



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2006-07

Ocotillo Public Charter High School dba Ocotillo Public High School

1313 East Osborn Road, Suite 100 Phoenix, AZ 85014-

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.

No Child Left Behind

Adequate Yearly Progress¹

2005-06	Met
2004-05	Not Met
2003-04	Not Met

Current Administrator²

Title: CEO

Name: William Coats

Fax: (602) 953-0831

Phone: (602) 953-2933

Email: bill.coats@leonagroup.com

District At A Glance

Enrollment³

	State	District
2005-2006 Student Enrollment	1,093,725	390

Highly Qualified

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

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

12%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	28%	N/A	28%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	86	71130	100	95	666	701	57	23	15	13	27	51	1	14
All Students (04-05)	102	69846	93	100	667	699	40	21	38	11	21	49	0	18
Female (05-06)	40	35465	100	96	665	702	58	21	13	13	30	53	NA	13
Female (04-05)	50	34328	93	99	672	702	35	19	32	12	32	51	0	18
Male (05-06)	46	35648	98	94	668	701	57	24	17	12	24	50	2	14
Male (04-05)	52	35509	93	100	659	696	48	23	48	11	5	48	0	18
African American (05-06)	NC	3868	NC	95	NC	686	NC	33	NC	17	NC	45	NC	6
African American (04-05)	NC	3535	NC	100	NC	677	NC	31	NC	15	NC	46	NC	8
Hispanic (05-06)	55	25103	98	95	665	685	60	34	15	16	24	45	2	5
Hispanic (04-05)	57	23363	95	100	666	680	44	32	41	16	15	45	0	7
Asian/Pacific Islander (05-06)	NC	1805	NC	98	NC	731	NC	9	NC	7	NC	50	NC	34
Asian/Pacific Islander (04-05)	--	1742	--	99	--	733	--	8	--	7	--	46	--	38
American Indian/Alaskan Native (05-06)	NC	4241	NC	90	NC	679	NC	39	NC	19	NC	39	NC	3
American Indian/Alaskan Native (04-05)	--	4785	--	100	--	671	--	39	--	17	--	39	--	5
White (05-06)	24	36075	100	95	674	715	46	12	17	9	38	58	NA	21
White (04-05)	40	36421	93	99	668	714	33	12	38	8	29	54	0	26
Students with Disabilities (05-06)	16	5862	100	71	651	658	75	63	19	15	6	20	NA	2
Students with Disabilities (04-05)	17	7690	100	100	647	593	75	64	25	14	0	21	0	2
Students without Disabilities (05-06)	70	65268	100	98	670	705	53	19	14	12	31	54	1	15
Students without Disabilities (04-05)	85	62220	90	99	671	712	34	16	41	11	25	53	0	20
Limited English Proficient Students (05-06)	21	4859	91	93	650	662	81	64	10	15	10	20	NA	1
Limited English Proficient Students (04-05)	12	5834	100	100	660	612	43	46	57	20	0	31	0	3
Migrant Students (05-06)	--	786	--	95	--	681	--	38	--	18	--	41	--	4
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Economically Disadvantaged (05-06)	58	22957	100	93	666	685	59	34	16	17	24	44	2	5
Economically Disadvantaged (04-05)	65	21421	88	92	671	686	34	35	41	15	25	43	0	7
Non-Economically Disadvantaged (05-06)	28	48173	100	96	668	709	54	17	14	11	32	55	NA	18
Non-Economically Disadvantaged (04-05)	37	48489	100	100	661	704	50	15	35	10	15	52	0	23

