State of Arizona
Department of Education

2013-2014
State Report Card

Arizona Department of Education State Report Card, 2013 - 2014

ADE Research & Evaluation Division

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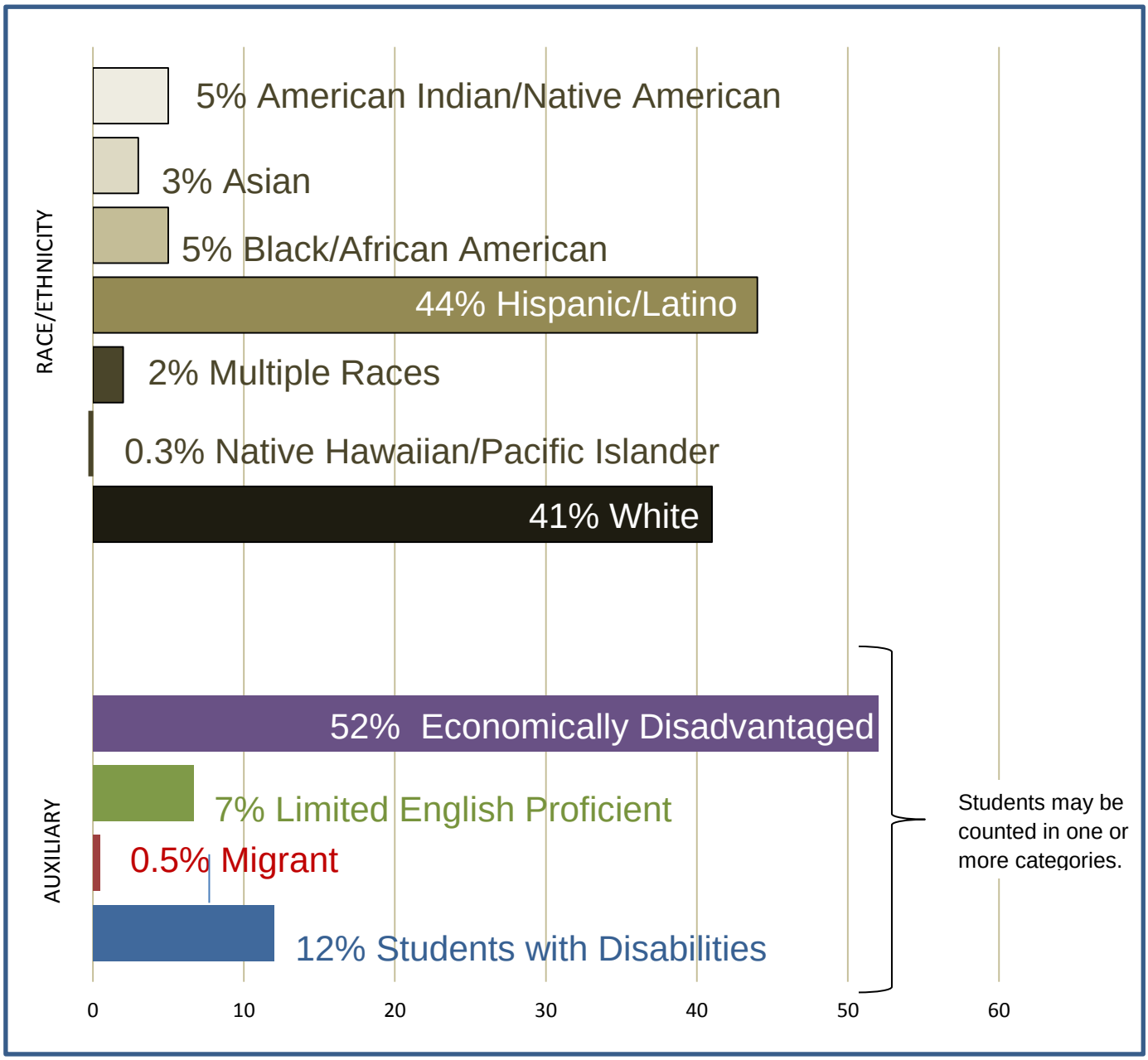
Please note: the percentages reported in this report are rounded to the nearest whole number and may not add up to 100%. Also, all students (full academic year [FAY] and non-FAY) are included in these results except for the Federal Accountability for Annual Measureable Objectives (per federal requirements). If you have any questions on any portion of this report please email ADE Research & Evaluation Division at R&E@azed.gov or call (602) 542-5325.

STUDENTS

2014 Demographics

There were 1,000,068 students in Arizona schools in 2014. Shown below are figures that describe the distribution of ethnicities and auxiliary groups. We have approximately 80,000 students per grade in our public schools (this includes charter schools) that serve kindergarten through grade 12. With respect to ethnicity, 85% of the students in Arizona schools in 2014 are White or Hispanic. African American, American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander and Multi-Races comprised the remaining 16% of students in Arizona schools. Over half (52%) of the students in Arizona in 2014 were economically disadvantaged (as measured by eligibility for free and reduced lunch), 7% exhibited limited English proficiency, 12% have one or more disabilities, and 0.5% were migrant students.

