



State of Arizona
Department of Education

2010-2011 State Report Card



NAEP Assessment of Educational Progress Reading and Mathematics, 2010-2011

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

State Data

Mathematics Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	23	44	29	4

Participation Rate Percent

Students w/Disability	91
Limited English Proficient	99

Mathematics Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	32	37	24	7

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Mathematics Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	23	44	29	4
White	11	40	41	8
Black	38	40	20	3
Hispanic	30	49	20	1
Asian/Pacific Islander	13	34	40	14
American Indian	45	41	13	1
Eligible for NSLP	31	47	21	2
Students w/Disability	54	31	14	1
Limited English Proficient	58	35	7	#

Participation Rate Percent

Students w/Disability	91
Limited English Proficient	99

Mathematics Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	32	37	24	7
White	17	37	34	12
Black	39	43	17	1
Hispanic	45	37	15	2
Asian/Pacific Islander	11	31	41	17
American Indian	60	28	9	3
Eligible for NSLP	43	38	17	3
Students w/Disability	76	19	4	1
Limited English Proficient	‡	‡	‡	‡

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Reading Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	42	32	21	5

Participation Rate Percent

Students w/Disability	88
Limited English Proficient	99

Reading Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	29	43	26	2

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Reading Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	42	32	21	5
White	28	34	30	9
Black	53	27	15	5
Hispanic	52	32	14	2
Asian/Pacific Islander	28	30	28	14
American Indian	70	22	6	2
Eligible for NSLP	54	31	14	2
Students w/Disability	80	15	5	#
Limited English Proficient	86	12	1	#

Participation Rate Percent

Students w/Disability	88
Limited English Proficient	99

Reading Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	29	43	26	2
White	18	42	36	4
Black	42	40	18	1
Hispanic	37	45	17	#
Asian/Pacific Islander	19	46	27	8
American Indian	50	36	13	1
Eligible for NSLP	39	44	16	1
Students w/Disability	74	23	3	#
Limited English Proficient	‡	‡	‡	‡

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Notes: Numbers are rounded. Rows may not add up to 100% due to rounding. NAEP does not disaggregate data to the district level.

‡ The Arizona Grade 8 ELL sample size is insufficient to permit a reliable estimate according to the National Center for Education Statistics.

The ADE is working with NCES/NAEP on an addition sampling procedure for this student population so ADE can continue to report on Arizona Grade 8 ELL students in the future.

Rounds to zero.



The following tables show AIMS results for the past two years. Results are shown as a percentage of students at each achievement level. Also shown is the percent of students tested. Writing is tested in grades 5, 6, 7, and high school only. Science is tested in grades 4, 8, and high school only. Note that the subgroups of migrant and gender are subgroups for reporting purposes only and were not among the required subgroups for adequate yearly progress (AYP) determinations.

Mathematics Grade 3						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	22	43	25	11
	2011	99	24	43	22	10
African American	2010	100	21	44	25	10
	2011	99	14	42	29	16
American Indian/ Native Alaskan	2010	100	23	42	24	11
	2011	99	9	36	34	21
Asian/Pacific Islander	2010	100	13	38	31	17
	2011	100	45	38	12	4
Hispanic	2010	100	42	39	14	5
	2011	100	16	44	27	13
White	2010	100	14	43	30	13
	2011	99	35	44	16	6
Students with Disabilities	2010	100	8	35	37	20
	2011	99	11	29	30	30
Limited English Proficient	2010	100	32	45	17	6
	2011	99	9	31	35	25
Economically Disadvantaged	2010	100	14	42	30	14
	2011	100	16	43	28	13
Migrant	2010	100	10	28	30	31
	2011	99	8	43	32	17
Male	2010	100	3	28	43	27
	2011	99	25	42	22	11
Female	2010	99	9	37	34	19
	2011	99	24	45	23	9



