



State of Arizona  
Department of Education

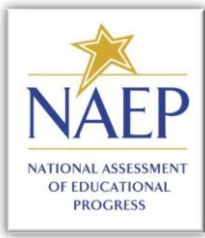
**School Year 2015–2016**  
**State Report Card**



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## National Assessment of Educational Progress Reading and Math

Note: The NAEP assessment is administered every 2 years. Therefore, the data below is 2015 results. If you would like more information about the NAEP assessments, please visit: <http://www.azed.gov/assessment/naep/>.

### Grade 4

Math				
Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	19	42	32	7
Arizona				
Arizona All Students	21	41	32	6
White	10	34	45	11
Black	28	40	29	3
Hispanic	28	47	22	2
Asian/Pacific Islander	11	29	48	12
American Indian/Alaska Native	40	44	15	#
Eligible for NSLP	29	46	23	2
Students with Disability	56*	30	12	1
Limited English Proficiency	61*	34	5*	#

Reading				
Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	32	33	27	8
Arizona				
Arizona All Students	38*	32	23*	7
White	24	32	33	11
Black	37*	36	21	6
Hispanic	49	33	15	3
Asian/Pacific Islander	‡	‡	‡	‡
American Indian/Alaska Native	64*	25	8*	3
Eligible for NSLP	51*	32	14*	2
Students with Disability	74	15	9	2
Limited English Proficiency	88*	12*	1	#

Participation Rate (Arizona)	Percent
Students with Disability	92
Limited English Proficiency	96

Participation Rate (Arizona)	Percent
Students with Disability	91
Limited English Proficiency	94

### Grade 8

Math				
Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	30	38	24	8
Arizona				
Arizona All Students	28	37	27	8
White	14*	36	38*	13
Black	41	40	13	6
Hispanic	37	39	20*	4
Asian/Pacific Islander	10	28	43	20
American Indian/Alaska Native	51	33	11*	4
Eligible for NSLP	37*	40	20*	4
Students with Disability	70	23	6	2
Limited English Proficiency	82*	12*	5	1

Reading				
Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	25	42	29	3
Arizona				
Arizona All Students	26	43	29	2
White	13	39	43*	4
Black	40	41	18	1
Hispanic	34	47	19	1
Asian/Pacific Islander	‡	‡	‡	‡
American Indian/Alaska Native	47	38	14	1
Eligible for NSLP	35	44	20	1
Students with Disability	68	23	9	#
Limited English Proficiency	92	7	#	#

Participation Rate (Arizona)	Percent
Students with Disability	90
Limited English Proficiency	92

Participation Rate (Arizona)	Percent
Students with Disability	89
Limited English Proficiency	83

#### Legend:

\* Value is significantly different ( $p < .05$ ) from the value for the National Public student group in 2015.

# Rounds to zero. ‡ Reporting standards not met.



## Assessment Results School Year 2015-2016

This is a report of the combined student performance results from the School Year 2015-2016 administration of the AzMERIT statewide assessment and the Multi-State Alternative Assessment (MSAA) alternate statewide assessment. This report includes the statewide results of the percentage of Arizona public school students who passed the statewide assessments, and the percentage at each performance level.

AzMERIT is Arizona’s new statewide achievement test. Arizona public school students in Grades 3 through high school take AzMERIT. Students in Grades 3 through 8 take an assessment in English Language Arts (ELA) and Math at their grade level. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects.

MSAA is Arizona’s new alternate statewide achievement test for eligible students with significant cognitive disabilities. The MSAA alternate assessment is based on alternate achievement standards for students with the most significant cognitive disabilities. Eligible Arizona public school students take the NCSC Alternate Assessments for ELA and Math in Grades 3 through 8 and Grade 11.

AIMS Science measures student proficiency of the Arizona Academic Content Standard in Science. AIMS A Science is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. Both tests meet federal requirements for student assessment and are administered to students in Grades 4, 8 and high school.