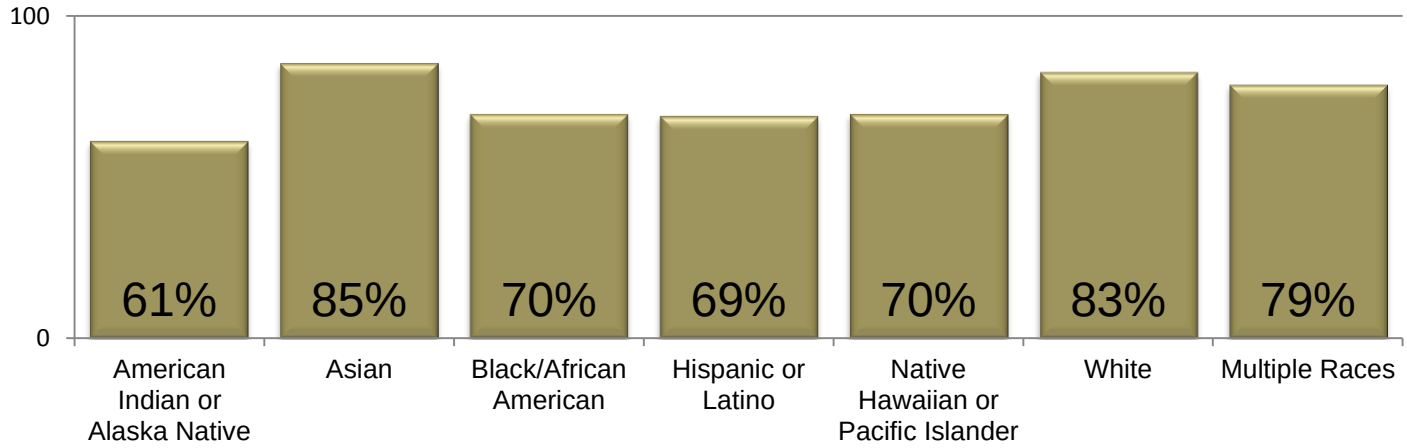


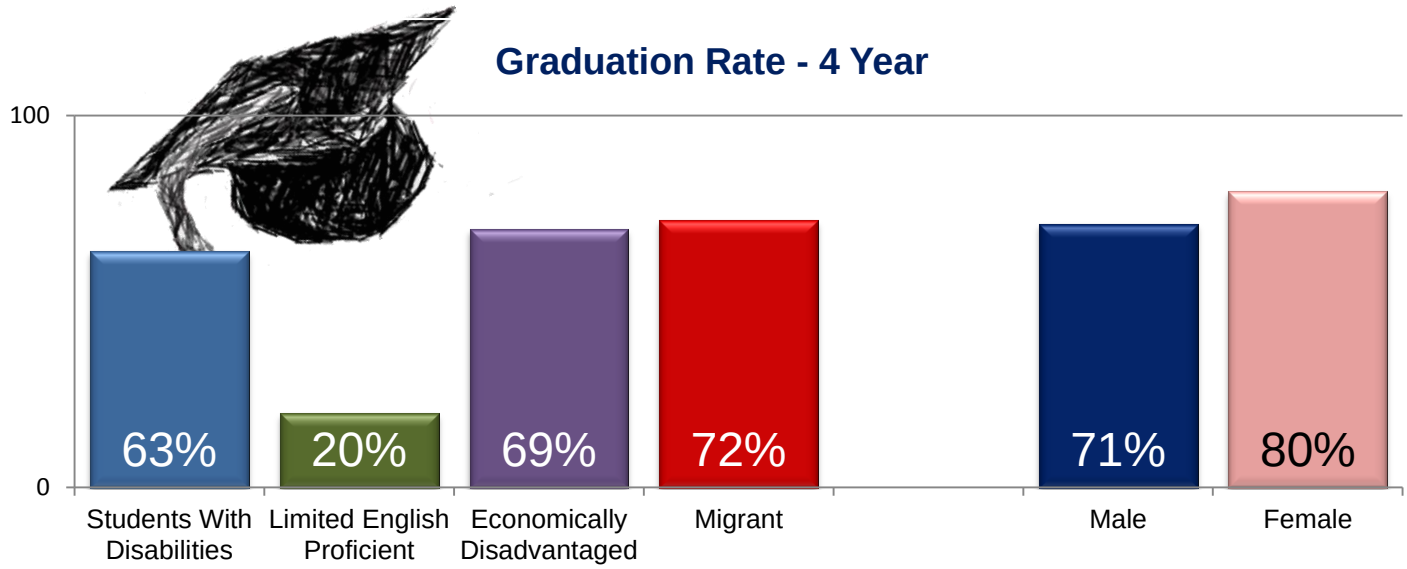
4-Year Graduation Rate 75%

All Students

Four year graduation rates are reported for the previous cohort year. For the 2013-2014 school year, the graduation rates reported here are based on the class of 2013 from the 2012-2013 school year. The overall graduation rate for the state of Arizona was 75%.

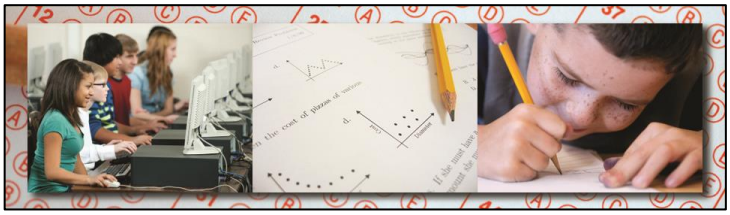
Graduation Rate - 4 Year





For more information on graduation rates please visit
http://www.azed.gov/research-evaluation/graduation-rates/

AIMS Results



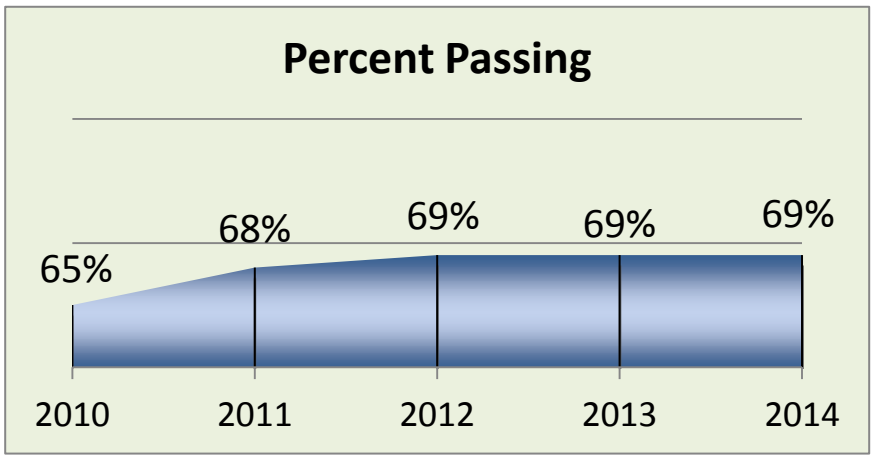
Summary

MATHEMATICS Grades 3-8, HS	In 2014, Grade 3 had the highest percent passing rate (70%) across all tested grades by 6 percentage points. Grades 3, 8 and 10 showed an increase in percent passing rates while Grades 4, 6 and 7 showed a decrease in 2014. Grade 5 actually stayed the same (63%) for the past three years.
READING Grades 3-8, HS	Grades 3, 5, 7 and 10 had a higher percent passage rate than in previous years with Grades 7 and 10 having the highest pass rate of 86%. Grade 6 remained the same (80%) for the past three years while Grades 4 and 8 went down in percent passing in 2014.
SCIENCE Grades 4, 8, HS	In 2014, all tested grades (i.e., 8, 9 and HS) decreased in pass rates for AIMS Science while Grade 4 was the only grade to increase from 2013. Grade 10 continues to show a downward trend line since 2010 of 39% passing AIMS Science in 2014. This is the second year Grade 9 students were permitted to take the AIMS Science assessment so when comparing their percent passing to last year's results, they showed a slight decrease in percent passing (61%) from the previous year.
WRITING Grades 5-7, HS	In 2014, Grade 10 showed a large increase in the percentage of students that passed the AIMS Writing assessment. At a pass rate of 75%, Grade 10 is greater than 20 percentage points higher than the other tested grades (i.e., Grades 5, 6 and 7). Grade 7 has remained consistent across the years with a pass rate of 52% since 2012 while Grade 5 decreased to 52% in 2014 on AIMS Writing.

The following tables show AIMS results for the past two years. Results are shown as a percentage of all 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.

