U.S. Department of Education   September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal _____Mr. Steve Price_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name ___Ocotillo Elementary School_____
(As it should appear in the official records)

School Mailing Address _5702 S. Campbell Avenue_____
(If address is P.O. Box, also include street address)

_____Tucson_____   AZ_____   85706-4413__
City   State   Zip Code+4 (9 digits total)

Tel. (520)_____545-3600_____Fax (520) 545-3616_____

Website/URL__www.susd12.org_____ E-mail stevep@susd12.org_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent Dr. Raul Bejarano_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Sunnyside Unified School District No. 12_ Tel. (520___)545-2000_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
 (Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Eric Giffin_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1.   Number of schools in the district: <u>13</u>___Elementary schools
                                               <u>4</u>___Middle schools
                                               _____Junior high schools
                                               <u>2</u>___High schools
                                               <u>1</u>___Other (Briefly explain)
                                                Alternative Education Center

                                               <u>20</u>___ TOTAL

2.   District Per Pupil Expenditure: <u>$5367.77_____</u>

     Average State Per Pupil Expenditure: <u>$5278.00_____</u>

SCHOOL (To be completed by all schools)

3.   Category that best describes the area where the school is located:

     [X]   Urban or large central city
     [   ]   Suburban school with characteristics typical of an urban area
     [   ]   Suburban
     [   ]   Small city or town in a rural area
     [   ]   Rural

4.   <u>7 years</u> Number of years the principal has been in her/his position at this school.

     _____ If fewer than three years, how long was the previous principal at this school?

5.   Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	29	25	**54**		7			
1	27	22	**49**		8			
2	34	31	**65**		9			
3	26	27	**53**		10			
4	34	24	**58**		11			
5	23	28	**51**		12			
6					Other	29	14	43
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					373

6. Racial/ethnic composition of   3.8 ____% White
the students in the school: 1.1 ____% Black or African American
     90 ____% Hispanic or Latino
     .3 ____% Asian/Pacific Islander
     4.6 ____% American Indian/Alaskan Native
     100% Total

7. Student turnover, or mobility rate, during the past year: 54 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	118
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	79
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	197
(4)	Total number of students in the school as of October 1	365
(5)	Subtotal in row (3) divided by total in row (4)	0.54
(6)	Amount in row (5) multiplied by 100	54%

8. Limited English Proficient students in the school: __44___%
     __162___ Total Number Limited English Proficient
ELLs with less than 4 years in district: Excluded from table; students enrolled in the District on both the 40th and 100th day of the school year, for four or more consecutive years.
Number of languages represented: ____1____
Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: __94____%

     ___352__ Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __22__%
     __82___ Total Number of Students Served
Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2	Autism	1	Orthopedic Impairment
	Deafness	2	Other Health Impaired
	Deaf-Blindness	13	Specific Learning Disability
	Hearing Impairment	8	Speech or Language Impairment
35	Mental Retardation		Traumatic Brain Injury
21	Multiple Disabilities		Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	18	
Special resource teachers/specialists	7	5
Paraprofessionals	17	
Support staff	11	1
Total number	54	6

12. Average school student-"classroom teacher" ratio: 25 per regular ed. 10 per self contained special ed.

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	94%	93%
Daily teacher attendance	91.4%	88.3%	91.6%
Teacher turnover rate	17%	17%	17%
Student dropout rate	NA	NA	NA
Student drop-off rate	NA	NA	NA

14. (***High Schools Only***) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Ocotillo Elementary, 5702 S. Campbell, Tucson, Arizona has a unique profile for a small neighborhood school. Ocotillo is an urban school with 94% of the students qualifying for the Free/Reduced Lunch Assistance program. The mobility rate averages about 50% per year. While Ocotillo has the lowest regular education K-5 student enrollment in the Sunnyside School District at 321, it also houses the district's Moderately Mentally Retarded (MOMR) and Multiply Disabled (MD) Programs (5 classrooms, 52 elementary students). In addition, Ocotillo houses the Special Education Preschool Program (158 students), which is administered by a different director.