Reading Grade 3						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	13	60	21	6
	2011	99	13	62	19	5
African American	2010	100	8	57	26	8
	2011	99	8	61	23	8
American Indian/ Native Alaskan	2010	99	4	50	35	11
	2011	99	4	53	33	10
Asian/Pacific Islander	2010	100	25	60	11	4
	2011	100	25	62	10	3
Hispanic	2010	100	6	59	27	8
	2011	100	7	61	25	7
White	2010	100	21	64	13	3
	2011	99	21	64	11	3
Students with Disabilities	2010	100	6	34	35	24
	2011	99	6	37	34	23
Limited English Proficient	2010	100	1	35	47	17
	2011	99	3	40	41	17
Economically Disadvantaged	2010	100	7	58	27	8
	2011	100	7	61	25	7
Migrant	2010	99	3	50	34	13
	2011	99	4	53	31	12
Male	2010	100	11	58	23	7
	2011	99	12	61	21	7
Female	2010	100	15	62	18	4
	2011	99	15	64	17	4



Mathematics Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	23	40	21	15
	2011	99	27	38	20	15
African American	2010	100	14	37	26	23
	2011	99	16	35	25	24
American Indian/ Native Alaskan	2010	100	8	31	32	29
	2011	99	12	31	29	29
Asian/Pacific Islander	2010	100	43	37	11	9
	2011	100	51	32	11	6
Hispanic	2010	100	15	40	26	20
	2011	100	19	38	24	19
White	2010	100	33	43	15	8
	2011	99	37	40	15	8
Students with Disabilities	2010	100	9	23	24	42
	2011	99	11	23	24	42
Limited English Proficient	2010	100	2	22	34	42
	2011	100	13	34	28	25
Economically Disadvantaged	2010	100	15	39	26	21
	2011	100	18	38	25	20
Migrant	2010	99	9	36	25	30
	2011	99	17	31	25	27
Male	2010	100	23	39	21	17
	2011	99	27	37	20	16
Female	2010	100	23	42	22	14
	2011	99	27	39	21	13



Reading Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	13	59	23	5
	2011	99	13	63	20	4
African American	2010	100	7	57	28	8
	2011	99	7	59	28	7
American Indian/ Native Alaskan	2010	100	3	48	39	9
	2011	99	3	53	35	8
Asian/Pacific Islander	2010	100	24	59	14	4
	2011	100	25	61	11	3
Hispanic	2010	100	6	57	31	7
	2011	100	6	62	27	6
White	2010	100	21	63	13	3
	2011	99	20	65	12	2
Students with Disabilities	2010	100	5	33	40	22
	2011	99	5	37	40	19
Limited English Proficient	2010	100	0	26	57	17
	2011	100	2	54	36	8
Economically Disadvantaged	2010	100	6	56	31	7
	2011	100	6	61	27	6
Migrant	2010	99	2	45	42	11
	2011	99	2	51	39	8
Male	2010	100	11	57	25	7
	2011	99	11	60	23	6
Female	2010	100	14	61	21	3
	2011	99	14	65	18	3



Science Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	99	28	33	22	17
	2011	99	31	29	23	17
African American	2010	99	17	33	26	23
	2011	99	19	28	28	25
American Indian/ Native Alaskan	2010	99	10	28	32	30
	2011	99	10	24	34	33
Asian/Pacific Islander	2010	99	46	31	12	10
	2011	100	51	26	13	9
Hispanic	2010	99	14	33	29	24
	2011	99	17	29	30	24
White	2010	99	43	35	14	8
	2011	99	48	30	14	7
Students with Disabilities	2010	98	13	24	25	38
	2011	99	14	22	26	38
Limited English Proficient	2010	99	1	13	33	53
	2011	100	8	23	33	36
Economically Disadvantaged	2010	99	16	33	28	24
	2011	99	18	29	29	24
Migrant	2010	99	5	24	33	38
	2011	99	8	20	31	41
Male	2010	99	29	32	21	18
	2011	99	32	28	22	18
Female	2010	99	27	35	23	16
	2011	99	29	30	24	17



Mathematics Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	20	39	22	19
	2011	100	21	42	20	17
African American	2010	100	11	34	25	30
	2011	99	12	36	24	27
American Indian/ Native Alaskan	2010	100	7	29	28	36
	2011	99	8	33	28	32
Asian/Pacific Islander	2010	100	43	36	12	9
	2011	100	43	39	10	8
Hispanic	2010	100	12	37	26	25
	2011	100	13	41	24	22
White	2010	100	30	43	17	11
	2011	99	31	44	15	10
Students with Disabilities	2010	100	6	21	21	52
	2011	99	6	23	21	50
Limited English Proficient	2010	100	1	13	28	57
	2011	100	8	31	26	35
Economically Disadvantaged	2010	100	12	36	26	26
	2011	100	13	40	24	23
Migrant	2010	99	8	33	27	31
	2011	99	7	40	23	30
Male	2010	100	21	37	21	21
	2011	99	22	40	19	19
Female	2010	100	19	40	22	18
	2011	99	20	43	21	16