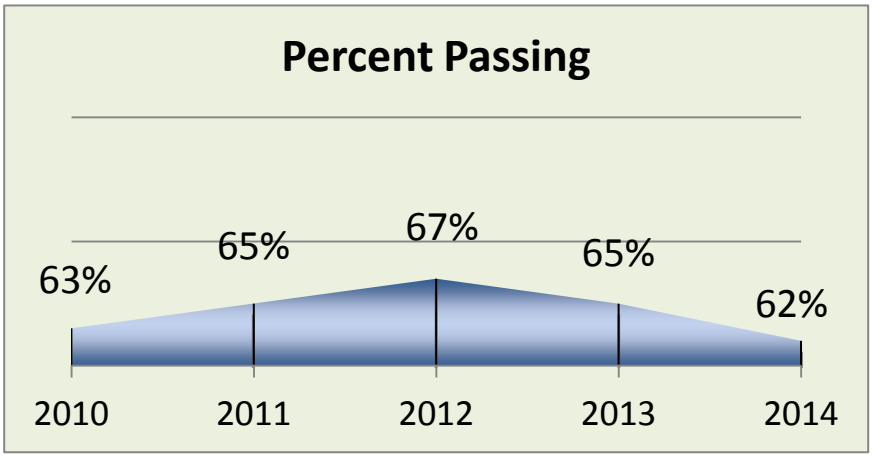
Grade 3 – AIMS Mathematics

AIMS 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	2013	100	26	43	23	9
	2014	99	27	42	21	10
African American	2013	99	14	40	30	16
	2014	99	16	43	26	16
American Indian/Native Alaskan	2013	99	9	38	36	17
	2014	99	10	38	33	19
Asian/Pacific Islander	2013	100	49	36	11	4
	2014	100	54	34	9	3
Hispanic	2013	100	16	44	29	11
	2014	99	18	44	26	13
White	2013	100	38	43	15	5
	2014	99	40	42	14	5
Students with Disabilities	2013	99	11	28	33	28
	2014	99	11	29	31	30
Limited English Proficient	2013	100	10	40	34	15
	2014	99	11	40	31	17
Economically Disadvantaged	2013	100	16	43	29	12
	2014	99	17	43	26	13
Migrant	2013	99	5	48	33	15
	2014	99	12	42	31	15
Male	2013	99	27	41	23	10
	2014	99	28	41	20	10
Female	2013	100	25	45	23	8
	2014	99	26	44	21	9
Bottom Quartile	2013	100	3	30	42	24
	2014	100	4	31	39	26



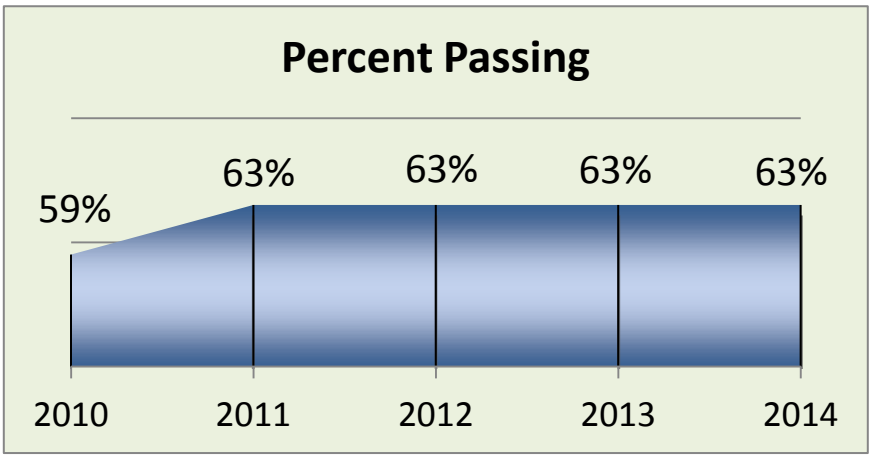
Grade 4 – AIMS Mathematics

AIMS 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	2013	99	25	40	21	14
	2014	100	25	37	22	16
African American	2013	99	14	36	28	22
	2014	100	14	33	26	26
American Indian/Native Alaskan	2013	99	11	33	30	26
	2014	99	10	31	30	29
Asian/Pacific Islander	2013	99	49	34	11	6
	2014	100	50	33	10	7
Hispanic	2013	100	17	39	26	18
	2014	100	16	36	27	21
White	2013	99	34	42	16	8
	2014	100	35	40	16	9
Students with Disabilities	2013	99	9	24	25	42
	2014	99	9	22	24	45
Limited English Proficient	2013	100	8	33	32	28
	2014	100	6	27	33	33
Economically Disadvantaged	2013	99	17	39	26	19
	2014	100	16	35	27	22
Migrant	2013	99	15	35	27	23
	2014	99	10	29	32	29
Male	2013	99	24	38	21	16
	2014	99	25	35	22	18
Female	2013	100	25	42	21	12
	2014	100	25	39	22	15
Bottom Quartile	2013	100	1	21	36	42
	2014	100	1	17	34	47



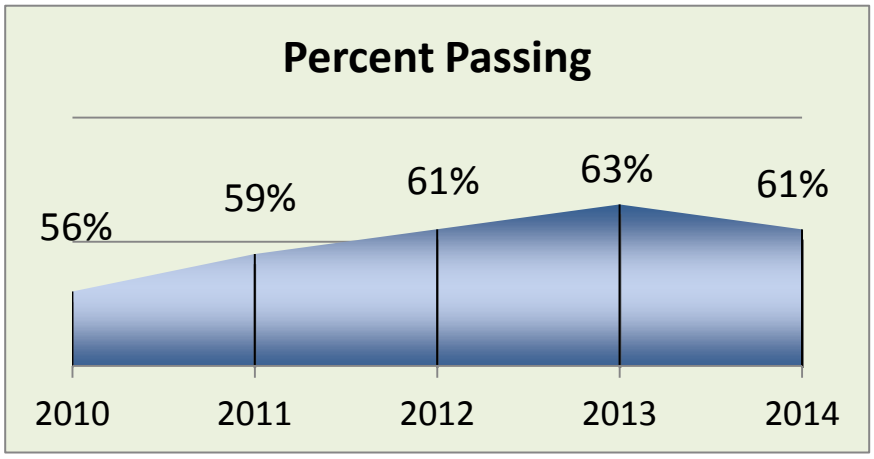
Grade 5 – AIMS Mathematics

AIMS 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	2013	100	20	43	21	16
	2014	100	20	43	21	17
African American	2013	99	10	39	26	25
	2014	99	10	39	24	27
American Indian/Native Alaskan	2013	99	7	34	28	31
	2014	100	6	33	29	32
Asian/Pacific Islander	2013	100	44	39	10	7
	2014	100	43	40	11	7
Hispanic	2013	100	13	42	25	20
	2014	100	12	41	25	22
White	2013	99	30	46	15	9
	2014	100	28	47	15	9
Students with Disabilities	2013	99	6	23	23	49
	2014	99	6	22	22	50
Limited English Proficient	2013	99	3	25	31	41
	2014	99	2	23	30	44
Economically Disadvantaged	2013	100	13	41	25	21
	2014	100	11	41	25	23
Migrant	2013	99	12	39	21	28
	2014	99	8	36	27	29
Male	2013	99	21	41	20	18
	2014	99	20	41	20	19
Female	2013	100	19	45	21	14
	2014	100	19	45	21	15
Bottom Quartile	2013	100	1	20	32	46
	2014	100	1	22	31	46