There are two regular education teachers at each grade level K-5 with the exception of second grade, which has three. All classes are Structured English Immersion classes. All academic instruction is in English, with Spanish support as necessary, complemented with a strong English as a Second Language component.

All instructional decisions are driven by the mission statement, which was crafted with input from parents, students, and all the staff: ***Ocotillo students will meet or exceed the Arizona academic standards, as they actively engage in a safe, clean, and productive learning environment***.

Ocotillo has a school-wide Title 1 program with a full-time Program Facilitator who provides support to teachers and students with the curriculum and strategies for instruction. There is also a Parent Involvement Assistant who acts as a liaison between the community and the school, assists with improving attendance, and provides parent training.

Ocotillo parents are seen as an important partner in their child's education. They are encouraged to volunteer in the classroom, prepare teacher materials, and be part of several parent groups. They have a volunteer workroom and there is a dedicated core of parents that come everyday.   Parental involvement has steadily increased over the last few years at Ocotillo. The number of volunteer hours has increased from 400 hours/year in 1998 to over 4000 hours/year in 2003. Parent views are shared through their membership on the Site Council and the PTO meetings, which are well attended and supported by the community

Supplemental services are provided to students needing assistance through tutoring and homework help. Teachers, instructional assistants and community volunteers provide these services at various times before, during and after school.

The students may participate in many extracurricular activities such as: Band, Orchestra, Chorus, Basketball, Soccer, Cross Country, Cheerleading, Chess, Special Olympics, Library Assistants Club, Folklorico Dance, and Student Council.

Ocotillo Elementary has established many business partnerships within the community. The University of Arizona and Pima Community College collaborate in several grant activities that support the students and families. Services and resources such as eye examinations, eyeglasses, dental work, school uniforms, mentors, tutors, food boxes, school supplies, recreational activities, and parenting classes are donated annually to this learning community, enhancing the opportunity for Ocotillo student success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1.   Arizona's Instrument to Measure Standards (AIMS) is the statewide, standards-based assessment. AIMS measures the performance of students, schools and districts on academic standards in reading, writing and mathematics and is administered to students in grades 3, 5, 8, and high school. NCLB requires schools to demonstrate Adequate Yearly Progress (AYP). **Ocotillo has received the AYP label for the past 4 years**. Adequate Yearly Progress is based on two measures: 1) Percent of students tested (95% participation for every subgroup is required). Subgroup must meet minimum analysis size equal to 30 students, and 2) Meeting performance level (percent of students meeting or exceeding the standard). The school as a whole and each subgroup (i.e., ethnicity, ELL poverty and special ed.) must meet the target or increase by 10% the number of students who meet the standard over the prior year. **Ocotillo met this requirement with its profile of 90% Hispanic, 94% poverty, 50% annual mobility rate and less than 30 students classified as having specific learning disabilities**. Additional Indicators: Attendance - 94% attendance rate or annual 1% improvement in percentage. Only students enrolled all year count.

In accordance with the No Child Left Behind Act of 2001, The Arizona Department of Education (ADE) has established the following starting points for schools to meet the Annual Measurable Objective (**AMO**) for the years 2001-2003. AIMS scores determine 4 proficiency levels: Falls Far Below (FFB), Approaches (APP), Meets (M), and Exceeds (E). The following table compares the percentages of Ocotillo students M/E the standards on each grade level compared to the established state AMO.

Reading Proficiency	AMO starting point		1999-2000	2000-2001	2001-2002	2002-2003
Grade 3 Ocotillo	44% M/E		72.2% M/E	58.3% M/E	53.8% M/E	66.7% M/E
Grade 5 Ocotillo	32% M/E		17.9% M/E	46.7% M/E	43.5% M/E	58.3% M/E
Math Proficiency	AMO starting point		1999-2000	2000-2001	2001-2002	2002-2003
Grade 3 Ocotillo	32% M/E		44.4% M/E	41.7% M/E	30.8% M/E	33.3% M/E
Grade 5 Ocotillo	20% M/E		10.0% M/E	40.0% M/E	59.1% M/E	54.2% M/E

Ocotillo achieved the Annual Measurable Objective (AMO) in 14 of the 16 data points. The most "dramatically improved" area is in grade 5 reading proficiency, a 40.4% increase for 2000 to 2003, and in grade 5 mathematics proficiency, a 44.2% increase from 2000 to 2003. Ocotillo students scored

significantly higher than the required "AMO starting point" at 13 of the 14 data points for each year and subject.

