



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

315 East Prince Road, Tucson, AZ 85705

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

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Charles Bermudez
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 Web Address : www.amphi.com/schools/ams/
 Phone Number : (520) 696-6230
 Fax Number : (520) 696-6236
 E-mail : cbermude@amphi.com

Mission

The mission of Amphitheater Middle School's richly diverse community is to ensure that all students realize academic success as lifelong learners. AMS provides a safe, caring, dynamic environment that guarantees extraordinary achievement.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
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 Students continue their reading development in all content areas through the use of nonfiction, technical reading, and literature. Every student has a reading class designed to support strategic reading instruction.
- ü Students demonstrate knowledge of math through real-world application and problem solving. Use of technology will be emphasized to support basic math skills. Students will be provided with multiple opportunities to achieve the math standards.
- ü To help students achieve their educational goals, an after school tutoring program is available. Last year, over 300 students voluntarily attended this program.

Enrollment

October 1, 2005 School Year Student Enrollment : 814
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 111

Instructional Programs

- ü Title I Schoolwide Reading
- ü Accelerated Math & English Placement
- ü Academic Competitions
- ü Technology - based Learning
- ü REACH Classes (Gifted)
- ü At-Risk Programs
- ü On-site Special Education
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

AMS sets high academic standards to maximize classroom learning. We seek to clearly communicate via report cards, newsletters, our web site, site council and parent organization. A safe school environment is clearly articulated, and discipline is fair and consistent.

Parents

It is the responsibility of the parents to see that their children attend school on time everyday. Parents support students by providing a learning environment at home. Our parent/teacher/student compact ensures a common understanding of these goals.

Transportation Policy

District vehicles and school buses are provided as a service to students. Riding in a school vehicle is a privilege. Students residing in the AMS attendance area are eligible to ride the bus if they are located more than 1 and 3/4 miles from school.

School Honors

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

Award/Honor	Year
ü MESA - 2nd in State & 3rd in National Competition	2005
ü 8th & 7th Grd Girls Volleyball NW League Champions-Undf	2005
ü 6th Grd Girls Basketball NW League Champions-Undefeated	2005
ü Members of National Junior Honor Society	2005

6th 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	220	1244	79327	86	95	98	513	528	518	15	11	19	26	19	20	47	51	46	12	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	631	38961	92	97	98	514	530	520	12	10	16	26	18	20	52	54	48	10	18	16
Male	110	610	40295	80	93	97	512	527	516	18	12	21	26	20	19	42	48	44	14	19	16
African American	14	42	4247	78	88	98	480	503	499	21	24	27	29	24	24	50	43	41	NA	10	8
Hispanic	138	418	32327	90	94	98	502	503	499	19	20	27	28	27	25	46	45	41	7	7	8
Asian/Pacific Islander	NC	41	1939	NC	98	99	NC	548	556	NC	5	6	NC	7	10	NC	59	47	NC	29	36
American Indian/Alaskan Native	13	28	4391	81	85	96	528	511	489	NA	21	32	38	21	27	54	50	36	8	7	4
White	48	714	36373	80	97	98	547	544	538	6	6	10	19	15	14	46	54	52	29	26	25
Students with Disabilities	10	146	9321	23	72	87	NA	476	467	NA	39	54	NA	36	22	NA	20	21	NA	5	3
Students without Disabilities	210	1098	70006	100	100	100	513	534	524	15	8	14	25	17	19	47	55	49	12	21	18
Limited English Proficient Students	39	86	9431	91	90	95	468	466	466	44	48	53	38	34	27	18	19	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	187	487	37097	85	90	97	506	502	498	17	21	27	28	27	25	48	45	41	7	6	7
Non-Economically Disadvantaged	33	757	42230	92	99	99	548	545	535	9	5	11	15	14	15	39	54	50	36	27	24

