

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2616 E Greenway Rd., Phoenix, AZ 85032

Ocotillo Public Charter High School dba Ocotillo Public High School

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status (b)

2004-05	SI Year 1
2003-04	N/A
2002-03	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. Gabriel Trujillo  
 Schedule : 07:15 AM to 09:20 PM  
 Grades : 9-12  
 2005 Enrollment : 425  
 Web Address : same as above  
 Phone Number : (602) 765-8470  
 Fax Number : (602) 765-8471  
 E-mail : gabriel.trujillo@leonagroup.com

### Mission

Ocotillo High School is an equal opportunity learning community that educates and nurtures all students regardless of race, religion, or socioeconomic status by way of a transformational curriculum that concentrates on character development as well as academic achievement.

### 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, 2004 School Year Student Enrollment : 428  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 405

Instructional Programs

- ü Core Academics
- ü ELL Program
- ü Character Education
- ü Dual Enrollment with Community Colleges
- ü Tutoring and Guidance/Career Counseling
- ü Extra Curricular Activities
- ü Compensatory Education for Sped and ELL
- ü Sheltered English Immersion

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/29/2005
Last Day of School :	6/16/2006

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	102	102	69846	92	93	100	667	667	699	40	40	21	38	38	11	21	21	49	0	0	18
All Students (Prior Year)	99	99	65934	94	94	100	459	459	492	86	86	43	9	9	18	5	5	24	0	0	15
Female	50	50	34328	93	93	99	672	672	702	35	35	19	32	32	12	32	32	51	0	0	18
Male	52	52	35509	91	93	100	659	659	696	48	48	23	48	48	11	5	5	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	57	57	23363	93	95	100	666	666	680	44	44	32	41	41	16	15	15	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	40	40	36421	93	93	99	668	668	714	33	33	12	38	38	8	29	29	54	0	0	26
Students with Disabilities	17	17	7690	100	100	100	647	647	593	75	75	64	25	25	14	0	0	21	0	0	2
Students without Disabilities	85	85	62220	89	90	99	671	671	712	34	34	16	41	41	11	25	25	53	0	0	20
Limited English Proficient Students	12	12	5834	100	100	100	660	660	612	43	43	46	57	57	20	0	0	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	65	65	21421	87	88	92	671	671	686	34	34	35	41	41	15	25	25	43	0	0	7
Non-Economically Disadvantaged	37	37	48489	100	100	100	661	661	704	50	50	15	35	35	10	15	15	52	0	0	23

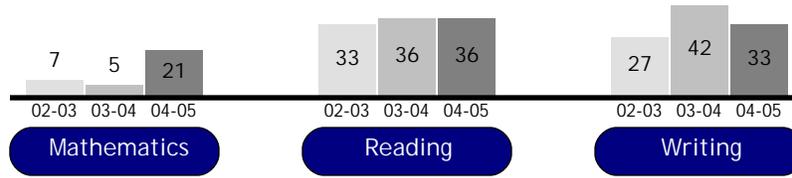
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	71311	100	100	100	657	657	694	32	32	7	32	32	21	36	36	63	0	0	9
All Students (Prior Year)	101	101	68162	100	100	100	485	485	509	26	26	18	38	38	24	36	36	51	0	0	8
Female	53	53	34899	100	100	100	670	670	700	21	21	5	27	27	19	52	52	66	0	0	10
Male	57	57	36430	100	100	100	641	641	688	46	46	9	38	38	22	15	15	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	62	62	24056	100	100	100	646	646	672	41	41	13	34	34	31	25	25	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	42	42	36841	100	100	99	675	675	713	17	17	3	29	29	12	54	54	72	0	0	13
Students with Disabilities	18	18	8021	100	100	100	640	640	590	50	50	27	20	20	42	30	30	29	0	0	1
Students without Disabilities	92	92	63379	99	99	100	661	661	707	29	29	5	35	35	18	37	37	68	0	0	10
Limited English Proficient Students	14	14	6402	100	100	100	625	625	596	67	67	25	22	22	44	11	11	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	66	66	22243	90	90	93	654	654	677	39	39	14	22	22	32	39	39	51	0	0	3
Non-Economically Disadvantaged	44	44	49157	100	100	100	662	662	702	22	22	4	48	48	16	30	30	69	0	0	11

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	108	108	70868	98	98	100	649	649	688	12	12	5	54	54	23	33	33	63	0	0	9
All Students (Prior Year)	101	101	67629	100	100	100	477	477	524	38	38	22	21	21	16	42	42	59	0	0	3
Female	51	51	34710	96	96	99	662	662	697	6	6	3	50	50	19	44	44	66	0	0	12
Male	57	57	36176	100	100	100	631	631	678	20	20	7	60	60	27	20	20	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	61	61	23868	98	98	100	642	642	670	16	16	9	55	55	33	29	29	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	40	40	36710	98	98	99	657	657	702	4	4	2	57	57	15	39	39	69	0	0	13
Students with Disabilities	16	16	7900	94	94	100	633	633	580	10	10	22	80	80	49	10	10	28	0	0	1
Students without Disabilities	92	92	63054	99	99	99	652	652	701	13	13	3	49	49	20	38	38	67	0	0	10
Limited English Proficient Students	13	13	6308	93	93	100	619	619	591	44	44	19	33	33	47	22	22	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	67	67	21994	92	92	92	650	650	673	14	14	10	50	50	36	36	36	52	0	0	3
Non-Economically Disadvantaged	41	41	48960	100	100	100	646	646	694	10	10	3	62	62	18	29	29	67	0	0	12

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	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 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
9	Reading	--	--	--	41	60	13	NA	42	93	31	31	51
	Language	--	--	--	42	65	9	9	42	93	29	29	50
	Mathematics	--	--	--	60	66	30	30	63	93	28	28	50

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/](http://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)
- 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
- Ü Character Education
- Ü Dropout Prevention
- Ü Enrollment and attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	15.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	167
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	28%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü ELL Learning Lab

Extracurricular Activities

- Ü Student Action Committee
- Ü Basketball Team

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 2004-05

School Achievements/Accomplishments 2004-05

- ü 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.
  
- ü 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	48	12	12	17
Transfers In Rate <sup>6</sup>	163	28	28	37
Stability Rate <sup>7</sup>	51	87	87	82
Promotion Rate <sup>8</sup>	39	96	95	81
Retention Rate <sup>9</sup>	7	1	1	3
Dropout Rate <sup>10</sup>	39	0	1	6
Status Unknown <sup>11</sup>	32	0	1	4
Graduation Rate <sup>12</sup>	39	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

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

4
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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	Beth Gasperone	(602) 765-8470
Transportation Policy	Brandi Adams	(602) 765-8470
Community Resources	Ron Gasperone	(602) 765-8470
School Nutrition Programs	William Bressler	(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](http://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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.