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Superintendent
of Public Instruction

2008-2009 State Report Card



Arizona Department of Education

NAEP Assessment of Educational Progress (NAEP) Reading and Mathematics, 2007

If you would like more information about the NAEP assessments please go to <https://www.ade.az.gov/standards/naep>

State Data

Mathematics

Grade 4

Achievement	Below Basic	Basic (Grade Level)	Proficient	Advanced
Arizona Students	26	43	27	4
White	11	41	40	8
Black	41	43	15	1
Hispanic	39	46	15	#
Asian/Pacific Islander	9	33	44	15
American Indian	45	40	14	1
Eligible for NSLP	40	45	15	1
Students w/Disability	54	33	11	2
Limited English Proficient	64	30	5	1

Participation Rate	Percent
Students w/Disability	81
Limited English Proficient	90

Mathematics

Grade 8

Achievement	Below Basic	Basic (Grade Level)	Proficient	Advanced
Arizona Students	34	40	21	5
White	19	41	32	8
Black	42	43	13	2
Hispanic	48	39	11	1
Asian/Pacific Islander	11	37	30	22
American Indian	50	38	12	1
Eligible for NSLP	48	39	12	1
Students w/Disability	73	22	4	#
Limited English Proficient	76	20	3	1

Participation Rate	Percent
Students w/Disability	73
Limited English Proficient	88

Reading

Grade 4

Achievement	Below Basic	Basic (Grade Level)	Proficient	Advanced
Arizona Students	44	32	20	5
White	29	35	29	8
Black	48	32	18	2
Hispanic	58	29	12	2
Asian/Pacific Islander	20	34	36	10
American Indian	67	24	7	2
Eligible for NSLP	59	28	11	2
Students w/Disability	74	17	8	1
Limited English Proficient	84	13	3	#

Participation Rate	Percent
Students w/Disability	69
Limited English Proficient	77

Reading

Grade 8

Achievement	Below Basic	Basic (Grade Level)	Proficient	Advanced
Arizona Students	35	41	22	2
White	20	43	34	3
Black	42	39	19	1
Hispanic	50	39	10	#
Asian/Pacific Islander	15	37	40	8
American Indian	58	33	8	1
Eligible for NSLP	50	39	11	1
Students w/Disability	76	19	5	#
Limited English Proficient	80	16	3	#

Participation Rate	Percent
Students w/Disability	63
Limited English Proficient	76

NAEP's definition of "proficiency" differs from how the word is understood in ordinary language. It requires the ability to handle "challenging" material, which can exclude people who read and do math perfectly well for everyday life. NAEP's "basic level" is more comparable to the "proficient" definition in most states.

Notes: # rounds to zero

Rows may not add up to 100% due to rounding.

NAEP does not offer an alternative assessment therefore participation rates may vary from the state assessment.

NAEP does not disaggregate data to the district level.

Mathematics Grade 3

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	10	19	49	22	71	55	99	83,629
	2009	9	18	52	20	72	55	99	84,302
Female	2008	9	19	51	21	72	55	99	40,742
	2009	8	19	54	19	73	55	99	41,168
Male	2008	11	18	48	22	70	55	99	42,887
	2009	10	18	51	21	72	55	99	43,134
African American	2008	17	23	48	12	60	55	98	4,697
	2009	15	24	49	12	61	55	98	4,970
Asian	2008	4	10	44	42	86	55	99	2,458
	2009	5	10	48	37	85	55	99	2,546
Hispanic	2008	14	24	50	12	62	55	99	36,452
	2009	11	24	53	12	65	55	99	36,153
Native American	2008	18	30	45	8	53	55	98	4,471
	2009	16	30	48	7	55	55	98	4,349
White	2008	5	12	50	33	83	55	99	35,551
	2009	5	11	53	31	84	55	99	36,284
Economically Disadvantaged	2008	15	25	49	12	61	55	99	45,277
	2009	12	24	52	12	64	55	99	46,852
Students with Disabilities	2008	30	28	33	9	42	55	98	10,957
	2009	26	27	36	11	47	55	98	11,958
Limited English Proficient	2008	22	33	42	4	46	55	100	15,455
	2009	20	36	42	3	45	55	99	13,465
Migrant	2008	13	36	44	7	51	55	100	205
	2009	16	29	49	6	55	55	100	167