Reading Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	7	65	20	8
	2011	100	10	68	16	6
African American	2010	100	4	59	26	11
	2011	99	6	65	21	8
American Indian/ Native Alaskan	2010	100	2	49	35	14
	2011	99	3	57	29	10
Asian/Pacific Islander	2010	100	14	69	11	5
	2011	100	21	67	8	4
Hispanic	2010	100	3	59	27	10
	2011	100	5	66	21	8
White	2010	100	11	74	12	4
	2011	99	16	72	9	3
Students with Disabilities	2010	100	3	31	34	31
	2011	99	3	38	34	25
Limited English Proficient	2010	100	0	18	49	33
	2011	100	3	49	32	16
Economically Disadvantaged	2010	100	3	59	27	11
	2011	100	5	65	21	8
Migrant	2010	100	2	45	37	17
	2011	99	3	56	28	13
Male	2010	100	6	63	22	10
	2011	99	8	66	18	7
Female	2010	100	9	68	18	5
	2011	99	12	70	14	4



Writing Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	9	65	23	3
	2011	98	5	51	36	8
African American	2010	100	7	61	28	4
	2011	97	3	43	42	12
American Indian/ Native Alaskan	2010	100	3	58	33	6
	2011	98	1	32	53	14
Asian/Pacific Islander	2010	100	23	63	11	4
	2011	98	13	63	19	5
Hispanic	2010	100	4	63	29	4
	2011	98	2	43	44	10
White	2010	100	13	69	16	2
	2011	98	8	60	27	5
Students with Disabilities	2010	99	2	34	50	14
	2011	90	1	16	47	35
Limited English Proficient	2010	99	0	35	53	12
	2011	98	1	28	51	20
Economically Disadvantaged	2010	99	4	62	30	4
	2011	98	2	42	45	11
Migrant	2010	100	3	57	36	5
	2011	99	1	36	45	18
Male	2010	99	6	61	30	4
	2011	99	3	44	42	11
Female	2010	100	12	70	15	2
	2011	99	7	57	31	5



Mathematics Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	23	34	23	20
	2011	99	27	32	21	20
African American	2010	100	14	30	26	30
	2011	99	16	29	25	30
American Indian/ Native Alaskan	2010	100	9	26	29	37
	2011	99	12	26	27	36
Asian/Pacific Islander	2010	100	47	31	13	9
	2011	100	54	26	12	9
Hispanic	2010	100	15	32	27	26
	2011	100	19	31	25	25
White	2010	100	32	37	18	13
	2011	99	38	34	16	12
Students with Disabilities	2010	100	5	15	21	58
	2011	99	7	16	20	58
Limited English Proficient	2010	99	1	10	24	64
	2011	100	17	29	25	29
Economically Disadvantaged	2010	100	14	32	27	27
	2011	100	18	31	25	26
Migrant	2010	100	13	30	24	33
	2011	99	15	28	23	34
Male	2010	100	23	32	22	23
	2011	99	27	30	20	23
Female	2010	100	23	35	24	18
	2011	99	28	33	22	17



Reading Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	8	70	17	6
	2011	99	9	72	14	5
African American	2010	100	4	66	22	8
	2011	99	5	68	20	7
American Indian/ Native Alaskan	2010	100	2	57	29	11
	2011	99	2	62	25	10
Asian/Pacific Islander	2010	100	16	72	9	4
	2011	100	20	69	7	4
Hispanic	2010	100	4	66	23	8
	2011	100	5	70	19	7
White	2010	100	12	76	9	3
	2011	99	14	75	8	3
Students with Disabilities	2010	100	3	34	36	26
	2011	99	3	37	34	25
Limited English Proficient	2010	99	0	20	48	31
	2011	100	4	64	23	9
Economically Disadvantaged	2010	100	4	66	23	8
	2011	100	4	69	19	7
Migrant	2010	100	2	56	28	13
	2011	99	2	59	29	10
Male	2010	100	6	67	19	8
	2011	99	7	70	16	7
Female	2010	100	9	73	15	3
	2011	99	11	74	12	3



