



State of Arizona  
Department of Education

# 2012-2013 State Report Card



# Arizona Department of Education State Report Card, 2012 & 2013

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# NAEP Assessment of Educational Progress

## Reading and Mathematics, 2013

If you would like more information about the NAEP assessments, please visit: <http://www.azed.gov/standards-development-assessment/naep/>.

### State Data

#### Grade 4 Mathematics

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	18	41	34	8
Arizona All Students	18	42	32	7
White	8	37	43	12
Black	26	50	22	2
Hispanic	25	47	25	3
Asian/Pacific Islander	9	31	38	22
American Indian	38	45	15	1
Eligible for NSLP	27	48	24	3
Students with Disability	53	33	11	3
Limited English Proficiency	60	37	3	#

Participation Rate	Percent
Students with Disability	91
Limited English Proficiency	95

#### Reading

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	33	33	26	8
Arizona All Students	40*	32	22*	5*
White	24	34	33	9
Black	48	33	16	3
Hispanic	51	32	15	2
Asian/Pacific Islander	36	30	23	12
American Indian	73	20	7	1
Eligible for NSLP	54	31	14	1
Students with Disability	79	13	7	1
Limited English Proficiency	92	7	1	#

Participation Rate	Percent
Students with Disability	92
Limited English Proficiency	96

#### Grade 8 Mathematics

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	27	39	26	8
Arizona All Students	31*	38	24*	7
White	17	38	32	13
Black	46	34	17	3
Hispanic	41	40	16	2
Asian/Pacific Islander	12	32	42	15
American Indian	51	36	12	1
Eligible for NSLP	42	40	16	2
Students with Disability	74	23	3	#
Limited English Proficiency	‡	‡	‡	‡

Participation Rate	Percent
Students with Disability	91
Limited English Proficiency	‡

#### Reading

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	23	42	31	4
Arizona All Students	28*	44	26*	2*
White	16	42	38	4
Black	41	43	15	#
Hispanic	36	47	17	1
Asian/Pacific Islander	14	40	41	5
American Indian	51	40	9	#
Eligible for NSLP	38	46	15	1
Students with Disability	72	24	4	#
Limited English Proficiency	‡	‡	‡	‡

Participation Rate	Percent
Students with Disability	89
Limited English Proficiency	‡

Legend:

\* Value is significantly different ( $p < .05$ ) from the value for the National Public student group in 2013.

# Rounds to zero.

‡ Reporting standards not met.



## AIMS Results

The following tables show AIMS results for the past two years. Results are shown as a percentage of all students at each achievement level. Also shown is the percent of students tested. Writing is tested in grades 5, 6, 7, and high school only. Science is tested in grades 4, 8, and high school only.

### Grade 3 – AIMS Mathematics

AIMS Mathematics - Grade 3						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	27	42	22	8
	2013	99	26	43	23	9
African American	2012	100	15	42	30	13
	2013	99	14	40	30	16
American Indian/Native Alaskan	2012	99	11	38	35	15
	2013	99	9	38	36	17
Asian/Pacific Islander	2012	100	49	38	10	3
	2013	100	49	36	11	4
Hispanic	2012	100	18	43	28	11
	2013	100	16	44	29	11
White	2012	99	38	42	15	5
	2013	99	38	43	15	5
Students with Disabilities	2012	99	12	29	32	28
	2013	98	11	28	33	28
Limited English Proficient	2012	100	7	37	39	17
	2013	100	10	40	34	15
Economically Disadvantaged	2012	100	18	43	28	11
	2013	100	16	43	29	12
Migrant	2012	99	12	41	34	13
	2013	99	5	48	33	15
Male	2012	99	28	41	22	9
	2013	99	27	41	23	10
Female	2012	100	26	44	23	7
	2013	100	25	45	23	8
Bottom Quartile	2012	100	4	32	42	22
	2013	100	3	30	42	24



**Grade 3 – AIMS Reading**

AIMS Reading - Grade 3						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	15	61	21	4
	2013	99	13	62	21	4
African American	2012	99	9	59	27	6
	2013	99	7	59	28	6
American Indian/Native Alaskan	2012	99	4	52	37	8
	2013	99	3	53	37	7
Asian/Pacific Islander	2012	100	28	59	10	2
	2013	100	26	61	11	2
Hispanic	2012	100	8	59	28	5
	2013	100	6	61	27	5
White	2012	99	23	63	12	2
	2013	99	21	65	12	2
Students with Disabilities	2012	99	6	35	41	19
	2013	98	5	36	43	17
Limited English Proficient	2012	100	1	44	44	10
	2013	100	3	54	37	7
Economically Disadvantaged	2012	100	8	59	27	6
	2013	100	7	61	27	5
Migrant	2012	99	3	50	37	9
	2013	99	2	53	36	9
Male	2012	99	12	59	23	5
	2013	99	12	60	24	5
Female	2012	100	17	62	18	3
	2013	100	15	65	18	3
Bottom Quartile	2012	100	1	40	47	12
	2013	100	1	41	47	11