Student scores on AIMS, AIMS A, AzMERIT, and MSAA all fall into one of four performance levels. This report includes the percentage of students who earned a score in the performance levels as follows:

<b>Failing Scores</b>	Performance Level 1 (PL1)	<ul style="list-style-type: none"> <li>• AzMERIT score in “Minimally Proficient”</li> <li>• MSAA score in “Level 1”</li> <li>• AIMS, AIMS A score in “Falls Far Below”</li> </ul>
	Performance Level 2 (PL2)	<ul style="list-style-type: none"> <li>• AzMERIT score in “Partially Proficient”</li> <li>• MSAA score in “Level 2”</li> <li>• AIMS, AIMS A score in “Approaches”</li> </ul>
<b>Passing Scores</b>	Performance Level 3 (PL3)	<ul style="list-style-type: none"> <li>• AzMERIT score in “Proficient”</li> <li>• MSAA score in “Level 3”</li> <li>• AIMS, AIMS A score in “Meets”</li> </ul>
	Performance Level 4 (PL4)	<ul style="list-style-type: none"> <li>• AzMERIT score in “Highly Proficient”</li> <li>• MSAA score in “Level 4”</li> <li>• AIMS, AIMS A score in “Exceeds”</li> </ul>

For more information, including technical reports, please visit the website of the [Arizona Department of Education Assessment Division](http://www.azed.gov).



*Which students are included and what is the source of the data?*

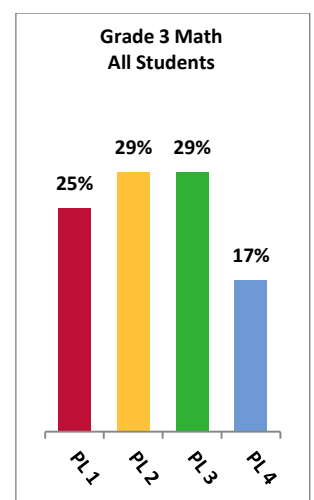
Valid test results were included for students with an enrollment in an Arizona public school on the first date of the Spring 2015 test window. The source of the subgroup and ethnicity data is the Student Accountability Information System (SAIS), which is reported by Districts and Charter Holders to the Arizona Department of Education.

*How are students' anonymity protected in this report?*

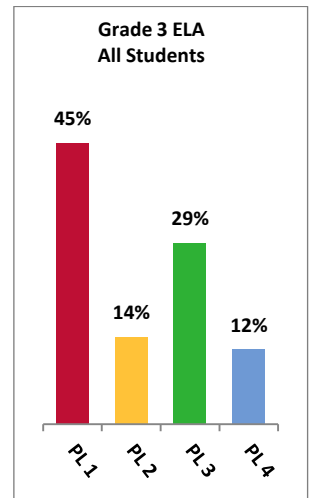
When a group in this report has 10 or fewer students, showing the achievement information may risk an individual student's anonymity. In these cases, we do not report any achievement results for that group, and you will see the \* symbol instead. Likewise, when all students in a group score at the same performance level, reporting "100%" or "0%" would violate each student's anonymity. To protect students' anonymity, we report the percent passing as ">98%" if either 99% or 100% of students in a group pass and we do not report the breakdown for each performance level. Likewise, we report the percent passing as "<2%" if either 1% or 0% of students in a group pass, and we do not report the breakdown for each performance level. In addition, rounding the percentages allows us to offer additional anonymity while still providing the most accurate data. Because of this, percentages of the performance levels may not total to 100% or precisely equal the percentage passing.

## Grade 3 Math and English Language Arts

Grade 3 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	25	29	29	17
African American	39	29	23	10
American Indian/Alaska Native	40	37	18	5
Asian	10	16	31	42
Hispanic/Latino	31	33	25	10
Native Hawaiian/Other Pacific	28	27	31	14
White	15	25	34	26
Students with Disabilities	54	24	15	7
Limited English Proficient	66	26	7	1
Economically Disadvantaged	33	33	25	10
Migrant	38	37	20	6
Homeless	42	33	20	6
Two or More Races	23	28	29	20
Male	26	28	28	18
Female	24	31	29	16

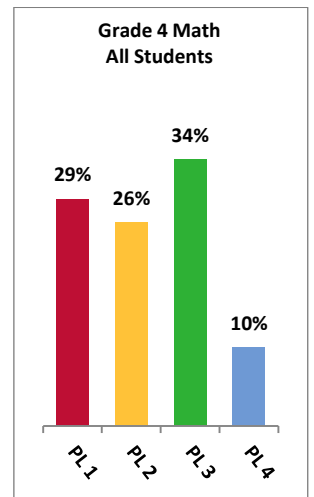


Grade 3 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	45	14	29	12
African American	55	14	24	6
American Indian/Alaska Native	67	13	16	3
Asian	24	14	35	27
Hispanic/Latino	56	14	24	6
Native Hawaiian/Other Pacific	46	14	32	8
White	29	14	37	20
Students with Disabilities	74	8	13	5
Limited English Proficient	94	4	*	*
Economically Disadvantaged	56	14	23	6
Migrant	72	12	14	2
Homeless	66	12	17	4
Two or More Races	40	14	31	15
Male	48	14	28	11
Female	41	14	31	14