Writing Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	13	60	26	2
	2011	98	7	49	31	12
African American	2010	100	9	58	29	3
	2011	97	4	43	35	18
American Indian/ Native Alaskan	2010	100	5	56	36	3
	2011	97	2	34	43	22
Asian/Pacific Islander	2010	100	27	57	13	3
	2011	98	21	57	16	7
Hispanic	2010	100	7	59	32	2
	2011	98	3	42	38	16
White	2010	100	18	61	19	2
	2011	98	11	58	23	7
Students with Disabilities	2010	99	2	30	57	11
	2011	90	1	15	34	51
Limited English Proficient	2010	99	0	27	62	11
	2011	98	2	37	40	21
Economically Disadvantaged	2010	99	7	58	33	3
	2011	98	3	41	38	17
Migrant	2010	100	5	50	39	6
	2011	99	1	32	49	19
Male	2010	99	8	55	33	3
	2011	99	5	43	35	17
Female	2010	100	17	64	18	1
	2011	99	10	56	27	8



Mathematics Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	24	34	20	22
	2011	99	24	37	18	21
African American	2010	99	13	33	22	32
	2011	99	14	34	22	30
American Indian/ Native Alaskan	2010	99	8	26	26	40
	2011	99	9	29	23	39
Asian/Pacific Islander	2010	100	49	29	11	11
	2011	100	51	29	9	10
Hispanic	2010	100	14	32	24	29
	2011	99	15	36	22	27
White	2010	100	35	36	16	13
	2011	99	35	39	14	12
Students with Disabilities	2010	99	5	15	17	62
	2011	99	5	18	17	60
Limited English Proficient	2010	100	2	9	19	70
	2011	99	15	35	21	28
Economically Disadvantaged	2010	100	14	32	24	30
	2011	99	15	35	22	28
Migrant	2010	100	9	23	27	41
	2011	99	13	29	20	39
Male	2010	100	25	32	19	24
	2011	99	24	35	18	23
Female	2010	100	24	35	21	20
	2011	99	24	38	19	18



Reading Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	10	67	18	5
	2011	99	12	69	15	3
African American	2010	100	6	64	22	7
	2011	99	7	67	21	4
American Indian/ Native Alaskan	2010	100	3	57	30	10
	2011	99	4	61	29	6
Asian/Pacific Islander	2010	100	20	67	9	4
	2011	99	27	63	8	3
Hispanic	2010	100	5	64	24	7
	2011	99	7	69	21	4
White	2010	100	16	72	10	2
	2011	99	19	71	9	2
Students with Disabilities	2010	99	3	32	40	25
	2011	99	3	38	42	16
Limited English Proficient	2010	100	0	20	52	28
	2011	99	6	67	22	6
Economically Disadvantaged	2010	100	5	63	24	7
	2011	99	7	68	21	4
Migrant	2010	100	3	51	33	14
	2011	99	4	60	27	9
Male	2010	100	9	65	20	7
	2011	99	11	67	18	4
Female	2010	100	12	70	15	3
	2011	99	14	72	13	2



Writing Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	99	6	69	23	2
	2011	98	6	47	35	12
African American	2010	99	4	65	28	3
	2011	98	3	41	39	17
American Indian/ Native Alaskan	2010	99	2	60	34	4
	2011	97	1	29	46	24
Asian/Pacific Islander	2010	100	16	70	11	3
	2011	98	18	56	18	7
Hispanic	2010	99	3	66	29	2
	2011	98	3	41	41	15
White	2010	100	8	73	17	1
	2011	98	9	56	28	8
Students with Disabilities	2010	99	1	33	55	11
	2011	89	1	11	37	52
Limited English Proficient	2010	99	0	31	58	11
	2011	97	3	39	40	18
Economically Disadvantaged	2010	99	3	65	30	3
	2011	98	2	39	42	17
Migrant	2010	100	1	55	38	6
	2011	99	2	35	38	24
Male	2010	99	4	63	30	3
	2011	99	4	41	39	17
Female	2010	100	8	76	16	1
	2011	99	8	55	30	7



