

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Ocotillo Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Sunnyside Unified District
5702 S. Campbell, Tucson, AZ 85706-4413

Principal: Mr. Steve Price
Schedule: 7:00 AM to 3:30 PM
Web Address: Unpublished or Unavailable
E-mail: stevep@sunnyside.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 352
Phone: (520) 545-3600
Fax: (520) 545-3616

∨ School Overview ∨

Mission

The mission of Ocotillo School is to ensure the success of all students in a safe and productive learning environment.

Organization and Philosophy

- w Shared Leadership
- w Orderly, Peaceful Environment
- w Integrate Special Needs Students
- w High Expectations for All Students

Instructional Programs

- w Full-day Kindergarten
- w Sheltered English Immersion/ESL Classes
- w Title I/Program Facilitator
- w Specialists/Music and Art
- w At-risk Preschool
- w Special Education Preschool
- w On-site Special Education PE
- w Four Blocks: Balanced Literacy Approach

School/Academic Goals

- w All students attending Ocotillo Elementary will meet or exceed the Arizona Reading Academic Standards.
- w All students attending Ocotillo Elementary will meet or exceed the Arizona Writing Standards.
- w All students attending Ocotillo Elementary will meet or exceed the Arizona Math Academic Standards.
- w The students attending Ocotillo Elementary will have an attendance rate of 96% or better.

Enrollment

October 1, 2001 School Year Student Enrollment:	360
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Goal Setting
- w Shared Decision Making
- w Strategic Planning
- w Implement Site Improvement Plan
- w Staff Development Planning
- w School Safety Planning

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	10.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	2	0	0
10 or more years	1	13	0	0

∨ **Shared Responsibilities** ∨

School

Ocotillo parents are seen as an important partner in their child's education. They are encouraged to volunteer in the classroom and be part of several parent groups. Communication occurs through report cards, home visits, school conferences, PTO meetings and newsletters. Parent views can be shared by membership on the School Site Council, the PTO, as well as through their interaction with staff and the principal.

Parents

Good attendance and on-time behavior are critical to academic success. Parents are responsible to get their children to school on time and inform the office when that is not possible. The support and partnership of the parents with the school is critical to their child's academic achievement. Parents need to provide a time and place for students to complete their homework. Parents need to keep informed and communicate regularly with the teachers and school staff on their child's progress.

∨ **Transportation Policy** ∨

According to Board Policy #E280, transportation is provided to special education students who require transportation; K-8 students living beyond a one-mile radius. Ocotillo is a neighborhood school where 90% of the K-5 students either walk or are driven to school by their parents. Ocotillo borders are from Bilby E/Park N/Drexel E/Del Moral.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	5 hrs. 35 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	12/20/02	3/14/03	5/22/03
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Additional Calendar/Report Card Information

Parent conferences are held at the end of the first nine weeks and throughout the year. Calls and home visits are made to further communicate with parents about their child's progress. Additionally, progress reports are sent home at the midpoint of each quarter.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Labs in All Classes	W Computer Lab in the Library
W Physical Therapy Room	W Therapy Pool

Extracurricular Activities

W Chess Club and Library Club	W Student Council and Peace Patrol
W 5th Grade Band/Orchestra	W Boys and Girls Basketball Teams
W TROT (Therapeutic Riding of Tucson)	W Special Olympics
W Community Gardens	W Folklorico Dancers

School/Community Resources

W Breakfast/Lunch Programs	W Clothing Assistance
W Counseling Services/Wellness Center	W Adult Education--Parenting Skills & ESL
W Parent Involvement Assistant	W Attendance and School Resource Officers
W Business Partnership with Raytheon	W KidCo Afterschool Program and Tutoring

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W The percent of students meeting or exceeding the Writing portion of AIMS increased by 11% in the 3rd grade and 18% in the 5th grade as compared with the results of 2000-01.</p> | <p>W The attendance rate increased from 92.7% in 2000-01 to 94% in 2001-02. This was the result of many people working together and improved communication between school and home.</p> |
| <p>W Parental involvement increased dramatically in 2001-02. The number of parent volunteer hours increased by 50% over the previous year. The number of parent volunteer hours has quadrupled in the last four years.</p> | <p>W As many as twenty parents received instruction in ESL classes once a week all year. In addition, parenting classes and support groups were conducted on a weekly basis throughout the year and served many parents.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	25.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Desert Museum Art Contest 1st, 2nd & 3rd Place Winners	2002
1st Place in SACA Chess League Tournament	2001
Highest Measure of Academic Progress in Reading 89%	2001
Highest Measure of Academic Progress in Math 91%	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	28	495	29%	21%	43%	7%
	School State	58840	524	9%	17%	45%	29%
Writing	School	29	509	24%	17%	55%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	28	482	25%	46%	21%	7%
	State	59030	517	11%	27%	35%	27%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

Grade 5

Reading	School	26	493	42%	15%	31%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	26	495	23%	27%	50%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	25	504	16%	28%	16%	40%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	0	--	60	--	--	--
2	Reading	--	--	--	100	30	50	56	21	52	38	28	53	15	56	57
	Language	--	--	--	100	25	40	62	11	43	44	19	44	19	57	48
	Mathematics	--	--	--	100	52	51	67	26	55	46	33	57	23	55	61
3	Reading	38	23	47	100	31	47	68	33	48	42	30	50	66	26	50
	Language	38	35	49	100	28	51	66	42	54	40	36	56	62	34	57
	Mathematics	38	24	46	100	23	49	70	33	52	42	30	54	68	37	56
4	Reading	43	40	53	100	20	54	100	39	54	53	45	55	56	33	55
	Language	45	38	47	100	24	49	100	33	48	53	42	50	63	34	50
	Mathematics	47	36	51	100	29	54	100	30	55	60	52	57	63	45	58
5	Reading	64	23	51	100	25	51	100	22	51	66	35	51	47	33	53
	Language	64	19	42	100	26	44	100	19	45	68	31	45	47	38	47
	Mathematics	64	15	51	100	33	54	100	31	55	66	47	57	47	58	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	*	69
Grades 3-4	92	71
Grades 4-5	56	69
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are a PeaceBuilders school. We teach the students the strategies necessary to make wise choices. The students write praise notes about other students being PeaceBuilders that are read daily over the PA. The counselors and School Resource Officer teach lessons in all the classes that empower the students to respect themselves and others; friendship; responsibility; sharing and cooperating; drug awareness; gun safety. We celebrate and recognize our PeaceBuilders of the month.

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

1

School uniforms are required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,529	\$1,109,120
Classroom Supplies	\$49	\$15,307
Administration	\$549	\$172,584
Support Services-Students	\$448	\$140,826
Other Support Services and Operations	\$1,752	\$550,553
Total Expenditures- All Categories 2000-2001	\$6,326	\$1,988,390

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Steve Price	(520) 545-3600	3605
Transportation Policy	John Smead	(520) 545-2106	2113
Community Resources	Lisa Garcia	(520) 545-3660	
School Nutrition Programs	Kenny Alexander	(520) 545-2078	
Parent Organization	Ana Garcia	(520) 545-3623	
Student Health/Nurse	Margaret Eller	(520) 545-3611	

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.

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