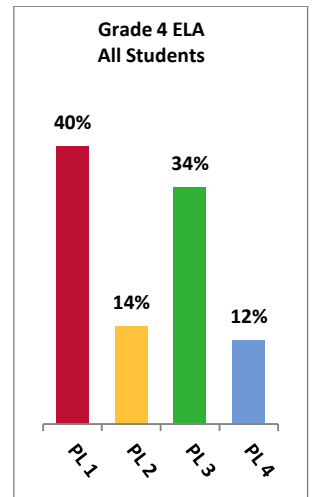


### Grade 4 Math, English Language Arts and Science

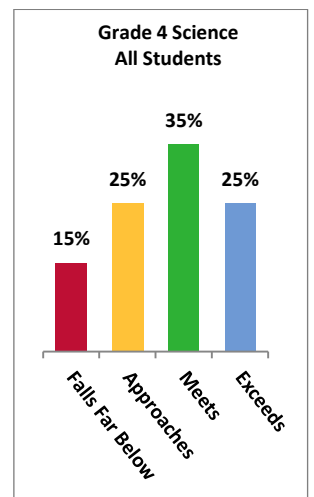
Grade 4 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	29	26	34	10
African American	44	28	25	4
American Indian/Alaska Native	45	29	23	3
Asian	10	16	44	30
Hispanic/Latino	38	29	28	5
Native Hawaiian/Other Pacific	28	25	38	8
White	17	23	43	17
Students with Disabilities	62	20	15	4
Limited English Proficient	74	18	6	1
Economically Disadvantaged	39	29	27	5
Migrant	53	25	18	4
Homeless	48	29	21	2
Two or More Races	27	26	34	13
Male	30	25	34	11
Female	28	27	34	10



Grade 4 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>40</b>	<b>14</b>	<b>34</b>	<b>12</b>
African American	52	13	28	7
American Indian/Alaska Native	62	14	21	3
Asian	20	10	43	27
Hispanic/Latino	51	15	29	6
Native Hawaiian/Other Pacific	37	14	38	12
White	25	13	43	20
Students with Disabilities	73	9	15	3
Limited English Proficient	90	4	5	1
Economically Disadvantaged	52	14	28	6
Migrant	68	12	19	2
Homeless	61	13	23	3
Two or More Races	37	13	36	14
Male	44	14	32	10
Female	36	14	37	14

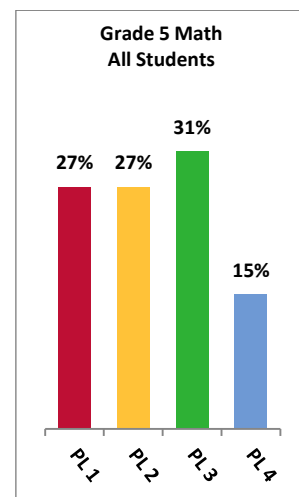


Grade 4 Science				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Falls Far Below	Approaches	Meets	Exceeds
All Students	<b>15</b>	<b>25</b>	<b>35</b>	<b>25</b>
African American	24	32	31	13
American Indian/Alaska Native	28	37	28	6
Asian	6	12	36	45
Hispanic/Latino	21	32	33	14
Native Hawaiian/Other Pacific	14	24	42	21
White	6	15	38	40
Students with Disabilities	33	31	26	10
Limited English Proficient	54	34	9	2
Economically Disadvantaged	21	32	34	14
Migrant	38	32	24	6
Two or More Races	14	23	34	28
Male	16	25	34	26
Female	14	26	36	24