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 3

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	8	24	56	13	69	63	99	83,634
	2009	6	22	58	14	72	63	99	83,538
Female	2008	6	22	58	15	73	63	99	40,743
	2009	5	20	60	16	76	63	99	40,898
Male	2008	10	26	53	11	64	63	99	42,891
	2009	8	24	56	12	68	63	99	42,640
African American	2008	10	28	54	8	62	63	98	4,698
	2009	9	27	56	9	65	63	98	4,929
Asian	2008	3	14	58	24	82	63	99	2,458
	2009	4	13	59	24	83	63	99	2,522
Hispanic	2008	11	32	52	6	58	63	99	36,450
	2009	9	29	55	7	62	63	99	35,830
Native American	2008	11	37	48	3	51	63	98	4,471
	2009	11	35	50	4	54	63	98	4,291
White	2008	4	14	60	21	81	63	99	35,557
	2009	4	13	61	22	83	63	99	35,966
Economically Disadvantaged	2008	11	32	51	6	57	63	99	45,271
	2009	9	29	55	7	62	63	99	46,328
Students with Disabilities	2008	29	37	30	4	34	63	98	10,956
	2009	26	36	32	6	38	63	98	11,173
Limited English Proficient	2008	19	46	34	1	35	63	99	15,451
	2009	17	46	36	1	37	63	99	13,399
Migrant	2008	11	46	40	3	43	63	100	205
	2009	12	30	55	4	59	63	100	165

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 3

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	6	18	66	10	76	99	83,519
	2009	4	17	73	6	79	98	82,616
Female	2008	4	13	70	14	84	99	40,718
	2009	3	12	78	8	86	99	40,581
Male	2008	8	23	62	6	68	99	42,801
	2009	6	22	69	3	72	98	42,035
African American	2008	8	21	63	8	71	98	4,685
	2009	6	20	70	4	74	97	4,873
Asian	2008	4	9	65	22	87	99	2,453
	2009	4	9	74	13	87	98	2,495
Hispanic	2008	8	22	64	6	70	99	36,388
	2009	5	20	71	3	74	98	35,470
Native American	2008	9	24	62	5	67	98	4,459
	2009	7	25	66	2	68	96	4,207
White	2008	4	13	68	14	82	99	35,534
	2009	3	13	76	8	84	98	35,571
Economically Disadvantaged	2008	8	23	63	6	69	99	45,191
	2009	5	21	70	3	73	98	45,745
Students with Disabilities	2008	22	33	42	3	45	98	10,929
	2009	14	39	46	1	47	91	10,341
Limited English Proficient	2008	13	30	55	2	57	99	15,403
	2009	8	31	60	1	61	99	13,309
Migrant	2008	8	21	66	4	70	100	205
	2009	4	21	75	1	76	99	163

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	11	15	49	25	74	63	99	82,042
	2009	10	16	46	28	74	63	99	83,768
Female	2008	10	15	51	25	76	63	99	40,024
	2009	9	16	47	28	75	63	99	40,719
Male	2008	12	15	49	25	74	63	99	42,018
	2009	12	16	44	29	73	63	99	43,049
African American	2008	18	18	49	15	64	63	98	4,752
	2009	17	20	46	18	64	63	99	4,926
Asian	2008	5	7	42	46	88	63	99	2,403
	2009	5	8	37	50	87	63	99	2,565
Hispanic	2008	14	19	50	16	66	63	99	35,123
	2009	13	20	48	19	67	63	99	35,689
Native American	2008	20	24	46	10	56	63	98	4,179
	2009	18	26	43	12	55	63	98	4,508
White	2008	6	9	50	35	85	63	99	35,585
	2009	5	10	45	40	85	63	99	36,080
Economically Disadvantaged	2008	16	20	50	15	65	63	99	43,063
	2009	14	21	47	18	65	63	99	46,029
Students with Disabilities	2008	33	24	34	8	42	63	98	11,122
	2009	32	24	32	12	44	63	98	12,142
Limited English Proficient	2008	27	29	40	4	44	63	100	13,001
	2009	26	32	37	4	41	63	99	11,939
Migrant	2008	15	23	48	13	61	63	98	234
	2009	12	27	47	13	60	63	98	219

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	9	21	60	9	69	56	99	82,061
	2009	8	19	60	12	72	56	99	82,981
Female	2008	7	20	63	10	73	56	99	40,032
	2009	6	18	63	13	76	56	99	40,427
Male	2008	12	22	57	8	65	56	99	42,029
	2009	11	21	58	10	68	56	99	42,554
African American	2008	13	25	57	5	62	56	98	4,754
	2009	13	24	56	7	63	56	99	4,866
Asian	2008	4	13	67	15	82	56	99	2,401
	2009	5	10	64	21	85	56	99	2,543
Hispanic	2008	13	28	54	4	58	56	99	35,126
	2009	12	26	56	6	62	56	99	35,357
Native American	2008	15	34	48	2	50	56	98	4,182
	2009	13	33	51	3	54	56	98	4,453
White	2008	5	12	67	16	83	56	99	35,598
	2009	4	11	66	18	84	56	99	35,762
Economically Disadvantaged	2008	14	29	54	4	58	56	99	43,074
	2009	12	26	56	5	61	56	99	45,508
Students with Disabilities	2008	34	31	32	3	35	56	98	11,129
	2009	33	30	32	5	37	56	98	11,344
Limited English Proficient	2008	27	45	28	0	28	56	100	13,001
	2009	24	45	30	1	31	56	99	11,874
Migrant	2008	15	38	44	4	48	56	98	234
	2009	13	38	45	4	49	56	98	218