2.   Ocotillo uses assessment data to understand and improve student and school performance by addressing the following three aspects related to achievement: curriculum (what is being taught), instruction, (how it is being taught), assessment, (how learning is measured). Work on implementing standards serves as the core of these three components. Although the use of data has been analyzed at the end of each school year for the students leaving that grade and again at the beginning of the next grade, it has only been in the last 3 years, through the NCA accreditation process, that Ocotillo teachers have used data to influence curriculum and assessment. The School Improvement Plan is revisited each year and each staff member serves on one of 3 sub-committees: Reading, Writing or Mathematics. Each year the committees analyze aggregate and disaggregate data from SAT 9, AIMS and the mandatory school benchmark assessments for each of the core areas. This analysis leads to decisions about staff development and curricular calibration to support academic growth.

3.   Ocotillo communicates student performance to students, parents and the community in several ways. Every month each classroom teacher and specialist selects a student to be recognized as the "Student of the Month." The criterion for selection is academic success or academic improvement. Parents are notified and invited to celebrate with the students and staff at a ceremony held in the library. Ocotillo hallways and bulletin boards are lined with certificates for students in grades 2-5 recognizing reading achievement in both the Accelerated Reading® Program and the My Reading Coach™ CAI program. Each certificate is signed and presented to the students by the Principal. In addition to academic recognition, students who are struggling can still be recognized, as can any other student, at a monthly celebration, for being responsible with homework, positive social behaviors, good attendance and helping others. In December 2003, 78% of all Ocotillo students were rewarded with a magic show for their outstanding contributions to the Ocotillo learning environment. Parents receive a notice of their student's achievement and are invited to attend.

        Title I requires a 4 ½ week progress report to be sent to parents in order to monitor student progress. Unique to Ocotillo is the requirement that teachers make specific comments for each child; a simple "read each night" is not enough. For example, teachers are expected to attach sight words and state "practice sight words 2 times a week." Teachers also conference with individual students and meet with parents as needed. Report cards are sent out every 9 weeks. Specific achievement data results are distributed and explained during parent-teacher conferences that are held in October and March of each year. An explanation of the AIMS assessment as well as a summary of the school's performance is shared periodically with parents through curriculum nights, PTO meetings, Open House, Newsletters, Parent-Teacher Site Council and parenting group meetings.

        Ocotillo never misses an opportunity to share with the community, whether the success is announced on the school's marquee, through an article in the District newsletter or through an interview from a visiting local newspaper reporter. Ocotillo's principal served as a panel member at the community wide Town Hall meeting to share Ocotillo's success with a large public audience.

4.   Ocotillo gladly shares its successes with other schools. The school's curricular ideas, inservices and data results are presented at District Administrative meetings by the Principal and at the District Title I meetings by the school's Program Facilitator. These meetings have representatives from each of the District's schools. The District presents each year's achievement data ranking schools in order. Ocotillo has ranked at or near the top of this list for the last several years, and other schools are now initiating discussions about how to replicate the results. Finally, each month District Parent Council is held at different school sites, with representatives from all schools including parents, principals, and teachers. Each school hosts a meeting and is responsible for providing entertainment; this year, Ocotillo's "entertainment" presentation was "our academic success".

PART V – CURRICULUM AND INSTRUCTION

1.   Ocotillo Elementary School bases all curriculum, instruction and assessment on the Arizona Academic Standards, which are derived from National Standards. The core curriculum includes instruction in reading, writing, and math. Additional curricular areas include science, social studies, art, music, and physical education.