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	246	1271	79501	96	97	98	475	505	497	17	8	10	39	21	25	43	65	60	0	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	639	39062	99	98	99	483	512	502	13	6	8	36	18	23	50	68	64	1	8	5
Male	127	628	40368	93	96	98	468	499	491	20	9	13	43	25	27	38	62	57	NA	4	3
African American	18	47	4279	100	98	99	463	484	485	22	15	14	33	30	30	44	51	54	NA	4	2
Hispanic	149	432	32389	97	97	98	466	479	478	19	16	16	45	35	34	36	47	48	NA	2	1
Asian/Pacific Islander	NC	41	1936	NC	98	99	NC	516	519	NC	5	3	NC	10	14	NC	83	73	NC	2	9
American Indian/Alaskan Native	16	30	4401	100	91	96	482	487	473	19	17	17	31	27	40	50	57	43	NA	NA	1
White	55	719	36446	92	98	99	503	523	516	4	2	4	33	13	15	62	76	73	2	8	7
Students with Disabilities	35	172	9411	80	85	88	456	466	453	29	22	36	46	45	36	26	33	26	NA	1	1
Students without Disabilities	211	1099	70090	100	100	100	478	511	502	15	6	7	38	18	24	46	70	65	0	7	5
Limited English Proficient Students	41	90	9401	95	94	94	428	430	443	61	54	40	34	38	46	5	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	207	509	37183	95	94	97	470	478	479	18	16	16	43	35	34	39	48	49	0	1	1
Non-Economically Disadvantaged	39	762	42318	100	100	99	498	523	513	8	2	5	23	12	17	69	77	70	NA	9	7

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	225	1268	80000	88	97	99	548	573	564	4	2	3	12	9	11	79	70	75	5	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	644	39288	95	99	99	564	589	579	2	1	2	6	4	6	86	68	77	6	26	16
Male	113	622	40644	82	95	98	532	557	549	6	4	4	18	13	15	72	72	74	4	11	7
African American	17	46	4307	94	96	99	527	552	551	12	4	4	6	11	13	82	74	75	NA	11	7
Hispanic	138	430	32672	90	96	99	548	550	548	3	4	4	12	13	14	80	75	76	5	9	6
Asian/Pacific Islander	NC	40	1945	NC	95	99	NC	590	592	NC	3	1	NC	8	4	NC	60	69	NC	30	25
American Indian/Alaskan Native	14	30	4424	88	91	97	535	544	549	7	7	3	7	13	14	86	73	77	NA	7	5
White	50	721	36602	83	98	99	562	589	579	2	1	2	18	6	7	72	67	75	8	25	16
Students with Disabilities	17	170	9919	39	84	93	501	523	505	12	5	9	35	30	35	53	59	54	NA	6	2
Students without Disabilities	208	1098	70081	99	100	100	551	580	571	3	2	2	10	5	7	81	72	79	6	21	12
Limited English Proficient Students	39	91	9571	91	95	96	490	482	502	13	14	10	28	35	29	59	51	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	191	506	37534	87	94	98	544	546	547	4	4	4	13	14	15	80	76	76	4	6	5
Non-Economically Disadvantaged	34	762	42466	94	100	100	570	591	578	6	2	2	9	5	7	71	66	75	15	27	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th 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	257	1252	78546	86	94	97	541	558	543	15	9	15	21	14	18	51	55	52	13	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	618	38645	90	96	98	550	558	545	11	8	13	18	13	18	55	58	54	16	20	15
Male	130	633	39792	82	91	97	532	559	542	18	10	17	25	14	17	46	52	50	11	23	15
African American	22	52	4205	81	88	97	526	531	524	18	19	22	18	15	22	59	56	49	5	10	7
Hispanic	165	423	31177	87	91	97	533	535	524	18	17	22	25	22	23	48	50	48	10	11	7
Asian/Pacific Islander	NC	35	1940	NC	95	99	NC	577	580	NC	9	5	NC	9	9	NC	46	53	NC	37	33
American Indian/Alaskan Native	NC	16	4689	NC	84	95	NC	549	515	NC	13	28	NC	19	25	NC	56	43	NC	13	4
White	57	726	36450	85	96	97	564	573	563	7	4	7	14	9	12	53	58	57	26	29	23
Students with Disabilities	13	93	8093	28	57	82	493	506	489	31	35	50	46	28	24	23	34	23	NA	2	2
Students without Disabilities	244	1159	70453	96	99	100	543	562	549	14	7	11	20	13	17	52	57	56	14	23	16
Limited English Proficient Students	39	86	9323	83	86	94	497	494	491	44	43	47	28	34	28	28	22	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	205	456	34694	84	87	96	535	534	524	18	17	23	23	23	23	48	50	48	11	10	7
Non-Economically Disadvantaged	52	796	43852	95	98	99	563	572	559	2	5	10	13	8	13	62	58	56	23	29	22