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	4	26	67	3	70	99	82,019
	2009	2	15	80	3	83	98	82,172
Female	2008	3	19	73	5	78	99	40,035
	2009	1	9	85	5	90	99	40,143
Male	2008	6	32	60	2	62	99	41,984
	2009	3	20	75	2	77	98	42,029
African American	2008	6	29	63	2	65	98	4,753
	2009	3	19	76	2	78	97	4,810
Asian	2008	3	15	74	8	82	99	2,397
	2009	2	8	82	9	91	99	2,524
Hispanic	2008	6	31	62	1	63	99	35,105
	2009	2	18	78	1	79	98	35,041
Native American	2008	6	33	60	1	61	98	4,185
	2009	3	20	76	2	78	97	4,388
White	2008	3	20	72	5	77	99	35,579
	2009	1	11	83	5	88	98	35,409
Economically Disadvantaged	2008	6	32	60	1	61	99	43,061
	2009	3	19	77	1	78	98	45,001
Students with Disabilities	2008	16	46	37	1	38	98	11,106
	2009	8	40	51	1	52	91	10,520
Limited English Proficient	2008	11	45	44	0	44	99	12,979
	2009	4	31	65	0	65	99	11,823
Migrant	2008	5	30	64	0	64	99	236
	2009	2	18	79	0	79	98	218

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Science Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	21	25	35	19	54	93	76,842
	2009	17	26	37	21	58	98	81,697
Female	2008	21	27	36	17	53	93	37,686
	2009	16	26	38	20	58	98	39,816
Male	2008	22	24	34	20	54	92	39,156
	2009	18	25	35	22	57	98	41,881
African American	2008	29	29	32	10	42	92	4,436
	2009	24	31	32	13	45	97	4,789
Asian	2008	11	18	38	32	70	95	2,292
	2009	9	16	38	36	74	98	2,517
Hispanic	2008	31	32	29	8	37	93	32,753
	2009	25	33	33	10	43	98	34,888
Native American	2008	37	33	25	5	30	90	3848
	2009	30	36	28	6	34	94	4284
White	2008	10	18	41	31	72	93	33513
	2009	8	17	42	33	75	98	35219
Economically Disadvantaged	2008	32	31	29	8	37	92	39934
	2009	25	32	33	10	43	98	44759
Students with Disabilities	2008	44	27	21	8	29	85	9654
	2009	39	28	23	10	33	97	11159
Limited English Proficient	2008	57	32	11	1	12	93	12101
	2009	50	37	13	1	14	98	11712
Migrant	2008	40	35	23	2	25	90	214
	2009	34	35	25	6	31	98	217

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 5

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	13	18	50	20	70	47	99	81,580
	2009	10	18	49	23	72	47	99	82,352
Female	2008	11	19	51	19	70	47	99	39,705
	2009	9	18	51	22	73	47	99	40,065
Male	2008	14	17	48	21	69	47	99	41,875
	2009	12	17	47	24	71	47	99	42,287
African American	2008	21	22	47	11	58	47	98	4,642
	2009	17	23	47	13	60	47	99	4,982
Asian	2008	6	9	43	43	86	47	99	2,316
	2009	6	8	40	47	87	47	99	2,452
Hispanic	2008	17	24	49	11	60	47	99	34,940
	2009	13	23	50	14	64	47	99	34,537
Native American	2008	23	26	44	7	51	47	98	4,084
	2009	21	27	43	9	52	47	98	4,371
White	2008	6	12	52	30	82	47	99	35,598
	2009	6	11	49	33	82	47	99	36,010
Economically Disadvantaged	2008	18	24	48	10	58	47	99	42,741
	2009	15	23	49	13	62	47	99	44,479
Students with Disabilities	2008	41	26	28	5	33	47	98	11,001
	2009	36	26	31	7	38	47	98	11,846
Limited English Proficient	2008	37	33	28	2	30	47	99	10,288
	2009	32	36	30	2	32	47	99	8,768
Migrant	2008	22	26	46	6	52	47	100	231
	2009	20	24	44	12	56	47	99	278