The reading program at Ocotillo, implemented through the Four Blocks™ Literacy Model, emphasizes a balanced literacy framework. The four components of this program include Guided Reading, Self-Selected Reading, Writing, and Working with Words. In addition to the writing components presented in the Four Blocks™ Literacy Model, instruction also focuses on the Six Traits of Writing®; ideas, organization, voice, word choice, sentence fluency, and conventions. Students are taught to incorporate these traits into their writing and to evaluate their work using a Six Trait rubric. Students have time to write, conference with the teacher, revise, and publish their written products. In the Working with Words block, students learn to read and spell high-frequency words and learn word and letter patterns that foster increased decoding skills.

Correctly applying number sense and the use of numbers, and using number relationships to solve a wide variety of real-world problems is the focus of the math curriculum. The district adopted McGraw-Hill text is supplemented with Saxon Math materials to provide full support for the Arizona Academic Standards in math. Students learn to solve problems with the aid of manipulatives and by using math strategies that emphasize patterns and commonalities in reaching math solutions.

Art, music, and physical education are 'special' classes of instruction. Students attend a 40-minute class in each content area once each week. These three disciplines especially allow for a multiple intelligence approach to instruction as students engage in experiences not limited to paper and pencil. Each curricular area has unique goals and outcomes, but they commonly work toward developing well-rounded and creative students. These programs provide students with the opportunity to acquire skills that can be used in their daily lives and that permit them to participate in and enjoy leisure time activities. These curricular areas expose students to aspects of life that many would not otherwise experience.

The goals and instructional philosophy of the art program expose students to a wide variety of art and culture and the opportunity to use a variety of media techniques. Instruction emphasizes art as a form of communication and focuses on art as a process where a desired outcome can be attained by contributing an individual's special qualities to the product. The general music class focuses on broadening a student's understanding of music as an art form and strengthening the connection between music and other curricular areas. The physical education program provides students with exposure to and practice in a variety of movement experiences, development of the necessary social skills for successful interaction in a physical activity setting, and finally with an emphasis on the importance of physical activity in a healthy everyday life.

2.   Ocotillo Elementary implements a balanced literacy reading program through the Four Blocks™ Literacy Model. It is a researched based, classroom tested method of instruction. Ocotillo teachers acknowledge that children do not all learn in the same way. Through this multilevel, multi-method instruction children are given the same opportunity to become literate regardless of which approach is most compatible with their individual learning style.   By using a variety of during-reading formats and before- and after-reading activities each block is made as multilevel as possible, providing additional support for children who struggle and additional challenges for children who catch on quickly. Ocotillo teachers provide direct reading comprehension instruction, writing instruction, phonics instruction, and self-selected reading each day during the 30-40 minute blocks.

- Comprehension lessons cover a wide spectrum of reading skills and strategies such as literacy elements, organization of information text, self monitoring comprehension, compare/contrast, cause/effect, sequencing, making inferences, among others. All instruction is on-grade level for

at least three days with two days out of level.

- Direct instruction in the writing block includes grammar, mechanics, usage, writing formats, use of literary devices, and anything that grows students in their ability to communicate in the written language. This is the most multilevel of the four blocks and provides students many opportunities to write in conjunction with their reading.
- Phonics instruction targets spelling, decoding, and reading at the word level. Daily instruction of high frequency words increases students' reading fluency.
- The self-selected reading block allows students to apply the skills learned in the other three blocks within their zone of proximal development.

3.   The science curriculum aims toward a multicultural society in which all people are science literate. The curriculum encourages students to develop positive attitudes and excitement toward learning science and the use of technology to build self-confidence, to develop an understanding about the nature of science and technology, to acquire and apply appropriate scientific knowledge to interpret the natural world, to develop integrated thinking skills, to become more informed decision makers regarding the interrelationships among science, society and the environment, and finally to acquire skills for learning through concrete and manipulative use of the instruments and materials of science. These outcomes are reached through an explorative approach applying the scientific method while integrating scientific processes, utilizing district adopted materials such as Full Option Science System (FOSS®) kits and Delta Science Modules™.

