

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

125 W Yavapai 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

High School Achievement Profile ^(a)

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

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

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 Overview

Principal/Administrator : Ms. Patricia Harris
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.amphi.com
 Phone Number : (520) 696-5340
 Fax Number : (520) 696-5555
 E-mail : pharris@amphi.com

Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

School / Academic Goals

- ü Students will improve reading and writing skills as measured on district, schoolwide and state mandated tests.
- ü Students will improve math skills as measured on district, schoolwide and state mandated tests.
- ü The number of student absences will continue to decline as the entire faculty and staff support the attendance program.

Enrollment

October 1, 2005 School Year Student Enrollment : 1655
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- Ü Advanced Placement Courses
- Ü Honors Classes
- Ü Freshman Honors Program
- Ü English/History Clusters
- Ü Title 1 Support
- Ü Standards Classes

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

AHS provides a safe environment, student handbooks and course curriculum guides. We have an active school council which monitors student achievement through our School Improvement Plan. Our curriculum is always being revised and aligned with the Arizona Academic Standards.

Parents

Parents must report a student's absence within 48 hours.

Parent booster groups support academic and athletic competitions and student recognition programs.

We now have an active Parent Organization (this is the second year) their primary goal is a successful Project Graduation party, which promotes a safe and sober graduation night.

Transportation Policy

All students are eligible for transportation, which is a privilege. The minimum distance for transportation is 1.75 miles and the maximum distance is within the school boundaries. The District Student Code of Conduct applies at all times.

School Honors

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

Award/Honor	Year
Ü National Merit Scholar	2004
Ü National Merit Commended & Finalist	2005
Ü FFA Chapter Ranked Top 20 in the Nation	2003
Ü Odyssey of the Mind 4th Place in World Competition	2003

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	373	1272	71130	98	95	95	686	712	701	35	16	23	13	10	13	45	55	51	7	19	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	188	623	35465	98	97	96	688	714	702	28	13	21	14	11	13	53	57	53	4	19	13
Male	185	649	35648	98	94	94	683	710	701	43	19	24	11	10	12	37	52	50	10	18	14
African American	30	46	3868	94	96	95	670	684	686	53	43	33	13	9	17	30	41	45	3	7	6
Hispanic	194	347	25103	97	96	95	675	687	685	46	34	34	15	15	16	35	45	45	4	6	5
Asian/Pacific Islander	12	36	1805	100	97	98	713	736	731	17	8	9	8	11	7	58	44	50	17	36	34
American Indian/Alaskan Native	12	16	4241	100	94	90	689	696	679	25	19	39	8	6	19	58	69	39	8	6	3
White	124	826	36075	99	95	95	704	723	715	17	8	12	9	9	9	62	59	58	12	24	21
Students with Disabilities	56	120	5862	100	72	71	650	662	658	80	59	63	9	14	15	11	26	20	NA	1	2
Students without Disabilities	317	1152	65268	98	99	98	692	716	705	27	12	19	13	10	12	51	58	54	8	21	15
Limited English Proficient Students	51	63	4859	96	95	93	651	661	662	82	70	64	8	13	15	10	13	20	NA	5	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	188	286	22957	96	94	93	678	685	685	45	35	34	11	15	17	41	44	44	3	6	5
Non-Economically Disadvantaged	185	986	48173	100	96	96	694	719	709	26	11	17	14	9	11	49	58	55	11	23	18