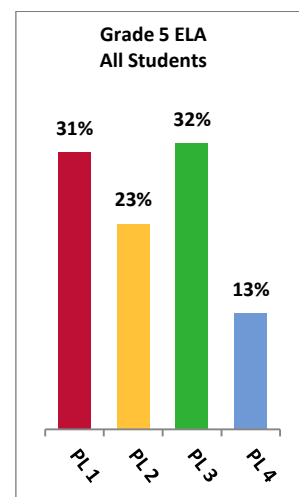


## Grade 5 Math and English Language Arts

Grade 5 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>27</b>	<b>27</b>	<b>31</b>	<b>15</b>
African American	39	32	23	7
American Indian/Alaska Native	47	29	20	5
Asian	7	16	36	41
Hispanic/Latino	35	30	27	9
Native Hawaiian/Other Pacific	27	26	33	14
White	16	24	37	23
Students with Disabilities	62	21	13	4
Limited English Proficient	76	17	5	1
Economically Disadvantaged	36	30	26	8
Migrant	42	27	25	6
Homeless	46	28	21	5
Two or More Races	25	25	31	18
Male	29	26	29	15
Female	25	28	32	15



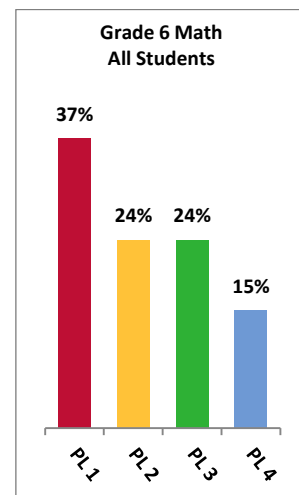
Grade 5 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>31</b>	<b>23</b>	<b>32</b>	<b>13</b>
African American	43	24	27	6
American Indian/Alaska Native	55	24	18	3
Asian	11	16	41	32
Hispanic/Latino	40	26	27	7
Native Hawaiian/Other Pacific	29	22	35	14
White	19	20	40	21
Students with Disabilities	70	16	11	3
Limited English Proficient	88	7	3	1
Economically Disadvantaged	41	26	26	7
Migrant	57	23	17	3
Homeless	51	24	21	5
Two or More Races	30	22	32	16
Male	36	24	30	11
Female	26	23	35	16



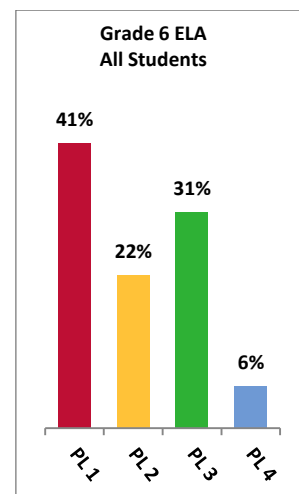


## Grade 6 Math and English Language Arts

Grade 6 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>37</b>	<b>24</b>	<b>24</b>	<b>15</b>
African American	52	24	18	6
American Indian/Alaska Native	57	24	15	5
Asian	14	16	31	39
Hispanic/Latino	47	25	20	8
Native Hawaiian/Other Pacific	29	31	25	15
White	22	23	31	23
Students with Disabilities	74	14	8	4
Limited English Proficient	88	9	2	1
Economically Disadvantaged	49	25	19	7
Migrant	54	28	11	7
Homeless	60	24	12	5
Two or More Races	36	23	25	16
Male	39	23	23	15
Female	35	25	26	15

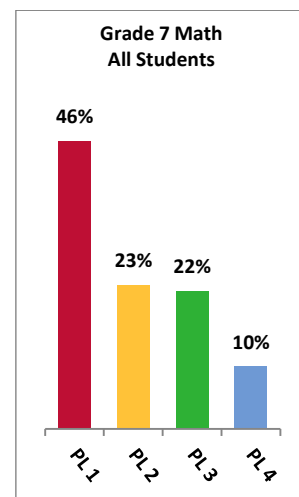


Grade 6 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>41</b>	<b>22</b>	<b>31</b>	<b>6</b>
African American	52	23	23	3
American Indian/Alaska Native	65	20	14	1
Asian	17	17	48	18
Hispanic/Latino	53	22	22	3
Native Hawaiian/Other Pacific	34	28	32	6
White	25	21	44	11
Students with Disabilities	78	11	9	2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	54	22	22	2
Migrant	71	17	12	1
Homeless	63	19	16	1
Two or More Races	39	20	33	8
Male	45	21	29	5
Female	37	22	34	8

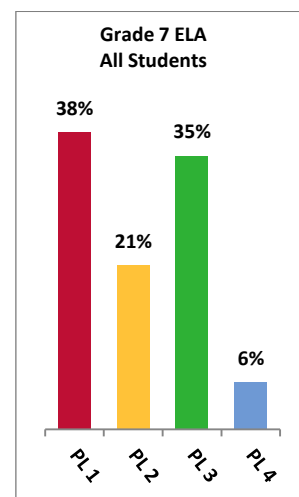


## Grade 7 Math and English Language Arts

Grade 7 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>46</b>	<b>23</b>	<b>22</b>	<b>10</b>
African American	60	21	15	4
American Indian/Alaska Native	67	19	12	3
Asian	22	19	32	27
Hispanic/Latino	56	22	17	5
Native Hawaiian/Other Pacific	47	29	18	6
White	31	24	29	15
Students with Disabilities	79	11	7	3
Limited English Proficient	94	4	2	1
Economically Disadvantaged	57	22	16	5
Migrant	63	17	16	4
Homeless	67	18	11	3
Two or More Races	44	23	22	12
Male	48	22	21	10
Female	44	24	23	10

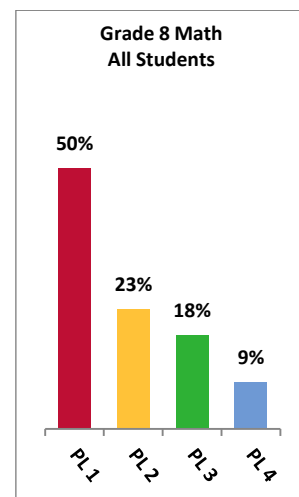


Grade 7 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>38</b>	<b>21</b>	<b>35</b>	<b>6</b>
African American	46	22	28	3
American Indian/Alaska Native	63	20	16	1
Asian	17	16	49	18
Hispanic/Latino	48	22	27	3
Native Hawaiian/Other Pacific	46	26	25	4
White	24	20	46	10
Students with Disabilities	77	11	10	2
Limited English Proficient	96	2	*	*
Economically Disadvantaged	50	22	26	3
Migrant	62	19	17	2
Homeless	59	21	18	1
Two or More Races	35	20	37	8
Male	43	21	32	5
Female	32	22	38	8

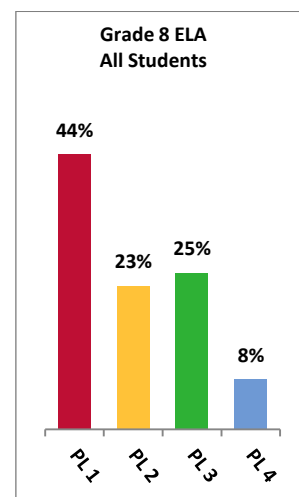


## Grade 8 Math, English Language Arts and Science

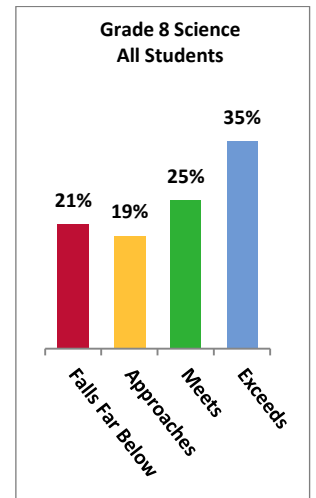
Grade 8 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>50</b>	<b>23</b>	<b>18</b>	<b>9</b>
African American	62	21	13	4
American Indian/Alaska Native	69	19	10	3
Asian	26	22	25	27
Hispanic/Latino	57	22	15	7
Native Hawaiian/Other Pacific	54	22	15	9
White	38	26	24	13
Students with Disabilities	80	10	6	3
Limited English Proficient	93	5	1	1
Economically Disadvantaged	59	21	14	6
Migrant	64	19	11	5
Homeless	69	18	9	3
Two or More Races	50	22	17	10
Male	52	22	17	9
Female	49	24	19	9



Grade 8 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>44</b>	<b>23</b>	<b>25</b>	<b>8</b>
African American	54	23	20	4
American Indian/Alaska Native	70	18	11	1
Asian	19	20	37	24
Hispanic/Latino	53	23	20	4
Native Hawaiian/Other Pacific	47	29	21	3
White	30	24	34	12
Students with Disabilities	81	11	6	2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	56	23	18	3
Migrant	65	18	15	2
Homeless	63	22	14	2
Two or More Races	41	23	27	10
Male	49	22	23	6
Female	38	24	28	9