## Grade 4 – AIMS Mathematics

AIMS Mathematics - Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	100	28	39	20	13
	2013	99	25	40	21	14
African American	2012	99	15	38	26	21
	2013	99	14	36	28	22
American Indian/Native Alaskan	2012	99	11	33	31	25
	2013	99	11	33	30	26
Asian/Pacific Islander	2012	100	53	31	11	5
	2013	99	49	34	11	6
Hispanic	2012	100	19	40	25	16
	2013	99	17	39	26	18
White	2012	99	38	40	15	8
	2013	99	34	42	16	9
Students with Disabilities	2012	99	10	24	27	39
	2013	98	9	24	25	42
Limited English Proficient	2012	100	5	26	35	34
	2013	100	8	33	32	28
Economically Disadvantaged	2012	100	19	39	25	17
	2013	99	17	39	26	19
Migrant	2012	98	20	30	30	21
	2013	99	15	35	27	23
Male	2012	100	28	37	20	15
	2013	99	24	38	21	16
Female	2012	100	27	41	21	11
	2013	99	25	42	21	12
Bottom Quartile	2012	100	2	22	36	40
	2013	100	1	21	36	42



**Grade 4 – AIMS Reading**

AIMS Reading - Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	100	12	63	20	4
	2013	99	12	65	21	3
African American	2012	99	6	61	27	6
	2013	99	6	63	27	4
American Indian/Native Alaskan	2012	99	3	52	36	9
	2013	99	2	56	37	4
Asian/Pacific Islander	2012	100	25	63	11	2
	2013	99	25	63	10	1
Hispanic	2012	100	6	62	27	6
	2013	99	5	64	28	3
White	2012	99	19	67	12	2
	2013	99	19	68	12	1
Students with Disabilities	2012	99	4	37	40	18
	2013	98	4	38	46	12
Limited English Proficient	2012	100	0	35	51	14
	2013	99	1	49	44	6
Economically Disadvantaged	2012	100	6	61	27	6
	2013	99	6	63	27	4
Migrant	2012	98	3	52	33	12
	2013	99	3	52	38	7
Male	2012	100	11	61	23	6
	2013	99	10	63	24	3
Female	2012	100	13	66	18	3
	2013	100	13	68	18	2
Bottom Quartile	2012	100	1	41	45	13
	2013	100	0	43	49	8



**Grade 4 – AIMS Science**

AIMS Science - Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	31	32	21	16
	2013	99	26	32	25	17
African American	2012	99	19	32	27	23
	2013	99	15	30	31	23
American Indian/Native Alaskan	2012	99	10	27	32	31
	2013	99	7	24	36	33
Asian/Pacific Islander	2012	100	52	27	13	8
	2013	99	47	31	15	7
Hispanic	2012	100	18	32	27	23
	2013	99	13	31	32	24
White	2012	99	49	32	13	7
	2013	99	41	35	16	7
Students with Disabilities	2012	99	14	24	24	38
	2013	98	11	22	29	38
Limited English Proficient	2012	100	2	14	32	51
	2013	99	3	19	38	40
Economically Disadvantaged	2012	100	19	32	27	22
	2013	99	15	31	31	23
Migrant	2012	99	7	25	32	36
	2013	100	5	23	37	35
Male	2012	99	33	30	20	17
	2013	99	27	31	24	18
Female	2012	99	30	33	22	15
	2013	99	25	34	26	15





**Grade 5 – AIMS Mathematics**

AIMS Mathematics - Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	100	23	41	21	16
	2013	99	20	43	21	16
African American	2012	99	12	36	26	27
	2013	99	9	39	26	25
American Indian/Native Alaskan	2012	99	8	33	30	29
	2013	99	7	34	28	31
Asian/Pacific Islander	2012	100	48	35	11	6
	2013	100	44	39	10	7
Hispanic	2012	100	15	40	25	20
	2013	100	13	42	25	20
White	2012	99	32	43	16	9
	2013	99	30	45	15	9
Students with Disabilities	2012	99	7	22	23	48
	2013	98	6	23	23	49
Limited English Proficient	2012	100	3	24	33	40
	2013	99	3	25	31	41
Economically Disadvantaged	2012	100	14	40	25	21
	2013	100	13	41	25	21
Migrant	2012	99	15	34	25	27
	2013	99	12	39	21	28
Male	2012	99	24	39	20	18
	2013	99	21	41	20	18
Female	2012	100	21	43	22	14
	2013	100	19	45	21	14
Bottom Quartile	2012	100	2	21	33	45
	2013	100	1	20	32	46



