



# Tom Horne

Superintendent  
of Public Instruction

## 2007-2008 State Report Card



Arizona Department of Education

### 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	2007	10	18	53	19	72	43	99	81,651
	2008	10	19	49	22	71	55	99	83,629
Female	2007	9	18	55	19	74	43	99	39,838
	2008	9	19	51	21	72	55	99	40,742
Male	2007	11	18	51	20	71	43	99	41,813
	2008	11	18	48	22	70	55	99	42,887
African American	2007	16	23	51	11	62	43	98	4,557
	2008	17	23	48	12	60	55	98	4,697
Asian	2007	3	10	48	38	86	43	99	2,293
	2008	4	10	44	42	86	55	99	2,458
Hispanic	2007	14	24	53	10	63	43	99	35,495
	2008	14	24	50	12	62	55	99	36,452
Native American	2007	17	29	48	7	55	43	98	4,095
	2008	18	30	45	8	53	55	98	4,471
White	2007	5	11	54	30	84	43	99	35,211
	2008	5	12	50	33	83	55	99	35,551
Economically Disadvantaged	2007	14	24	52	10	62	43	99	41,922
	2008	15	25	49	12	61	55	99	45,277
Students with Disabilities	2007	27	26	38	8	46	43	96	10,620
	2008	30	28	33	9	42	55	98	10,957
Limited English Proficient	2007	22	33	41	3	44	43	99	15,039
	2008	22	33	42	4	46	55	100	15,455
Migrant	2007	14	26	51	8	59	43	99	345
	2008	13	36	44	7	51	55	100	205

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	2007	7	24	57	12	69	53	98	81,350
	2008	8	24	56	13	69	63	99	83,634
Female	2007	5	22	59	14	73	53	99	39,759
	2008	6	22	58	15	73	63	99	40,743
Male	2007	9	26	55	10	65	53	98	41,591
	2008	10	26	53	11	64	63	99	42,891
African American	2007	8	29	56	7	63	53	98	4,534
	2008	10	28	54	8	62	63	98	4,698
Asian	2007	3	14	64	20	84	53	99	2,291
	2008	3	14	58	24	82	63	99	2,458
Hispanic	2007	10	32	52	5	57	53	98	35,367
	2008	11	32	52	6	58	63	99	36,450
Native American	2007	10	37	49	4	53	53	98	4,083
	2008	11	37	48	3	51	63	98	4,471
White	2007	3	14	63	20	83	53	98	35,075
	2008	4	14	60	21	81	63	99	35,557
Economically Disadvantaged	2007	10	33	52	5	57	53	98	41,754
	2008	11	32	51	6	57	63	99	45,271
Students with Disabilities	2007	24	37	34	4	38	53	93	10,319
	2008	29	37	30	4	34	63	98	10,956
Limited English Proficient	2007	19	48	32	1	33	53	98	14,964
	2008	19	46	34	1	35	63	99	15,451
Migrant	2007	10	38	50	3	53	53	99	344
	2008	11	46	40	3	43	63	100	205

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**

<b>Subgroup</b>	<b>Year</b>	<b>Percent Falls Far Below</b>	<b>Percent Approaches</b>	<b>Percent Meets</b>	<b>Percent Exceeds</b>	<b>Percent Pass</b>	<b>Percent Tested</b>	<b>Number Tested</b>
<b>All Students</b>	2007	6	14	65	16	81	99	81,572
	2008	6	18	66	10	76	99	83,519
<b>Female</b>	2007	4	10	66	20	86	99	39,847
	2008	4	13	70	14	84	99	40,718
<b>Male</b>	2007	7	18	64	11	75	98	41,725
	2008	8	23	62	6	68	99	42,801
<b>African American</b>	2007	8	16	64	12	76	98	4,553
	2008	8	21	63	8	71	98	4,685
<b>Asian</b>	2007	4	6	58	32	90	99	2,287
	2008	4	9	65	22	87	99	2,453
<b>Hispanic</b>	2007	8	18	65	9	74	99	35,455
	2008	8	22	64	6	70	99	36,388
<b>Native American</b>	2007	8	19	66	7	73	97	4,051
	2008	9	24	62	5	67	98	4,459
<b>White</b>	2007	3	9	66	22	88	99	35,226
	2008	4	13	68	14	82	99	35,534
<b>Economically Disadvantaged</b>	2007	8	19	65	9	74	99	41,846
	2008	8	23	63	6	69	99	45,191
<b>Students with Disabilities</b>	2007	16	30	48	6	54	96	10,623
	2008	22	33	42	3	45	98	10,929
<b>Limited English Proficient</b>	2007	13	27	57	3	60	99	14,981
	2008	13	30	55	2	57	99	15,403
<b>Migrant</b>	2007	8	23	62	7	69	99	345
	2008	8	21	66	4	70	100	205