The science curriculum, as other curriculum areas, directly supports the mission statement of the school, "Ocotillo students will meet or exceed Arizona Academic Standards, as they actively engage in a safe, clean, and productive learning environment." The science program allows students to identify and define problems/questions, to hypothesize solutions, and to test theories for accuracy. In addition, the science program develops students' analytical skills as they review and evaluate data in order to formulate scientific conclusions. Teachers integrate science materials and texts into the reading and writing block of the language arts program to reinforce learning and to strengthen cross-curricular learning outcomes. All skills lead to functioning at the higher levels of Bloom's Taxonomy of Higher Order Thinking Skills. Implementing an instructional program with this emphasis on thinking skills will invariably develop the skills and knowledge required of our mission statement.

4.   Ocotillo School has a very diverse student body. Approximately half of the students have a first language other than English, and are at varying stages of English language acquisition. This demographic dramatically influences all instructional methods implemented here. Use of research based practices proven to increase learning for ELL students are found to be extremely effective for the mainstream and English proficient students as well.

The district identified Ocotillo as a Structured English Immersion school three years ago. The mandate from the district, in accordance with a change in state law, requires that all students be instructed in English. This presents an instructional challenge requiring staff development and training. Ocotillo teachers focus on providing comprehensible instructional input to provide ELL students a better opportunity to learn the content being presented. The meanings of words and concepts are reinforced and clarified with pictures, props and body language. Oral presentation of information may include repetition and paraphrasing of key points, as well as pausing for comprehension checks after introduction of critical elements. Graphic organizers are utilized to assist students to obtain and retain the information presented. These methods are reinforced and supported by strategies learned from Dr. Maria Montano-Harmon. Dr. Montano-Harmon's training focuses on strategies that contextualize instruction and lower anxiety to assist language minority student with understanding content. Strategies such as Skeleton Outlines, Line-Up, Numbered Heads Together, Jigsaw, and Inside-Outside Circle provide a way for students to interact and assist each other with their learning. Teachers have been trained and implement Dr. Spencer Kagan's Cooperative Learning© methods in providing a foundation of support for all students, including ELL and

lower achieving students. His structures create an environment of trust and responsibility among students, and they rely on each other when learning and mastering new skills and concepts. Finally, the use of Madeline Hunter's Essential Elements of Instruction in planning and delivering lessons allows students to successfully attain targeted performance objectives.

5.   The staff development program supports the goals of the Ocotillo School Improvement Plan. Ocotillo staff members reviewed a variety of student data in each content area and from that information developed the goals for each content area. Staff members were also surveyed in order to identify which areas needed more staff development and to determine which in-services specifically met the needs in helping Ocotillo students attain the goals. The staff development in reading is a continuation of training in the Four Blocks Literacy™ Model. New staff members were sent to an in-state conference to get the basics of the reading program. Also, a number of in school in-services furthered the training of the new teachers and broadened the knowledge base of the continuing teachers. In addition, three of the teachers were able to attend the Four Blocks™ Leadership Conference. These teachers now assume a leadership role in furthering understanding of the reading program for all staff. Many teachers were also trained to facilitate a computer assisted instructional program called My Reading Coach™. My Reading Coach™ strengthens students' decoding and comprehension skills. It is used primarily with second grade students, as well as many ELL and at-risk students at other grade levels. An additional computer assisted program implemented at Ocotillo is the Renaissance Learning Accelerated Reading® program. Two staff member trainers have trained the third, fourth and fifth grade teachers on the critical components of the program. All teachers received training on the Six Traits of Writing® to acquire strategies in teaching the six traits and in using the scoring rubric. They also received training that resulted in the development of a school-wide editor's checklist, which is used at all grade levels. The math training focused on strategies that assist teachers in teaching problem solving and computation. Teachers were involved in a variety of workshops presented by the Department of Mathematics from the University of Arizona. These hands-on workshops gave teachers strategies and games for use in instructing and reinforcing math performance objectives. Ocotillo's first through third grade teachers are piloting the Saxon Math program this year and received intensive training in its components.

