

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

25 West Calle Concordia, Oro Valley, AZ 85704

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 ^(a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Dr. Michael G. Gemma
 Schedule : 07:15 AM to 03:45 PM
 Grades : 9-12
 2005 Enrollment : 1732
 Web Address : www.amphi.com/~cdo/
 Phone Number : (520) 696-5560
 Fax Number : (520) 696-5590
 E-mail : mgemma@amphi.com

Mission

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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 abilities to read, write, and problem solve. This will be accomplished by improving metacognition (thinking) skills and by applying knowledge through the successful use of problem solving skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 1780
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 461

Instructional Programs

- ü AP/Pre-AP Classes
- ü Second Language Acquisition Program
- ü Alternative Education--Distance Learning
- ü Special Education
- ü Gifted Education
- ü At-Risk Interventions
- ü Tech-Prep, Career and Technical Ed
- ü School Time and After School Tutoring

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

CDO maintains high academic standards and provides students with a comprehensive high school curriculum. We collaborate with students to set goals and expectations of success. CDO maintains a safe and orderly campus for all students and staff.

Parents

CDO parents are asked to 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. Parents are encouraged to volunteer during the school day and for extracurricular programs as time allows.

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.

School Honors

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

Award/Honor	Year
ü Southern Region Academic Decathlon Champions	2005
ü 5A State Softball Champions	2005
ü Fulbright Program Exchange	2004
ü 5A State Baseball Champions	2002

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	438	1284	69846	98	99	100	703	704	699	16	19	21	9	8	11	53	50	49	22	23	18
All Students (Prior Year)	408	1227	65934	98	97	100	510	500	492	23	34	43	19	18	18	34	27	24	25	20	15
Female	217	645	34328	98	99	99	700	704	702	13	17	19	13	9	12	54	52	51	21	22	18
Male	222	640	35509	99	99	100	706	704	696	19	20	23	5	8	11	52	48	48	24	24	18
African American	10	36	3535	91	90	100	698	690	677	33	34	31	0	7	15	56	52	46	11	7	8
Hispanic	80	361	23363	96	99	100	683	682	680	30	36	32	11	10	16	49	44	45	11	9	7
Asian/Pacific Islander	NC	46	1742	NC	96	99	NC	742	733	NC	2	8	NC	5	7	NC	56	46	NC	37	38
American Indian/Alaskan Native	NC	17	4785	NC	94	100	NC	652	671	NC	35	39	NC	12	17	NC	47	39	NC	6	5
White	332	824	36421	99	99	99	706	713	714	12	11	12	9	8	8	53	52	54	25	29	26
Students with Disabilities	58	159	7690	100	100	100	567	590	593	58	62	64	23	17	14	19	21	21	0	0	2
Students without Disabilities	381	1126	62220	98	99	99	723	719	712	10	13	16	7	7	11	58	54	53	26	26	20
Limited English Proficient Students	20	88	5834	100	100	100	469	561	612	14	59	46	24	17	20	57	22	31	5	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	50	282	21421	91	92	92	677	680	686	51	43	35	14	12	15	27	38	43	8	6	7
Non-Economically Disadvantaged	389	1003	48489	99	100	100	707	710	704	11	12	15	8	7	10	56	53	52	24	27	23