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**

<b>Subgroup</b>	<b>Year</b>	<b>Percent Falls Far Below</b>	<b>Percent Approaches</b>	<b>Percent Meets</b>	<b>Percent Exceeds</b>	<b>Percent Pass</b>	<b>Annual Objective</b>	<b>Percent Tested</b>	<b>Number Tested</b>
<b>All Students</b>	2007	11	16	46	27	73	54	99	81,016
	2008	11	15	49	25	74	63	99	82,042
<b>Female</b>	2007	10	16	48	26	74	54	99	39,458
	2008	10	15	51	25	76	63	99	40,024
<b>Male</b>	2007	12	15	45	28	73	54	99	41,558
	2008	12	15	49	25	74	63	99	42,018
<b>African American</b>	2007	18	20	45	17	62	54	98	4,371
	2008	18	18	49	15	64	63	98	4,752
<b>Asian</b>	2007	4	7	38	50	88	54	99	2,237
	2008	5	7	42	46	88	63	99	2,403
<b>Hispanic</b>	2007	15	21	48	16	64	54	99	35,213
	2008	14	19	50	16	66	63	99	35,123
<b>Native American</b>	2007	19	25	45	11	56	54	98	3,962
	2008	20	24	46	10	56	63	98	4,179
<b>White</b>	2007	5	9	46	40	86	54	99	35,233
	2008	6	9	50	35	85	63	99	35,585
<b>Economically Disadvantaged</b>	2007	16	21	47	16	63	54	99	41,139
	2008	16	20	50	15	65	63	99	43,063
<b>Students with Disabilities</b>	2007	33	24	32	11	43	54	95	10,757
	2008	33	24	34	8	42	63	98	11,122
<b>Limited English Proficient</b>	2007	30	31	35	4	39	54	99	12,709
	2008	27	29	40	4	44	63	100	13,001
<b>Migrant</b>	2007	22	27	42	9	51	54	99	330
	2008	15	23	48	13	61	63	98	234

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	2007	11	24	55	10	65	45	98	80,780
	2008	9	21	60	9	69	56	99	82,061
Female	2007	9	22	58	11	69	45	99	39,403
	2008	7	20	63	10	73	56	99	40,032
Male	2007	14	26	52	8	60	45	98	41,377
	2008	12	22	57	8	65	56	99	42,029
African American	2007	15	29	50	5	55	45	98	4,364
	2008	13	25	57	5	62	56	98	4,754
Asian	2007	5	15	63	17	80	45	99	2,235
	2008	4	13	67	15	82	56	99	2,401
Hispanic	2007	17	32	48	4	52	45	99	35,103
	2008	13	28	54	4	58	56	99	35,126
Native American	2007	17	36	45	2	47	45	98	3,936
	2008	15	34	48	2	50	56	98	4,182
White	2007	5	15	64	16	80	45	98	35,142
	2008	5	12	67	16	83	56	99	35,598
Economically Disadvantaged	2007	17	32	47	4	51	45	98	40,990
	2008	14	29	54	4	58	56	99	43,074
Students with Disabilities	2007	36	30	30	4	34	45	93	10,513
	2008	34	31	32	3	35	56	98	11,129
Limited English Proficient	2007	34	45	20	0	20	45	98	12,621
	2008	27	45	28	0	28	56	100	13,001
Migrant	2007	26	35	38	1	39	45	98	328
	2008	15	38	44	4	48	56	98	234