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 5

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	9	22	60	8	68	55	99	81,602
	2009	8	18	62	11	73	55	99	81,619
Female	2008	7	21	63	9	72	55	99	39,715
	2009	6	17	65	12	77	55	99	39,815
Male	2008	12	24	57	8	65	55	99	41,887
	2009	11	20	60	10	70	55	99	41,804
African American	2008	14	26	56	4	60	55	98	4,641
	2009	12	23	59	6	65	55	99	4,935
Asian	2008	5	13	65	17	82	55	99	2,315
	2009	5	9	66	20	86	55	99	2,436
Hispanic	2008	14	30	53	4	57	55	99	34,943
	2009	12	24	59	5	64	55	99	34,206
Native American	2008	16	35	47	2	49	55	98	4,085
	2009	14	31	51	4	55	55	98	4,313
White	2008	4	14	68	14	82	55	99	35,618
	2009	4	11	67	18	85	55	99	35,729
Economically Disadvantaged	2008	14	30	52	3	55	55	99	42,758
	2009	12	25	58	5	63	55	99	43,998
Students with Disabilities	2008	35	34	28	2	30	55	98	11,010
	2009	34	31	31	4	35	55	98	11,110
Limited English Proficient	2008	34	46	20	0	20	55	99	10,282
	2009	31	44	26	0	26	55	99	8,707
Migrant	2008	22	32	45	0	45	55	100	231
	2009	19	26	53	2	55	55	99	274

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 5

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	3	32	63	2	65	99	81,573
	2009	3	17	76	3	79	98	80,851
Female	2008	2	23	72	3	75	99	39,726
	2009	2	12	82	5	87	99	39,567
Male	2008	5	40	55	1	56	99	41,847
	2009	5	23	71	2	73	98	41,284
African American	2008	5	35	59	1	60	98	4,641
	2009	5	21	72	2	74	98	4,889
Asian	2008	3	18	74	5	79	99	2,316
	2009	3	8	79	9	88	99	2,418
Hispanic	2008	4	37	58	1	59	99	34,932
	2009	4	21	73	2	75	98	33,870
Native American	2008	5	42	52	1	53	98	4,077
	2009	6	27	66	1	67	96	4,245
White	2008	2	26	70	3	73	99	35,607
	2009	2	12	81	5	86	99	35,429
Economically Disadvantaged	2008	5	39	56	1	57	99	42,734
	2009	5	23	71	1	72	98	43,502
Students with Disabilities	2008	13	55	31	0	31	98	11,006
	2009	16	42	42	1	43	91	10,339
Limited English Proficient	2008	11	54	35	0	35	99	10,271
	2009	11	40	48	0	48	99	8,642
Migrant	2008	6	41	53	0	53	100	231
	2009	5	25	68	2	70	98	272

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 6

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	17	16	49	18	67	54	99	81,994
	2009	16	16	47	21	68	54	99	81,994
Female	2008	15	16	51	18	69	54	99	40,229
	2009	14	16	49	21	70	54	99	39,752
Male	2008	19	16	47	18	65	54	99	41,765
	2009	18	16	45	21	66	54	99	42,242
African American	2008	24	21	46	9	55	54	98	4,604
	2009	25	19	45	12	57	54	99	4,877
Asian	2008	6	8	46	40	86	54	99	2,344
	2009	8	9	41	43	84	54	100	2,460
Hispanic	2008	22	21	47	10	57	54	99	33,939
	2009	21	20	47	12	59	54	99	34,254
Native American	2008	30	23	42	6	48	54	97	4,270
	2009	28	24	40	8	48	54	98	4,223
White	2008	9	11	52	28	80	54	99	36,837
	2009	9	11	48	31	79	54	99	36,180
Economically Disadvantaged	2008	24	21	46	9	55	54	99	41,189
	2009	22	20	46	12	58	54	99	43,452
Students with Disabilities	2008	52	22	22	4	26	54	97	10,494
	2009	50	20	25	6	31	54	98	11,219
Limited English Proficient	2008	50	26	23	1	24	54	99	8,630
	2009	49	26	23	2	25	54	99	7,258
Migrant	2008	30	19	42	9	51	54	98	248
	2009	24	25	42	8	50	54	100	271

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 6

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	10	22	60	8	68	56	99	82,021
	2009	9	21	65	6	71	56	99	81,271
Female	2008	7	21	63	9	72	56	99	40,245
	2009	6	20	68	6	74	56	99	39,478
Male	2008	12	23	58	7	65	56	99	41,776
	2009	11	23	62	5	67	56	99	41,793
African American	2008	12	26	57	4	61	56	98	4,605
	2009	12	26	59	2	61	56	99	4,821
Asian	2008	5	12	66	18	84	56	99	2,347
	2009	6	12	71	12	83	56	100	2,446
Hispanic	2008	14	30	53	3	56	56	99	33,948
	2009	12	29	57	2	59	56	99	33,926
Native American	2008	17	35	46	2	48	56	97	4,274
	2009	14	35	50	2	52	56	98	4,186
White	2008	5	13	68	14	82	56	99	36,847
	2009	4	13	74	9	83	56	99	35,892
Economically Disadvantaged	2008	15	30	52	3	55	56	99	41,207
	2009	13	29	56	2	58	56	99	42,980
Students with Disabilities	2008	38	35	26	1	27	56	97	10,507
	2009	36	34	28	3	31	56	98	10,491
Limited English Proficient	2008	39	45	16	0	16	56	99	8,633
	2009	38	46	16	0	16	56	99	7,187
Migrant	2008	18	33	47	1	48	56	98	248
	2009	17	35	48	0	48	56	100	270

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 6

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	5	24	67	5	72	99	81,934
	2009	2	12	79	7	86	98	80,541
Female	2008	3	17	74	6	80	99	40,259
	2009	1	7	82	10	92	99	39,233
Male	2008	7	30	61	3	64	99	41,675
	2009	3	17	76	4	80	98	41,308
African American	2008	6	26	65	3	68	98	4,608
	2009	3	15	77	5	82	98	4,764
Asian	2008	3	13	73	12	85	99	2,342
	2009	3	6	76	15	91	99	2,426
Hispanic	2008	6	28	63	3	66	99	33,904
	2009	2	15	78	4	82	98	33,617
Native American	2008	8	33	57	1	58	97	4,272
	2009	4	17	76	3	79	97	4,137
White	2008	3	19	72	6	78	99	36,808
	2009	1	9	80	11	91	98	35,597
Economically Disadvantaged	2008	7	30	61	2	63	99	41,158
	2009	3	16	77	4	81	98	42,517
Students with Disabilities	2008	20	46	33	1	34	97	10,463
	2009	11	38	50	1	51	91	9,749
Limited English Proficient	2008	19	45	36	0	36	99	8,598
	2009	9	35	56	0	56	98	7,125
Migrant	2008	8	25	63	4	67	98	249
	2009	4	10	83	3	86	99	269

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 7

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	12	17	53	18	71	58	99	81,103
	2009	11	15	54	19	73	58	99	82,228
Female	2008	10	16	55	19	74	58	99	39,611
	2009	9	15	56	19	75	58	99	40,267
Male	2008	14	17	51	17	68	58	98	41,492
	2009	13	16	52	19	71	58	98	41,961
African American	2008	19	22	50	9	59	58	98	4,570
	2009	17	20	54	9	63	58	98	4,809
Asian	2008	5	7	48	40	88	58	99	2,404
	2009	5	6	46	42	88	58	99	2,473
Hispanic	2008	17	22	52	9	61	58	99	33,166
	2009	15	20	54	11	65	58	99	33,437
Native American	2008	21	27	46	6	52	58	97	4,256
	2009	20	24	49	7	56	58	97	4,402
White	2008	7	11	56	27	83	58	99	36,707
	2009	7	11	55	28	83	58	99	37,107
Economically Disadvantaged	2008	18	23	50	9	59	58	99	39,235
	2009	16	20	53	11	64	58	99	41,562
Students with Disabilities	2008	46	27	25	2	27	58	97	9,971
	2009	42	24	28	5	33	58	97	10,567
Limited English Proficient	2008	40	32	27	1	28	58	99	8,483
	2009	39	32	27	1	28	58	99	6,945
Migrant	2008	22	26	46	6	52	58	100	236
	2009	20	20	51	9	60	58	100	281

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 7

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	9	21	62	8	70	59	99	81,118
	2009	8	20	65	8	73	59	99	81,516
Female	2008	6	19	66	9	75	59	99	39,617
	2009	5	17	68	9	77	59	99	39,985
Male	2008	12	23	58	7	65	59	98	41,501
	2009	10	22	61	7	68	59	98	41,531
African American	2008	12	25	59	4	63	59	98	4,570
	2009	10	24	61	5	66	59	98	4,765
Asian	2008	5	11	66	19	85	59	99	2,404
	2009	5	10	68	17	85	59	99	2,453
Hispanic	2008	13	28	55	3	58	59	99	33,168
	2009	11	26	59	4	63	59	99	33,109
Native American	2008	13	33	51	2	53	59	97	4,260
	2009	13	30	54	2	56	59	97	4,342
White	2008	4	13	69	13	82	59	99	36,716
	2009	4	12	71	12	83	59	99	36,847
Economically Disadvantaged	2008	14	29	54	3	57	59	99	39,249
	2009	11	27	59	3	62	59	99	41,089
Students with Disabilities	2008	36	37	26	1	27	59	97	9,972
	2009	34	35	28	3	31	59	97	9,854
Limited English Proficient	2008	36	45	19	0	19	59	99	8,481
	2009	34	47	19	0	19	59	99	6,869
Migrant	2008	17	36	47	0	47	59	100	236
	2009	14	31	52	3	55	59	100	277

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 7

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	3	32	63	2	65	99	81,163
	2009	3	14	80	3	83	98	80,866
Female	2008	2	24	71	3	74	99	39,640
	2009	1	9	85	5	90	98	39,738
Male	2008	4	40	55	1	56	99	41,523
	2009	4	19	75	2	77	98	41,128
African American	2008	4	35	59	2	61	98	4,565
	2009	4	16	78	2	80	97	4,728
Asian	2008	2	16	74	7	81	99	2,401
	2009	3	7	79	11	90	98	2,427
Hispanic	2008	4	39	56	1	57	99	33,190
	2009	4	19	76	1	77	98	32,821
Native American	2008	4	45	51	1	52	97	4,268
	2009	4	22	73	1	74	96	4,298
White	2008	1	25	70	3	73	99	36,739
	2009	2	10	84	5	89	98	36,592
Economically Disadvantaged	2008	5	41	54	1	55	99	39,285
	2009	4	20	75	1	76	98	40,664
Students with Disabilities	2008	13	61	26	0	26	97	9,959
	2009	14	40	45	0	45	90	9,111
Limited English Proficient	2008	13	61	26	0	26	99	8,474
	2009	13	39	48	0	48	98	6,783
Migrant	2008	3	46	49	1	50	100	236
	2009	2	22	74	3	77	98	273

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	20	18	49	13	62	38	99	80,807
	2009	17	19	48	15	63	38	99	80,719
Female	2008	19	19	50	12	62	38	99	39,655
	2009	16	20	49	15	64	38	99	39,408
Male	2008	22	17	47	13	60	38	98	41,152
	2009	19	18	47	16	63	38	98	41,311
African American	2008	30	22	43	5	48	38	98	4,607
	2009	27	24	42	8	50	38	98	4,835
Asian	2008	9	10	50	31	81	38	99	2,265
	2009	7	10	47	36	83	38	99	2,531
Hispanic	2008	28	23	43	6	49	38	99	32,830
	2009	24	24	44	8	52	38	99	32,494
Native American	2008	33	25	39	3	42	38	97	4,433
	2009	29	28	37	5	42	38	96	4,183
White	2008	11	14	55	19	74	38	99	36,672
	2009	10	14	53	23	76	38	99	36,676
Economically Disadvantaged	2008	30	23	42	5	47	38	99	37,937
	2009	25	24	43	8	51	38	99	39,688
Students with Disabilities	2008	60	21	18	1	19	38	97	9,578
	2009	53	21	21	5	26	38	97	10,445
Limited English Proficient	2008	59	24	17	1	18	38	99	7,963
	2009	57	25	16	1	17	38	99	6,299
Migrant	2008	33	23	38	5	43	38	99	263
	2009	33	24	39	4	43	38	99	269

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	11	22	60	7	67	54	99	80,833
	2009	10	21	60	9	69	54	99	79,969
Female	2008	8	21	63	8	71	54	99	39,671
	2009	7	19	64	10	74	54	99	39,103
Male	2008	13	23	57	6	63	54	98	41,162
	2009	13	22	57	8	65	54	98	40,866
African American	2008	15	26	56	3	59	54	98	4,611
	2009	14	24	58	4	62	54	98	4,767
Asian	2008	6	13	67	14	81	54	99	2,265
	2009	6	11	64	19	83	54	99	2,519
Hispanic	2008	16	30	52	3	55	54	99	32,843
	2009	15	27	54	4	58	54	99	32,177
Native American	2008	18	34	46	2	48	54	97	4,440
	2009	17	34	47	3	50	54	96	4,128
White	2008	5	14	70	11	81	54	99	36,674
	2009	5	13	67	14	81	54	99	36,378
Economically Disadvantaged	2008	17	30	51	2	53	54	99	37,950
	2009	15	28	54	4	58	54	99	39,205
Students with Disabilities	2008	41	36	22	1	23	54	97	9,582
	2009	40	33	24	2	26	54	97	9,670
Limited English Proficient	2008	43	43	14	0	14	54	99	7,969
	2009	45	40	14	0	14	54	99	6,248
Migrant	2008	19	33	46	3	49	54	99	263
	2009	21	29	49	1	50	54	99	264

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	2	22	74	2	76	99	80,879
	2009	2	11	83	3	86	98	79,288
Female	2008	1	15	80	3	83	99	39,720
	2009	1	7	88	4	92	98	38,848
Male	2008	3	28	68	1	69	98	41,159
	2009	3	16	79	2	81	97	40,440
African American	2008	4	23	72	1	73	98	4,609
	2009	3	14	81	2	83	97	4,708
Asian	2008	2	10	82	6	88	99	2,264
	2009	2	5	83	10	93	99	2,505
Hispanic	2008	3	30	66	1	67	99	32,859
	2009	3	15	80	1	81	98	31,875
Native American	2008	3	29	66	1	67	97	4,457
	2009	3	17	79	1	80	96	4,099
White	2008	1	14	82	3	85	99	36,690
	2009	1	7	87	5	92	98	36,101
Economically Disadvantaged	2008	4	30	65	1	66	99	37,993
	2009	3	16	79	1	80	98	38,783
Students with Disabilities	2008	11	52	38	0	38	97	9,570
	2009	11	37	51	0	51	89	8,901
Limited English Proficient	2008	11	55	33	0	33	99	7,963
	2009	11	37	52	0	52	98	6,179
Migrant	2008	4	27	68	1	69	99	263
	2009	2	15	81	2	83	98	260

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Science Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	30	20	22	28	50	94	76,726
	2009	25	19	24	32	56	97	78,574
Female	2008	28	21	23	28	51	94	37,816
	2009	24	20	25	31	56	97	38,454
Male	2008	32	19	21	29	50	93	38,910
	2009	27	18	23	32	55	97	40,120
African American	2008	40	22	21	17	38	92	4,333
	2009	35	22	22	21	43	97	4,691
Asian	2008	16	15	22	48	70	97	2,198
	2009	12	11	23	54	77	98	2,495
Hispanic	2008	43	24	20	14	34	94	31,088
	2009	36	23	23	17	40	97	31,601
Native American	2008	49	25	17	9	26	89	4098
	2009	44	26	19	11	30	94	4026
White	2008	16	16	24	44	68	94	35009
	2009	13	15	25	47	72	97	35761
Economically Disadvantaged	2008	44	23	19	14	33	93	35659
	2009	37	23	22	18	40	97	38519
Students with Disabilities	2008	70	16	9	6	15	83	8251
	2009	61	17	13	8	21	95	9470
Limited English Proficient	2008	81	13	4	1	5	92	7420
	2009	79	15	5	1	6	97	6106
Migrant	2008	52	23	14	10	24	96	256
	2009	43	24	23	11	34	100	26

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	20	12	54	14	68	40	98	74,259
	2009	20	10	53	17	70	40	97	75,712
Female	2008	18	12	55	14	69	40	98	36,867
	2009	19	10	55	16	71	40	97	37,306
Male	2008	22	12	52	15	67	40	97	37,392
	2009	22	10	51	17	68	40	97	38,406
African American	2008	29	15	49	7	56	40	97	4,275
	2009	30	13	49	8	57	40	96	4,634
Asian	2008	8	7	48	37	85	40	98	2,036
	2009	9	5	46	40	86	40	97	2,349
Hispanic	2008	28	15	50	6	56	40	97	28,079
	2009	28	13	51	8	59	40	97	28,813
Native American	2008	35	19	43	4	47	40	96	4,246
	2009	37	15	44	5	49	40	96	4,426
White	2008	11	8	59	22	81	40	98	35,623
	2009	12	7	56	25	81	40	97	35,490
Economically Disadvantaged	2008	31	16	48	5	53	40	97	26,934
	2009	29	13	50	7	57	40	98	30,010
Students with Disabilities	2008	62	16	21	1	22	40	94	7,499
	2009	60	12	25	3	28	40	95	8,443
Limited English Proficient	2008	60	18	21	1	22	40	98	5,296
	2009	65	15	20	1	21	40	97	4,059
Migrant	2008	30	16	52	3	55	40	98	309
	2009	32	16	48	4	52	40	99	320

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2008	6	21	66	7	73	49	98	75,311
	2009	6	20	66	9	75	49	97	75,330
Female	2008	4	20	68	8	76	49	98	37,353
	2009	4	19	68	9	77	49	97	37,176
Male	2008	7	22	65	6	71	49	97	37,958
	2009	7	21	64	8	72	49	96	38,154
African American	2008	8	25	64	3	67	49	97	4,320
	2009	9	25	62	4	66	49	96	4,561
Asian	2008	3	12	70	15	85	49	98	2,039
	2009	4	12	64	20	84	49	97	2,326
Hispanic	2008	9	31	58	2	60	49	98	28,628
	2009	8	28	60	3	63	49	97	28,700
Native American	2008	10	36	52	1	53	49	97	4,343
	2009	11	37	51	2	53	49	95	4,384
White	2008	2	11	75	12	87	49	98	35,981
	2009	2	11	73	14	87	49	97	35,359
Economically Disadvantaged	2008	10	32	56	2	58	49	98	27,574
	2009	9	29	58	3	61	49	97	29,917
Students with Disabilities	2008	25	44	30	1	31	49	94	7,713
	2009	26	43	29	3	32	49	95	7,774
Limited English Proficient	2008	29	56	15	0	15	49	98	5,437
	2009	31	53	16	0	16	49	97	4,063
Migrant	2008	8	38	54	1	55	49	99	320
	2009	10	32	56	1	57	49	99	321

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	4	27	61	7	68	98	75,111
	2009	3	25	65	7	72	96	74,522
Female	2008	3	22	66	10	76	98	37,312
	2009	2	20	69	9	78	96	36,811
Male	2008	6	32	57	5	62	97	37,799
	2009	5	30	60	5	65	95	37,711
African American	2008	6	30	59	5	64	97	4,304
	2009	5	29	61	5	66	94	4,505
Asian	2008	3	15	62	20	82	98	2,041
	2009	3	13	67	18	85	96	2,317
Hispanic	2008	6	36	55	3	58	97	28,527
	2009	4	33	59	4	63	96	28,341
Native American	2008	8	42	49	2	51	96	4,303
	2009	7	42	49	2	51	93	4,303
White	2008	2	19	68	11	79	98	35,936
	2009	2	17	72	10	82	96	35,056
Economically Disadvantaged	2008	8	38	52	3	55	97	27,450
	2009	5	35	56	3	59	96	29,410
Students with Disabilities	2008	20	55	24	0	24	93	7,650
	2009	17	58	24	1	25	85	7,017
Limited English Proficient	2008	24	58	18	0	18	97	5,381
	2009	22	61	17	0	17	95	4,007
Migrant	2008	10	43	46	1	47	96	312
	2009	4	47	48	1	49	98	317