**Grade 5 – AIMS Reading**

AIMS Reading - Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	100	12	66	17	5
	2013	99	9	70	16	5
African American	2012	99	6	62	24	8
	2013	99	5	66	21	7
American Indian/Native Alaskan	2012	99	4	56	31	9
	2013	99	2	58	31	9
Asian/Pacific Islander	2012	100	23	65	9	3
	2013	100	20	69	8	3
Hispanic	2012	100	7	65	22	7
	2013	100	5	67	21	7
White	2012	99	19	69	10	3
	2013	99	14	74	9	3
Students with Disabilities	2012	99	4	36	36	24
	2013	98	4	38	37	22
Limited English Proficient	2012	99	1	40	44	16
	2013	99	1	41	42	16
Economically Disadvantaged	2012	100	6	65	22	7
	2013	100	5	67	22	7
Migrant	2012	99	4	54	32	11
	2013	99	4	55	27	14
Male	2012	99	10	64	19	7
	2013	99	8	67	18	7
Female	2012	100	14	68	14	3
	2013	100	11	72	14	3
Bottom Quartile	2012	100	1	43	40	16
	2013	100	1	44	40	15



**Grade 5 – AIMS Writing**

AIMS Writing - Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	98	3	52	36	8
	2013	98	4	52	37	7
African American	2012	97	2	42	42	14
	2013	97	2	45	42	11
American Indian/Native Alaskan	2012	98	1	34	51	14
	2013	97	0	33	54	12
Asian/Pacific Islander	2012	99	11	66	17	6
	2013	99	11	66	19	3
Hispanic	2012	98	1	44	44	11
	2013	98	1	45	45	9
White	2012	98	5	63	26	5
	2013	98	6	62	27	4
Students with Disabilities	2012	91	1	18	46	35
	2013	90	1	17	50	32
Limited English Proficient	2012	98	0	15	60	25
	2013	98	0	19	60	21
Economically Disadvantaged	2012	98	1	43	44	12
	2013	98	1	44	45	10
Migrant	2012	97	1	34	47	18
	2013	97	0	37	49	14
Male	2012	98	3	46	39	11
	2013	98	2	46	42	10
Female	2012	99	4	58	32	5
	2013	99	5	59	32	4



**Grade 6 – AIMS Mathematics**

AIMS Mathematics - Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	27	34	23	16
	2013	99	25	38	22	15
African American	2012	99	16	31	28	25
	2013	99	14	34	27	26
American Indian/Native Alaskan	2012	99	10	28	31	31
	2013	99	10	33	31	27
Asian/Pacific Islander	2012	100	54	27	12	7
	2013	100	52	31	11	5
Hispanic	2012	100	18	34	27	21
	2013	100	17	38	26	19
White	2012	99	37	35	18	10
	2013	99	34	40	17	10
Students with Disabilities	2012	99	6	18	24	52
	2013	98	6	19	24	50
Limited English Proficient	2012	99	10	21	30	39
	2013	100	5	27	34	35
Economically Disadvantaged	2012	100	18	34	27	22
	2013	100	17	38	26	19
Migrant	2012	99	16	31	27	26
	2013	99	20	34	25	21
Male	2012	99	27	32	22	19
	2013	99	25	36	22	17
Female	2012	99	26	36	23	14
	2013	99	25	41	22	13
Bottom Quartile	2012	100	2	18	35	45
	2013	100	2	22	36	41



**Grade 6 – AIMS Reading**

AIMS Reading - Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	11	69	16	4
	2013	99	9	70	17	4
African American	2012	99	7	65	22	6
	2013	99	5	65	23	6
American Indian/Native Alaskan	2012	99	3	61	30	7
	2013	99	3	59	30	7
Asian/Pacific Islander	2012	100	26	63	8	2
	2013	100	22	68	9	2
Hispanic	2012	100	6	68	22	5
	2013	100	5	69	21	5
White	2012	99	18	71	9	2
	2013	99	14	74	10	2
Students with Disabilities	2012	99	4	37	41	18
	2013	98	4	36	42	19
Limited English Proficient	2012	99	3	42	42	13
	2013	100	1	47	42	11
Economically Disadvantaged	2012	100	6	67	22	5
	2013	100	5	68	22	5
Migrant	2012	99	4	59	25	12
	2013	99	5	59	29	8
Male	2012	100	9	67	19	5
	2013	99	8	67	20	5
Female	2012	99	14	70	13	2
	2013	99	11	74	13	2
Bottom Quartile	2012	100	1	46	42	11
	2013	100	0	45	43	12



