



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5702 S Campbell, Tucson, AZ 85706

Sunnyside Unified District

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.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Steve Price
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 371
 Web Address :
 Phone Number : (520) 545-3600
 Fax Number : (520) 545-3616
 E-mail : stevep@susd12.org

Mission

Ocotillo students will meet or exceed the Arizona academic standards, as they actively engage in a safe, clean, and productive learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Reading Standards.
- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Writing Standards.
- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Math Standards.
- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Science Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 572
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 23

Instructional Programs

- ü Four Blocks:A Balanced Literacy Approach
- ü Sheltered English Immersion/ESL Classes
- ü Title I/Program Facilitator
- ü Specialists: Music , PE and Art
- ü MOMR/MD Special Ed. Program
- ü Targeted Tutoring and Homework Help
- ü Full-day Kindergarten
- ü Violence Prevention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/29/2006

Shared Responsibilities

School

Parents are seen as important partners in their child's education. Communication occurs via report cards, home visits, conferences, PTO meetings, parent handbook, and newsletters. Parent views can be shared via the Site Council, PTO, as well as interaction with staff.
 All parents should receive a Parent Handbook at the beginning of the year. This contains all the important information regarding school policies and operating procedures that parents should know.

Parents

Parents are responsible to get their children to school on time and inform the office when that is not possible. Parents are responsible for following District policies in reporting their child's absences.
 Parents are responsible for making sure their child comes to school dressed in accordance with our school uniform and dress code.
 Parents need to get involved/informed, and communicate regularly with the teachers and school staff regarding their child's progress.