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	2007	6	15	67	12	79	99	81,068
	2008	4	26	67	3	70	99	82,019
Female	2007	4	11	69	16	85	99	39,514
	2008	3	19	73	5	78	99	40,035
Male	2007	8	20	65	8	73	99	41,554
	2008	6	32	60	2	62	99	41,984
African American	2007	8	19	65	8	73	98	4,385
	2008	6	29	63	2	65	98	4,753
Asian	2007	3	7	65	26	91	99	2,241
	2008	3	15	74	8	82	99	2,397
Hispanic	2007	8	20	66	6	72	99	35,239
	2008	6	31	62	1	63	99	35,105
Native American	2007	7	21	67	4	71	98	3,973
	2008	6	33	60	1	61	98	4,185
White	2007	3	10	69	18	87	99	35,230
	2008	3	20	72	5	77	99	35,579
Economically Disadvantaged	2007	8	21	65	6	71	99	41,195
	2008	6	32	60	1	61	99	43,061
Students with Disabilities	2007	18	34	44	4	48	96	10,819
	2008	16	46	37	1	38	98	11,106
Limited English Proficient	2007	17	34	49	1	50	99	12,705
	2008	11	45	44	0	44	99	12,979
Migrant	2007	12	24	61	3	64	99	330
	2008	5	30	64	0	64	99	236

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
Female	2008	21	27	36	17	53	93	37,686
Male	2008	22	24	34	20	54	92	39,156
African American	2008	29	29	32	10	42	92	4,436
Asian	2008	11	18	38	32	70	95	2,292
Hispanic	2008	31	32	29	8	37	93	32,753
Native American	2008	37	33	25	5	30	90	3,848
White	2008	10	18	41	31	72	93	33,513
Economically Disadvantaged	2008	32	31	29	8	37	92	39,934
Students with Disabilities	2008	44	27	21	8	29	85	9,654
Limited English Proficient	2008	57	32	11	1	12	93	12,101
Migrant	2008	40	35	23	2	25	90	214

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	2007	12	19	51	18	69	33	99	81,630
	2008	13	18	50	20	70	47	99	81,580
Female	2007	11	19	53	18	71	33	99	40,092
	2008	11	19	51	19	70	47	99	39,705
Male	2007	13	18	49	19	68	33	98	41,538
	2008	14	17	48	21	69	47	99	41,875
African American	2007	18	24	48	9	57	33	98	4,444
	2008	21	22	47	11	58	47	98	4,642
Asian	2007	4	9	47	40	87	33	99	2,259
	2008	6	9	43	43	86	47	99	2,316
Hispanic	2007	17	24	50	10	60	33	99	34,281
	2008	17	24	49	11	60	47	99	34,940
Native American	2007	21	28	44	7	51	33	98	4,191
	2008	23	26	44	7	51	47	98	4,084
White	2007	6	12	54	28	82	33	99	36,455
	2008	6	12	52	30	82	47	99	35,598
Economically Disadvantaged	2007	18	25	49	9	58	33	99	40,247
	2008	18	24	48	10	58	47	99	42,741
Students with Disabilities	2007	39	27	29	6	35	33	94	10,627
	2008	41	26	28	5	33	47	98	11,001
Limited English Proficient	2007	38	34	27	2	29	33	98	10,180
	2008	37	33	28	2	30	47	99	10,288
Migrant	2007	24	24	46	6	52	33	98	335
	2008	22	26	46	6	52	47	100	231

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	2007	8	22	63	7	70	43	98	81,462
	2008	9	22	60	8	68	55	99	81,602
Female	2007	6	21	66	7	73	43	99	40,054
	2008	7	21	63	9	72	55	99	39,715
Male	2007	10	24	60	6	66	43	98	41,408
	2008	12	24	57	8	65	55	99	41,887
African American	2007	11	28	58	3	61	43	98	4,447
	2008	14	26	56	4	60	55	98	4,641
Asian	2007	3	12	70	14	84	43	99	2,257
	2008	5	13	65	17	82	55	99	2,315
Hispanic	2007	12	31	55	2	57	43	99	34,195
	2008	14	30	53	4	57	55	99	34,943
Native American	2007	12	36	50	2	52	43	97	4,165
	2008	16	35	47	2	49	55	98	4,085
White	2007	4	13	72	11	83	43	98	36,398
	2008	4	14	68	14	82	55	99	35,618
Economically Disadvantaged	2007	13	31	54	2	56	43	98	40,148
	2008	14	30	52	3	55	55	99	42,758
Students with Disabilities	2007	30	36	31	2	33	43	93	10,463
	2008	35	34	28	2	30	55	98	11,010
Limited English Proficient	2007	31	49	20	0	20	43	98	10,130
	2008	34	46	20	0	20	55	99	10,282
Migrant	2007	15	38	47	1	48	43	98	335
	2008	22	32	45	0	45	55	100	231