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	282	1305	79045	94	98	98	501	523	512	15	7	10	32	21	25	48	62	58	6	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	637	38860	98	99	98	510	530	519	12	5	7	26	19	22	54	64	62	7	12	8
Male	144	667	40075	91	96	97	493	515	505	17	9	12	38	24	28	42	61	54	4	6	6
African American	24	56	4250	89	95	98	501	511	500	8	7	12	46	34	31	42	54	54	4	5	3
Hispanic	175	446	31314	93	96	98	492	499	493	17	13	16	37	33	34	42	50	48	4	4	2
Asian/Pacific Islander	NC	36	1949	NC	97	99	NC	525	536	NC	8	4	NC	14	15	NC	72	66	NC	6	15
American Indian/Alaskan Native	12	19	4719	100	100	96	498	501	489	17	16	15	42	32	39	42	47	45	NA	5	2
White	67	748	36730	100	99	98	527	538	532	10	3	4	13	14	16	64	70	68	12	13	12
Students with Disabilities	38	145	8552	83	90	87	457	469	463	39	28	35	45	46	40	13	23	23	3	3	1
Students without Disabilities	244	1160	70493	96	99	100	508	529	517	11	4	7	30	18	24	53	67	62	6	10	8
Limited English Proficient Students	41	91	9355	87	91	95	446	453	456	49	41	37	46	45	48	5	14	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	226	493	34922	92	94	96	494	498	493	16	14	15	35	32	34	44	51	48	4	4	3
Non-Economically Disadvantaged	56	812	44123	100	100	99	530	537	527	7	3	6	20	15	18	63	69	66	11	13	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	266	1297	79657	89	97	99	573	580	566	1	2	3	9	5	8	89	90	87	1	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	631	39120	91	98	99	590	593	580	NA	1	2	5	2	4	93	93	92	2	4	2
Male	137	665	40423	86	96	98	557	567	553	1	3	5	12	8	12	86	86	83	NA	2	1
African American	22	54	4290	81	92	99	573	580	560	NA	NA	4	18	9	9	82	91	86	NA	NA	1
Hispanic	167	444	31642	88	95	99	569	562	552	1	4	5	8	8	11	90	86	84	1	1	0
Asian/Pacific Islander	NC	37	1948	NC	100	99	NC	581	589	NC	3	1	NC	8	3	NC	84	91	NC	5	4
American Indian/Alaskan Native	12	19	4760	100	100	97	558	563	547	NA	NA	5	25	16	14	67	79	81	8	5	0
White	60	743	36929	90	98	99	586	590	579	NA	1	2	5	3	5	95	92	91	NA	4	2
Students with Disabilities	15	128	9069	33	79	92	530	531	508	NA	10	11	27	16	30	73	73	58	NA	1	1
Students without Disabilities	251	1169	70588	99	99	100	575	585	573	1	1	2	8	4	5	90	92	91	1	3	1
Limited English Proficient Students	39	91	9521	83	91	96	535	504	507	5	15	13	23	25	24	72	59	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	212	486	35341	87	93	97	568	560	551	1	4	5	9	9	12	89	86	83	1	1	0
Non-Economically Disadvantaged	54	811	44316	98	100	100	591	591	578	NA	1	2	7	3	5	91	92	90	2	4	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th 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	232	1247	78400	83	92	97	552	568	554	19	14	21	22	17	19	48	52	47	10	17	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	609	38686	86	94	98	552	562	554	19	16	20	25	19	20	45	51	49	12	15	12
Male	111	636	39636	81	91	96	552	574	554	19	11	23	20	16	18	52	54	46	9	19	13
African American	19	53	4193	70	87	97	512	536	533	37	25	32	37	28	23	21	43	40	5	4	5
Hispanic	141	386	30732	86	89	97	542	544	534	23	24	31	25	25	24	46	44	40	6	8	5
Asian/Pacific Islander	NC	36	1827	NC	100	99	NC	615	594	NC	3	8	NC	19	12	NC	36	49	NC	42	31
American Indian/Alaskan Native	NC	14	4536	NC	88	95	NC	569	528	NC	7	35	NC	21	25	NC	57	37	NC	14	4
White	60	756	37038	82	94	97	578	580	575	8	8	11	12	12	14	63	58	56	17	21	19
Students with Disabilities	NC	100	7840	NC	53	81	NC	516	498	NC	43	60	NC	24	18	NC	32	20	NC	1	2
Students without Disabilities	223	1147	70560	96	99	99	553	572	560	18	11	17	23	17	19	48	54	50	10	18	14
Limited English Proficient Students	30	70	8956	83	84	95	484	492	502	63	64	56	23	21	25	13	14	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	191	414	33014	82	86	95	545	540	534	20	25	31	24	23	24	49	45	40	7	6	5
Non-Economically Disadvantaged	41	833	45386	89	96	99	583	581	569	15	8	15	15	14	15	44	56	52	27	22	18