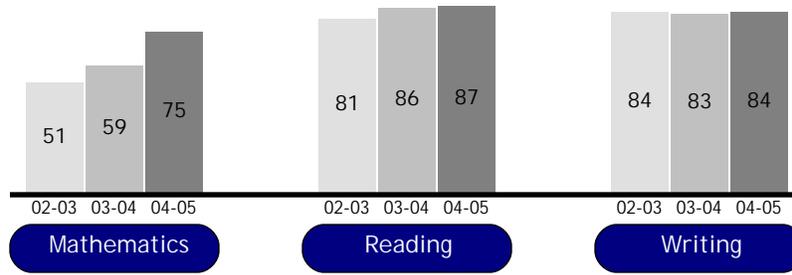
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	449	1325	71311	100	100	100	710	708	694	4	6	7	9	13	21	71	66	63	16	15	9
All Students (Prior Year)	411	1272	68162	98	99	100	541	524	509	1	14	18	13	16	24	68	56	51	18	14	8
Female	217	651	34899	99	99	100	712	713	700	2	5	5	6	10	19	74	68	66	17	17	10
Male	232	674	36430	100	100	100	709	704	688	6	7	9	12	15	22	67	65	61	15	13	8
African American	10	40	3573	91	98	100	708	700	676	11	6	9	22	23	26	44	61	60	22	10	4
Hispanic	82	374	24056	99	100	100	690	682	672	12	16	13	12	22	31	69	55	53	8	8	3
Asian/Pacific Islander	NC	47	1731	NC	98	98	NC	727	717	NC	7	3	NC	4	13	NC	67	68	NC	22	16
American Indian/Alaskan Native	NC	18	5110	NC	100	100	NC	661	661	NC	6	14	NC	24	38	NC	65	46	NC	6	2
White	341	846	36841	100	100	99	714	720	713	2	2	3	9	9	12	72	71	72	17	18	13
Students with Disabilities	61	173	8021	100	100	100	575	594	590	24	24	27	31	42	42	45	35	29	0	0	1
Students without Disabilities	388	1152	63379	99	100	100	730	725	707	1	4	5	6	8	18	74	71	68	18	17	10
Limited English Proficient Students	20	98	6402	100	100	100	455	544	596	5	36	25	24	36	44	71	28	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	54	299	22243	95	94	93	683	681	677	19	19	14	15	26	32	62	50	51	4	5	3
Non-Economically Disadvantaged	395	1026	49157	100	100	100	714	716	702	2	3	4	8	9	16	72	71	69	17	18	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	446	1320	70868	99	100	100	704	700	688	4	4	5	13	16	23	65	64	63	19	16	9
All Students (Prior Year)	410	1269	67629	97	98	100	585	541	524	5	20	22	12	15	16	73	58	59	10	7	3
Female	217	653	34710	99	100	99	708	707	697	0	2	3	11	14	19	66	67	66	22	18	12
Male	229	667	36176	100	99	100	700	693	678	6	6	7	14	18	27	64	62	59	16	14	7
African American	10	41	3557	91	100	99	702	698	675	11	6	7	22	25	25	56	50	62	11	19	6
Hispanic	80	370	23868	96	99	100	693	681	670	7	9	9	20	26	33	57	57	55	16	8	4
Asian/Pacific Islander	NC	47	1732	NC	98	98	NC	716	713	NC	2	2	NC	16	12	NC	58	64	NC	24	22
American Indian/Alaskan Native	NC	19	5001	NC	100	100	NC	638	661	NC	11	9	NC	28	41	NC	50	48	NC	11	2
White	340	843	36710	100	100	99	705	709	702	3	2	2	10	11	15	68	69	69	19	18	13
Students with Disabilities	59	172	7900	100	100	100	565	585	580	17	19	22	55	54	49	26	26	28	2	1	1
Students without Disabilities	387	1148	63054	99	99	99	723	716	701	2	2	3	7	11	20	70	70	67	21	18	10
Limited English Proficient Students	20	97	6308	100	100	100	451	542	591	5	22	19	33	53	47	62	26	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	53	298	21994	93	94	92	679	675	673	12	11	10	29	32	36	55	52	52	4	5	3
Non-Economically Disadvantaged	393	1022	48960	100	100	100	707	707	694	2	2	3	10	11	18	66	68	67	21	18	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	60	51	41	86	59	NA	42	97	63	59	51
	Language	97	57	51	42	90	54	52	42	97	60	57	50
	Mathematics	97	81	70	60	93	76	71	63	98	63	58	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

Council Duties

1 School Administrator(s)	Ü School Safety
2 Non-certified Employee(s)	Ü Parent/Educator Relations
9 Teacher(s)	Ü Student Involvement
9 Parent(s)	Ü School Calendar/Schedule
0 Community Member(s)	Ü School Improvement
9 Student(s)	Ü Strategic Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	84.60
Other Professional Staff	7.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	8	1	2	0
7 to 9 years	6	5	1	0
10 or more years	25	30	4	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	277
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Vocational Child Care Lab
- Ü Culinary Arts Lab
- Ü Fine Arts Center

Extracurricular Activities

- Ü Honor Societies (NHS/NVTHS)
- Ü Over 50 Student Clubs
- Ü Academic Challenges: OM and FPS
- Ü STRIVE/HERO/DECA
- Ü 21 Varsity Athletic Teams
- Ü Academic Decathlon
- Ü Model U.N.
- Ü Link Crew

Social Services

- Ü Clothing/Food Bank
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Youth on Their Own
- Ü SMART Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

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

- ü Prop 301 goals were reached and CDO received a 'Highly Performing' label from Arizona Learns.

- ü Student participation in Advanced Placement classes has tripled in five years.

- ü The number of students attending CDO through open enrollment has increased to 30% of our total school population.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	90	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

CDO has a Safe Schools Grant that provides funding for two school resource officers. CDO maintains a working relationship with the Oro Valley Police Department and the Pima County Sheriff's Department. CDO has a zero-tolerance policy regarding drugs, weapons and alcohol.

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) :

60

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	Dr. Michael Gemma	(520) 696-5566
Transportation Policy	Mr. David Thatcher	(520) 696-5561
Community Resources	Dr. Michael Gemma	(520) 696-5566
School Nutrition Programs	Mr. David Thatcher	(520) 696-5561
Parent Organization	Mrs. Linda Duke	(520) 696-5566
Student Health/Nurse	TBD	(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 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 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.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.