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Science High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2008	49	19	20	12	32	58	43,935
	2009	48	18	23	11	34	61	47,100
Female	2008	49	20	20	11	31	59	22,135
	2009	48	19	23	10	33	61	23,204
Male	2008	49	17	20	14	34	57	21,800
	2009	48	17	22	13	35	61	23,896
African American	2008	60	18	15	6	21	62	2,739
	2009	59	18	17	6	23	66	3,141
Asian	2008	36	20	23	22	45	55	1,146
	2009	33	17	30	20	50	56	1,349
Hispanic	2008	62	18	14	5	19	61	17,574
	2009	61	18	17	5	22	67	19,585
Native American	2008	68	18	11	3	14	62	2,737
	2009	69	17	12	3	15	70	3,160
White	2008	33	19	27	20	47	54	19,739
	2009	31	19	31	20	51	55	19,865
Economically Disadvantaged	2008	63	18	14	5	19	61	16,768
	2009	61	18	17	5	22	68	20,651
Students with Disabilities	2008	84	8	6	2	8	47	3,789
	2009	75	9	11	5	16	68	5,503
Limited English Proficient	2008	92	6	2	0	2	55	2,983
	2009	93	4	2	0	2	71	2,943
Migrant	2008	72	14	12	2	14	61	191
	2009	73	15	12	1	13	73	23

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

NCLB Federal Accountability School Improvement Status

Improvement Status	2008	2009
Year 1	105	111
Year 2	91	67
Corrective Action	46	55
Restructuring Implemented	14	40
Restructuring Planning	35	38
Out of School Improvement	14	31
Warning	162	117
Total Identified	291	311
Total Not-Identified	701	877

Number of Title I Schools Identified for Improvement. For status definitions, please see page 27.

Adequate Yearly Progress (AYP)*

School and District

Year	School AYP		District AYP	
	Met	Not Met	Met	Not Met
2008	1360	512	341	219
2009	1425	490	348	224

*AYP: A measure of school performance as mandated by the federal government under the No Child Left Behind Act. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures schools toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Statewide Four-Year Graduation Rates (percent)

	2007	2008
All Students	73	75
Female	78	79
Male	69	71
African American	72	73
Asian/Pacific Islander	86	87
Hispanic	65	67
Native American	55	60
White	81	82
Limited English Proficient	46	48
Students with Disabilities	63	64
Economically Disadvantaged	65	66
Migrant	74	71

Average Daily Attendance Rates (percent)

Grades 1-8	2009
All Students	95.2696
Asian/Pacific Islander	95.3199
African American	95.2222
Hispanic	95.3859
Native American	96.9996
White	95.2089
Female	93.3021
Male	95.4393
Limited English Proficient	95.4047
Students with Disabilities	93.3799
Economically Disadvantaged	94.8874
Migrant	95.9141

This table shows statewide performance on the additional indicator as required by the No Child Left Behind Act.

AZ LEARNS - State Accountability

Achievement Profile	Number of Schools
Excelling	395
Highly Performing	249
Performing Plus	609
Performing	577
Underperforming	46
Failing to Meet Academic Standards	19

This table shows the number of schools that have earned each of the AZ LEARNS profiles in 2008. AZ LEARNS is the system for evaluating schools required by state law. For profile definitions, please see page 41.

Highly Qualified Teachers 2007-2008

Highest Degree Held	Number of Teachers
Bachelors	39,396
Other	139
Doctorate	179
Masters	11,645

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

State (FY2009)	6.6
High Poverty Schools (FY2009)	8.6
Low Poverty Schools (FY2009)	3.6

Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers

Percentage of Public K-12 Teachers with Emergency/ Provisional Certification	3.6%
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Title I Schools Identified for Improvement

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 implement the restructuring plan.

Out of School Improvement – A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

Total Identified – Total number of Title I schools identified for Title I school improvement.

Total Not-Identified – Total number of Title I and non-Title I schools identified as making adequate yearly progress (AYP).

Title I School – any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

AZ LEARNS - State Accountability

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students “Exceeding the Standard” category on AIMS.

School performance was at or above the state baseline and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students “Exceeding the Standard” category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students “Exceeds the Standard” category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline and/or the school made adequate growth during the past three years.

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.

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

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.



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