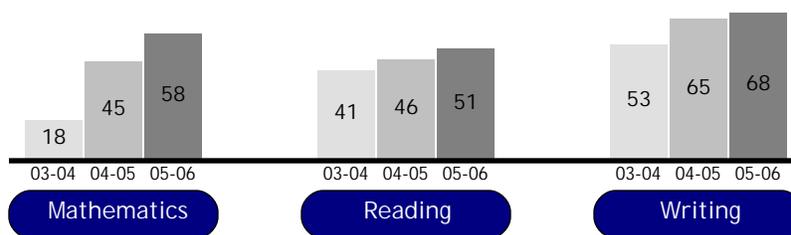
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	264	1319	79179	95	98	98	500	527	519	20	9	11	29	22	27	49	62	58	2	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	635	38974	94	98	99	507	530	524	16	8	8	29	21	25	53	63	61	2	7	5
Male	131	682	40124	96	97	97	492	525	513	25	11	13	29	22	28	45	62	54	1	6	4
African American	22	56	4243	81	92	98	469	502	506	41	20	14	23	23	32	36	57	51	NA	NA	3
Hispanic	160	423	30987	98	97	98	492	501	498	23	17	17	34	36	36	43	45	45	NA	2	1
Asian/Pacific Islander	NC	36	1832	NC	100	99	NC	555	543	NC	3	4	NC	17	17	NC	61	69	NC	19	10
American Indian/Alaskan Native	NC	15	4573	NC	94	96	NC	538	494	NC	7	16	NC	13	41	NC	73	42	NC	7	1
White	69	787	37467	95	98	98	521	542	539	12	5	5	20	14	17	65	72	70	3	9	8
Students with Disabilities	43	175	8567	93	93	88	456	471	467	56	35	39	28	40	38	16	24	22	NA	1	1
Students without Disabilities	221	1144	70612	95	98	99	508	535	524	14	6	7	29	19	25	55	68	62	2	7	5
Limited English Proficient Students	35	79	9013	97	95	95	432	445	461	83	59	40	17	35	48	NA	5	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	218	455	33345	94	94	96	496	498	499	21	19	17	31	34	36	47	47	46	1	1	1
Non-Economically Disadvantaged	46	864	45834	100	99	99	518	543	533	20	5	7	20	16	19	57	71	67	4	9	7