Transportation Policy

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. Transportation is provided to spec. ed. students who require it.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 2004 No Child Left Behind Blue Ribbon Award Recipient	2004
ü North Central Accreditation Certification	2004
ü Desert Museum Art Contest 1st, 2nd & 3rd Place Winners	2002
ü 1st Place in SACA Chess League Tournament	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1357	79306	100	100	99	342	429	445	26	14	10	32	25	18	41	52	51	2	10	20
All Students (Prior Year)	54	1230	75509	100	100	100	492	513	521	20	13	13	33	25	23	33	38	33	13	23	31
Female	36	688	38691	100	100	99	342	430	446	28	12	10	31	25	18	41	53	52	0	10	20
Male	40	668	40583	100	100	99	342	428	445	24	15	11	32	24	18	41	52	50	3	9	21
African American	NC	24	4041	NC	96	99	NC	437	426	NC	11	17	NC	33	23	NC	50	50	NC	6	10
Hispanic	65	1186	32869	100	100	99	332	428	429	28	14	15	29	24	25	41	53	51	2	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	67	4264	NC	100	100	NC	429	419	NC	14	19	NC	37	30	NC	37	45	NC	12	6
White	--	76	36197	--	100	99	--	440	463	--	8	5	--	24	11	--	56	53	--	12	31
Students with Disabilities	18	192	10321	100	100	100	113	369	389	72	38	30	17	35	27	11	24	34	0	2	9
Students without Disabilities	58	1165	69060	98	99	98	428	439	454	8	10	7	38	23	17	52	57	54	2	11	22
Limited English Proficient Students	40	460	15509	100	100	100	331	419	406	28	16	20	28	27	30	42	52	45	2	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	62	1230	39415	95	100	96	426	432	431	11	14	15	36	25	25	51	53	50	2	9	10
Non-Economically Disadvantaged	14	127	39966	0	100	100	0	403	459	85	13	6	15	18	12	0	50	52	0	18	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1359	79395	100	0	99	330	427	446	27	11	9	45	38	25	27	47	55	1	4	11
All Students (Prior Year)	54	1227	75492	100	99	100	505	511	519	20	16	12	20	17	16	53	51	47	7	16	24
Female	36	688	38743	100	0	100	336	432	451	22	9	7	47	36	24	31	51	57	0	4	12
Male	41	670	40618	100	0	99	324	423	440	31	13	11	43	39	27	23	43	53	3	4	9
African American	NC	24	4052	NC	0	100	NC	440	434	NC	6	11	NC	39	29	NC	50	54	NC	6	6
Hispanic	65	1187	32915	100	0	99	320	426	426	26	12	15	45	38	35	28	47	47	2	4	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	68	4271	NC	0	100	NC	428	420	NC	12	15	NC	40	42	NC	47	41	NC	2	2
White	--	76	36221	--	0	99	--	444	465	--	5	4	--	36	15	--	53	63	--	7	17
Students with Disabilities	19	194	10331	100	0	100	115	373	388	42	23	25	53	49	37	5	28	34	0	0	4
Students without Disabilities	58	1165	69139	98	0	99	414	436	454	21	9	7	42	36	24	35	51	58	2	5	11
Limited English Proficient Students	41	461	15545	100	0	100	318	414	399	28	14	21	43	43	42	28	42	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	1232	39484	97	0	96	409	430	429	28	12	14	39	38	35	31	47	47	2	3	4
Non-Economically Disadvantaged	14	127	39986	0	0	100	0	404	461	23	6	4	69	32	16	8	51	63	0	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1356	78869	100	100	99	338	436	442	15	5	6	33	22	21	51	70	63	1	3	10
All Students (Prior Year)	52	1219	75053	96	99	99	528	598	597	12	10	7	18	10	12	65	71	72	6	10	9
Female	36	687	38536	100	100	99	358	451	458	13	2	4	25	16	15	59	76	67	3	5	14
Male	40	668	40302	100	100	99	320	421	428	17	8	8	40	28	26	43	63	60	0	2	7
African American	NC	24	4015	NC	96	99	NC	464	430	NC	0	8	NC	28	24	NC	61	61	NC	11	7
Hispanic	65	1185	32606	100	100	98	331	436	426	14	5	8	31	22	27	53	70	60	2	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	68	4245	NC	100	100	NC	436	423	NC	7	9	NC	28	26	NC	64	61	NC	2	4
White	--	75	36078	--	100	99	--	423	459	--	10	4	--	20	16	--	69	66	--	0	14
Students with Disabilities	19	194	10246	100	100	100	119	359	367	37	16	18	42	48	39	21	37	40	0	0	4
Students without Disabilities	57	1162	68697	97	99	98	424	449	454	6	3	4	29	18	18	63	75	67	2	4	11
Limited English Proficient Students	41	461	15339	100	100	100	327	426	399	16	6	11	33	25	31	50	68	54	2	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	63	1231	39106	97	100	95	419	439	427	7	5	8	31	23	28	59	69	59	2	3	5
Non-Economically Disadvantaged	13	125	39837	0	100	100	0	408	457	46	9	4	38	13	14	15	72	67	0	6	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1402	78906	100	100	99	446	484	498	18	17	13	28	25	19	44	47	48	11	12	20
All Students (Prior Year)	53	1365	76019	100	100	100	480	488	499	21	15	14	50	48	39	11	13	14	18	24	33
Female	29	702	38644	100	99	99	442	485	500	17	14	12	29	26	19	50	50	49	4	10	19
Male	36	700	40236	100	100	99	448	483	497	18	20	15	27	24	19	39	43	46	15	13	20
African American	--	24	4087	--	96	99	--	474	481	--	27	20	--	18	24	--	50	45	--	5	11
Hispanic	59	1230	31938	100	100	99	441	483	481	18	17	19	27	25	25	45	46	46	10	12	10
Asian/Pacific Islander	--	11	1805	--	92	98	--	562	536	--	0	5	--	0	8	--	50	45	--	50	42
American Indian/Alaskan Native	NC	57	4593	NC	100	100	NC	475	467	NC	25	26	NC	25	29	NC	45	39	NC	4	6
White	NC	80	36483	NC	100	99	NC	492	517	NC	11	7	NC	25	13	NC	51	51	NC	13	30
Students with Disabilities	10	227	10664	100	100	100	197	432	430	56	41	42	33	33	27	11	23	26	0	3	5
Students without Disabilities	55	1175	68310	98	99	98	492	494	509	10	12	9	27	23	18	50	51	51	13	13	22
Limited English Proficient Students	26	308	12573	100	100	100	434	479	454	19	19	27	28	26	30	47	45	38	6	11	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	58	1258	38679	98	100	96	489	485	483	14	18	20	26	25	25	48	46	45	12	11	10
Non-Economically Disadvantaged	NC	144	40295	NC	100	100	NC	476	513	NC	9	7	NC	21	13	NC	51	50	NC	19	30

