

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Excelling
2003-04	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  
 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 <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 1763  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 Arizona State Academic Decathlon Champions	2006
ü 4A Girls Track Champions	2006
ü 5A State Softball Champions	2005
ü Fulbright Program Exchange	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	422	1272	71130	98	95	95	719	712	701	11	16	23	8	10	13	58	55	51	23	19	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	192	623	35465	99	97	96	722	714	702	9	13	21	7	11	13	57	57	53	26	19	13
Male	230	649	35648	97	94	94	717	710	701	12	19	24	9	10	12	59	52	50	20	18	14
African American	NC	46	3868	NC	96	95	NC	684	686	NC	43	33	NC	9	17	NC	41	45	NC	7	6
Hispanic	84	347	25103	98	96	95	705	687	685	18	34	34	11	15	16	61	45	45	11	6	5
Asian/Pacific Islander	14	36	1805	93	97	98	749	736	731	7	8	9	14	11	7	21	44	50	57	36	34
American Indian/Alaskan Native	NC	16	4241	NC	94	90	NC	696	679	NC	19	39	NC	6	19	NC	69	39	NC	6	3
White	313	826	36075	98	95	95	722	723	715	9	8	12	7	9	9	59	59	58	25	24	21
Students with Disabilities	38	120	5862	84	72	71	670	662	658	47	59	63	11	14	15	39	26	20	3	1	2
Students without Disabilities	384	1152	65268	100	99	98	723	716	705	7	12	19	8	10	12	60	58	54	25	21	15
Limited English Proficient Students	11	63	4859	92	95	93	712	661	662	9	70	64	36	13	15	27	13	20	27	5	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	51	286	22957	96	94	93	695	685	685	20	35	34	22	15	17	49	44	44	10	6	5
Non-Economically Disadvantaged	371	986	48173	98	96	96	723	719	709	10	11	17	6	9	11	60	58	55	25	23	18

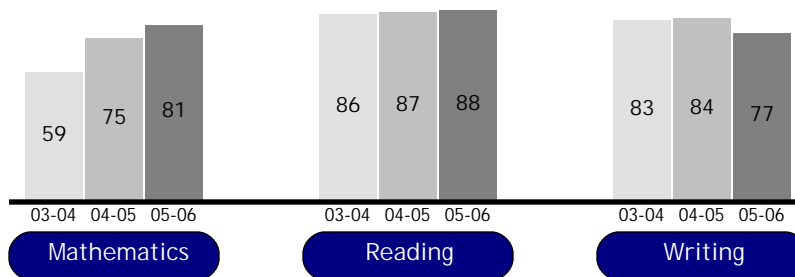
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	1325	73018	100	99	97	728	718	703	2	4	6	11	16	23	70	67	64	18	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	192	642	36181	99	100	97	740	726	708	NA	2	4	6	13	21	67	67	65	27	18	9
Male	235	683	36816	100	99	96	718	711	699	4	6	7	14	19	24	72	66	62	10	9	7
African American	NC	47	3976	NC	100	96	NC	696	689	NC	13	8	NC	19	29	NC	64	59	NC	4	3
Hispanic	86	363	25801	100	98	96	710	688	683	5	8	10	19	32	34	69	56	53	8	3	3
Asian/Pacific Islander	14	35	1812	93	95	98	738	728	722	NA	3	3	7	9	15	64	69	66	29	20	16
American Indian/Alaskan Native	NC	17	4389	NC	94	93	NC	697	675	NC	6	9	NC	18	42	NC	71	47	NC	6	1
White	316	863	37024	100	100	97	732	732	721	1	2	2	9	9	12	70	71	73	20	18	13
Students with Disabilities	44	160	7170	98	95	85	674	665	654	11	15	23	36	45	47	52	40	29	NA	NA	1
Students without Disabilities	383	1165	65848	100	100	98	733	725	708	1	2	4	8	12	20	72	70	67	20	15	9
Limited English Proficient Students	12	62	5099	100	97	95	681	642	641	8	32	29	42	53	59	42	13	12	8	2	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	53	306	23912	100	97	94	701	685	681	4	9	10	21	31	36	70	56	52	6	3	2
Non-Economically Disadvantaged	374	1019	49106	100	100	98	731	728	714	2	2	4	9	11	16	70	70	69	19	17	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	427	1322	72810	100	99	96	703	696	685	3	5	6	20	24	30	66	64	58	11	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	192	641	36111	99	99	97	718	708	695	1	2	4	14	18	23	69	68	65	17	12	8
Male	235	681	36678	100	98	95	691	685	674	5	7	9	26	30	36	63	59	52	6	4	3
African American	NC	45	3962	NC	96	96	NC	677	675	NC	9	8	NC	42	33	NC	44	55	NC	4	3
Hispanic	86	364	25735	100	99	96	691	674	669	3	9	10	30	41	41	64	49	48	2	1	2
Asian/Pacific Islander	15	36	1809	100	97	97	707	710	704	NA	3	4	40	19	19	40	58	65	20	19	13
American Indian/Alaskan Native	NC	17	4370	NC	94	92	NC	680	670	NC	6	9	NC	47	39	NC	41	50	NC	6	2
White	315	860	36915	99	99	97	707	706	697	3	3	3	16	15	21	69	72	67	12	10	8
Students with Disabilities	43	156	7071	96	92	84	641	647	634	23	22	24	42	51	53	35	26	21	NA	1	1
Students without Disabilities	384	1166	65739	100	100	98	709	702	689	1	2	4	18	20	27	70	69	62	12	9	6
Limited English Proficient Students	12	62	5046	100	97	94	667	625	621	NA	31	31	58	56	56	42	13	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	53	302	23814	100	96	94	691	671	667	2	11	10	34	40	41	58	46	47	6	3	2
Non-Economically Disadvantaged	374	1020	48996	100	100	97	705	704	693	3	3	4	18	19	24	67	69	64	11	9	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	86	59	NA	42	97	63	59	51	100	70	63	52
	Language	90	54	52	42	97	60	57	50	100	68	59	50
	Mathematics	93	76	71	63	98	63	58	50	100	70	65	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	87	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

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

45
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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	Cindy Cawthorne	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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](http://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.