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	248	1308	79734	89	97	99	538	564	554	3	2	3	29	16	19	68	81	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	633	39243	89	98	99	554	573	568	2	1	2	19	12	12	79	86	85	NA	0	1
Male	122	673	40413	89	96	98	521	555	541	5	3	4	39	19	26	57	77	70	NA	1	0
African American	22	56	4285	81	92	99	482	537	548	23	9	3	32	21	22	45	70	74	NA	NA	0
Hispanic	149	415	31254	91	95	99	536	541	539	2	4	5	33	26	25	65	70	70	NA	0	0
Asian/Pacific Islander	NC	36	1837	NC	100	99	NC	581	579	NC	3	1	NC	11	9	NC	83	87	NC	3	2
American Indian/Alaskan Native	NC	14	4613	NC	88	97	NC	560	535	NC	NA	4	NC	21	29	NC	79	67	NC	NA	0
White	65	785	37668	89	98	99	558	577	569	NA	1	1	18	10	13	82	88	85	NA	1	1
Students with Disabilities	20	152	8943	43	81	92	481	505	495	5	7	11	65	51	51	30	41	38	NA	1	1
Students without Disabilities	228	1156	70791	98	99	100	543	571	561	3	2	2	25	11	15	71	87	83	NA	1	0
Limited English Proficient Students	30	77	9138	83	93	97	433	461	492	27	22	13	67	56	46	7	22	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	206	450	33718	89	93	97	534	534	538	3	5	5	31	29	26	66	66	69	NA	0	0
Non-Economically Disadvantaged	42	858	46016	91	99	100	555	579	567	2	1	2	19	9	14	79	90	84	NA	1	1

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)

8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	96	53	NA	56	100	39	57	51	95	41	61	56
	Language	94	51	61	48	100	38	55	47	87	37	58	50
	Mathematics	96	74	80	66	100	50	61	52	84	52	65	58
7	Reading	93	50	NA	54	100	38	53	50	97	41	61	54
	Language	93	52	70	58	100	44	58	52	89	56	67	58
	Mathematics	93	57	74	62	100	45	57	50	88	52	67	54
8	Reading	98	54	NA	55	94	38	54	51	99	44	63	58
	Language	95	53	67	52	94	41	56	50	90	48	63	56
	Mathematics	98	54	71	61	94	45	59	53	86	56	68	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Strategic Plan Implementation
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Some Budget Decisions
- Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	57.00
Other Professional Staff	4.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	8	0	0
4 to 6 years	14	7	0	0
7 to 9 years	4	4	0	0
10 or more years	3	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	174
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü CompassMath and READ 180 Learning Labs
- Ü Library Media Center with 48,000 Items

Extracurricular Activities

- Ü MESA - Math, Engineering, & Science
- Ü League Sports Competition
- Ü Odyssey of the Mind
- Ü Student Council
- Ü Poetry Club
- Ü Club for Guys
- Ü Dazzling Divas
- Ü Youth Safety Core

Social Services

- Ü Breakfast/Lunch Programs
- Ü Three Counselors
- Ü Psychologist
- Ü Speech and Language Pathologist
- Ü Clothing Bank
- Ü Drug and Violence Prevention Coordinator

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Amphitheater Middle School improved students' grasp of reading and math through a school wide reading emphasis, as well as through advanced math course offerings. This focus allowed students to advance well beyond grade level in both areas of study.

- ü Our school meets the technology challenge with Internet access in all classrooms and daily in-house video announcements. Four labs provide students with current information and a link to worldwide communication.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	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

AMS leads the way in middle school drug prevention and school safety programs. We have three counselors working with students. We also have a full-time 'Safe School' probation officer and a school resource officer on-site working with children and teaching classes. Each student has a copy of our Code of Conduct and attends an assembly which identifies suitable behavior and the rewards that come with doing a great job.

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) :

43

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	Charles C. Bermudez	(520) 696-6235
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Alberto Marquez	(520) 696-6344
School Nutrition Programs	Amy Richards	(520) 696-6409
Parent Organization	Sheila Bradley	(520) 323-2209
Student Health/Nurse	Loy Mentzer	(520) 696-6240

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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