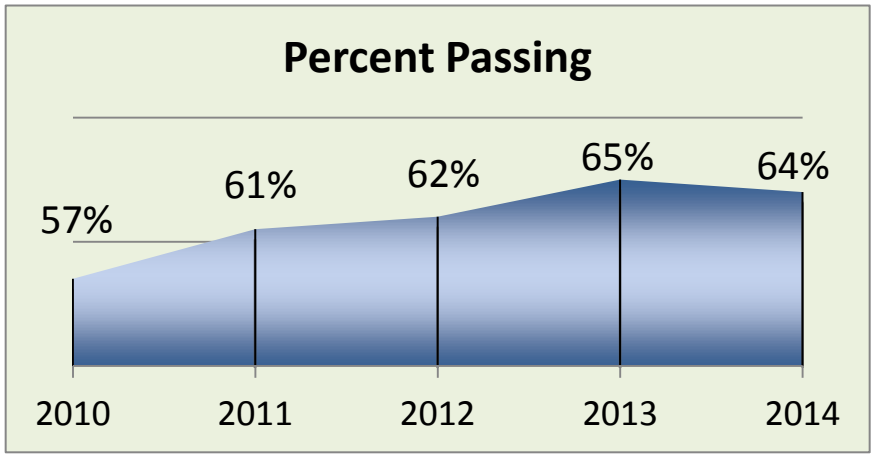
Grade 6 – AIMS Mathematics

AIMS 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	2013	99	25	38	22	15
	2014	100	24	37	22	17
African American	2013	99	14	34	27	25
	2014	99	13	34	27	26
American Indian/Native Alaskan	2013	99	10	33	31	27
	2014	99	9	31	30	30
Asian/Pacific Islander	2013	100	52	31	11	5
	2014	100	53	31	11	6
Hispanic	2013	100	17	38	26	19
	2014	100	16	37	26	21
White	2013	99	34	40	17	10
	2014	99	34	39	17	10
Students with Disabilities	2013	99	6	19	25	50
	2014	99	6	18	24	52
Limited English Proficient	2013	100	5	27	34	35
	2014	100	4	22	32	42
Economically Disadvantaged	2013	100	17	38	26	19
	2014	100	15	36	27	22
Migrant	2013	99	20	34	25	21
	2014	99	19	38	22	22
Male	2013	99	25	36	22	17
	2014	100	23	35	22	19
Female	2013	99	25	41	22	13
	2014	100	25	39	22	14
Bottom Quartile	2013	100	2	22	36	41
	2014	100	2	20	34	44



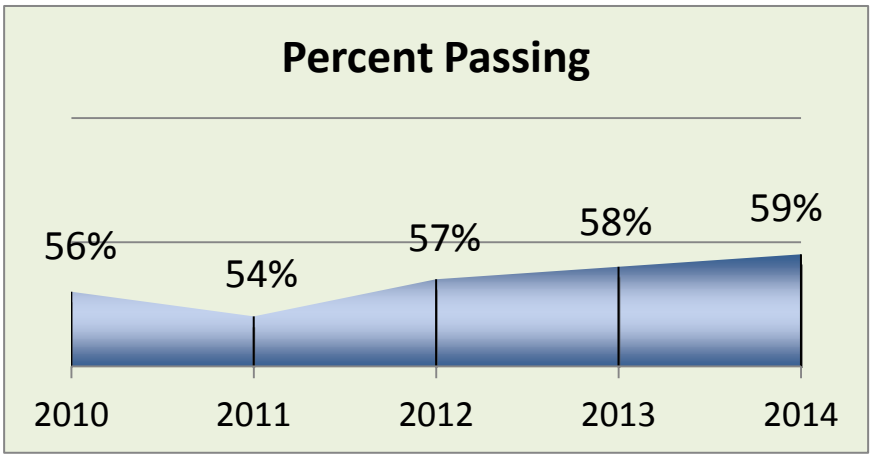
Grade 7 – AIMS Mathematics

AIMS 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	2013	100	29	36	18	17
	2014	99	25	39	20	16
African American	2013	99	17	34	22	27
	2014	100	12	37	25	26
American Indian/Native Alaskan	2013	99	11	31	25	33
	2014	99	9	31	29	30
Asian/Pacific Islander	2013	100	57	27	8	8
	2014	100	54	32	8	6
Hispanic	2013	100	19	37	22	22
	2014	99	16	39	24	20
White	2013	99	41	36	13	10
	2014	99	35	41	14	9
Students with Disabilities	2013	99	7	17	21	54
	2014	99	6	19	23	53
Limited English Proficient	2013	100	11	24	25	40
	2014	99	3	19	30	48
Economically Disadvantaged	2013	100	19	36	22	22
	2014	99	15	39	25	21
Migrant	2013	100	14	30	25	31
	2014	99	18	31	27	24
Male	2013	99	29	34	18	20
	2014	99	25	37	19	18
Female	2013	100	30	38	18	14
	2014	99	24	42	20	14
Bottom Quartile	2013	100	2	22	30	45
	2014	100	2	23	33	43



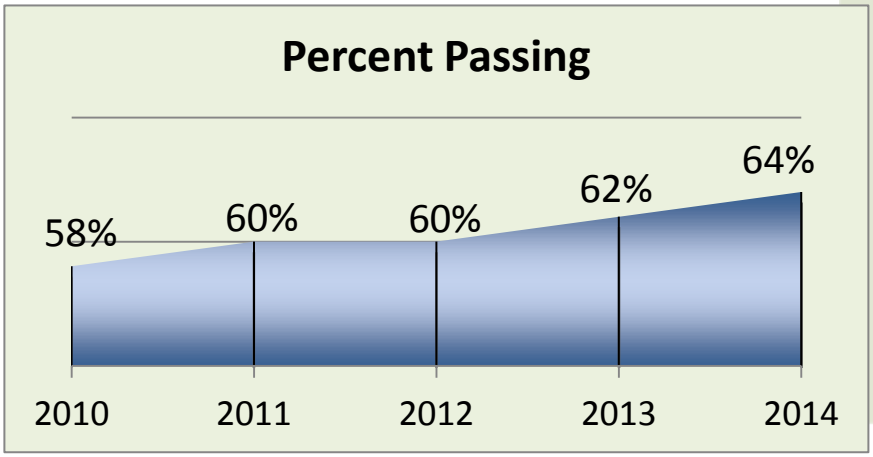
Grade 8 – AIMS Mathematics

AIMS 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	2013	99	23	35	14	28
	2014	99	23	36	14	27
African American	2013	99	13	30	16	42
	2014	99	14	32	15	39
American Indian/Native Alaskan	2013	99	8	27	15	50
	2014	98	7	28	16	49
Asian/Pacific Islander	2013	100	54	27	7	12
	2014	100	53	29	7	11
Hispanic	2013	99	15	34	16	36
	2014	99	14	36	16	34
White	2013	99	32	38	12	18
	2014	99	33	39	11	17
Students with Disabilities	2013	99	5	14	10	70
	2014	99	6	15	11	68
Limited English Proficient	2013	99	16	30	14	41
	2014	99	11	21	12	56
Economically Disadvantaged	2013	99	14	33	16	37
	2014	99	14	35	16	36
Migrant	2013	100	11	29	16	44
	2014	99	13	29	12	46
Male	2013	99	23	33	13	31
	2014	99	23	34	13	30
Female	2013	99	23	37	14	26
	2014	99	23	39	14	24
Bottom Quartile	2013	100	1	13	16	71
	2014	100	1	14	16	68