Mathematics Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	20	37	14	29
	2011	99	19	36	15	31
African American	2010	100	11	34	16	39
	2011	99	10	31	16	44
American Indian/ Native Alaskan	2010	100	7	27	17	49
	2011	98	6	24	16	53
Asian/Pacific Islander	2010	100	46	33	8	14
	2011	100	46	32	8	15
Hispanic	2010	100	11	34	17	37
	2011	99	11	33	17	40
White	2010	100	28	41	12	18
	2011	99	27	40	13	20
Students with Disabilities	2010	100	4	16	10	69
	2011	98	4	13	10	72
Limited English Proficient	2010	100	1	10	11	78
	2011	99	11	33	17	39
Economically Disadvantaged	2010	100	11	34	17	39
	2011	99	11	32	16	41
Migrant	2010	100	8	28	20	45
	2011	99	4	27	17	51
Male	2010	100	21	36	14	30
	2011	99	19	34	14	33
Female	2010	100	19	38	15	27
	2011	99	18	37	15	29



Reading Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	6	67	17	9
	2011	99	8	63	20	9
African American	2010	100	3	64	21	12
	2011	99	4	58	26	13
American Indian/ Native Alaskan	2010	100	2	52	29	17
	2011	98	2	47	32	19
Asian/Pacific Islander	2010	100	14	70	9	7
	2011	100	18	64	11	7
Hispanic	2010	100	3	63	23	12
	2011	99	4	59	26	12
White	2010	100	10	74	11	5
	2011	99	13	69	13	5
Students with Disabilities	2010	100	2	28	31	38
	2011	99	2	26	33	39
Limited English Proficient	2010	100	1	15	37	48
	2011	99	3	58	25	14
Economically Disadvantaged	2010	100	3	61	23	13
	2011	99	4	58	26	13
Migrant	2010	100	2	52	26	20
	2011	99	2	44	30	23
Male	2010	100	5	64	20	12
	2011	99	6	60	22	12
Female	2010	100	8	71	15	6
	2011	99	10	67	17	6



Science Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	99	33	25	18	23
	2011	99	39	25	18	19
African American	2010	99	22	25	22	31
	2011	99	25	25	21	29
American Indian/ Native Alaskan	2010	98	13	19	25	43
	2011	99	16	23	25	37
Asian/Pacific Islander	2010	99	55	21	11	12
	2011	99	61	19	10	10
Hispanic	2010	99	19	25	23	33
	2011	99	24	26	23	27
White	2010	99	48	25	14	13
	2011	99	55	24	12	9
Students with Disabilities	2010	98	9	14	17	59
	2011	99	10	16	20	54
Limited English Proficient	2010	99	1	5	14	80
	2011	99	20	26	24	29
Economically Disadvantaged	2010	99	20	25	23	33
	2011	99	25	26	22	27
Migrant	2010	100	10	24	22	44
	2011	99	10	21	23	46
Male	2010	99	33	23	18	25
	2011	98	39	24	17	21
Female	2010	99	34	26	19	21
	2011	98	38	26	19	17



Mathematics High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	98	23	36	12	29
	2011	98	21	39	12	28
African American	2010	97	12	33	14	41
	2011	98	12	36	13	39
American Indian/ Native Alaskan	2010	97	7	30	13	49
	2011	97	8	30	16	47
Asian/Pacific Islander	2010	98	48	30	8	14
	2011	98	46	35	7	12
Hispanic	2010	98	12	34	15	39
	2011	98	12	37	15	36
White	2010	98	33	39	10	18
	2011	99	30	43	10	18
Students with Disabilities	2010	96	3	16	9	71
	2011	97	3	17	10	70
Limited English Proficient	2010	97	2	11	8	79
	2011	98	10	35	15	39
Economically Disadvantaged	2010	98	12	33	14	41
	2011	98	12	37	15	37
Migrant	2010	97	8	33	14	45
	2011	99	7	32	17	45
Male	2010	98	23	34	12	31
	2011	99	21	37	12	30
Female	2010	98	23	37	13	28
	2011	99	21	41	13	25