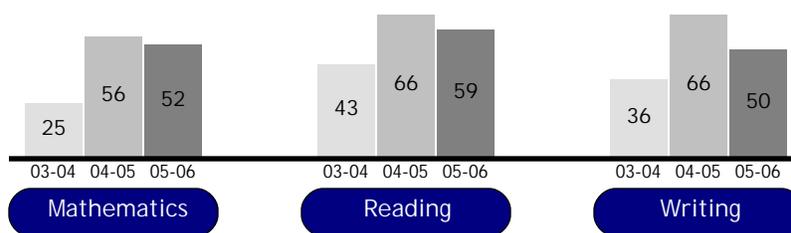
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	382	1325	73018	98	99	97	689	718	703	9	4	6	31	16	23	55	67	64	4	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	194	642	36181	100	100	97	696	726	708	5	2	4	28	13	21	61	67	65	5	18	9
Male	188	683	36816	97	99	96	682	711	699	13	6	7	35	19	24	49	66	62	3	9	7
African American	29	47	3976	97	100	96	678	696	689	17	13	8	24	19	29	59	64	59	NA	4	3
Hispanic	202	363	25801	99	98	96	673	688	683	11	8	10	43	32	34	45	56	53	1	3	3
Asian/Pacific Islander	11	35	1812	92	95	98	711	728	722	9	3	3	18	9	15	64	69	66	9	20	16
American Indian/Alaskan Native	12	17	4389	92	94	93	690	697	675	8	6	9	25	18	42	58	71	47	8	6	1
White	128	863	37024	100	100	97	714	732	721	4	2	2	16	9	12	70	71	73	9	18	13
Students with Disabilities	56	160	7170	97	95	85	642	665	654	23	15	23	64	45	47	13	40	29	NA	NA	1
Students without Disabilities	326	1165	65848	99	100	98	697	725	708	6	2	4	26	12	20	63	70	67	5	15	9
Limited English Proficient Students	49	62	5099	96	97	95	633	642	641	37	32	29	57	53	59	6	13	12	NA	2	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	199	306	23912	98	97	94	676	685	681	12	9	10	38	31	36	49	56	52	1	3	2
Non-Economically Disadvantaged	183	1019	49106	99	100	98	703	728	714	5	2	4	24	11	16	63	70	69	8	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	381	1322	72810	98	99	96	671	696	685	10	5	6	40	24	30	47	64	58	3	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	641	36111	99	99	97	684	708	695	4	2	4	36	18	23	58	68	65	3	12	8
Male	188	681	36678	97	98	95	658	685	674	16	7	9	45	30	36	37	59	52	2	4	3
African American	27	45	3962	90	96	96	666	677	675	15	9	8	41	42	33	41	44	55	4	4	3
Hispanic	203	364	25735	99	99	96	659	674	669	12	9	10	49	41	41	38	49	48	0	1	2
Asian/Pacific Islander	11	36	1809	92	97	97	689	710	704	9	3	4	9	19	19	73	58	65	9	19	13
American Indian/Alaskan Native	12	17	4370	92	94	92	673	680	670	8	6	9	58	47	39	25	41	50	8	6	2
White	128	860	36915	100	99	97	689	706	697	5	3	3	27	15	21	63	72	67	5	10	8
Students with Disabilities	55	156	7071	95	92	84	629	647	634	31	22	24	56	51	53	13	26	21	NA	1	1
Students without Disabilities	326	1166	65739	99	100	98	678	702	689	6	2	4	37	20	27	53	69	62	3	9	6
Limited English Proficient Students	49	62	5046	96	97	94	614	625	621	39	31	31	55	56	56	6	13	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	196	302	23814	96	96	94	660	671	667	14	11	10	45	40	41	39	46	47	1	3	2
Non-Economically Disadvantaged	185	1020	48996	100	100	97	683	704	693	5	3	4	35	19	24	56	69	64	4	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.

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?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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
9	Reading	74	41	NA	42	92	44	59	51	92	41	63	52
	Language	80	37	52	42	91	43	57	50	92	39	59	50
	Mathematics	83	54	71	63	90	43	58	50	92	44	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/

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

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

Council Duties

- Ü Strategic Planning
- Ü School Safety Issues
- Ü Parent Involvement
- Ü School Improvement
- Ü Project Graduation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	90.00
Other Professional Staff	7.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	7	4	1	0
7 to 9 years	10	5	0	0
10 or more years	22	27	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	305
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	0%

Resources Available at School Site

Special Facilities

- Ü Library with Video Studio
- Ü Five Computer Labs
- Ü Performing Arts Center
- Ü FFA Land Laboratory

Extracurricular Activities

- Ü Interscholastic Sports
- Ü Student Publications
- Ü Photo/Drama/Choir/Band Clubs
- Ü Student Council
- Ü German/Spanish/French Clubs
- Ü DECA
- Ü Physics Club
- Ü MESA Club

Social Services

- Ü Clothing/Food Banks
- Ü Ma's Kitchen
- Ü Crisis Intervention
- Ü Counseling Referral Services
- Ü Student Assistance
- Ü Youth On Their Own
- Ü Family Advocate
- Ü Codac counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increase the number of students taking Advanced Placement classes and Honors classes.

- ü Increase in the number of students passing both Algebra and Geometry and taking higher-level math courses.

- ü National Merit Scholarships and recognition awarded to 2006 seniors.

- ü Increase in the number of students taking five or more classes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	78	89	88	73
Graduation Rate ⁶	76	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

A probation officer is on campus full time through the Safe School Grant.
 A Tucson Police Department officer is on campus from 8 a.m. to 4 p.m. daily.
 After school tutoring is available Mondays, Tuesdays, and Wednesdays in the Library from 3:45 - 5 p.m.
 The Student Code of Conduct is enforced consistently.

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) :

126

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	Patricia Harris	(520) 696-5372
Transportation Policy	Marco Dominguez	(520) 696-5374
Community Resources	William Walther	(520) 696-5373
School Nutrition Programs	Gail Collins	(520) 696-5474
Parent Organization	Patricia Harris	(520) 696-5372
Student Health/Nurse	Carol Garvin	(520) 696-5388

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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** 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.