Grade HS – AIMS Mathematics

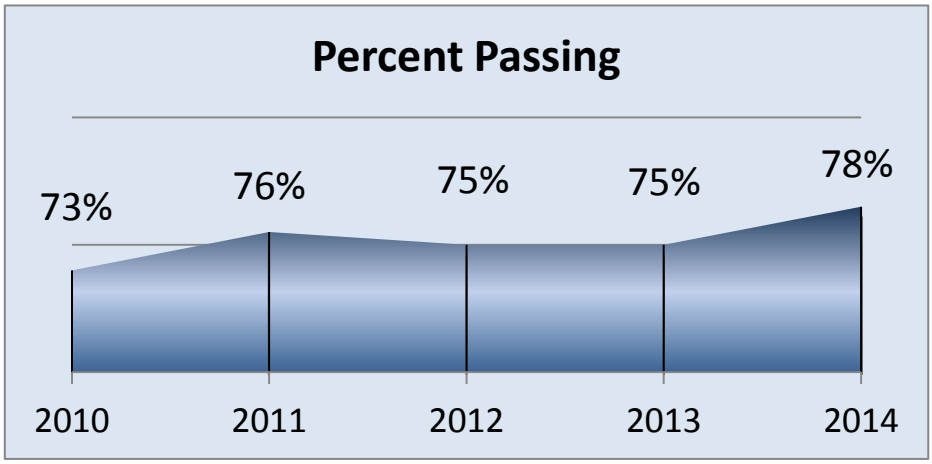
AIMS Mathematics - High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2013	99	19	43	13	25
	2014	99	20	44	14	23
African American	2013	98	9	39	14	37
	2014	98	10	39	17	34
American Indian/Native Alaskan	2013	97	8	33	16	44
	2014	98	7	36	18	39
Asian/Pacific Islander	2013	99	48	35	6	11
	2014	98	51	33	7	9
Hispanic	2013	99	11	41	16	32
	2014	99	11	43	17	29
White	2013	99	28	46	10	15
	2014	99	28	47	10	14
Students with Disabilities	2013	97	3	16	11	70
	2014	97	3	19	12	66
Limited English Proficient	2013	99	11	42	16	31
	2014	97	14	44	16	26
Economically Disadvantaged	2013	99	10	40	16	34
	2014	99	10	42	17	31
Migrant	2013	99	6	33	16	45
	2014	99	6	34	16	43
Male	2013	98	20	41	12	27
	2014	98	20	42	13	25
Female	2013	99	19	45	14	23
	2014	99	19	46	14	21
Bottom Quartile	2013	100	2	26	19	53
	2014	100	2	28	20	50



Grade 3 – AIMS Reading

READING

AIMS 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	2013	100	13	62	21	4
	2014	99	12	66	20	3
African American	2013	99	7	59	28	6
	2014	99	6	66	24	4
American Indian/Native Alaskan	2013	99	3	53	37	7
	2014	99	3	57	36	5
Asian/Pacific Islander	2013	100	26	61	11	2
	2014	100	25	64	9	1
Hispanic	2013	100	6	61	27	5
	2014	99	6	65	26	4
White	2013	100	21	65	11	2
	2014	99	19	69	11	1
Students with Disabilities	2013	99	5	36	43	16
	2014	99	4	37	45	13
Limited English Proficient	2013	100	3	54	37	7
	2014	99	2	57	35	5
Economically Disadvantaged	2013	100	7	61	27	5
	2014	99	6	65	26	4
Migrant	2013	99	2	53	36	9
	2014	99	3	56	35	6
Male	2013	99	12	60	24	5
	2014	99	10	64	22	3
Female	2013	100	15	65	18	3
	2014	100	13	68	17	2
Bottom Quartile	2013	100	1	41	47	11
	2014	100	1	44	47	8

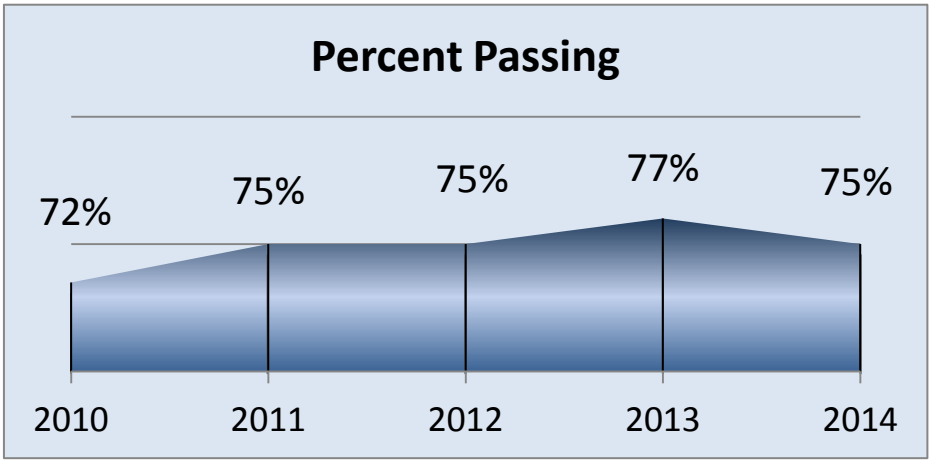


3

READING

Grade 4 – AIMS Reading

AIMS 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	2013	99	12	65	21	3
	2014	100	9	66	23	1
African American	2013	99	6	63	27	4
	2014	100	4	63	31	2
American Indian/Native Alaskan	2013	99	2	56	37	4
	2014	99	2	55	41	3
Asian/Pacific Islander	2013	99	25	63	10	1
	2014	100	19	69	12	1
Hispanic	2013	99	5	64	28	3
	2014	100	4	63	31	2
White	2013	99	19	68	12	1
	2014	100	16	71	12	1
Students with Disabilities	2013	99	4	38	46	11
	2014	99	4	38	53	6
Limited English Proficient	2013	99	1	49	44	6
	2014	100	0	46	50	3
Economically Disadvantaged	2013	99	6	63	27	4
	2014	100	4	63	31	2
Migrant	2013	99	3	52	38	7
	2014	99	1	48	46	4
Male	2013	99	10	63	24	3
	2014	100	8	64	26	2
Female	2013	100	13	68	18	2
	2014	100	11	69	20	1
Bottom Quartile	2013	100	0	43	49	8
	2014	100	0	42	54	4