Reading High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	98	11	66	18	5
	2011	99	12	66	17	5
African American	2010	97	6	64	23	7
	2011	98	7	63	23	8
American Indian/ Native Alaskan	2010	96	3	55	32	10
	2011	97	3	56	31	9
Asian/Pacific Islander	2010	98	22	61	13	3
	2011	99	25	60	10	6
Hispanic	2010	98	5	63	26	7
	2011	98	6	63	24	7
White	2010	98	18	70	10	2
	2011	99	19	69	9	2
Students with Disabilities	2010	96	3	33	43	22
	2011	97	4	34	39	23
Limited English Proficient	2010	97	0	12	57	31
	2011	98	3	61	27	9
Economically Disadvantaged	2010	98	5	61	26	8
	2011	99	6	63	24	8
Migrant	2010	97	3	46	35	16
	2011	99	2	44	39	15
Male	2010	98	10	64	20	6
	2011	99	11	65	18	6
Female	2010	98	12	68	16	3
	2011	99	13	67	16	4



Writing High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	97	15	58	24	3
	2011	97	5	63	25	8
African American	2010	95	9	58	28	5
	2011	96	3	56	30	11
American Indian/ Native Alaskan	2010	95	5	48	40	7
	2011	95	1	43	41	16
Asian/Pacific Islander	2010	98	30	53	13	4
	2011	98	15	63	14	8
Hispanic	2010	97	8	56	33	4
	2011	97	2	55	32	11
White	2010	97	21	62	16	2
	2011	98	7	73	16	4
Students with Disabilities	2010	87	1	26	55	17
	2011	86	0	19	43	38
Limited English Proficient	2010	96	0	14	59	26
	2011	94	1	50	35	14
Economically Disadvantaged	2010	97	7	54	34	5
	2011	97	2	53	33	12
Migrant	2010	97	2	40	50	8
	2011	99	0	38	38	24
Male	2010	96	12	55	29	4
	2011	97	4	58	28	10
Female	2010	97	17	61	20	2
	2011	97	6	68	21	5



Science High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	89	15	23	17	45
	2011	71	18	24	16	42
African American	2010	90	8	18	17	57
	2011	78	11	20	15	54
American Indian/ Native Alaskan	2010	91	3	13	16	67
	2011	80	7	16	15	62
Asian/Pacific Islander	2010	85	28	28	15	29
	2011	59	32	25	13	30
Hispanic	2010	91	6	17	17	59
	2011	78	10	20	17	53
White	2010	86	24	30	17	29
	2011	64	29	29	15	27
Students with Disabilities	2010	90	3	8	8	81
	2011	79	5	14	10	72
Limited English Proficient	2010	93	0	2	4	94
	2011	80	7	17	17	59
Economically Disadvantaged	2010	91	6	17	17	60
	2011	77	11	21	16	53
Migrant	2010	94	2	11	14	73
	2011	89	5	11	13	71
Male	2010	88	16	23	16	45
	2011	89	20	23	15	43
Female	2010	88	13	24	18	45
	2011	87	17	25	17	42



AYP: A measure of school performance as mandated by the federal government under the No Child Left Behind Act. AYP holds schools and districts/charter holders (LEAs) accountable for the performance of all students and subgroups. AYP measures schools and LEAs toward the goal of having 100 percent of all students proficient in state standards for reading and math by School Year 2013-2014.

2011 State-Level Accountability (AYP)*						
Subgroup	Reading/Language Arts		Mathematics		Additional Academic Indicators	
	Percent Tested	Percent Meets and Exceeds	Percent Tested	Percent Meets and Exceeds	Graduation Rate	Attendance Rate
	Goal: 100%	Goal: 60%	Goal: 100%	Goal: 60%	Goal: 85%	Goal: 92%
All Students	100	79	100	64	78	95
African American	99	72	100	51	76	95
American Indian/ Native Alaskan	99	60	99	40	61	92
Asian/Pacific Islander	100	88	100	83	88	97
Hispanic	100	71	100	54	71	94
White	100	88	100	75	84	95
Students with Disabilities	99	40	99	28	66	93
Limited English Proficient	100	61	100	46	43	95
Economically Disadvantaged	100	70	100	53	73	94
Migrant	99	57	99	45	74	95
Male	100	75	100	62	71	95
Female	100	83	100	65	79	95

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



Number of Title I Schools Identified for School Improvement. For status definitions, please see page 27. A complete list of 2011 Title I Schools Identified for School Improvement is available here: <http://www.azed.gov/research-evaluation/files/2011/11/2011si.xls>.