**Grade 6 – AIMS Writing**

AIMS Writing - Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	98	8	49	31	13
	2013	98	6	47	35	12
African American	2012	98	5	43	33	18
	2013	97	4	40	39	18
American Indian/Native Alaskan	2012	97	2	32	42	25
	2013	98	1	31	46	22
Asian/Pacific Islander	2012	98	20	58	14	7
	2013	99	17	57	20	6
Hispanic	2012	98	3	42	38	17
	2013	98	3	41	41	15
White	2012	98	12	57	23	8
	2013	98	10	56	28	7
Students with Disabilities	2012	89	1	15	34	49
	2013	90	1	14	39	46
Limited English Proficient	2012	98	2	21	40	38
	2013	98	0	19	51	30
Economically Disadvantaged	2012	98	3	42	37	18
	2013	98	3	40	41	15
Migrant	2012	99	1	32	39	28
	2013	98	3	36	40	21
Male	2012	98	5	43	34	18
	2013	98	4	40	40	17
Female	2012	98	10	55	27	8
	2013	99	9	55	30	7



**Grade 7 – AIMS Mathematics**

AIMS Mathematics - Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	29	33	19	19
	2013	99	29	36	18	17
African American	2012	99	17	32	23	27
	2013	99	17	34	21	27
American Indian/Native Alaskan	2012	99	11	26	26	37
	2013	99	11	31	25	33
Asian/Pacific Islander	2012	100	59	25	8	8
	2013	99	57	27	8	8
Hispanic	2012	99	19	34	23	24
	2013	100	19	37	22	22
White	2012	99	41	34	14	11
	2013	99	41	36	13	10
Students with Disabilities	2012	99	7	16	19	58
	2013	98	7	17	21	55
Limited English Proficient	2012	99	19	29	20	32
	2013	100	11	24	25	40
Economically Disadvantaged	2012	99	19	33	23	25
	2013	100	19	36	22	22
Migrant	2012	100	12	25	26	37
	2013	100	14	30	25	31
Male	2012	99	29	32	18	21
	2013	99	29	34	18	20
Female	2012	99	29	35	20	16
	2013	100	30	38	18	14
Bottom Quartile	2012	100	2	19	29	49
	2013	100	2	22	30	45



## Grade 7 – AIMS Reading

AIMS Reading - Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	12	72	14	2
	2013	99	15	70	14	1
African American	2012	99	7	71	19	3
	2013	99	10	69	19	2
American Indian/Native Alaskan	2012	99	4	64	28	4
	2013	99	4	65	28	3
Asian/Pacific Islander	2012	100	29	63	7	2
	2013	100	33	58	8	1
Hispanic	2012	100	7	72	19	2
	2013	100	8	72	18	2
White	2012	99	18	73	8	1
	2013	99	22	70	7	1
Students with Disabilities	2012	99	4	40	45	11
	2013	98	5	43	44	8
Limited English Proficient	2012	99	6	62	27	5
	2013	100	5	53	38	5
Economically Disadvantaged	2012	100	7	71	19	3
	2013	100	8	71	19	2
Migrant	2012	100	2	61	33	4
	2013	99	3	65	29	3
Male	2012	99	10	70	18	3
	2013	99	12	69	17	2
Female	2012	99	14	73	11	1
	2013	100	17	72	10	1
Bottom Quartile	2012	100	1	52	41	6
	2013	100	1	57	38	4





## Grade 7 – AIMS Writing

AIMS Writing - Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	98	5	47	36	12
	2013	98	2	50	37	11
African American	2012	97	3	39	41	17
	2013	98	1	41	41	17
American Indian/Native Alaskan	2012	97	1	29	46	24
	2013	97	0	30	48	22
Asian/Pacific Islander	2012	99	19	56	20	6
	2013	98	7	69	17	6
Hispanic	2012	98	2	40	42	15
	2013	98	1	42	43	14
White	2012	98	8	55	29	7
	2013	98	3	61	29	7
Students with Disabilities	2012	89	0	10	38	51
	2013	88	0	12	41	47
Limited English Proficient	2012	97	2	36	39	23
	2013	97	0	23	46	31
Economically Disadvantaged	2012	98	2	39	42	17
	2013	98	1	40	44	15
Migrant	2012	99	1	29	45	25
	2013	98	0	32	45	22
Male	2012	98	3	39	40	17
	2013	98	1	42	41	16
Female	2012	98	7	54	32	7
	2013	99	3	59	32	6



