

Canyon del Oro High School

ARIZONA SCHOOL REPORT CARD 2003-04

25 W. Calle Concordia, Tucson, AZ 85737

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Michael G. Gemma
Schedule : 7:15 AM to 3:45 PM
Grades : 9-12
2003 Enrollment : 1791
Web Address : amphi.com/~cdo
Phone Number : (520) 696-5560
Fax Number : (520) 696-5590
E-mail : mgemma@amphi.com

Mission

To promote an educational experience that inspires and prepares lifelong learners who contribute to society as humane, responsible individuals. This is accomplished by building an innovative and supportive community that fosters excellence and unity.

School / Academic Goals

- ü All students will master academic goals established at the national, state, district and school levels.
- ü All students will continuously improve their ability to read, develop metacognition and apply new knowledge by successfully using problem solving skills.

Instructional Programs

- ü AP/Pre-AP Classes
- ü English Language Immersion
- ü Alternative Education--Distance Learning
- ü Before/After School Tutoring

Enrollment

October 1, 2002 School Year Student Enrollment : 2159
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 395

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 8/6/2003
Last Day of School : 5/19/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Safety
- ü Parent/Educator Relations
- ü Student Involvement
- ü School Calendar/Schedule
- ü School Improvement
- ü Strategic Planning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	83.25
Other Professional Staff	13.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	2	0
4 to 6 years	7	4	0	0
7 to 9 years	4	2	0	0
10 or more years	25	38	3	0

Shared Responsibilities

School

CDO maintains high academic standards and provides students with a comprehensive high school curriculum. We set goals and expectations for students and communicate those goals and expectations. We maintain a safe and orderly campus.

Parents

CDO parents ensure that their children attend school regularly. They also advocate for their children and provide academic support. Parents are involved in the development of school goals and expectations and the support of school policies.

Resources Available at School Site

Special Facilities

- ü Vocational Child Care Lab
- ü Library/Media Center

Extracurricular Activities

- ü NHS/NVTHS
- ü Over 40 Student Clubs
- ü Academic Challenges/Academic Decathlon
- ü STRIVE/HERO/DECA

Social Services

- ü Clothing/Food Bank/Youth on Own
- ü Counseling Services
- ü Crisis Intervention
- ü Health Services

Transportation Policy

Transportation is provided for all students via scheduled morning and afternoon bus routes. CDO also partners with a school district in Pinal County for the transportation of students who choose to attend CDO.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Student participation in activities that provide service to the school and community has increased.

ü Prop 301 goals were reached and CDO received an 'Improving' label from Arizona Learns.

School Honors

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

Award/Honor	Year
ü Southern Region Academic Decathlon Champions	2003
ü Quill and Scroll Superior Award	2003
ü State 5A Baseball Champions	2002
ü Fulbright Teacher Exchange	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	10	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	3			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	88			76

Measure of Academic Progress

No MAP data found for this school.

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

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

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

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	409	1117	57534	94	94	91	503	497	491	31	38	46	18	19	16	29	25	23	22	18	15
All Students (Prior Year)	417	1108	51010	NA	NA	NA	499	493	483	29	36	45	24	23	20	30	28	23	16	13	11
Female	188	516	28155	94	93	90	503	496	491	33	39	47	15	18	16	29	26	24	23	17	14
Male	221	601	28932	94	94	89	504	498	491	28	36	46	21	20	15	30	25	23	21	19	16
African American	NC	38	2558	NC	90	86	NC	483	475	NC	52	64	NC	12	15	NC	24	16	NC	12	6
Hispanic	60	274	17547	90	90	86	491	485	475	35	52	64	37	24	15	19	15	15	10	9	6
Asian/Pacific Islander	11	40	1395	85	93	96	508	506	519	45	29	22	0	29	16	18	14	28	36	29	35
American Indian/Alaskan Native	NC	16	3794	NC	89	91	NC	491	468	NC	36	72	NC	29	13	NC	29	12	NC	7	3
White	328	742	29790	95	95	86	506	501	501	29	33	34	16	17	17	32	29	29	24	20	20
Students with Disabilities	28	107	5562	67	71	93	441	466	461	100	77	79	0	6	10	0	17	8	0	0	3
Students without Disabilities	381	1010	51972	96	97	90	504	498	492	30	36	45	18	20	16	29	26	24	22	18	15
Limited English Proficient Students	NC	55	5467	NC	90	111	NC	452	458	NC	100	87	NC	0	7	NC	0	5	NC	0	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	409	1117	47088				503	497	495	31	38	42	18	19	16	29	25	26	22	18	17