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 Fails Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2007	4	28	64	4	68	99	81,681
	2008	3	32	63	2	65	99	81,573
Female	2007	2	21	71	6	77	99	40,184
	2008	2	23	72	3	75	99	39,726
Male	2007	6	35	57	3	60	98	41,497
	2008	5	40	55	1	56	99	41,847
African American	2007	5	32	60	4	64	98	4,450
	2008	5	35	59	1	60	98	4,641
Asian	2007	2	15	72	11	83	99	2,261
	2008	3	18	74	5	79	99	2,316
Hispanic	2007	6	33	59	2	61	99	34,311
	2008	4	37	58	1	59	99	34,932
Native American	2007	5	38	56	2	58	98	4,200
	2008	5	42	52	1	53	98	4,077
White	2007	2	22	69	6	75	99	36,459
	2008	2	26	70	3	73	99	35,607
Economically Disadvantaged	2007	6	35	57	2	59	99	40,281
	2008	5	39	56	1	57	99	42,734
Students with Disabilities	2007	15	51	32	1	33	95	10,710
	2008	13	55	31	0	31	98	11,006
Limited English Proficient	2007	15	51	34	0	34	99	10,201
	2008	11	54	35	0	35	99	10,271
Migrant	2007	8	39	50	3	53	99	337
	2008	6	41	53	0	53	100	231

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	2007	18	17	46	19	65	43	98	80,383
	2008	17	16	49	18	67	54	99	81,994
Female	2007	16	17	48	20	68	43	99	39,379
	2008	15	16	51	18	69	54	99	40,229
Male	2007	20	16	44	19	63	43	98	41,004
	2008	19	16	47	18	65	54	99	41,765
African American	2007	27	20	43	10	53	43	98	4,359
	2008	24	21	46	9	55	54	98	4,604
Asian	2007	6	9	44	41	85	43	99	2,278
	2008	6	8	46	40	86	54	99	2,344
Hispanic	2007	25	21	44	10	54	43	99	33,370
	2008	22	21	47	10	57	54	99	33,939
Native American	2007	29	24	40	6	46	43	97	4,001
	2008	30	23	42	6	48	54	97	4,270
White	2007	10	12	49	29	78	43	98	36,375
	2008	9	11	52	28	80	54	99	36,837
Economically Disadvantaged	2007	27	22	43	9	52	43	98	38,500
	2008	24	21	46	9	55	54	99	41,189
Students with Disabilities	2007	52	20	23	4	27	43	93	10,071
	2008	52	22	22	4	26	54	97	10,494
Limited English Proficient	2007	54	25	20	1	21	43	98	8,946
	2008	50	26	23	1	24	54	99	8,630
Migrant	2007	39	19	37	4	41	43	99	322
	2008	30	19	42	9	51	54	98	248

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	2007	9	24	60	7	67	45	99	80,428
	2008	10	22	60	8	68	56	99	82,021
Female	2007	7	23	62	8	70	45	99	39,416
	2008	7	21	63	9	72	56	99	40,245
Male	2007	11	25	57	6	63	45	98	41,012
	2008	12	23	58	7	65	56	99	41,776
African American	2007	12	30	55	3	58	45	98	4,382
	2008	12	26	57	4	61	56	98	4,605
Asian	2007	3	14	67	15	82	45	99	2,279
	2008	5	12	66	18	84	56	99	2,347
Hispanic	2007	14	33	50	3	53	45	99	33,361
	2008	14	30	53	3	56	56	99	33,948
Native American	2007	13	38	47	1	48	45	98	4,009
	2008	17	35	46	2	48	56	97	4,274
White	2007	4	14	70	12	82	45	99	36,397
	2008	5	13	68	14	82	56	99	36,847
Economically Disadvantaged	2007	14	33	50	2	52	45	98	38,516
	2008	15	30	52	3	55	56	99	41,207
Students with Disabilities	2007	33	38	28	2	30	45	94	10,102
	2008	38	35	26	1	27	56	97	10,507
Limited English Proficient	2007	38	47	14	0	14	45	98	8,937
	2008	39	45	16	0	16	56	99	8,633
Migrant	2007	22	42	36	0	36	45	98	321
	2008	18	33	47	1	48	56	98	248