**Grade 8 – AIMS Mathematics**

AIMS Mathematics - Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	24	33	13	30
	2013	99	23	35	14	29
African American	2012	99	14	29	14	43
	2013	99	13	30	15	42
American Indian/Native Alaskan	2012	99	9	26	16	49
	2013	99	8	27	15	50
Asian/Pacific Islander	2012	100	55	26	6	13
	2013	100	54	27	7	12
Hispanic	2012	99	16	31	15	38
	2013	99	15	34	16	36
White	2012	99	33	36	12	19
	2013	99	32	38	12	18
Students with Disabilities	2012	98	5	14	10	71
	2013	98	5	14	10	70
Limited English Proficient	2012	99	19	32	13	35
	2013	99	16	30	14	41
Economically Disadvantaged	2012	99	15	31	15	39
	2013	99	14	33	16	37
Migrant	2012	99	13	26	16	45
	2013	100	11	29	16	44
Male	2012	99	24	32	13	31
	2013	99	23	33	13	31
Female	2012	99	24	34	14	29
	2013	99	23	37	14	26
Bottom Quartile	2012	100	1	13	14	71
	2013	100	1	13	16	71



## Grade 8 – AIMS Reading

AIMS Reading - Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	6	66	19	9
	2013	99	7	65	20	8
African American	2012	99	3	59	25	13
	2013	99	4	58	26	11
American Indian/Native Alaskan	2012	99	1	48	33	17
	2013	99	1	47	35	17
Asian/Pacific Islander	2012	100	14	70	9	7
	2013	100	20	66	10	5
Hispanic	2012	99	3	61	25	12
	2013	99	4	61	25	10
White	2012	99	9	74	12	5
	2013	99	11	72	13	5
Students with Disabilities	2012	98	2	27	32	39
	2013	98	3	27	35	36
Limited English Proficient	2012	99	3	62	19	16
	2013	99	3	54	26	16
Economically Disadvantaged	2012	99	3	60	25	12
	2013	99	3	60	25	11
Migrant	2012	99	2	54	23	21
	2013	100	1	51	31	17
Male	2012	99	5	62	21	12
	2013	99	6	61	22	10
Female	2012	99	7	70	17	6
	2013	99	8	69	17	5
Bottom Quartile	2012	100	0	30	40	30
	2013	100	0	30	42	28



Grade 8 – AIMS Science

AIMS Science - Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	39	28	15	18
	2013	99	36	30	18	16
African American	2012	99	27	29	18	26
	2013	99	24	28	22	26
American Indian/Native Alaskan	2012	99	16	27	22	35
	2013	99	13	27	25	35
Asian/Pacific Islander	2012	100	64	20	7	10
	2013	100	62	21	9	8
Hispanic	2012	99	25	31	19	25
	2013	99	23	31	23	22
White	2012	99	56	26	9	8
	2013	99	52	29	11	8
Students with Disabilities	2012	99	11	20	17	52
	2013	98	10	19	22	50
Limited English Proficient	2012	99	27	30	17	27
	2013	99	21	27	22	30
Economically Disadvantaged	2012	99	26	30	19	24
	2013	99	24	31	23	22
Migrant	2012	100	17	30	19	34
	2013	100	12	30	26	31
Male	2012	99	41	27	14	19
	2013	99	37	28	17	18
Female	2012	100	38	29	16	17
	2013	99	36	31	19	15



Grade HS – AIMS Mathematics

AIMS Mathematics - High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	21	40	13	27
	2013	98	19	43	13	25
African American	2012	98	11	36	15	38
	2013	98	9	39	14	38
American Indian/Native Alaskan	2012	98	7	31	17	45
	2013	97	8	32	16	44
Asian/Pacific Islander	2012	99	49	32	6	13
	2013	99	48	35	6	11
Hispanic	2012	99	11	38	15	36
	2013	99	11	41	16	33
White	2012	99	30	43	10	17
	2013	99	28	46	10	16
Students with Disabilities	2012	97	3	16	11	70
	2013	96	3	16	11	70
Limited English Proficient	2012	98	11	37	16	36
	2013	99	11	42	16	31
Economically Disadvantaged	2012	99	11	37	15	37
	2013	99	10	40	16	34
Migrant	2012	99	6	31	13	50
	2013	99	6	33	16	45
Male	2012	98	21	38	12	29
	2013	98	20	40	12	28
Female	2012	99	20	41	13	26
	2013	99	19	45	14	23
Bottom Quartile	2012	100	2	24	17	57
	2013	100	2	26	19	53