PART VI - PRIVATE SCHOOL ADDENDUM

PART VII - ASSESSMENT RESULTS

Background
        The data displayed on the following pages was extracted from four years of AIMS reading, writing and math scale scores, for the test taken in the spring of 2000 to 2003. The data selection was based on the following criteria: for the included records/tests of "all students" category; in-level (grade of test = enrolled grade of student), test was not modified, started school at the beginning of the school year at Ocotillo, English proficient, math/read scale score math/read total score did not equal 998 or 999. ("998" or "999" indicate the student did not attempt to take the test). The "all students" category was further broken down by ethnicity and English Language Learners (ELL) were added in as a subgroup.

The percentages may not add to 100% due to rounding. It is important to note that the data from the African-American, Native -American, and White subgroups are not presented due to their low sample

size, and therefore were not used to analyze gains or growth. Additionally, the ELL subgroup has data available for only the 2002 and 2003 school years. The ELL reporting requirement did not exist until two years ago, when Proposition 203 was implemented and required all students be instructed and tested in English regardless of level of language proficiency. Prior to 2002, Spanish-speaking students were permitted to take the AIMS in Spanish. Ocotillo has 44 - 12 -% English Language Learners, with as many as 75% in some classrooms.

There is too small a sample of ELL's in the fifth grade math and reading for both years: 6 and 4 students, respectively. In the ELL third grade math and reading there is a substantial increase in the percentage meeting/exceeding the standards from 2002 to 2003. The low numbers in 2002 may be due to reporting anomalies, since this was the first year of the reporting requirement.

Most of the students tested are Hispanic, as well as low socio-economic status (SES), and comprise the majority of the "All Students" section at the top of the included tables.

Notice the overall percentages of "meeting/exceeds" are affected by the other subgroup categories. Where the sample sizes were sufficient, the Hispanic group performed quite well and showed steady improvement. This is significantly apparent in the fifth grade math and reading.

Ocotillo - Reading AIMS School Summary

Students who meet or exceed the academic standards in Reading

	2002-2003	2001-2002	2000-2001	1999-2000
All Students	60.0%	49.0%	50.0%	39.1%
Hispanic English Proficient	52.2%	48.8%	44.7%	38.9%
African-American	50.0%	33.3%	100.0%	50.0%
Native-American	100.0%	50.0%	100.0%	50.0%
White	100.0%	100.0%	100.0%	33.3%
English Language Learner	50.0%	9.1%	0.0%	0.0%

Ocotillo – Mathematics AIMS School Summary

Students who meet or exceed the academic standards in Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000
All Students	50.0%	43.8%	40.5%	22.9%
Hispanic English Proficient	56.5%	43.9%	36.8%	23.7%
African-American	0.0%	33.3%	0.0%	50.0%
Native-American	0.0%	50.0%	100.0%	0.0%
White	66.7%	0.0%	100.0%	16.7%
English Language Learner	44.4%	10.0%	0.0%	0.0%

Grade 3 Math - Arizona Instrument to Measure Standards (AIMS)

Arizona State Criterion-Referenced Test Publisher - Harcourt-Brace 2000©	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month - April				
SCHOOL SCORES				
Total - Percent of students…				
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	100	77	75	89
At or above Meeting Standards	33	31	42	44
At or above Exceeds Standards	17	8	17	5
Number of students tested	6	26	12	18
Percent of total students tested	11	52	50	64
Number of students excluded	47	24	12	10
Percent of students excluded	89	48	50	36
Subgroup Scores				
1. **Hispanic English Language Learners (ELL)**				
Number of students tested	32	4		
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	94	50		
At or above Meeting Standards	47	0		
At or above Exceeds Standards	9	0		
2. **Hispanic English Proficient**				
Number of students tested	3	21	10	18
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	66	76	70	72
At or above Meeting Standards	33	33	30	39
At or above Exceeds Standards	33	10	10	5
State Scores				
Mean Scale Score	514	512		
Total- Percent of students…				
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	87	86		
At or above Meeting Standards	60	59		
At or above Exceeds Standards	26	25		