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	94	73018	100	97	650	703	30	6	46	23	24	64	NA	8
All Students (04-05)	110	71311	100	100	657	694	32	7	32	21	36	63	0	9
Female (05-06)	43	35465	100	97	648	708	21	4	60	21	19	65	NA	9
Female (04-05)	53	34899	100	100	670	700	21	5	27	19	52	66	0	10
Male (05-06)	51	36816	100	96	652	699	37	7	33	24	29	62	NA	7
Male (04-05)	57	36430	100	100	641	688	46	9	38	22	15	61	0	8
African American (05-06)	NC	3976	NC	96	NC	689	NC	8	NC	29	NC	59	NC	3
African American (04-05)	NC	3573	NC	100	NC	676	NC	9	NC	26	NC	60	NC	4
Hispanic (05-06)	61	25801	100	96	643	683	36	10	48	34	16	53	NA	3
Hispanic (04-05)	62	24056	100	100	646	672	41	13	34	31	25	53	0	3
Asian/Pacific Islander (05-06)	NC	1812	NC	98	NC	722	NC	3	NC	15	NC	66	NC	16
Asian/Pacific Islander (04-05)	--	1731	--	98	--	717	--	3	--	13	--	68	--	16
American Indian/Alaskan Native (05-06)	NC	4389	NC	93	NC	675	NC	9	NC	42	NC	47	NC	1
American Indian/Alaskan Native (04-05)	NC	5110	NC	100	NC	661	NC	14	NC	38	NC	46	NC	2
White (05-06)	25	37024	100	97	668	721	20	2	32	12	48	73	NA	13
White (04-05)	42	36841	100	99	675	713	17	3	29	12	54	72	0	13
Students with Disabilities (05-06)	16	7170	100	85	633	654	50	23	44	47	6	29	NA	1
Students with Disabilities (04-05)	18	8021	100	100	640	590	50	27	20	42	30	29	0	1
Students without Disabilities (05-06)	78	65848	100	98	654	708	26	4	46	20	28	67	NA	9
Students without Disabilities (04-05)	92	63379	99	100	661	707	29	5	35	18	37	68	0	10
Limited English Proficient Students (05-06)	23	5099	100	95	616	641	74	29	26	59	NA	12	NA	0
Limited English Proficient Students (04-05)	14	6402	100	100	625	596	67	25	22	44	11	30	0	1
Migrant Students (05-06)	--	817	--	96	--	667	--	15	--	44	--	39	--	1
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Economically Disadvantaged (05-06)	61	23912	100	94	655	681	25	10	52	36	23	52	NA	2
Economically Disadvantaged (04-05)	66	22243	90	93	654	677	39	14	22	32	39	51	0	3
Non-Economically Disadvantaged (05-06)	33	49106	100	98	642	714	39	4	33	16	27	69	NA	11
Non-Economically Disadvantaged (04-05)	44	49157	100	100	662	702	22	4	48	16	30	69	0	11

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	90	72810	98	96	643	685	24	6	49	30	27	58	NA	6
All Students (04-05)	108	70868	98	100	649	688	12	5	54	23	33	63	0	9
Female (05-06)	41	36111	98	97	656	695	15	4	56	23	29	65	NA	8
Female (04-05)	51	34710	96	99	662	697	6	3	50	19	44	66	0	12
Male (05-06)	49	36678	98	95	631	674	33	9	43	36	24	52	NA	3
Male (04-05)	57	36176	100	100	631	678	20	7	60	27	20	59	0	7
African American (05-06)	NC	3962	NC	96	NC	675	NC	8	NC	33	NC	55	NC	3
African American (04-05)	NC	3557	NC	99	NC	675	NC	7	NC	25	NC	62	NC	6
Hispanic (05-06)	57	25735	95	96	636	669	28	10	49	41	23	48	NA	2
Hispanic (04-05)	61	23868	98	100	642	670	16	9	55	33	29	55	0	4
Asian/Pacific Islander (05-06)	NC	1809	NC	97	NC	704	NC	4	NC	19	NC	65	NC	13
Asian/Pacific Islander (04-05)	--	1732	--	98	--	713	--	2	--	12	--	64	--	22
American Indian/Alaskan Native (05-06)	NC	4370	NC	92	NC	670	NC	9	NC	39	NC	50	NC	2
American Indian/Alaskan Native (04-05)	NC	5001	NC	100	NC	661	NC	9	NC	41	NC	48	NC	2
White (05-06)	25	36915	100	97	660	697	12	3	48	21	40	67	NA	8
White (04-05)	40	36710	98	99	657	702	4	2	57	15	39	69	0	13
Students with Disabilities (05-06)	16	7071	100	84	622	634	31	24	63	53	6	21	NA	1
Students with Disabilities (04-05)	16	7900	94	100	633	580	10	22	80	49	10	28	0	1
Students without Disabilities (05-06)	74	65739	97	98	647	689	23	4	46	27	31	62	NA	6
Students without Disabilities (04-05)	92	63054	99	99	652	701	13	3	49	20	38	67	0	10
Limited English Proficient Students (05-06)	20	5046	87	94	588	621	70	31	30	56	NA	12	NA	0
Limited English Proficient Students (04-05)	13	6308	93	100	619	591	44	19	33	47	22	33	0	1
Migrant Students (05-06)	--	812	--	96	--	654	--	15	--	51	--	34	--	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Economically Disadvantaged (05-06)	58	23814	95	94	646	667	22	10	50	41	28	47	NA	2
Economically Disadvantaged (04-05)	67	21994	92	92	650	673	14	10	50	36	36	52	0	3
Non-Economically Disadvantaged (05-06)	32	48996	100	97	636	693	28	4	47	24	25	64	NA	7
Non-Economically Disadvantaged (04-05)	41	48960	100	100	646	694	10	3	62	18	29	67	0	12

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Ocotillo High School

SI Year 1

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Ocotillo Public Charter High School dba Ocotillo Public High School

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Ocotillo High School	N/A	Performing	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3-8 and 10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

"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."

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2007

Total cost of printing: 8 Pages X .0243 Per page X 1 Copies = \$0.19

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.