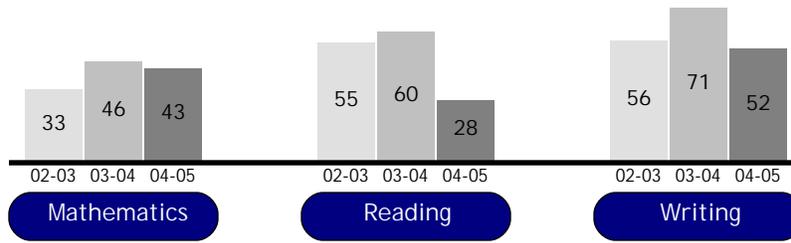
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1401	78908	100	0	99	420	466	484	12	13	10	47	35	23	39	49	58	2	3	9
All Students (Prior Year)	54	1366	76020	100	100	100	496	497	503	31	31	25	33	30	23	28	33	40	8	7	12
Female	28	701	38648	100	0	99	419	471	489	13	9	8	50	32	22	38	56	61	0	3	10
Male	36	700	40233	100	0	99	422	461	479	12	16	12	45	38	25	39	43	55	3	3	8
African American	--	24	4092	--	0	99	--	470	473	--	14	12	--	32	28	--	50	54	--	5	5
Hispanic	58	1229	31940	100	0	99	414	464	465	12	14	16	49	36	32	39	48	49	0	3	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	522	507	--	0	4	--	0	13	--	100	65	--	0	18
American Indian/Alaskan Native	NC	57	4569	NC	0	100	NC	473	457	NC	8	18	NC	45	39	NC	43	41	NC	4	2
White	NC	80	36502	NC	0	99	NC	489	502	NC	3	4	NC	26	14	NC	65	67	NC	6	15
Students with Disabilities	NC	226	10665	NC	0	100	NC	427	423	NC	24	30	NC	49	36	NC	27	31	NC	1	2
Students without Disabilities	55	1175	68312	98	0	98	464	474	493	10	10	7	44	33	21	44	54	62	2	3	10
Limited English Proficient Students	26	308	12556	100	0	100	410	458	436	13	16	24	49	38	40	38	44	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	57	1257	38662	97	0	96	461	466	468	14	14	16	42	37	32	42	47	49	2	2	3
Non-Economically Disadvantaged	NC	144	40315	NC	0	100	NC	465	498	NC	1	5	NC	25	15	NC	64	66	NC	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1403	78750	100	100	99	448	486	500	4	6	6	49	39	29	47	55	63	0	1	2
All Students (Prior Year)	54	1364	75673	100	100	100	513	514	530	15	12	12	36	33	25	49	54	58	0	1	4
Female	28	703	38586	100	100	99	451	501	515	4	3	4	50	31	22	46	65	71	0	1	3
Male	36	700	40135	100	100	99	447	471	486	3	9	8	48	47	35	48	44	56	0	0	1
African American	--	24	4081	--	96	99	--	471	488	--	23	8	--	32	32	--	45	59	--	0	2
Hispanic	58	1231	31841	100	100	99	443	484	483	4	6	8	51	40	36	45	54	55	0	0	1
Asian/Pacific Islander	--	11	1802	--	92	98	--	536	533	--	0	2	--	0	16	--	100	75	--	0	7
American Indian/Alaskan Native	NC	57	4586	NC	100	100	NC	501	481	NC	0	8	NC	39	37	NC	61	54	NC	0	1
White	NC	80	36440	NC	100	99	NC	498	516	NC	6	3	NC	35	22	NC	57	71	NC	3	4
Students with Disabilities	10	229	10622	100	100	100	191	419	415	11	16	21	78	64	50	11	20	28	0	0	1
Students without Disabilities	54	1174	68196	96	99	98	497	500	513	2	4	3	44	34	25	54	62	69	0	1	3
Limited English Proficient Students	26	308	12504	100	100	100	435	479	451	4	6	12	53	42	44	43	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	57	1259	38558	97	100	96	493	487	485	4	6	8	46	40	37	50	53	54	0	0	1
Non-Economically Disadvantaged	NC	144	40260	NC	100	100	NC	479	514	NC	2	3	NC	28	21	NC	66	72	NC	3	4