Subgroups displayed include only those groups with at least 10% of the student population within that category:
Racial/ethnic composition of the students in the school:
<u>3.8</u> % White
<u>1.1</u> % Black or African American
<u>0.34</u> % Asian/Pacific Islander
<u>90%</u> Hispanic or Latino
<u>4.6</u> % American Indian/Alaskan Native

Socio-Economic Status:
<u>94%</u> Ocotillo students eligible for free/reduced-priced meals, therefore the subgroup for non-eligible students is not large enough to disaggregate.

Grade 5 Math - Arizona Instrument to Measure Standards (AIMS)

Arizona State Criterion-Referenced Test Publisher - Harcourt-Brace 2000©	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month - April				
SCHOOL SCORES				
Total - Percent of students…				
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	100	86	73	73
At or above Meeting Standards	54	59	40	10
At or above Exceeds Standards	33	45	30	0
Number of students tested	24	22	30	30
Percent of total students tested	55	55	84	63
Number of students excluded	20	18	8	18
Percent of students excluded	46	45	21	38
Subgroup Scores				
1. **Hispanic English Language Learners (ELL)**				
Number of students tested	4	6		
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	75	67		
At or above Meeting Standards	25	17		
At or above Exceeds Standards	0	0		
2. **Hispanic English Proficient**				
Number of students tested	20	20	28	23
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	100	85	75	74
At or above Meeting Standards	60	55	39	9
At or above Exceeds Standards	35	40	29	0
State Scores				
Mean Scale Score	494	490		
Total- Percent of students…				
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	85	83		
At or above Meeting Standards	46	43		
At or above Exceeds Standards	34	32		

Subgroups displayed include only those groups with at least 10% of the student population within that category:

Racial/ethnic composition of the students in the school:

3.8 % White

1.2 % Black or African American

0.34 % Asian/Pacific Islander

90% Hispanic or Latino

4.6 % American Indian/Alaskan Native

Socio-Economic Status:

94% Ocotillo students eligible for free/reduced-priced meals, therefore the subgroup for non-eligible students is not large enough to disaggregate.

Grade 3 Reading - Arizona Instrument to Measure Standards (AIMS)

Arizona State Criterion-Referenced Test Publisher - Harcourt-Brace 2000©	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month - April				
SCHOOL SCORES				
Total - Percent of students…				
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	67	73	75	89
At or above Meeting Standards	67	54	58	39
At or above Exceeds Standards	17	8	25	33
Number of students tested	6	26	12	18
Percent of total students tested	11	52	50	64
Number of students excluded	47	24	12	10
Percent of students excluded	89	48	50	36
Subgroup Scores				
1. 1. **Hispanic English Language Learners (ELL)**				
Number of students tested	32	5		
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	84	40		
At or above Meeting Standards	53	0		
At or above Exceeds Standards	9	0		
2. **Hispanic English Proficient**				
Number of students tested	3	20	10	16
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	33	75	70	88
At or above Meeting Standards	33	55	50	69
At or above Exceeds Standards	0	5	20	38
State Scores				
Mean Scale Score	516	519		
Total- Percent of students…				
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	87	87		
At or above Meeting Standards	68	69		
At or above Exceeds Standards	17	26		

Subgroups displayed include only those groups with at least 10% of the student population within that category:
Racial/ethnic composition of the students in the school:
3.8 % White
1.3 % Black or African American
0.34 % Asian/Pacific Islander
90% Hispanic or Latino
4.6 % American Indian/Alaskan Native

Socio-Economic Status:
94% Ocotillo students eligible for free/reduced-priced meals, therefore the subgroup for non-eligible students is not large enough to disaggregate.