**Grade HS – AIMS Reading**

AIMS Reading - High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	99	12	69	16	3
	2013	99	8	75	15	2
African American	2012	98	7	65	23	6
	2013	98	3	72	22	3
American Indian/Native Alaskan	2012	97	3	60	30	7
	2013	98	2	65	29	4
Asian/Pacific Islander	2012	99	24	62	11	3
	2013	99	18	71	9	2
Hispanic	2012	99	5	68	22	4
	2013	99	4	74	20	2
White	2012	99	18	71	9	2
	2013	99	13	78	8	1
Students with Disabilities	2012	97	4	35	44	18
	2013	97	3	39	47	10
Limited English Proficient	2012	98	3	66	24	6
	2013	99	3	73	21	3
Economically Disadvantaged	2012	99	5	66	23	5
	2013	99	4	73	21	3
Migrant	2012	99	2	56	33	9
	2013	98	0	59	37	4
Male	2012	98	11	67	18	4
	2013	99	7	73	17	3
Female	2012	99	13	71	14	2
	2013	99	9	78	12	1
Bottom Quartile	2012	100	1	52	38	9
	2013	100	1	60	35	4



**Grade HS – AIMS Writing**

AIMS Writing - High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	97	4	66	24	6
	2013	97	5	65	24	5
African American	2012	96	2	59	29	10
	2013	96	2	60	29	8
American Indian/Native Alaskan	2012	95	1	46	39	14
	2013	95	1	46	41	12
Asian/Pacific Islander	2012	97	12	68	13	7
	2013	98	17	64	13	5
Hispanic	2012	97	2	58	32	8
	2013	97	2	59	32	7
White	2012	97	5	76	16	3
	2013	97	7	74	16	3
Students with Disabilities	2012	86	0	20	44	35
	2013	86	0	20	47	32
Limited English Proficient	2012	94	1	55	32	12
	2013	94	2	59	30	10
Economically Disadvantaged	2012	97	2	56	32	10
	2013	97	2	58	33	8
Migrant	2012	97	1	39	41	19
	2013	97	0	43	41	15
Male	2012	97	3	61	27	9
	2013	97	3	60	29	8
Female	2012	98	5	71	21	4
	2013	98	6	70	20	3



**Grade HS – AIMS Science**

AIMS Science - High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2012	69	21	21	17	41
	2013	68	18	22	17	43
African American	2012	78	14	19	17	50
	2013	75	10	17	18	55
American Indian/Native Alaskan	2012	81	8	15	18	59
	2013	81	7	14	16	62
Asian/Pacific Islander	2012	56	36	23	12	29
	2013	54	31	25	13	30
Hispanic	2012	75	12	19	18	51
	2013	75	10	18	18	54
White	2012	62	32	26	16	26
	2013	60	30	27	16	28
Students with Disabilities	2012	78	6	13	10	71
	2013	77	5	11	10	73
Limited English Proficient	2012	81	10	17	18	55
	2013	81	9	18	19	55
Economically Disadvantaged	2012	75	12	18	18	51
	2013	77	11	19	18	53
Migrant	2012	89	6	14	14	66
	2013	90	4	9	14	73
Male	2012	70	22	21	16	42
	2013	68	19	20	15	45
Female	2012	68	20	22	18	39
	2013	67	17	23	19	42





## Federal Accountability

**Annual Measureable Objectives (AMOs).** AMOs are unique yearly proficiency targets in reading and mathematics for each subgroup, school and district, as described in [Arizona’s Elementary and Secondary Education Act \(ESEA\) Flexibility Request](#) and can be found using the following link: <http://www.azed.gov/no-child-left-behind/files/2012/08/arizona-new-amos.pdf>. The calculation for whether a school “Met AMOs” can be found using the following link: <http://www.azed.gov/eseawaiver/>. AMO targets only include full academic year students (i.e., students who were enrolled in their school within the first 10 days of the school calendar year and stayed continuously enrolled up through the first testing day). The data in the table below is aggregated to the state level. Since the AMO targets are unique at each grade level, the AMO Goals that are reported for reading and mathematics are the average AMO target for a specific content area. For mathematics the average AMO Goal is 71% with a range of AMO targets from 66%-76% and for reading the average AMO Goal is 83% with a range of AMO targets from 79%-87%.