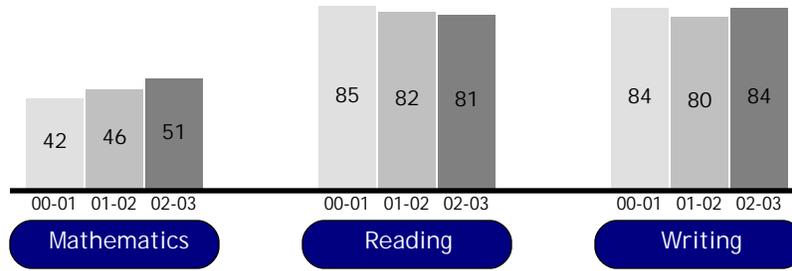
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	410	1114	56700	94	93	89	538	528	512	3	7	15	15	19	23	57	59	52	24	16	10
All Students (Prior Year)	416	1110	50525	NA	NA	NA	535	530	517	3	4	12	15	19	22	56	55	51	26	21	15
Female	192	527	27862	96	95	89	544	533	517	2	5	12	15	17	22	55	59	54	29	20	12
Male	218	587	28398	92	92	88	532	523	507	5	9	19	16	20	24	59	59	49	20	13	9
African American	NC	39	2529	NC	93	85	NC	517	495	NC	16	24	NC	29	31	NC	45	41	NC	10	4
Hispanic	58	273	17305	87	90	85	519	506	494	2	11	24	26	31	31	64	52	41	8	5	4
Asian/Pacific Islander	12	41	1382	92	95	95	527	527	530	9	9	6	9	11	17	64	69	59	18	11	17
American Indian/Alaskan Native	NC	16	3815	NC	89	91	NC	524	489	NC	7	29	NC	50	35	NC	36	35	NC	7	2
White	331	739	29209	96	94	84	543	535	525	4	5	9	13	14	17	56	61	59	28	20	15
Students with Disabilities	29	110	5215	69	73	87	505	493	478	0	23	43	50	29	29	50	43	25	0	6	2
Students without Disabilities	381	1004	51485	96	96	89	538	529	513	3	6	15	15	18	23	57	59	52	24	17	11
Limited English Proficient Students	NC	54	5378	NC	89	109	NC	457	471	NC	70	48	NC	30	36	NC	0	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	410	1114	46342				538	528	516	3	7	13	15	19	21	57	59	54	24	16	12

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	400	1050	55090	92	88	87	505	493	479	4	9	16	12	14	13	83	76	70	1	1	0
All Students (Prior Year)	386	1051	50572	NA	NA	NA	504	493	481	4	7	14	16	20	23	79	72	63	1	0	1
Female	182	488	27752	91	88	89	514	501	483	3	7	13	8	12	12	88	79	75	2	1	0
Male	218	562	26842	92	88	83	496	486	474	4	11	20	16	16	15	80	73	65	0	0	0
African American	NC	33	2336	NC	79	78	NC	469	464	NC	31	25	NC	3	14	NC	66	62	NC	0	0
Hispanic	57	248	16391	85	82	81	488	471	458	6	19	28	22	21	16	73	60	56	0	0	0
Asian/Pacific Islander	10	38	1356	77	88	93	521	502	499	0	0	7	22	16	9	67	81	83	11	3	2
American Indian/Alaskan Native	NC	16	3731	NC	89	89	NC	471	446	NC	20	37	NC	13	16	NC	67	47	NC	0	0
White	323	715	29053	93	91	84	508	501	492	3	5	8	10	13	12	86	81	79	1	1	0
Students with Disabilities	26	92	4141	62	61	69	400	447	436	100	37	47	0	13	18	0	50	35	0	0	0
Students without Disabilities	374	958	50949	95	92	89	505	495	479	3	8	16	12	14	13	84	77	71	1	1	0
Limited English Proficient Students	NC	42	4711	NC	69	96	NC	412	422	NC	67	61	NC	33	13	NC	0	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	NC	453	--	NC	32	--	NC	18	--	NC	50	--	NC	0
Non-Economically Disadvantaged	400	1049	44922				505	493	484	4	9	13	12	14	13	83	76	73	1	1	0

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 (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	91	60	53	43	97	47	45	37	93	60	51	41
	Language	94	55	49	41	97	46	43	38	97	57	51	42
	Mathematics	94	79	72	59	97	73	65	56	97	81	70	60

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 Safety

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

CDO has a Safe Schools Grant that provides funding for two School Resource Officers. CDO maintains a working relationship with the Oro Valley Police and Pima County Sheriff. CDO has a zero-tolerance policy regarding drugs, weapons and alcohol.

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

71

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Michael Gemma	(520) 696-5566
Transportation Policy	Don Enright	(520) 696-5561
Community Resources	Michael Gemma	(520) 696-5566
School Nutrition Programs	Robert Wendel	(520) 696-5592
Parent Organization	Lisa Secan	(520) 696-5566
Student Health/Nurse	Kathy Knipp	(520) 696-5576

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards