



State of Arizona
Department of Education

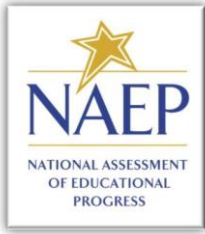
School Year 2014–2015
State Report Card



Table of Contents

National Assessment of Educational Progress Reading and Math School Year 2014-2015.....	3
Assessment Results School Year 2014-2015.....	4
Grade 3 Math and English Language Arts.....	5
Grade 4 Math, English Language Arts and Science.....	6
Grade 5 Math and English Language Arts.....	8
Grade 6 Math and English Language Arts.....	9
Grade 7 Math and English Language Arts.....	10
Grade 8 Math, English Language Arts and Science.....	11
End-of-Course English Language Arts 9.....	12
End-of-Course English Language Arts 10.....	13
End-of-Course English Language Arts 11.....	13
End-of-Course Algebra I.....	14
End-of-Course Geometry.....	14
End-of-Course Algebra II.....	15
Percent of Students Tested.....	15
Federal Accountability.....	16
Federal Reward, Focus and Priority Designations.....	16
Arizona Educators.....	17





National Assessment of Educational Progress Reading and Math School Year 2014-2015

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 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 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	Percent
Students with Disability	92
Limited English Proficiency	96

Participation Rate	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 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 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	Percent
Students with Disability	90
Limited English Proficiency	92

Participation Rate	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 2014-2015

This is a report of the combined student performance results from the Spring 2015 administration of the AzMERIT statewide assessment and the National Center and State Collaborative (NCSC) 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.

NCSC is Arizona’s new alternate statewide achievement test for eligible students with significant cognitive disabilities. The NCSC 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 NCSC 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:

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

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?

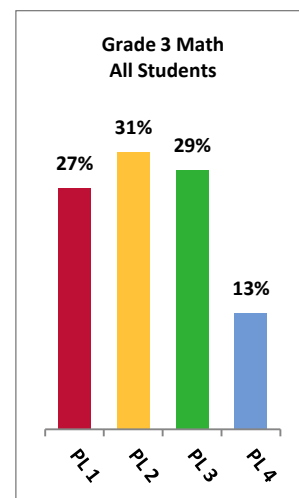
Valid test results were included for students with an enrollment in an Arizona public school on the first date of the Spring 2015 test window. The source of the subgroup and ethnicity data is the Student Accountability Information System (SAIS), which is reported by Districts and Charter Holders to the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

How are students' anonymity protected in this report?

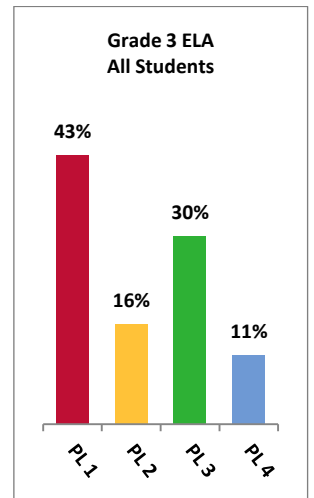
When all students in a group score at the same performance level, reporting "100%" or "0%" may risk an individual student's anonymity. To protect students' anonymity, we do not report the breakdown for each performance level; you will see the * symbol instead. Likewise, when either 1% or 0% of students in a group perform at the same level, we report this as "<2".

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	27	31	29	13
African American	40	32	22	6
American Indian/Alaska Native	42	35	19	4
Asian	8	20	36	35
Hispanic/Latino	35	33	24	7
Native Hawaiian/Other Pacific	23	30	34	13
White	17	28	35	20
Students with Disabilities	57	24	14	5
Limited English Proficient	65	27	7	1
Economically Disadvantaged	35	34	24	7
Migrant	48	29	19	4
Homeless	45	32	18	5
Two or More Races	21	31	31	17
Male	28	30	29	14
Female	27	32	29	12

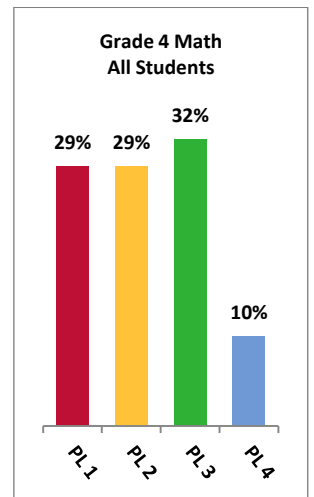


Grade 3 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	43	16	30	11
African American	57	16	23	4
American Indian/Alaska Native	66	16	16	3
Asian	21	13	42	23
Hispanic/Latino	55	17	23	5
Native Hawaiian/Other Pacific	40	17	33	9
White	28	16	38	18
Students with Disabilities	73	10	13	4
Limited English Proficient	90	6	<2	<2
Economically Disadvantaged	55	17	23	5
Migrant	71	14	13	2
Homeless	65	15	17	3
Two or More Races	34	16	36	14
Male	48	16	28	9
Female	39	17	32	12

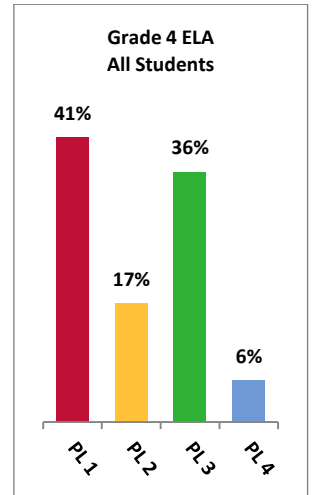


Grade 4 Math, English Language Arts and Science

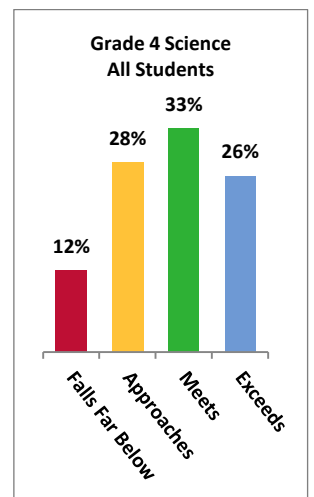
Grade 4 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	29	29	32	10
African American	41	32	22	4
American Indian/Alaska Native	49	30	19	3
Asian	10	19	42	29
Hispanic/Latino	38	32	25	5
Native Hawaiian/Other Pacific	25	29	39	7
White	17	26	41	16
Students with Disabilities	63	21	13	4
Limited English Proficient	69	24	<2	<2
Economically Disadvantaged	38	32	25	5
Migrant	46	31	21	2
Homeless	48	30	19	3
Two or More Races	23	29	35	13
Male	30	28	32	11
Female	29	30	32	9



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	41	17	36	6
African American	51	17	29	3
American Indian/Alaska Native	67	15	17	1
Asian	20	13	50	18
Hispanic/Latino	52	18	27	2
Native Hawaiian/Other Pacific	36	20	38	5
White	27	17	48	9
Students with Disabilities	75	10	14	2
Limited English Proficient	89	7	<2	<2
Economically Disadvantaged	53	18	27	2
Migrant	70	13	16	1
Homeless	63	15	20	1
Two or More Races	33	17	42	8
Male	45	17	33	5
Female	37	17	39	6

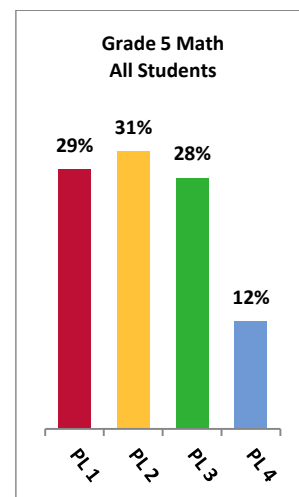


Grade 4 Science				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Falls Far Below	Approaches	Meets	Exceeds
All Students	12	28	33	26
African American	17	37	32	14
Native American	24	46	22	7
Asian	4	16	31	49
Hispanic/Latino	18	37	32	14
White	5	18	35	41
Students with Disabilities	28	36	24	10
Limited English Proficient	42	46	11	1
Economically Disadvantaged	17	37	32	14
Migrant	28	42	23	7
Male	13	28	32	26
Female	11	30	33	25

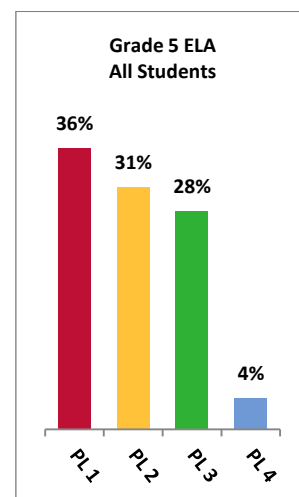


Grade 5 Math and English Language Arts

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	29	31	28	12
African American	43	33	20	4
American Indian/Alaska Native	47	33	17	3
Asian	11	19	34	36
Hispanic/Latino	37	34	23	6
Native Hawaiian/Other Pacific	22	41	27	10
White	17	29	35	19
Students with Disabilities	63	22	11	3
Limited English Proficient	70	25	5	1
Economically Disadvantaged	38	34	22	6
Migrant	45	33	19	3
Homeless	47	34	16	3
Two or More Races	24	31	31	14
Male	30	30	27	13
Female	27	32	29	11

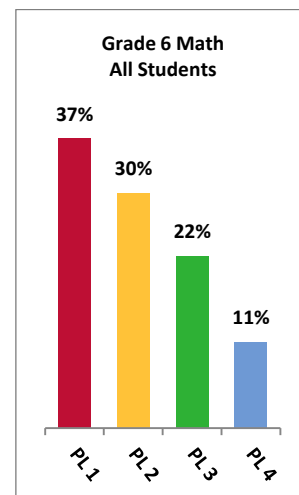


Grade 5 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	36	31	28	4
African American	48	31	19	2
American Indian/Alaska Native	62	26	11	1
Asian	17	26	44	12
Hispanic/Latino	47	32	19	2
Native Hawaiian/Other Pacific	38	32	28	3
White	22	31	40	7
Students with Disabilities	73	16	9	2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	48	32	19	2
Migrant	64	28	8	1
Homeless	57	29	13	1
Two or More Races	28	32	35	5
Male	41	30	26	3
Female	32	32	31	5

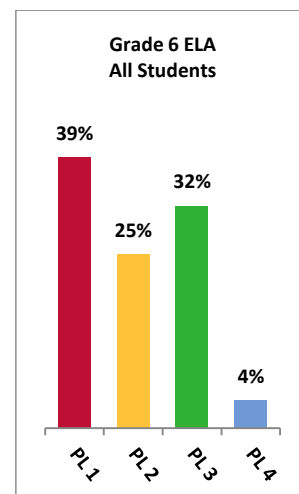


Grade 6 Math and English Language Arts

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	37	30	22	11
African American	51	29	15	5
American Indian/Alaska Native	57	27	12	4
Asian	14	21	30	35
Hispanic/Latino	47	31	17	6
Native Hawaiian/Other Pacific	37	31	22	10
White	25	30	28	17
Students with Disabilities	74	16	6	4
Limited English Proficient	85	12	2	1
Economically Disadvantaged	49	30	16	5
Migrant	49	29	17	5
Homeless	59	27	11	2
Two or More Races	32	32	24	12
Male	40	29	21	11
Female	35	31	23	11

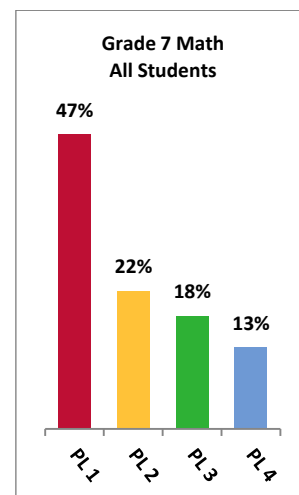


Grade 6 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	39	25	32	4
African American	48	27	23	2
American Indian/Alaska Native	64	21	13	1
Asian	19	20	49	12
Hispanic/Latino	50	26	23	2
Native Hawaiian/Other Pacific	39	28	30	3
White	25	25	44	7
Students with Disabilities	77	13	8	2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	51	26	22	2
Migrant	61	24	13	1
Homeless	60	24	15	1
Two or More Races	30	25	39	5
Male	44	25	28	3
Female	33	26	36	5

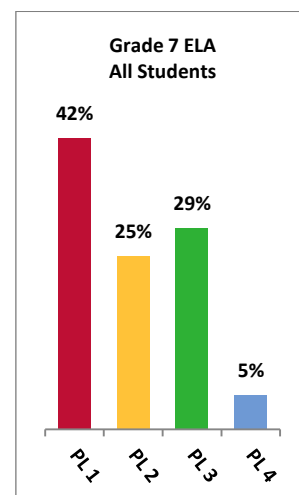


Grade 7 Math and English Language Arts

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	47	22	18	13
African American	64	19	12	5
American Indian/Alaska Native	70	17	9	3
Asian	19	18	24	39
Hispanic/Latino	58	22	14	7
Native Hawaiian/Other Pacific	52	22	15	11
White	32	24	24	20
Students with Disabilities	80	10	7	3
Limited English Proficient	92	5	2	1
Economically Disadvantaged	60	21	13	6
Migrant	62	19	12	7
Homeless	71	17	10	2
Two or More Races	44	22	19	15
Male	47	21	18	14
Female	47	23	18	12

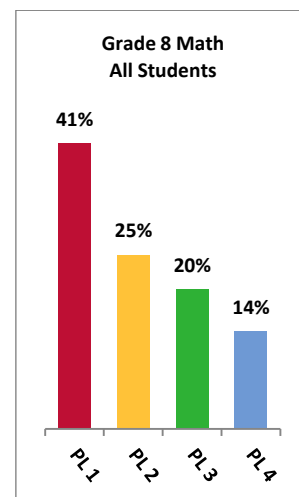


Grade 7 English Language Arts				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	42	25	29	5
African American	51	25	22	2
American Indian/Alaska Native	70	19	11	1
Asian	19	20	45	16
Hispanic/Latino	53	25	20	2
Native Hawaiian/Other Pacific	41	31	25	3
White	27	25	40	8
Students with Disabilities	80	10	7	2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	54	25	19	2
Migrant	64	22	14	1
Homeless	67	20	12	1
Two or More Races	36	26	32	6
Male	47	24	25	4
Female	36	26	32	6

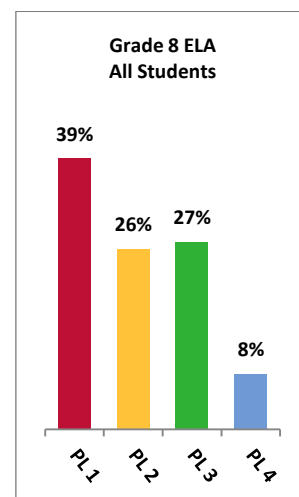


Grade 8 Math, English Language Arts and Science

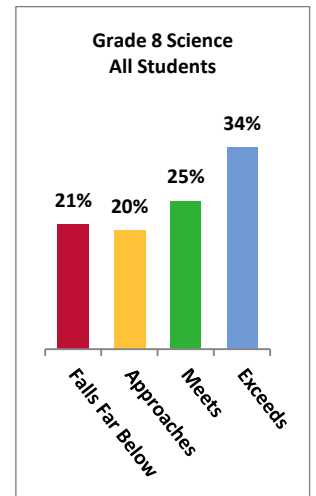
Grade 8 Math				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All Students	41	25	20	14
African American	57	23	14	6
American Indian/Alaska Native	65	21	11	4
Asian	16	17	26	41
Hispanic/Latino	51	25	16	8
Native Hawaiian/Other Pacific	35	28	25	12
White	28	26	26	20
Students with Disabilities	78	12	6	3
Limited English Proficient	90	7	2	1
Economically Disadvantaged	52	25	16	7
Migrant	57	21	13	10
Homeless	65	22	10	3
Two or More Races	37	25	22	16
Male	43	24	19	14
Female	40	26	22	13



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	39	26	27	8
African American	52	25	20	4
American Indian/Alaska Native	64	22	12	2
Asian	19	21	40	20
Hispanic/Latino	48	27	21	4
Native Hawaiian/Other Pacific	31	35	28	6
White	27	26	35	12
Students with Disabilities	78	13	7	2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	50	26	20	4
Migrant	58	23	17	2
Homeless	61	24	13	2
Two or More Races	33	25	32	9
Male	44	25	25	6
Female	34	27	30	9

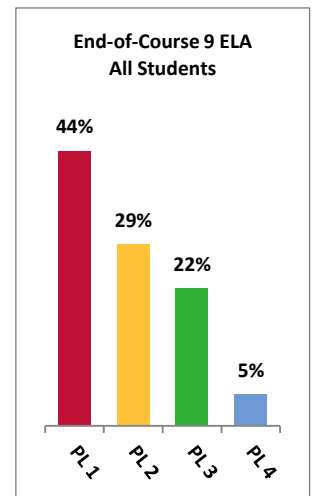


Grade 8 Science				
Subgroup/Ethnicity	Percent of Students in State at Each Performance Level			
	Falls Far Below	Approaches	Meets	Exceeds
All Students	21	20	25	34
African American	31	23	24	21
Native American	41	27	19	13
Asian	9	10	20	61
Hispanic/Latino	28	24	25	22
White	11	14	25	50
Students with Disabilities	55	19	17	9
Limited English Proficient	80	14	4	1
Economically Disadvantaged	30	24	25	21
Migrant	40	24	20	15
Male	23	18	23	35
Female	20	21	26	34



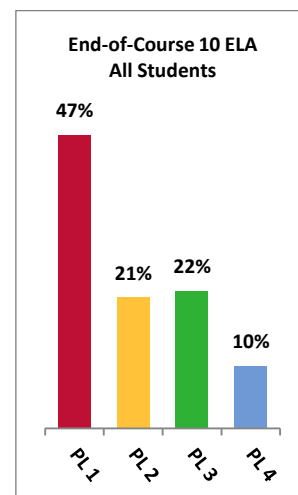
End-of-Course English Language Arts 9

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	44	29	22	5
African American	54	28	16	3
American Indian/Alaska Native	68	23	7	1
Asian	23	23	37	18
Hispanic/Latino	54	29	15	2
Native Hawaiian/Other Pacific	41	32	22	4
White	31	31	30	8
Students with Disabilities	86	11	<2	<2
Limited English Proficient	*	*	*	*
Economically Disadvantaged	57	28	14	2
Migrant	65	28	6	1
Homeless	66	23	11	1
Two or More Races	37	29	27	7
Male	50	28	19	4
Female	38	31	25	6



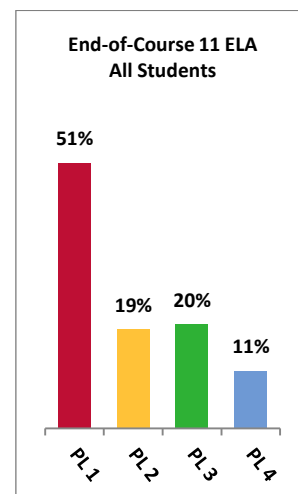
End-of-Course English Language Arts 10

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	47	21	22	10
African American	59	20	17	5
American Indian/Alaska Native	72	16	10	2
Asian	22	19	31	28
Hispanic/Latino	57	21	17	5
Native Hawaiian/Other Pacific	48	21	22	8
White	34	22	29	15
Students with Disabilities	87	8	4	1
Limited English Proficient	*	*	*	*
Economically Disadvantaged	58	21	16	4
Migrant	69	20	9	1
Homeless	66	19	13	2
Two or More Races	39	22	26	12
Male	52	20	20	8
Female	41	23	25	11