2013 State-Level Accountability*						
Subgroup	Reading		Mathematics		Additional Academic Indicators	
	Percent Tested	Percent Meets and Exceeds	Percent Tested	Percent Meets Exceeds	4 Year Graduation Rate	Attendance Rate
	Goal: 100%	AMO Goal: 83%	Goal: 100%	AMO Goal: 71%	Goal: 80%	Goal: 90%
All Students	99	80	99	65	77	94
African American	99	73	99	52	72	95
American Indian/Native Alaskan	99	61	99	43	65	92
Asian/Pacific Islander	100	90	100	85	87	97
Hispanic	99	74	99	57	71	94
White	99	89	99	77	85	95
Students with Disabilities	98	42	98	29	66	93
Limited English Proficient	99	57	99	44	24	95
Economically Disadvantaged	99	73	99	56	72	94
Migrant	99	60	99	49	75	
Male	99	76	99	64	73	94
Female	99	84	99	67	81	94
Bottom Quartile	100	46	100	24		

\*All data are based on students enrolled for a full academic year.



## Federal Reward, Focus, and Priority Designations

Starting in 2012, some Title I schools were identified as a Reward, Focus, or Priority school under the ESEA Flexibility request. A complete list of the Reward, Focus, and Priority Schools for 2012 is available here:

<http://www.azed.gov/no-child-left-behind/files/2012/09/az-esea-reward-schools.pdf>.

In 2013, a new Reward list was determined; this list is available here:

<http://www.azed.gov/research-evaluation/files/2014/01/2013-reward-schools.pdf>.

For detailed definitions of these terms, please see this page:

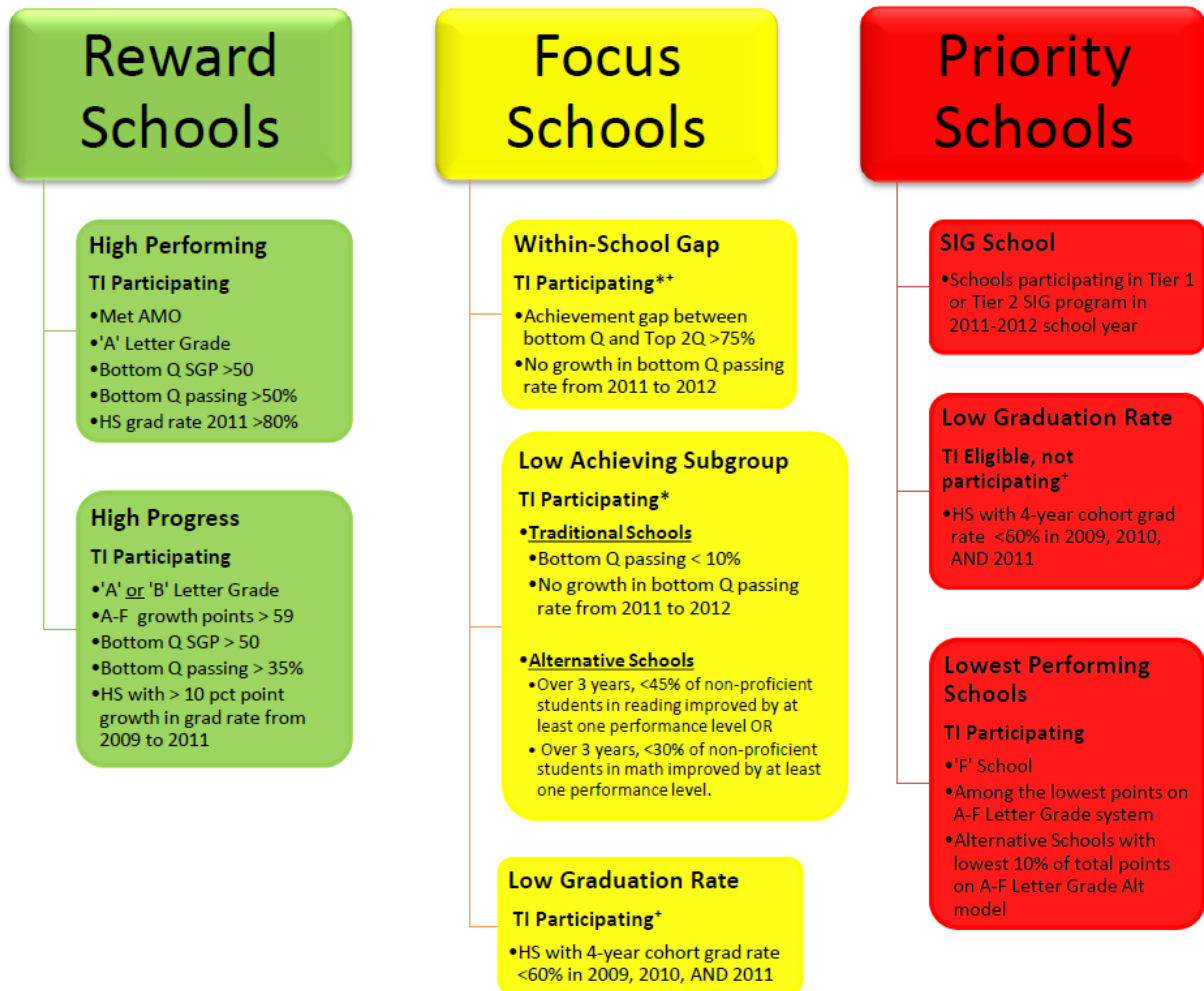
<http://www.azed.gov/research-evaluation/files/2012/10/2012-reward-priority-focus-schools-guide.pdf>.