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	2007	4	17	74	5	79	99	80,504
	2008	5	24	67	5	72	99	81,934
Female	2007	3	11	79	7	86	99	39,485
	2008	3	17	74	6	80	99	40,259
Male	2007	6	22	69	3	72	98	41,019
	2008	7	30	61	3	64	99	41,675
African American	2007	6	19	71	4	75	98	4,384
	2008	6	26	65	3	68	98	4,608
Asian	2007	3	8	77	12	89	99	2,277
	2008	3	13	73	12	85	99	2,342
Hispanic	2007	7	21	69	3	72	99	33,411
	2008	6	28	63	3	66	99	33,904
Native American	2007	6	22	70	2	72	98	4,010
	2008	8	33	57	1	58	97	4,272
White	2007	2	12	78	7	85	99	36,422
	2008	3	19	72	6	78	99	36,808
Economically Disadvantaged	2007	7	22	68	2	70	99	38,571
	2008	7	30	61	2	63	99	41,158
Students with Disabilities	2007	16	39	43	1	44	95	10,271
	2008	20	46	33	1	34	97	10,463
Limited English Proficient	2007	19	37	43	0	43	98	8,973
	2008	19	45	36	0	36	99	8,598
Migrant	2007	8	29	62	2	64	98	318
	2008	8	25	63	4	67	98	249

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 Fails Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2007	14	17	52	18	70	48	98	80,556
	2008	12	17	53	18	71	58	99	81,103
Female	2007	11	17	54	18	72	48	98	39,533
	2008	10	16	55	19	74	58	99	39,611
Male	2007	16	17	49	18	67	48	98	41,023
	2008	14	17	51	17	68	58	98	41,492
African American	2007	20	21	49	9	58	48	97	4,388
	2008	19	22	50	9	59	58	98	4,570
Asian	2007	5	8	48	40	88	48	99	2,123
	2008	5	7	48	40	88	58	99	2,404
Hispanic	2007	20	22	49	9	58	48	98	33,031
	2008	17	22	52	9	61	58	99	33,166
Native American	2007	22	25	47	6	53	48	97	4,495
	2008	21	27	46	6	52	58	97	4,256
White	2007	7	11	55	27	82	48	98	36,519
	2008	7	11	56	27	83	58	99	36,707
Economically Disadvantaged	2007	21	23	48	8	56	48	98	37,560
	2008	18	23	50	9	59	58	99	39,235
Students with Disabilities	2007	47	24	26	3	29	48	91	9,172
	2008	46	27	25	2	27	58	97	9,971
Limited English Proficient	2007	46	30	23	1	24	48	98	8,829
	2008	40	32	27	1	28	58	99	8,483
Migrant	2007	25	25	44	5	49	48	98	348
	2008	22	26	46	6	52	58	100	236

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	2007	9	24	58	9	67	49	98	80,857
	2008	9	21	62	8	70	59	99	81,118
Female	2007	6	21	62	10	72	49	99	39,667
	2008	6	19	66	9	75	59	99	39,617
Male	2007	12	26	54	8	62	49	98	41,190
	2008	12	23	58	7	65	59	98	41,501
African American	2007	11	29	55	5	60	49	98	4,427
	2008	12	25	59	4	63	59	98	4,570
Asian	2007	4	13	64	19	83	49	99	2,128
	2008	5	11	66	19	85	59	99	2,404
Hispanic	2007	14	32	50	3	53	49	98	33,094
	2008	13	28	55	3	58	59	99	33,168
Native American	2007	14	36	48	2	50	49	98	4,534
	2008	13	33	51	2	53	59	97	4,260
White	2007	4	15	67	14	81	49	99	36,674
	2008	4	13	69	13	82	59	99	36,716
Economically Disadvantaged	2007	14	33	50	3	53	49	98	37,688
	2008	14	29	54	3	57	59	99	39,249
Students with Disabilities	2007	33	39	26	2	28	49	94	9,448
	2008	36	37	26	1	27	59	97	9,972
Limited English Proficient	2007	37	48	14	0	14	49	98	8,861
	2008	36	45	19	0	19	59	99	8,481
Migrant	2007	18	42	38	2	40	49	99	349
	2008	17	36	47	0	47	59	100	236

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	2007	4	14	76	6	82	99	80,981
	2008	3	32	63	2	65	99	81,163
Female	2007	2	9	81	8	89	99	39,762
	2008	2	24	71	3	74	99	39,640
Male	2007	6	20	71	3	74	98	41,219
	2008	4	40	55	1	56	99	41,523
African American	2007	5	16	75	4	79	98	4,431
	2008	4	35	59	2	61	98	4,565
Asian	2007	2	7	78	13	91	99	2,121
	2008	2	16	74	7	81	99	2,401
Hispanic	2007	6	19	73	3	76	99	33,188
	2008	4	39	56	1	57	99	33,190
Native American	2007	6	23	69	2	71	98	4,522
	2008	4	45	51	1	52	97	4,268
White	2007	2	10	80	8	88	99	36,719
	2008	1	25	70	3	73	99	36,739
Economically Disadvantaged	2007	6	20	72	2	74	99	37,791
	2008	5	41	54	1	55	99	39,285
Students with Disabilities	2007	16	37	46	1	47	95	9,569
	2008	13	61	26	0	26	97	9,959
Limited English Proficient	2007	16	37	46	0	46	98	8,883
	2008	13	61	26	0	26	99	8,474
Migrant	2007	4	24	70	2	72	99	352
	2008	3	46	49	1	50	100	236

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	2007	21	18	47	14	61	22	98	78,751
	2008	20	18	49	13	62	38	99	80,807
Female	2007	20	19	49	13	62	22	98	38,866
	2008	19	19	50	12	62	38	99	39,655
Male	2007	22	17	46	15	61	22	98	39,885
	2008	22	17	47	13	60	38	98	41,152
African American	2007	31	23	40	7	47	22	97	4,313
	2008	30	22	43	5	48	38	98	4,607
Asian	2007	8	10	50	32	82	22	99	2,074
	2008	9	10	50	31	81	38	99	2,265
Hispanic	2007	30	23	42	6	48	22	98	31,505
	2008	28	23	43	6	49	38	99	32,830
Native American	2007	34	25	37	4	41	22	96	4,500
	2008	33	25	39	3	42	38	97	4,433
White	2007	11	13	54	21	75	22	98	36,359
	2008	11	14	55	19	74	38	99	36,672
Economically Disadvantaged	2007	31	23	40	6	46	22	98	35,114
	2008	30	23	42	5	47	38	99	37,937
Students with Disabilities	2007	60	18	20	2	22	22	91	8,482
	2008	60	21	18	1	19	38	97	9,578
Limited English Proficient	2007	59	23	17	1	18	22	97	8,568
	2008	59	24	17	1	18	38	99	7,963
Migrant	2007	37	24	36	2	38	22	97	388
	2008	33	23	38	5	43	38	99	263

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	2007	11	26	56	7	63	43	98	79,081
	2008	11	22	60	7	67	54	99	80,833
Female	2007	8	25	59	8	67	43	99	38,998
	2008	8	21	63	8	71	54	99	39,671
Male	2007	13	27	54	6	60	43	98	40,083
	2008	13	23	57	6	63	54	98	41,162
African American	2007	14	31	52	3	55	43	98	4,344
	2008	15	26	56	3	59	54	98	4,611
Asian	2007	5	14	66	15	81	43	99	2,075
	2008	6	13	67	14	81	54	99	2,265
Hispanic	2007	17	35	46	2	48	43	98	31,617
	2008	16	30	52	3	55	54	99	32,843
Native American	2007	18	41	40	1	41	43	97	4,542
	2008	18	34	46	2	48	54	97	4,440
White	2007	5	17	67	11	78	43	99	36,503
	2008	5	14	70	11	81	54	99	36,674
Economically Disadvantaged	2007	17	35	45	2	47	43	98	35,243
	2008	17	30	51	2	53	54	99	37,950
Students with Disabilities	2007	39	37	23	1	24	43	94	8,786
	2008	41	36	22	1	23	54	97	9,582
Limited English Proficient	2007	44	45	11	0	11	43	98	8,619
	2008	43	43	14	0	14	54	99	7,969
Migrant	2007	23	41	36	0	36	43	98	391
	2008	19	33	46	3	49	54	99	263

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 Fails Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2007	3	23	72	2	74	98	79,195
	2008	2	22	74	2	76	99	80,879
Female	2007	2	17	78	2	80	99	39,089
	2008	1	15	80	3	83	99	39,720
Male	2007	4	29	65	1	66	98	40,106
	2008	3	28	68	1	69	98	41,159
African American	2007	4	28	68	1	69	98	4,358
	2008	4	23	72	1	73	98	4,609
Asian	2007	1	12	81	6	87	99	2,079
	2008	2	10	82	6	88	99	2,264
Hispanic	2007	5	31	63	1	64	99	31,722
	2008	3	30	66	1	67	99	32,859
Native American	2007	5	35	60	0	60	97	4,531
	2008	3	29	66	1	67	97	4,457
White	2007	1	15	80	3	83	99	36,505
	2008	1	14	82	3	85	99	36,690
Economically Disadvantaged	2007	5	32	62	1	63	98	35,324
	2008	4	30	65	1	66	99	37,993
Students with Disabilities	2007	12	52	35	1	36	95	8,851
	2008	11	52	38	0	38	97	9,570
Limited English Proficient	2007	16	53	30	0	30	98	8,636
	2008	11	55	33	0	33	99	7,963
Migrant	2007	7	34	59	0	59	98	393
	2008	4	27	68	1	69	99	263

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
Female	2008	28	21	23	28	51	94	37,816
Male	2008	32	19	21	29	50	93	38,910
African American	2008	40	22	21	17	38	92	4,333
Asian	2008	16	15	22	48	70	97	2,198
Hispanic	2008	43	24	20	14	34	94	31,088
Native American	2008	49	25	17	9	26	89	4,098
White	2008	16	16	24	44	68	94	35,009
Economically Disadvantaged	2008	44	23	19	14	33	93	35,659
Students with Disabilities	2008	70	16	9	6	15	83	8,251
Limited English Proficient	2008	81	13	4	1	5	92	7,420
Migrant	2008	52	23	14	10	24	96	256

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	2007	21	12	54	13	67	25	96	72,115
	2008	20	12	54	14	68	40	98	74,259
Female	2007	19	13	56	13	69	25	97	35,581
	2008	18	12	55	14	69	40	98	36,867
Male	2007	22	11	53	14	67	25	95	36,534
	2008	22	12	52	15	67	40	97	37,392
African American	2007	31	15	49	5	54	25	95	3,926
	2008	29	15	49	7	56	40	97	4,275
Asian	2007	8	6	53	34	87	25	99	2,009
	2008	8	7	48	37	85	40	98	2,036
Hispanic	2007	31	16	48	5	53	25	96	26,182
	2008	28	15	50	6	56	40	97	28,079
Native American	2007	36	18	43	4	47	25	94	4,289
	2008	35	19	43	4	47	40	96	4,246
White	2007	11	8	60	20	80	25	96	35,709
	2008	11	8	59	22	81	40	98	35,623
Economically Disadvantaged	2007	32	16	47	5	52	25	96	22,891
	2008	31	16	48	5	53	40	97	26,934
Students with Disabilities	2007	62	13	23	2	25	25	81	6,474
	2008	62	16	21	1	22	40	94	7,499
Limited English Proficient	2007	61	17	21	1	22	25	96	4,763
	2008	60	18	21	1	22	40	98	5,296
Migrant	2007	38	17	42	3	45	25	98	456
	2008	30	16	52	3	55	40	98	309

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	2007	7	20	65	7	72	36	97	73,930
	2008	6	21	66	7	73	49	98	75,311
Female	2007	6	20	67	8	75	36	98	36,314
	2008	4	20	68	8	76	49	98	37,353
Male	2007	9	21	64	6	70	36	97	37,616
	2008	7	22	65	6	71	49	97	37,958
African American	2007	10	26	61	3	64	36	96	4,034
	2008	8	25	64	3	67	49	97	4,320
Asian	2007	4	12	70	15	85	36	99	2,011
	2008	3	12	70	15	85	49	98	2,039
Hispanic	2007	12	30	56	2	58	36	97	26,887
	2008	9	31	58	2	60	49	98	28,628
Native American	2007	11	37	51	1	52	36	95	4,391
	2008	10	36	52	1	53	49	97	4,343
White	2007	3	11	75	11	86	36	98	36,607
	2008	2	11	75	12	87	49	98	35,981
Economically Disadvantaged	2007	13	31	54	2	56	36	97	23,795
	2008	10	32	56	2	58	49	98	27,574
Students with Disabilities	2007	30	39	30	1	31	36	90	7,369
	2008	25	44	30	1	31	49	94	7,713
Limited English Proficient	2007	37	48	15	0	15	36	97	4,899
	2008	29	56	15	0	15	49	98	5,437
Migrant	2007	19	35	45	1	46	36	97	468
	2008	8	38	54	1	55	49	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.

## Writing High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2007	4	23	64	9	73	97	73,704
	2008	4	27	61	7	68	98	75,111
Female	2007	3	19	68	11	79	98	36,240
	2008	3	22	66	10	76	98	37,312
Male	2007	6	27	60	7	67	96	37,464
	2008	6	32	57	5	62	97	37,799
African American	2007	6	24	64	6	70	96	4,022
	2008	6	30	59	5	64	97	4,304
Asian	2007	3	12	61	24	85	99	2,002
	2008	3	15	62	20	82	98	2,041
Hispanic	2007	7	32	58	3	61	97	26,782
	2008	6	36	55	3	58	97	28,527
Native American	2007	7	39	51	2	53	94	4,346
	2008	8	42	49	2	51	96	4,303
White	2007	2	14	70	13	83	97	36,552
	2008	2	19	68	11	79	98	35,936
Economically Disadvantaged	2007	8	34	55	3	58	97	23,681
	2008	8	38	52	3	55	97	27,450
Students with Disabilities	2007	19	51	29	1	30	89	7,272
	2008	20	55	24	0	24	93	7,650
Limited English Proficient	2007	27	53	20	0	20	96	4,851
	2008	24	58	18	0	18	97	5,381
Migrant	2007	12	45	42	2	44	96	464
	2008	10	43	46	1	47	96	312

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
Female	2008	49	20	20	11	31	59	22,135
Male	2008	49	17	20	14	34	57	21,800
African American	2008	60	18	15	6	21	62	2,739
Asian	2008	36	20	23	22	45	55	1,146
Hispanic	2008	62	18	14	5	19	61	17,574
Native American	2008	68	18	11	3	14	62	2,737
White	2008	33	19	27	20	47	54	19,739
Economically Disadvantaged	2008	63	18	14	5	19	61	16,768
Students with Disabilities	2008	84	8	6	2	8	47	3,789
Limited English Proficient	2008	92	6	2	0	2	55	2,983
Migrant	2008	72	14	12	2	14	61	191

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	2007	2008
Year 1	151	105
Year 2	46	91
Corrective Action	28	46
Restructuring Implemented	24	14
Restructuring Planning	21	35
Out of School Improvement	27	14
Warning	133	162
Total Identified	270	291
Total Not-Identified	762	701

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
<b>2007</b>	1340	512	327	233
<b>2008</b>	1360	512	341	219

\*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)

	2006	2007
All Students	70	73
Female	74	78
Male	66	69
African American	69	72
Asian/Pacific Islander	87	86
Hispanic	60	65
Native American	51	55
White	79	81
Limited English Proficient	44	46
Students with Disabilities	61	63
Economically Disadvantaged	65	65
Migrant	72	74

### Average Daily Attendance Rates (percent)

Grades 1-8	2008
All Students	94.67
Asian/Pacific Islander	96.38
African American	94.9
Hispanic	94.87
Native American	92.29
White	94.35
Female	94.65
Male	94.68
Limited English Proficient	94.67
Students with Disabilities	94.67
Economically Disadvantaged	94.67

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	328
Highly Performing	252
Performing Plus	392
Performing	744
Underperforming	160
Failing to Meet Academic Standards	20
<b>Total Number of Profiles</b>	<b>1896</b>

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	33,650
Masters	25,509
Doctorate	390
Education Specialist	86
Other	392

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

State	5.3
High Poverty Schools	7.5
Low Poverty Schools	2.6

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

Percentage of Public K-12 Teachers with Emergency/ Provisional Certification	3.8%
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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.



Arizona Department of Education  
**Tom Horne, Superintendent of Public Instruction**

Research and Evaluation

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