

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2616 E Greenway Rd., Phoenix, AZ 85032

Ocotillo Public Charter High School dba Ocotillo Public High School

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Alternative School
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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.

School Overview

Principal/Administrator : Mr. Torry Martin
 Schedule : 7:30 AM to 9:05 PM
 Grades : 9-12
 2004 Enrollment : 443
 Web Address : same as above
 Phone Number : (602) 765-8470
 Fax Number : (602) 765-8471
 E-mail : Torry.Martin@leonagroup.com

Mission

Our mission is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. An integrated approach using curriculum aligned to the Arizona State Standards and relevant instruction accomplishes this.

School / Academic Goals

- ü Ocotillo High School will increase every student's mastery of basic skills through the integration of critical thinking and problem solving skills.
- ü All students will master the Arizona Academic Standards. This will be accomplished by utilizing our ADE-approved curriculum and by increasing individual student attendance.
- ü Curriculum implementation will ensure the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum.
- ü Student engagement in learning will be maximized by employing effective classroom management and organizational strategies, establishing a positive academic learning climate, and emphasizing both knowledge and skills for higher order thinking skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 428
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 443

Instructional Programs

- ü Core Academics
- ü ELL Program
- ü Distance Learning Opportunities
- ü Dual Enrollment with Community Colleges
- ü Tutoring and Guidance/Career Counseling
- ü Extra Curricular Activities
- ü Job Placement Opportunities

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/18/2004
Last Day of School :	6/6/2005

Shared Responsibilities

School

OHS ensures a safe learning environment by providing an on-site police officer. Our crisis management plan is continuously reviewed and reinforced. All staff members communicate high academic and behavioral expectations to students and parents.

Parents

Ocotillo High School requests that parents support the student behavior contract focusing upon dress, behavior and attendance expectations. Concerns regarding academics and behavior should be communicated to the school.

Transportation Policy

Students are responsible for their own transportation. We encourage students to use the public transportation system. Students who demonstrate financial need are provided with bus tokens to facilitate their transportation to and from school.

School Honors

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

Award/Honor	Year
ü National Society of High School Scholars	2003
ü Superior Rating by Universal Cheerleading Association	2003
ü CSC City Championship in Basketball	2001
ü Superior Rating for Blood Drive Participation	2004

10th 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	99	99	65934	94	94	100	459	459	492	86	86	43	9	9	18	5	5	24	0	0	15
All Students (Prior Year)	75	75	57534	74	74	91	453	453	491	88	88	46	6	6	16	5	5	23	2	2	15
Female	52	52	32586	93	93	100	456	456	491	90	90	44	8	8	19	2	2	24	0	0	14
Male	47	47	33226	96	96	99	463	463	493	81	81	42	11	11	18	9	9	24	0	0	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	43	43	21740	91	91	100	449	449	475	95	95	63	5	5	17	0	0	15	0	0	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	48	48	34819	100	100	99	469	469	505	75	75	27	15	15	20	10	10	31	0	0	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	92	92	59427	92	92	100	460	460	494	85	85	41	10	10	19	5	5	25	0	0	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	42	42	18745				455	455	475	90	90	64	7	7	16	2	2	15	0	0	5
Non-Economically Disadvantaged	57	57	47182				463	463	499	82	82	35	11	11	19	7	7	27	0	0	19