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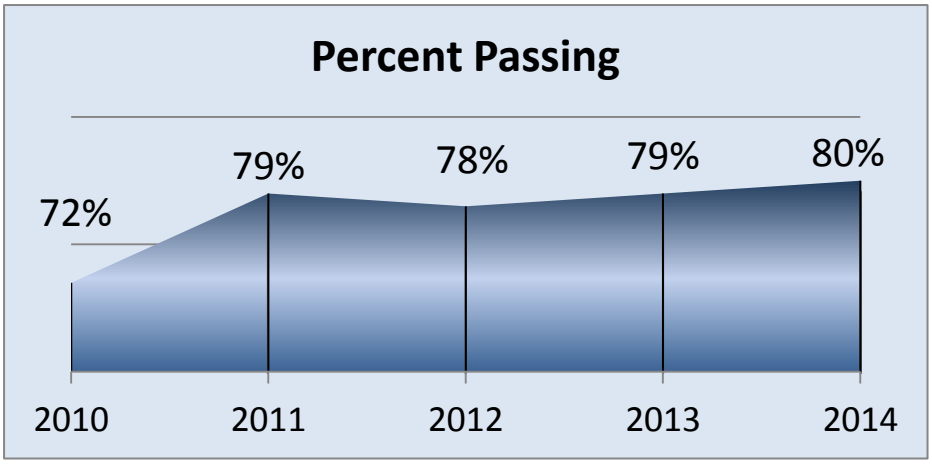
Grade 5 – AIMS Reading

READING

AIMS 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	2013	100	9	70	16	5
	2014	100	11	69	17	3
African American	2013	99	5	66	21	7
	2014	99	7	67	23	4
American Indian/Native Alaskan	2013	99	2	58	31	9
	2014	100	2	59	33	5
Asian/Pacific Islander	2013	100	20	69	8	3
	2014	100	24	65	9	2
Hispanic	2013	100	5	67	21	7
	2014	100	6	67	23	4
White	2013	100	14	74	9	3
	2014	100	17	72	10	1
Students with Disabilities	2013	99	4	38	37	22
	2014	99	4	38	44	13
Limited English Proficient	2013	99	1	41	42	16
	2014	99	1	42	47	11
Economically Disadvantaged	2013	100	5	67	22	7
	2014	100	5	67	23	4
Migrant	2013	99	4	55	27	14
	2014	99	3	57	32	8
Male	2013	100	8	67	18	6
	2014	100	9	67	20	4
Female	2013	100	11	72	14	3
	2014	100	13	71	14	2
Bottom Quartile	2013	100	1	44	40	15
	2014	100	1	48	43	9



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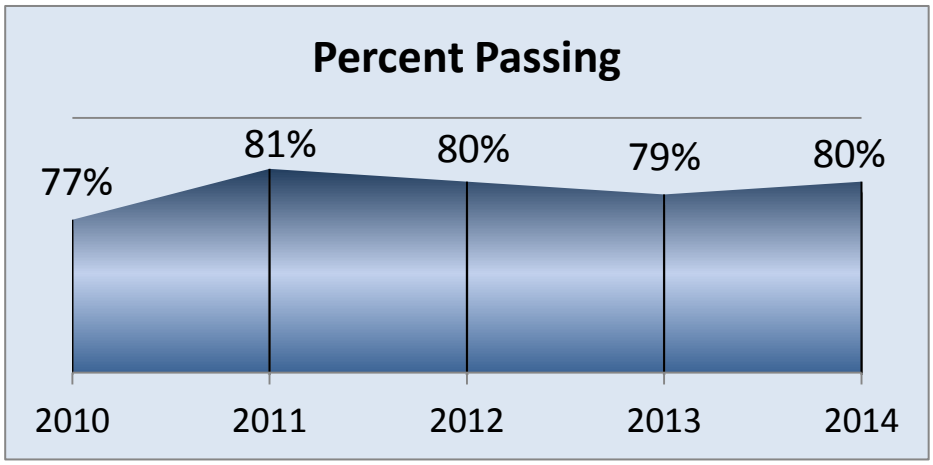
Grade 6 – AIMS Reading

READING

AIMS 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	2013	99	9	70	17	4
	2014	100	8	72	17	3
African American	2013	99	5	65	23	6
	2014	99	4	69	23	4
American Indian/Native Alaskan	2013	99	3	59	30	7
	2014	99	2	59	33	6
Asian/Pacific Islander	2013	100	22	68	9	2
	2014	100	22	68	8	2
Hispanic	2013	100	5	69	21	5
	2014	100	4	70	23	4
White	2013	99	14	74	10	2
	2014	100	14	75	9	1
Students with Disabilities	2013	99	4	36	42	18
	2014	99	4	38	45	14
Limited English Proficient	2013	100	1	47	42	11
	2014	99	0	41	48	11
Economically Disadvantaged	2013	100	5	68	22	5
	2014	100	4	69	23	4
Migrant	2013	99	5	59	29	8
	2014	99	3	60	31	7
Male	2013	99	8	67	20	5
	2014	100	7	69	20	4
Female	2013	100	11	74	13	2
	2014	100	10	75	14	2
Bottom Quartile	2013	100	0	45	43	12
	2014	100	0	45	46	9



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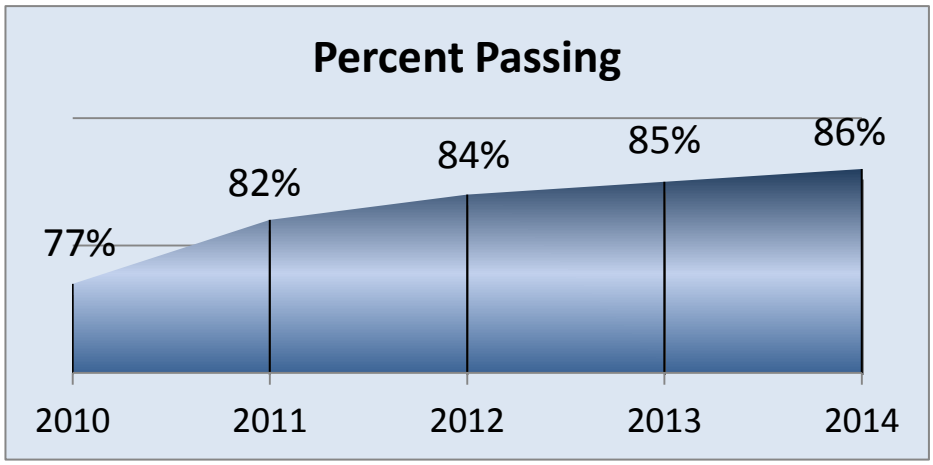
Grade 7 – AIMS Reading