NCLB Federal Accountability School Improvement Status		
Improvement Status	2010	2011
Year 1	90	124
Year 2	65	63
Corrective Action	41	54
Restructuring Implemented	64	86
Restructuring Planning	37	26
Out of School Improvement	48	2
Warning	161	295
Total Identified	297	648
Total Not-Identified	936	558

For a complete list of 2011 Title I LEAs and their LEA Improvement statuses: <http://www.azed.gov/research-evaluation/files/2011/12/2011di.xls>.

Adequate Yearly Progress (AYP)								
School and LEA								
Year	School AYP				LEA AYP			
	Number Met	Percent Met	Number Not Met	Percent Not Met	Number Met	Percent Met	Number Not Met	Percent Not Met
2011	1124	58%	814	42%	312	53%	281	47%

This table shows the number and percent of schools that have earned each of the AZ LEARNS Legacy profiles in 2011. AZ LEARNS is the system for evaluating schools required by state law. For profile definitions, please see page 29.

AZ LEARNS Legacy - State Accountability		
Achievement Profile	Number of Schools	Percent of Schools
Excelling	306	16%
Highly Performing	261	14%
Performing Plus	755	39%
Performing	550	29%
Underperforming	46	2%
Failing to Meet Academic Standards	3	< 1%
Total	1921	



This table shows the number and percent of schools by the A-F Letter Grade they received in 2011. The A-F Letter Grades is the system for evaluating schools required by state law. For A-F Letter Grade definitions, please see page 30.

A-F Letter Grades - Schools		
Letter Grade	Number of Schools	Percent of Schools
A	295	20%
B	536	36%
C	487	32%
D	183	12%
Total	1501	

This table shows the number and percent of Local Education Agencies (LEAs, district and charter holders) the A-F Letter Grade they received in 2011. The A-F Letter Grade accountability system was used to evaluate LEAs as required by state law.

A-F Letter Grades - LEAs		
Letter Grade	Number of LEAs	Percent of LEAs
A	71	19%
B	145	39%
C	105	28%
D	52	14%
Total	373	

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

Highly Qualified Teachers 2010-2011

Highest Degree Held	Number of Teachers
Bachelors	28,554
Other	66
Doctorate	382
Masters	22,140

Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers

State (FY 2011)	1.7
High Poverty (FY 2011)	1.4
Low Poverty (FY 2011)	1.8

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

State (FY 2011)	0.0
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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 is considered in School Improvement-Year 1. 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; and set aside 10% of the schools Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school and offer 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 is considered in School Improvement-Year 2. 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; and set aside 10% of the school's Title I funds for professional development for teachers and the principals. The district must offer parents the option to transfer their children to another school, 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 is considered to be in School Improvement-Year 3 or in Corrective Action. 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; and set aside 10% of the schools' Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school, 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 correction 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 is in School Improvement-Year 4 or Restructuring (Planning Phase). 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; and set aside 10% of the school's Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school, 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 is considered in School Improvement-Year 5 or Restructuring (Implementation Phase). 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; and set aside 10% of the school's Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school, 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 as in school improvement.

Total Identified – The total number of Title I schools identified for Title I School Improvement.

Total Non-Identified – The 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 is considered a Title I school and agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).



AZ LEARNS - State Accountability

Excelling – A school earns this label if the students meet or exceed the state performance and state progress goals. In addition, the school has to meet 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 its students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Highly Performing – A school earns this label if the students meet or exceed the state performance and state progress goals. In addition, the school has to meet 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 its students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Performing Plus – A school earns this label if the students achieve above state performance goals; however, the number of students exceeding the standards on the AIMS test is not sufficient to earn a “Highly Performing” or “Excelling” classification.

Performing – A school earns this label if the students meet the state standard performance goals and meet the state progress goals. A school’s performance was at or above the state baseline (set using 2006 data) and/or the school made adequate yearly growth during the past three years.

Underperforming – A school that is designated as “Underperforming” did not meet state performance and state progress goals.

A school’s performance was below the state baseline (set using 2006 data) and the school did not make adequate yearly growth or the school started above the state baseline and did not make adequate yearly growth during the past three years.

Failing to Meet the Academic Standards – A school is designated as “Failing to Meet the Academic Standards” if it needs to meet state performance and state progress goals.

A school receives this label if the 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.



A-F Letter Grades State Accountability for Schools and LEAs

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

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

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

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

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





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