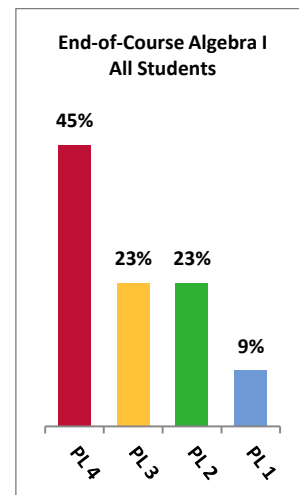
End-of-Course English Language Arts 11

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	51	19	20	11
African American	62	17	15	6
American Indian/Alaska Native	74	14	9	2
Asian	28	17	26	29
Hispanic/Latino	61	19	15	5
Native Hawaiian/Other Pacific	62	18	15	5
White	39	21	25	16
Students with Disabilities	80	9	8	3
Limited English Proficient	95	3	<2	<2
Economically Disadvantaged	62	19	15	5
Migrant	71	17	10	1
Homeless	68	16	12	4
Two or More Races	44	20	22	13
Male	55	18	18	9
Female	46	20	21	12



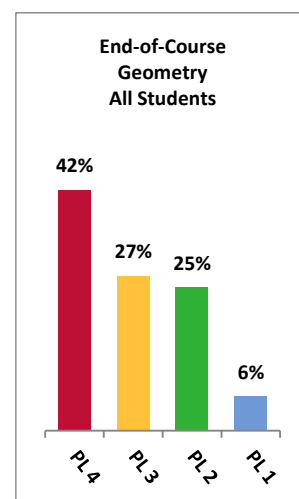
End-of-Course Algebra I

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	45	23	23	9
African American	59	23	15	4
American Indian/Alaska Native	66	20	12	2
Asian	17	19	36	27
Hispanic/Latino	54	24	18	5
Native Hawaiian/Other Pacific	40	22	29	9
White	32	23	30	14
Students with Disabilities	83	11	4	1
Limited English Proficient	85	11	3	1
Economically Disadvantaged	55	23	18	4
Migrant	73	19	7	1
Homeless	68	19	12	1
Two or More Races	40	22	26	12
Male	48	22	21	9
Female	42	24	25	9



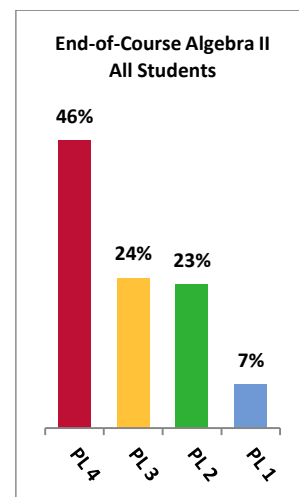
End-of-Course Geometry

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	42	27	25	6
African American	56	27	15	2
American Indian/Alaska Native	63	24	12	1
Asian	18	20	41	21
Hispanic/Latino	53	28	17	2
Native Hawaiian/Other Pacific	44	33	19	3
White	29	28	34	9
Students with Disabilities	81	14	5	1
Limited English Proficient	80	15	<2	<2
Economically Disadvantaged	53	27	17	2
Migrant	68	24	<2	<2
Homeless	58	30	<2	<2
Two or More Races	38	29	26	7
Male	43	26	24	7
Female	41	29	25	5



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	46	24	23	7
African American	60	22	16	2
American Indian/Alaska Native	68	20	10	2
Asian	17	21	38	23
Hispanic/Latino	55	25	17	3
Native Hawaiian/Other Pacific	47	22	23	8
White	35	25	30	10
Students with Disabilities	71	15	10	4
Limited English Proficient	78	15	5	1
Economically Disadvantaged	57	24	16	3
Migrant	50	28	20	1
Homeless	61	24	13	3
Two or More Races	42	24	24	9
Male	47	23	23	8
Female	44	26	24	6



Percent of Students Tested

The following table shows the percentage of all students required to test 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	99	98	98
African American	98	98	98
American Indian/Alaska Native	98	97	98
Asian	99	99	99
Hispanic/Latino	99	98	98
Native Hawaiian/Other Pacific	99	98	98
White	98	98	98
Students with Disabilities	98	97	97
Limited English Proficient	99	98	98
Economically Disadvantaged	99	98	98
Migrant	99	98	97
Homeless	97	96	96
Two or More Races	98	98	98
Male	99	98	98
Female	99	98	98

Federal Accountability

Four-Year Graduation Rate and Attendance Rate: SY 2014-2015

Arizona calculates and reports performance indicator data for federal accountability purposes as the Four-Year Graduation Rate¹ 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	77	94
African American	72	94
American Indian/Alaska Native	64	92
Asian	85	97
Hispanic/Latino	72	94
Native Hawaiian/Other Pacific	69	94
White	83	95
Students with Disabilities	64	93
Limited English Proficient		
<i>Students who were LEP at any point during high school</i>	66	*
<i>Students who were still LEP in Grade 12</i>	19	94
Economically Disadvantaged	71	93
Migrant	71	*
Two or More Races	75	94
Male	73	94
Female	81	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 Reward, Focus, and Priority schools. Definition of terms can be found [here](#).

Federal Reward, Focus and Priority Designations SY 2014-2015	
Reward	74
Focus	122
Priority	68

¹ Four-Year Graduation Rates are reported for the previous cohort year. SY 2014-2015 Graduation Rates are based on the class of 2014. More information on Graduation Rates can be found [here](#).

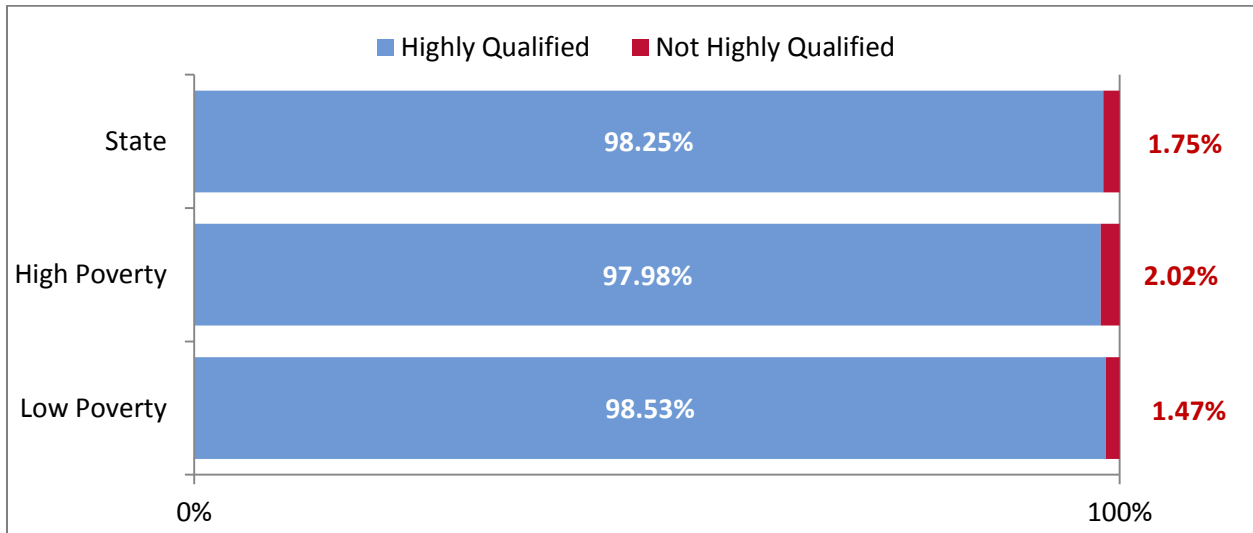
Arizona Educators

Professional Qualifications of Public School Teachers (K-12) in the State of Arizona: Fiscal Year 2015

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	37,471
Master's	13,287
Doctorate/Education Specialist	261
Other	69

The chart below indicates the percentage of core academic classes^{2,3} taught by highly qualified teachers.



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

² 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.

³ 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>

The distribution of this report is mandated by the No Child Left Behind Act. The contents of this publication were developed with funds allocated by the U.S. Department of Education under Title I, Part A of the No Child Left Behind Act.

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this guideline, please contact Human Resources at (602)542-3186.