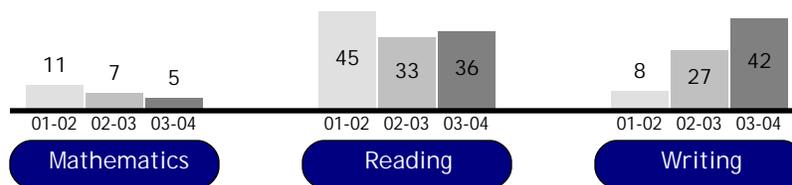
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	101	68162	100	100	100	485	485	509	26	26	18	38	38	24	36	36	51	0	0	8
All Students (Prior Year)	68	68	56700	67	67	89	477	477	512	50	50	15	17	17	23	33	33	52	0	0	10
Female	54	54	33509	100	100	100	487	487	513	23	23	15	42	42	23	36	36	52	0	0	9
Male	47	47	34521	100	100	100	482	482	505	30	30	20	34	34	24	36	36	49	0	0	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	46	46	22624	100	100	100	468	468	487	43	43	32	41	41	31	15	15	35	0	0	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	48	48	35727	100	100	100	503	503	526	11	11	7	30	30	17	60	60	64	0	0	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	92	92	61317	100	100	100	486	486	512	25	25	15	37	37	23	38	38	53	0	0	8
Limited English Proficient Students	11	11	7152	100	100	100	446	446	464	73	73	57	18	18	31	9	9	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	42	42	19528				482	482	487	24	24	31	49	49	32	27	27	34	0	0	2
Non-Economically Disadvantaged	59	59	48595				487	487	518	27	27	13	31	31	20	42	42	57	0	0	10

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	101	101	67629	100	100	100	477	477	524	38	38	22	21	21	16	42	42	59	0	0	3
All Students (Prior Year)	67	67	55090	66	66	87	445	445	479	45	45	16	29	29	13	27	27	70	0	0	0
Female	53	53	33347	100	100	100	489	489	537	34	34	17	15	15	15	51	51	64	0	0	4
Male	48	48	34151	100	100	99	464	464	512	42	42	27	27	27	18	31	31	54	0	0	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	45	45	22313	100	100	100	448	448	493	44	44	34	24	24	19	31	31	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	49	49	35593	100	100	99	496	496	547	33	33	13	18	18	14	49	49	69	0	0	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	92	92	60917	100	100	100	480	480	530	36	36	19	20	20	16	45	45	61	0	0	3
Limited English Proficient Students	10	10	6994	100	100	100	311	311	442	90	90	58	0	0	18	10	10	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	41	41	19310				494	494	489	29	29	35	24	24	20	46	46	44	0	0	1
Non-Economically Disadvantaged	60	60	48278				465	465	538	43	43	17	18	18	15	38	38	65	0	0	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)

10th 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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	N
	Made AYP?	No

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 - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	17	17	37	--	--	--	41	60	13	NA	42
	Language	91	14	14	38	--	--	--	42	65	9	9	42
	Mathematics	91	21	21	56	--	--	--	60	66	30	30	63

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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü Community Relations
- Ü Peer Mediation and Counseling

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	19.00
Other Professional Staff	6.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 15
 Core academic classes taught by Highly Qualified (NCLB) teachers. 39
 Teachers with Emergency Certificaton. 3

Resources Available at School Site

Special Facilities

- Ü Computer Lab

Extracurricular Activities

- Ü Student Action Committee
- Ü Yearbook
- Ü Newspaper
- Ü Basketball Team
- Ü Volleyball Team
- Ü Cheerleading

Social Services

- Ü Adult ESL Classes
- Ü Clothing and Food Banks
- Ü Counseling Services
- Ü Job Placement

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Our adherence to strict attendance policies gave us an overall 90 percent student attendance rate. This increase has led to high academic accomplishments for our students.
- The curriculum in all subject areas is aligned with the Arizona Academic Standards. Scores of our students on state-mandated achievement tests show improvement in all areas.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	41			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

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

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Ocotillo High School ensures a safe learning environment by providing a police officer on site. Our Crisis Management Plan is in place and consistently reviewed and reinforced. OHS promotes a drug-free, gang-free and weapon-free closed campus.

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) :

10

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.

Contacts

	Name	Phone Number
School Site Council	Beth Gasperone	(602) 765-8470
Transportation Policy	Brandi Adams	(602) 765-8470
Community Resources	Sue Rothery	(602) 765-8470
School Nutrition Programs	Anthony Pinto	(602) 765-8470
Parent Organization	Maria Lopez	(602) 765-8470
Student Health/Nurse	Kayla Lopez	(602) 765-8470

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.