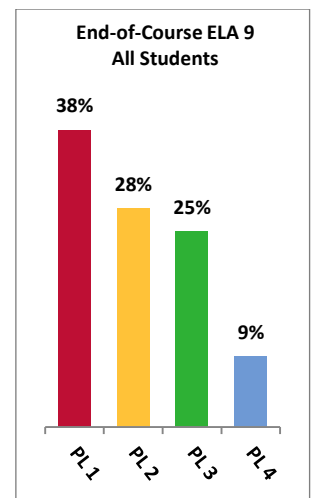


Grade 8 Science				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Falls Far Below	Approaches	Meets	Exceeds
All Students	<b>21</b>	<b>19</b>	<b>25</b>	<b>35</b>
African American	30	23	25	22
American Indian/Alaska Native	41	26	21	12
Asian	7	10	19	64
Hispanic/Latino	28	23	26	22
Native Hawaiian/Other Pacific	22	23	32	23
White	11	13	24	52
Students with Disabilities	54	20	17	9
Limited English Proficient	83	12	4	1
Economically Disadvantaged	28	23	26	22
Migrant	45	19	22	14
Two or More Races	20	17	24	39
Male	23	18	24	35
Female	19	20	26	34



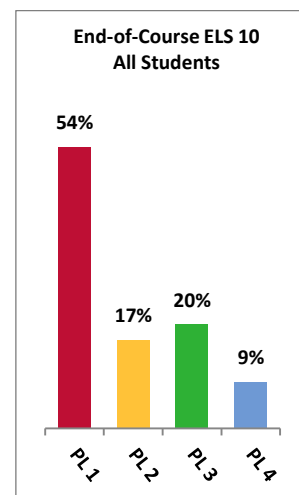
### End-of-Course English Language Arts 9

End-of-Course English Language Arts 9				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>38</b>	<b>28</b>	<b>25</b>	<b>9</b>
African American	50	27	18	5
American Indian/Alaska Native	60	27	11	2
Asian	15	22	35	28
Hispanic/Latino	47	29	20	5
Native Hawaiian/Other Pacific	33	37	23	7
White	24	27	34	15
Students with Disabilities	81	13	5	1
Limited English Proficient	*	*	*	*
Economically Disadvantaged	49	28	18	4
Migrant	63	26	9	2
Homeless	61	24	13	2
Two or More Races	38	26	26	11
Male	44	27	22	7
Female	32	29	28	11



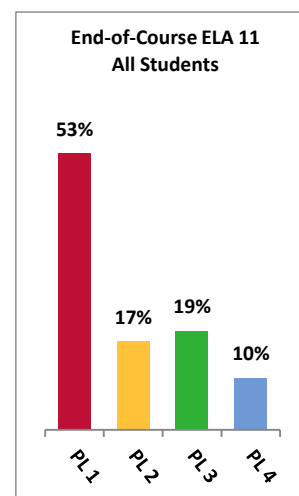
## End-of-Course English Language Arts 10

End-of-Course English Language Arts 10				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>54</b>	<b>17</b>	<b>20</b>	<b>9</b>
African American	65	15	15	5
American Indian/Alaska Native	78	12	8	2
Asian	27	15	29	30
Hispanic/Latino	65	16	15	5
Native Hawaiian/Other Pacific	53	14	24	9
White	39	19	27	15
Students with Disabilities	89	6	4	1
Limited English Proficient	*	*	*	*
Economically Disadvantaged	67	16	13	4
Migrant	82	11	6	1
Homeless	72	15	10	2
Two or More Races	53	16	19	12
Male	58	16	18	8
Female	50	18	21	11



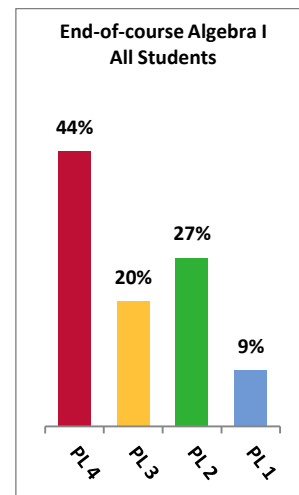
## End-of-Course English Language Arts 11

End-of-Course English Language Arts 11				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>53</b>	<b>17</b>	<b>19</b>	<b>10</b>
African American	66	15	15	5
American Indian/Alaska Native	74	14	10	2
Asian	28	16	26	31
Hispanic/Latino	64	16	15	5
Native Hawaiian/Other Pacific	60	14	18	8
White	39	19	25	16
Students with Disabilities	83	7	7	3
Limited English Proficient	96	2	2	1
Economically Disadvantaged	65	16	14	5
Migrant	81	12	7	1
Homeless	73	13	11	3
Two or More Races	51	16	21	12
Male	58	16	17	9
Female	48	19	22	12