READING

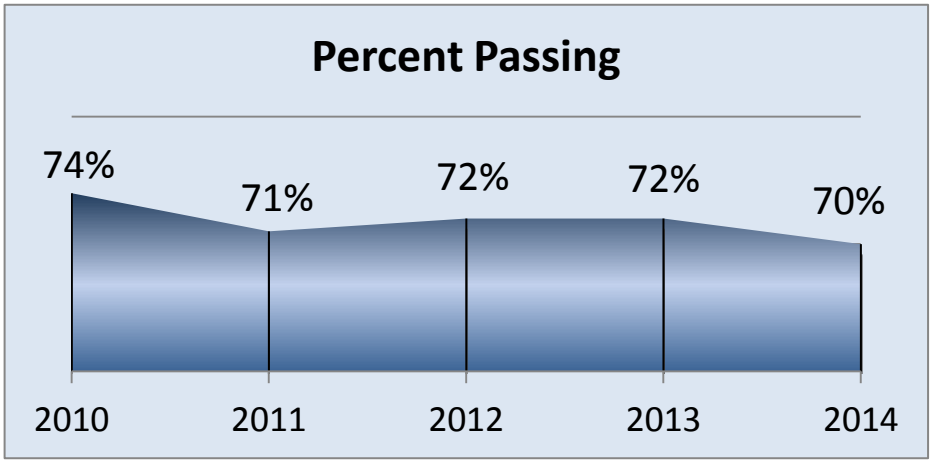
AIMS Reading - Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2013	100	15	70	14	1
	2014	99	10	76	13	1
African American	2013	99	10	69	19	2
	2014	100	6	75	18	1
American Indian/Native Alaskan	2013	99	4	65	28	3
	2014	99	3	71	25	1
Asian/Pacific Islander	2013	100	33	58	8	1
	2014	100	23	70	6	0
Hispanic	2013	100	8	72	18	2
	2014	99	6	76	17	1
White	2013	99	22	70	7	1
	2014	99	16	76	7	0
Students with Disabilities	2013	99	5	44	44	8
	2014	99	4	47	45	4
Limited English Proficient	2013	100	5	53	38	5
	2014	99	1	50	46	3
Economically Disadvantaged	2013	100	8	71	19	2
	2014	100	5	76	18	1
Migrant	2013	99	3	65	29	3
	2014	99	5	66	27	1
Male	2013	99	12	69	17	2
	2014	99	9	74	16	1
Female	2013	100	17	72	10	1
	2014	99	12	78	9	0
Bottom Quartile	2013	100	1	57	38	4
	2014	100	1	62	35	2



READING

Grade 8 – AIMS Reading

AIMS 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	2013	99	7	65	20	8
	2014	99	4	66	22	8
African American	2013	100	4	59	26	11
	2014	99	2	58	27	13
American Indian/Native Alaskan	2013	99	1	47	35	17
	2014	99	1	45	38	16
Asian/Pacific Islander	2013	100	20	66	10	5
	2014	100	10	74	11	5
Hispanic	2013	99	4	61	25	10
	2014	99	2	60	28	11
White	2013	99	11	72	13	4
	2014	99	6	75	14	4
Students with Disabilities	2013	99	3	27	35	36
	2014	99	3	25	37	34
Limited English Proficient	2013	99	3	54	26	16
	2014	99	2	32	35	31
Economically Disadvantaged	2013	99	3	60	25	11
	2014	99	2	58	29	11
Migrant	2013	100	1	51	31	17
	2014	99	1	46	34	19
Male	2013	99	6	62	22	10
	2014	99	3	61	24	11
Female	2013	99	8	69	17	5
	2014	99	5	71	19	5
Bottom Quartile	2013	100	0	30	42	28
	2014	100	0	25	46	29



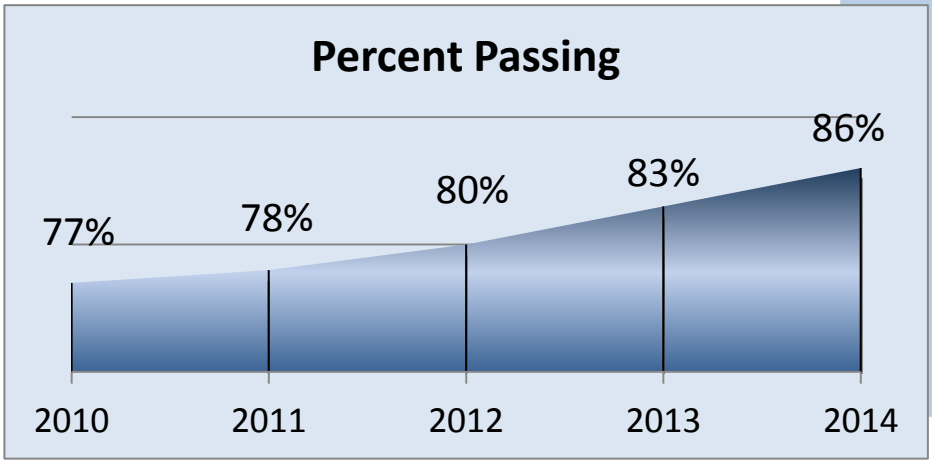
8

Grade HS – AIMS Reading

READING

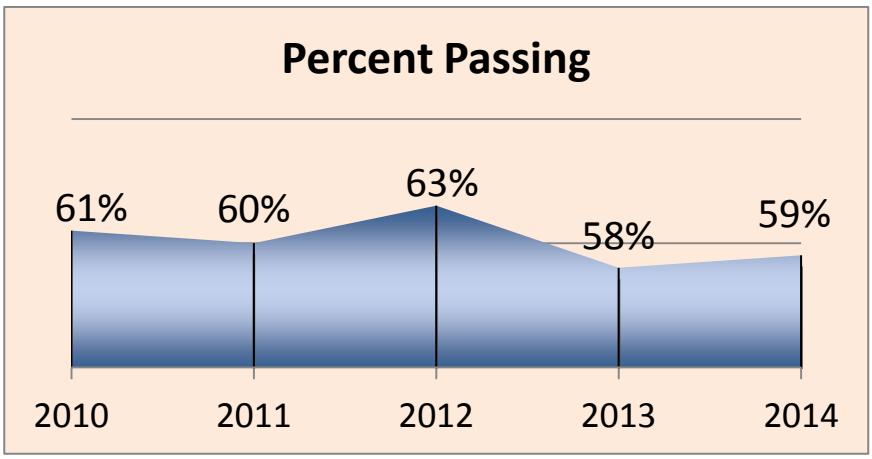
AIMS Reading - High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2013	99	8	75	15	2
	2014	99	13	73	13	1
African American	2013	99	3	72	22	3
	2014	98	6	73	20	1
American Indian/Native Alaskan	2013	98	2	65	29	4
	2014	98	3	71	25	2
Asian/Pacific Islander	2013	99	18	71	9	2
	2014	98	28	63	8	1
Hispanic	2013	99	4	74	20	2
	2014	99	6	75	18	1
White	2013	99	13	78	8	1
	2014	99	20	72	8	1
Students with Disabilities	2013	98	3	39	47	10
	2014	98	4	44	47	5
Limited English Proficient	2013	99	3	73	21	3
	2014	98	6	74	19	1
Economically Disadvantaged	2013	99	4	73	21	3
	2014	99	6	74	19	1
Migrant	2013	98	0	59	37	4
	2014	100	2	64	30	4
Male	2013	99	7	73	17	3
	2014	99	12	71	16	1
Female	2013	99	9	78	12	1
	2014	99	14	74	11	1
Bottom Quartile	2013	100	1	60	35	4
	2014	100	1	63	33	2

