

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2616 E Greenway Rd., Phoenix, AZ 85032

Ocotillo Public Charter High School dba Ocotillo Public High School

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	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. Donnie Houston
 Schedule : 07:15 AM to 05:30 PM
 Grades : 9-12
 Web Address : www.leonagroup.com/ocotillohs/
 Phone Number : (602) 765-8470
 Fax Number : (602) 765-8471
 E-mail : donnie.houston@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, 2005 School Year Student Enrollment : 390
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 :	6/14/2006

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	86	86	71130	100	100	95	666	666	701	57	57	23	15	15	13	27	27	51	1	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	35465	100	100	96	665	665	702	58	58	21	13	13	13	30	30	53	NA	NA	13
Male	46	46	35648	98	98	94	668	668	701	57	57	24	17	17	12	24	24	50	2	2	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	55	55	25103	98	98	95	665	665	685	60	60	34	15	15	16	24	24	45	2	2	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	24	24	36075	100	100	95	674	674	715	46	46	12	17	17	9	38	38	58	NA	NA	21
Students with Disabilities	16	16	5862	100	100	71	651	651	658	75	75	63	19	19	15	6	6	20	NA	NA	2
Students without Disabilities	70	70	65268	100	100	98	670	670	705	53	53	19	14	14	12	31	31	54	1	1	15
Limited English Proficient Students	21	21	4859	91	91	93	650	650	662	81	81	64	10	10	15	10	10	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	58	58	22957	100	100	93	666	666	685	59	59	34	16	16	17	24	24	44	2	2	5
Non-Economically Disadvantaged	28	28	48173	100	100	96	668	668	709	54	54	17	14	14	11	32	32	55	NA	NA	18

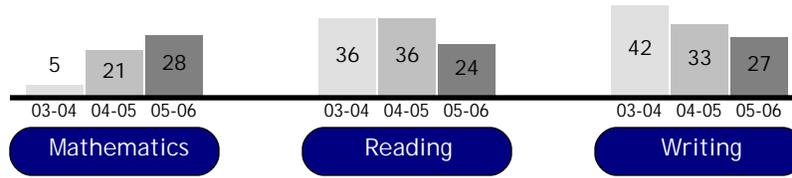
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	94	73018	100	100	97	650	650	703	30	30	6	46	46	23	24	24	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	36181	100	100	97	648	648	708	21	21	4	60	60	21	19	19	65	NA	NA	9
Male	51	51	36816	100	100	96	652	652	699	37	37	7	33	33	24	29	29	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	61	61	25801	100	100	96	643	643	683	36	36	10	48	48	34	16	16	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	25	25	37024	100	100	97	668	668	721	20	20	2	32	32	12	48	48	73	NA	NA	13
Students with Disabilities	16	16	7170	100	100	85	633	633	654	50	50	23	44	44	47	6	6	29	NA	NA	1
Students without Disabilities	78	78	65848	100	100	98	654	654	708	26	26	4	46	46	20	28	28	67	NA	NA	9
Limited English Proficient Students	23	23	5099	100	100	95	616	616	641	74	74	29	26	26	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	61	61	23912	100	100	94	655	655	681	25	25	10	52	52	36	23	23	52	NA	NA	2
Non-Economically Disadvantaged	33	33	49106	100	100	98	642	642	714	39	39	4	33	33	16	27	27	69	NA	NA	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	90	90	72810	98	98	96	643	643	685	24	24	6	49	49	30	27	27	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	36111	98	98	97	656	656	695	15	15	4	56	56	23	29	29	65	NA	NA	8
Male	49	49	36678	98	98	95	631	631	674	33	33	9	43	43	36	24	24	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	57	57	25735	95	95	96	636	636	669	28	28	10	49	49	41	23	23	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	25	25	36915	100	100	97	660	660	697	12	12	3	48	48	21	40	40	67	NA	NA	8
Students with Disabilities	16	16	7071	100	100	84	622	622	634	31	31	24	63	63	53	6	6	21	NA	NA	1
Students without Disabilities	74	74	65739	97	97	98	647	647	689	23	23	4	46	46	27	31	31	62	NA	NA	6
Limited English Proficient Students	20	20	5046	87	87	94	588	588	621	70	70	31	30	30	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	58	58	23814	95	95	94	646	646	667	22	22	10	50	50	41	28	28	47	NA	NA	2
Non-Economically Disadvantaged	32	32	48996	100	100	97	636	636	693	28	28	4	47	47	24	25	25	64	NA	NA	7

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	60	13	NA	42	93	31	31	51	89	17	17	52
	Language	65	9	9	42	93	29	29	50	89	22	22	50
	Mathematics	66	30	30	63	93	28	28	50	89	21	21	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/

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	2.00	Teacher	12.00
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 Certification.	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
- Ü National Honor Society

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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	42	89	88	73
Graduation Rate ⁶	46	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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 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 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.

6 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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Total cost of printing: 12 Pages X .0243 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.