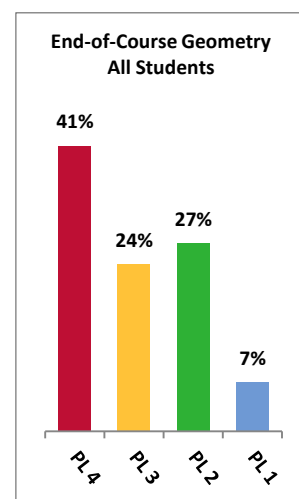
## End-of-Course Algebra I

End-of-Course Algebra I				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>44</b>	<b>20</b>	<b>27</b>	<b>9</b>
African American	56	20	20	4
American Indian/Alaska Native	65	18	15	2
Asian	16	15	40	30
Hispanic/Latino	53	20	22	5
Native Hawaiian/Other Pacific	42	26	26	6
White	30	20	36	15
Students with Disabilities	83	10	6	1
Limited English Proficient	94	4	*	*
Economically Disadvantaged	54	20	21	5
Migrant	81	11	6	1
Homeless	70	15	13	1
Two or More Races	44	18	27	11
Male	46	18	25	10
Female	41	21	29	9



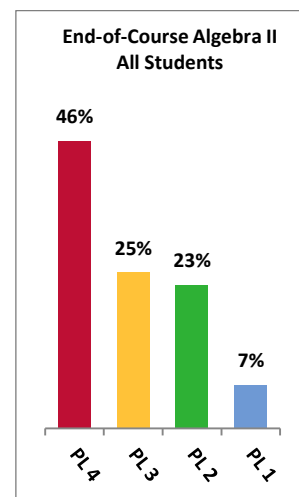
## End-of-Course Geometry

End-of-Course Geometry				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>41</b>	<b>24</b>	<b>27</b>	<b>7</b>
African American	55	24	18	3
American Indian/Alaska Native	59	24	16	2
Asian	16	19	43	22
Hispanic/Latino	51	25	20	3
Native Hawaiian/Other Pacific	45	20	31	5
White	28	24	36	12
Students with Disabilities	81	13	6	1
Limited English Proficient	90	8	*	*
Economically Disadvantaged	52	25	20	3
Migrant	76	19	*	*
Homeless	61	22	15	2
Two or More Races	42	24	25	8
Male	43	23	26	8
Female	39	26	28	7



## End-of-Course Algebra II

End-of-Course Algebra II				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	<b>46</b>	<b>25</b>	<b>23</b>	<b>7</b>
African American	58	23	16	3
American Indian/Alaska Native	67	23	10	1
Asian	21	19	36	24
Hispanic/Latino	55	25	17	3
Native Hawaiian/Other Pacific	51	23	19	6
White	33	25	30	11
Students with Disabilities	73	15	8	4
Limited English Proficient	88	7	3	1
Economically Disadvantaged	57	24	16	3
Migrant	51	28	19	2
Homeless	65	23	11	1
Two or More Races	46	23	22	9
Male	47	23	22	8
Female	44	26	23	6



## Percent of Students Tested

The following table shows the percentage of all students in Grades 3 - 8 and high school who were tested in Math, ELA and Science.

Subgroup/Ethnicity	% of Students Tested		
	Math	English Language Arts	Science
All Students	95	96	96
African American	93	93	94
American Indian/Alaska Native	94	94	94
Asian	94	97	98
Hispanic/Latino	96	96	96
Native Hawaiian/Other Pacific	95	95	95
White	95	96	96
Students with Disabilities	94	93	94
Limited English Proficient	95	94	96
Economically Disadvantaged	96	96	96
Migrant	96	95	94
Homeless	90	89	92
Two or More Races	94	95	96
Male	95	96	95
Female	96	96	96

## Federal Accountability

### Four-Year Graduation Rate and Attendance Rate: SY 2015-2016

Arizona calculates and reports performance indicator data for federal accountability purposes as the Four-Year Graduation Rate<sup>1</sup> for high schools, and the school-wide Attendance Rate for elementary schools. The table below is aggregated to the state level.

