sponsors are required to submit a written report of the evaluation results of the school's academic, financial, and organizational performance as well as the school's legal compliance to the Ohio Department of Education and make the report available to parents of students enrolled in the community school by November thirtieth of each year [OAC 3301-102-05(A)(3)]. As such, an Annual Report regarding the performance of this school and other schools under the sponsorship of St. Aloysius will be posted on our website www.charterschoolspec.com no later than November 30, 2014. Parents are urged to review this report as well as other such monitoring and evaluative reports available through the school or the sponsor for a full understanding of their school's performance.

Student Attendance

Many of our Life Skills students work around taking care of family, holding a job and other personal responsibilities. Chances are, those are the reasons they dropped out of their traditional high school. At Life Skills, we encourage relationship-building with our students and foster a caring environment that helps 48.8% of our students attend regularly. Although we strive for higher attendance rates, we recognize that our students rarely attended high school at all before Life Skills.

Academic Goals Our goal is to provide all Life Skills students with the supportive academic, employability, and life skills training they need to earn a high school diploma and succeed in life. Life Skills accomplishes this goal by the following:

- Providing development-level-appropriate academic instruction through state-of-the-art, research-based curricula that meet the educational needs of each student and allow each student to begin at the correct academic level and advance at his or her own pace. Fifty percent of students enrolled a full academic year and who have 60% in-seat attendance will earn four credits per academic year.
- Providing needed social counseling for students who face significant social barriers to attendance and educational advancement.
- Providing flexible scheduling so that each student can attend to his or her responsibilities, such as childcare or work, while obtaining an education at the same time, instead of having to choose between life's necessities and education.
- Teaching valuable life skills courses, job readiness training and employment preparation and placement as well as the required basic academics, in order to prepare our students for success in the workplace and in the classroom. One hundred percent of the Center's graduates will have completed an employability skills course.

Student Survey

What is your overall level of satisfaction with your school?

Satisfied (Promoters)	29%
Neutral (neutral)	34%
Not Satisfied (Demoters)	38%

How long have you attended your current school?

< 1 year	73%
1-2 years	24%
3-4 years	03%
5 + years	0%

Will you re-enroll next year?

Yes	No
75%	25%

What are the primary reasons for your satisfaction or dissatisfaction with your school?

Faculty/Staff	24%
Curriculum content or format	35%
Safety	06%
Facilities/transportation	10%
Extracurricular activities	09%
Other	15%
Technology	N/A

How satisfied are you with the following:

	Satisfied	Neutral	Unsatisfied
Quality of Education	81%	15%	5%
Safety/Security	56%	30%	15%
Flexibility of Schedule	52%	34%	14%
Location	66%	28%	6%

The Life Skills Center is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administration or the Ohio Department of Education. All information contained in this report was accurate to the best of our knowledge at the time of printing.