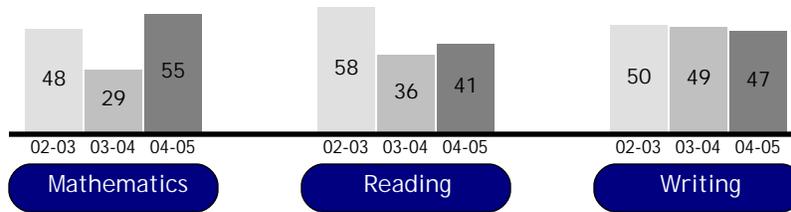
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	38	50	95	NA	NA	58	100	28	38	47
	Language	93	21	31	43	100	NA	28	50	100	18	39	47
	Mathematics	90	33	50	57	100	NA	49	64	100	32	42	50
3	Reading	85	31	32	47	96	37	NA	55	98	22	33	44
	Language	96	35	43	54	96	44	53	61	98	28	34	44
	Mathematics	96	32	43	54	100	56	54	61	97	36	41	51
4	Reading	91	25	34	52	97	31	NA	56	98	35	39	48
	Language	95	29	36	48	100	33	41	52	98	29	38	49
	Mathematics	91	40	44	57	100	44	50	61	100	41	44	53
5	Reading	100	37	34	50	96	31	NA	55	97	35	40	50
	Language	97	44	34	46	100	41	39	49	97	38	39	50
	Mathematics	100	51	47	57	100	56	52	63	98	37	39	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	10.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Labs in All Classes
- Ü Computer Lab in the Library
- Ü Indoor Therapy Swimming Pool

Extracurricular Activities

- Ü Soccer and Cross Country Teams
- Ü Student Council and Peace Patrol
- Ü 4th&5th Grade Band/Orchestra
- Ü Coed Basketball Team and Spec. Olympics
- Ü Library Club
- Ü Folklorico Dance Group
- Ü Chess Team
- Ü Cheerleading Squad

Social Services

- Ü Breakfast/Lunch Programs
- Ü Clothing Assistance
- Ü Counseling Services/Wellness Center
- Ü Adult Education--Parenting Skills & ESL
- Ü After school KIDCO
- Ü Dental Service
- Ü Eye Glasses/Examinations
- Ü Parent Support Group

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ocotillo was one of five 2004 No Child Left Behind Blue Ribbon Award recipients in Arizona . This honor was based on the most significant increase in student achievement in Arizona on the State assessments over the four year period of 2000-2003.
- ü Ocotillo was granted accreditation from the North Central Accreditation Association this year certifying that the quality of the educational experiences for students are effectively advanced and are in compliance with the criteria of the commission.
- ü The number of parent involvement hours increased by over 20%. Parent volunteers contributed over 8000 hours of service at Ocotillo, an increase of over 1500 hours from 2003-04.
- ü Ocotillo's principal was nominated by the Superintendent of the Sunnyside School District as the district's nominee for the Arizona Supervisors Associations' Administrator of the Year 2003-2004.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	51	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We teach the students the strategies needed to make wise choices. The counselor and teachers teach lessons that empower the students to respect themselves and others.

Our Coyote Pledge expresses the climate we are striving to create:

We are the Ocotillo Coyotes.

We pledge to come to school prepared.

We will be friendly, helpful, and treat everyone with respect.

We promise to work hard, cooperate and never give up.

We are the Ocotillo Coyotes we have pride in our school and ourselves.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Steve Price	(520) 545-3600
Transportation Policy	John Smead	(520) 545-2106
Community Resources	Lisa Garcia	(520) 545-3608
School Nutrition Programs	Alan Seino	(520) 545-2078
Parent Organization	Ana Garcia	(520) 545-3623
Student Health/Nurse	Maureen Page	(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. "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."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

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 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.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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. MSS = Mean Scaled Score. The federal law, No Child Left Behind, 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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