Grade 5 Reading - Arizona Instrument to Measure Standards (AIMS)

Arizona State Criterion-Referenced Test Publisher - Harcourt-Brace 2000©	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month - April				
SCHOOL SCORES				
Total - Percent of students…				
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	96	61	67	71
At or above Meeting Standards	58	44	47	18
At or above Exceeds Standards	8	13	3	4
Number of students tested	24	23	30	28
Percent of total students tested	54	58	79	58
Number of students excluded	20	17	8	20
Percent of students excluded	46	43	21	42
Subgroup Scores				
1. **Hispanic English Language Learners (ELL)**				
Number of students tested	4	6		
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	75	50		
At or above Meeting Standards	25	17		
At or above Exceeds Standards	0	0		
2. **Hispanic English Proficient**				
Number of students tested	20	21	28	20
At or above Falls Far Below Standards	100	100	100	100
At or above Approaches Standards	95	57	64	75
At or above Meeting Standards	55	43	43	15
At or above Exceeds Standards	10	14	36	25
State Scores				
Mean Scale Score	503	502		
Total- Percent of students…				
At or above Falls Far Below Standards	100	100		
At or above Approaches Standards	77	75		
At or above Meeting Standards	53	55		
At or above Exceeds Standards	10	14		

Subgroups displayed include only those groups with at least 10% of the student population within that category:
Racial/ethnic composition of the students in the school:
3.8 % White
1.4 % Black or African American
0.34 % Asian/Pacific Islander
90% Hispanic or Latino
4.6 % American Indian/Alaskan Native

Socio-Economic Status:
94% Ocotillo students eligible for free/reduced-priced meals, therefore the subgroup for non-eligible students is not large enough to disaggregate.

Subgroup not included in data:

NCLB provides for up to one percent of all the students in the grades assessed to have alternate standards and thus be evaluated using alternate assessments

Ocotillo Elementary houses the district-wide special education programs for students with Moderate Mental Retardation and Multiple Disabilities. These students come to Ocotillo from all attendance areas in the district, and exhibit significant cognitive disabilities, as well as co-morbid language deficiencies and physical impairments. They typically are being instructed at the Functional level of the Arizona Academic Standards and are consequently appropriately assessed using the alternate assessment, AIMS-A (Arizona Instrument to Measure Standards – Alternate). Decisions for student participation in this alternate assessment are based on a series of questions regarding the level of academic functioning in reading, writing and math.

In 2000, 15 students participated in AIMS-A, 5% of the school population, in 2001, 17 students, 5%, and in 2002, 16 students, 4%. While this may seem like a large number compared to Ocotillo's student population, it must be remembered that this school houses a district-wide program and receives students from all elementary schools. If we compared the AIMS-A participants here to the total elementary population the percentage is significantly reduced. In 2000, the 15 students account for .28% of the district elementary population, in 2001, .21%, and in 2002, .19%.

SUMMARY - ALTERNATE ASSESSMENT – AIMS – A**
The AIMS-A is a multidimensional point in time and progressive assessment system. This assessment is conducted in April for students in grades 3, 5, 8, and 10 with the option to continue through grade 12 or in ungraded classes when 9, 11, 14, or 16 years of age with the option to continue through age 22. Not a high stakes assessment for graduation.

The assessment is based on functional activities in the following domains:
-    School/Vocational   - Domestic Living
-    Recreation/Leisure   - Community

	Reading Percentage Meets/Exceeds	Reading Percentage Meets/Exceeds	Reading Percentage Meets/Exceeds
	2000-2001	2001-2002	2002-2003
All Students	6%	18%	25%
	Math Percentage Meets/Exceeds	Math Percentage Meets/Exceeds	Math Percentage Meets/Exceeds
	2000-2001	2001-2002	2002-2003
All Students	0%	0%	0%
	Life Skills Percentage Meets/Exceeds	Life Skills Percentage Meets/Exceeds	Life Skills Percentage Meets/Exceeds
	2000-2001	2001-2002	2002-2003
All Students	13%	53%	56%