The following table shows the number of Reward (determined in 2013), Focus (determined in 2012), and Priority (determined in 2012) schools:

<b>Federal Reward, Focus, and Priority Designations</b>	
Reward	87
Focus	127
Priority	63



# Arizona's Reward, Focus, and Priority School Definitions



## State Accountability – A-F Letter Grades

The A-F Letter Grade as required by state law (A.R.S. §15-241) is to be calculated with 50 percent on student growth and 50 percent on academic achievement. For more information about the A-F Letter Grade accountability system go to <http://www.azed.gov/research-evaluation/a-f-accountability/>.

### A-F Letter Grades State Accountability for Schools and LEAs

**Letter Grade A** - A school assigned a letter grade of A demonstrates an excellent level of performance.

**Letter Grade B** - A school assigned a letter grade of B demonstrates an above average level of performance.

**Letter Grade C** - A school assigned a letter grade of C demonstrates an average level of performance.

**Letter Grade D** - A school assigned a letter grade of D demonstrates a below average level of performance.

**Letter Grade F** - A school assigned a letter grade of F demonstrates a failing level of performance. The State Board of Education may also assign a school a letter grade of F if they determine that the school is among the "persistently lowest-achieving schools" in the state under the federal school accountability requirements pursuant to section 1003(g) of the Elementary and Secondary Education Act (20 United States Code section 6303).

For more detailed information on the 2013 A-F Letter Grade models, please see this document:

<http://www.azed.gov/research-evaluation/files/2013/08/2013-a-f-letter-grades-guide-for-parents.pdf>.

### Public Schools

The following table shows the number and percent of schools by A-F Letter Grade received in 2013. A-F Letter Grades represent the system for evaluating schools required by state law. For A-F Letter Grade definitions please see page 28.

2013 A-F Letter Grades - Schools		
Letter Grade	Number of Schools	Percent of Schools
A	491	26.38
B	632	33.96
C	501	26.92
D	219	11.77
F	18	0.97
<b>Total</b>	<b>1,861</b>	<b>100.00%</b>



## Local Education Agencies (LEAs)

The A-F Letter Grade traditional model was used to evaluate LEAs as required by state law at the student-level<sup>1</sup>. For more information on the A-F Letter Grade accountability system please go to <http://www.azed.gov/research-evaluation/a-f-accountability/>. The following table shows the number and percent of LEAs (i.e., district and charter holders) by A-F Letter Grade received in 2013.

2013 A-F Letter Grades - LEAs		
Letter Grade	Number of LEAs	Percent of LEAs
A	145	23.85%
B	201	33.06%
C	161	26.48%
D	88	14.47%
<b>Not Rated (NR)</b>	13	2.14%
<b>Total</b>	608	100.00%

For more detailed information on the 2013 A-F Letter Grade models, please see this document: <http://www.azed.gov/research-evaluation/files/2013/08/2013-a-f-letter-grades-guide-for-parents.pdf>.

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<sup>1</sup> The traditional A-F Letter Grade model was used to calculate the letter grades for the LEAs with two exceptions: 1) if an LEA is made up of only Alternative Schools then the average of the Alternatives Schools' A-F Letter Grades was attributed to that LEA; 2) If an LEA was a singleton (i.e., only had one school), then the LEA was given the same grade as the school.



## Arizona Educators

The following table displays the number of teachers who received a post-secondary degree or degrees. For more about Arizona teachers please visit this page <http://www.azed.gov/highly-qualified-professionals/>.

### Professional Qualifications of All Public K-12 School Teachers in the State

#### All Public K-12 School Teachers FY2013 (July 1, 2012-

Highest Degree Held	Number of Teachers
Bachelor's	38,380
Master's	12,391
Doctorate	193
Other	54

### Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers FY2013

State (FY 2013)	1.40
High Poverty (FY 2013)	1.55
Low Poverty (FY 2013)	1.57

### Percentage of Public K-12 Teachers with Emergency/Provisional Certification FY2013

State (FY 2013)	0.0
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# State of Arizona Department of Education

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