Subgroup/Ethnicity	Four-Year Graduation Rate	Attendance Rate
All Students	80	94
African American	77	94
American Indian or Alaska Native	71	91
Asian	91	97
Hispanic/Latino	75	94
Native Hawaiian/Other Pacific	81	94
White	85	94
Students with Disabilities	67	93
Limited English Proficient		94
<i>Students who were LEP at any point during high school</i>	52	
<i>Students who were still LEP in Grade 12</i>	46	
Economically Disadvantaged	76	93
Migrant	75	*
Multiple Races	65	94
Male	76	94
Female	83	94

## Federal Reward, Focus and Priority Designations

Criteria for identifying Title I schools as either a Reward, Focus or Priority school adhere to federal guidelines under Arizona’s approved Elementary and Secondary Education Act (ESEA) flexibility request. Information on the ESEA flexibility request can be found [here](#).

The following table displays the number of Focus and Priority schools. Rewards schools were not identified. Definition of terms can be found [here](#).

Federal Focus and Priority Designations	
Focus	122
Priority	68

<sup>1</sup> Four-Year Graduation Rates are reported for the previous cohort year. SY 2015-2016 Graduation Rates are based on the class of 2015. More information on Graduation Rates can be found [here](#).



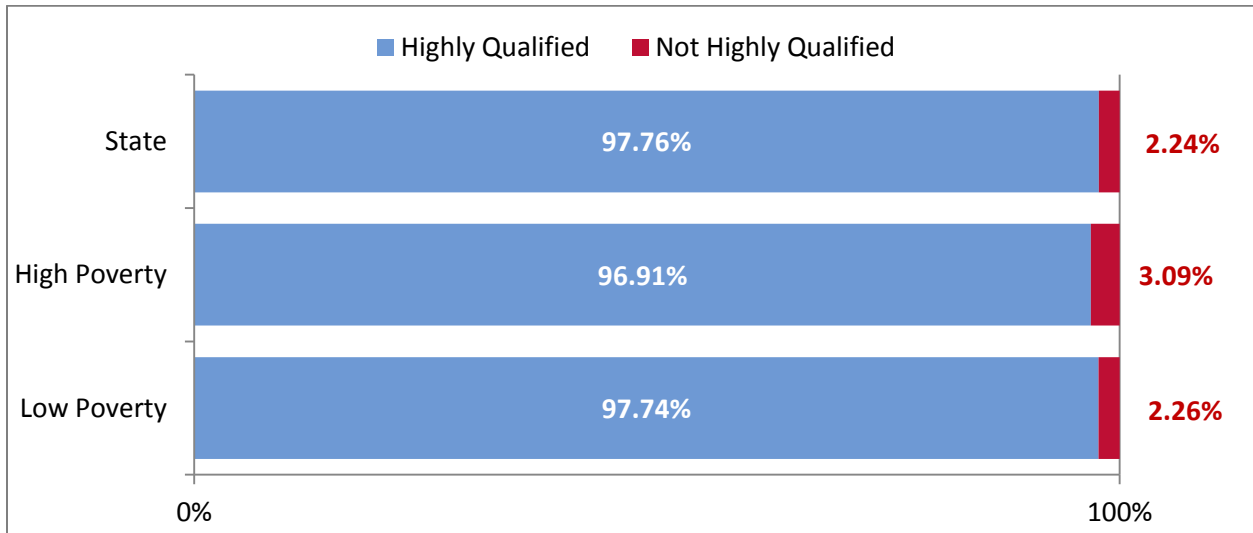
## Arizona Educators

### Professional Qualifications of Public School Teachers (K-12) in the State of Arizona: Fiscal Year 2016

The following table displays the number of teachers who received a post-secondary degree or degrees. More information about Arizona teachers can be found [here](#).

# of Teachers Who Received a Post-Secondary Degree(s)	
Highest Degree Held	Number of Teachers
Bachelor's	37196
Master's	13059
Doctorate/Education Specialist	276
Other	90

The chart below indicates the percentage of core academic classes<sup>2,3</sup> taught by highly qualified teachers.



**Percentage of Public School Teachers (K-12) with Emergency/Provisional Certification → 0.0%**

<sup>2</sup> Core academic classes are defined as: english, reading/language arts, mathematics, science, foreign languages, civics and governments, economics, arts, history and geography in the *No Child Left Behind Elementary and Secondary Act, 2001*, Title IX, Section 9101 (11). These counts and percentages include special education teachers that provide direct instruction in the core academic subjects.

<sup>3</sup> For a definition of 'classes' please see the [Consolidated State Performance Report-Part 1](#).



## State of Arizona Department of Education

<http://www.azed.gov/data>

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