HS



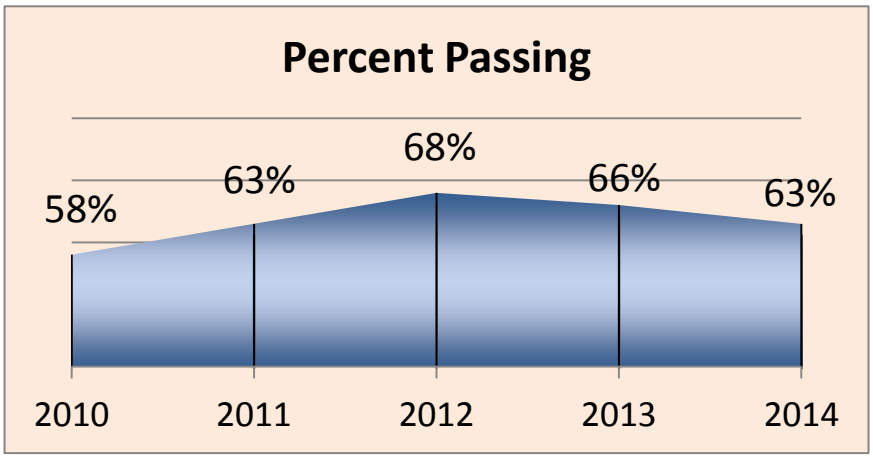
Grade 4 – AIMS Science

AIMS 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	2013	99	26	32	25	17
	2014	99	23	36	29	12
African American	2013	99	15	30	31	23
	2014	99	11	34	37	18
American Indian/Native Alaskan	2013	99	7	24	36	33
	2014	99	6	27	44	23
Asian/Pacific Islander	2013	99	47	31	15	7
	2014	100	43	36	15	7
Hispanic	2013	99	13	31	32	24
	2014	100	11	34	38	17
White	2013	99	41	35	16	7
	2014	99	37	40	18	5
Students with Disabilities	2013	98	11	22	29	38
	2014	99	10	25	37	29
Limited English Proficient	2013	99	3	19	38	40
	2014	100	2	20	47	30
Economically Disadvantaged	2013	99	15	31	31	23
	2014	100	11	34	37	17
Migrant	2013	100	5	23	37	35
	2014	99	4	21	41	34
Male	2013	99	27	31	24	18
	2014	99	23	36	29	13
Female	2013	99	25	34	26	15
	2014	100	22	38	29	11



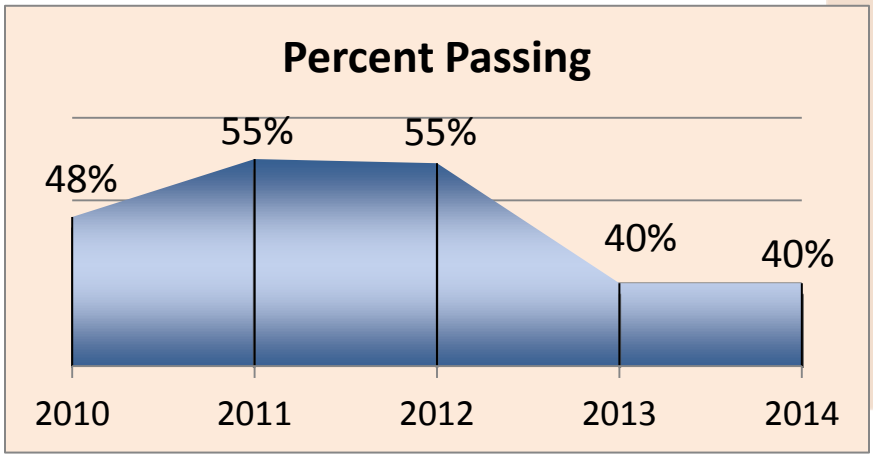
Grade 8 – AIMS Science

AIMS 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	2013	99	36	30	18	16
	2014	99	38	25	20	18
African American	2013	99	24	28	22	26
	2014	99	25	26	23	26
American Indian/Native Alaskan	2013	99	13	27	25	35
	2014	99	13	21	30	36
Asian/Pacific Islander	2013	100	62	21	9	8
	2014	100	62	19	10	8
Hispanic	2013	99	23	31	23	22
	2014	99	24	26	26	24
White	2013	99	52	29	11	8
	2014	99	55	24	13	8
Students with Disabilities	2013	98	10	19	22	50
	2014	99	11	17	22	51
Limited English Proficient	2013	99	21	27	22	30
	2014	99	13	14	22	51
Economically Disadvantaged	2013	99	24	31	23	22
	2014	99	24	26	25	25
Migrant	2013	100	12	30	26	31
	2014	100	16	20	30	35
Male	2013	99	37	28	17	18
	2014	99	38	24	19	19
Female	2013	99	36	31	19	15
	2014	100	38	26	21	16



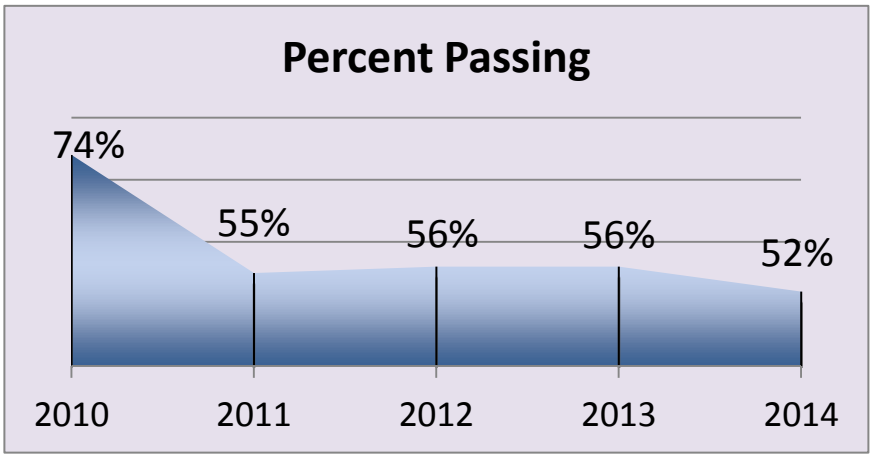
Grade HS – AIMS Science

AIMS 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	2013	68	18	22	17	43
	2014	64	18	22	18	43
African American	2013	75	10	17	18	55
	2014	70	10	19	17	54
American Indian/Native Alaskan	2013	81	7	14	16	62
	2014	79	6	15	18	62
Asian/Pacific Islander	2013	54	31	25	13	30
	2014	49	36	25	12	27
Hispanic	2013	75	10	18	18	54
	2014	70	9	18	19	54
White	2013	60	30	27	16	28
	2014	57	29	28	16	26
Students with Disabilities	2013	77	5	11	10	73
	2014	75	5	13	11	71
Limited English Proficient	2013	81	9	18	19	55
	2014	74	9	18	19	54
Economically Disadvantaged	2013	77	11	19	18	53
	2014	71	9	18	18	55
Migrant	2013	90	4	9	14	73
	2014	90	2	9	15	75
Male	2013	68	19	20	15	45
	2014	65	19	21	16	44
Female	2013	67	17	23	19	42
	2014	63	16	22	19	42



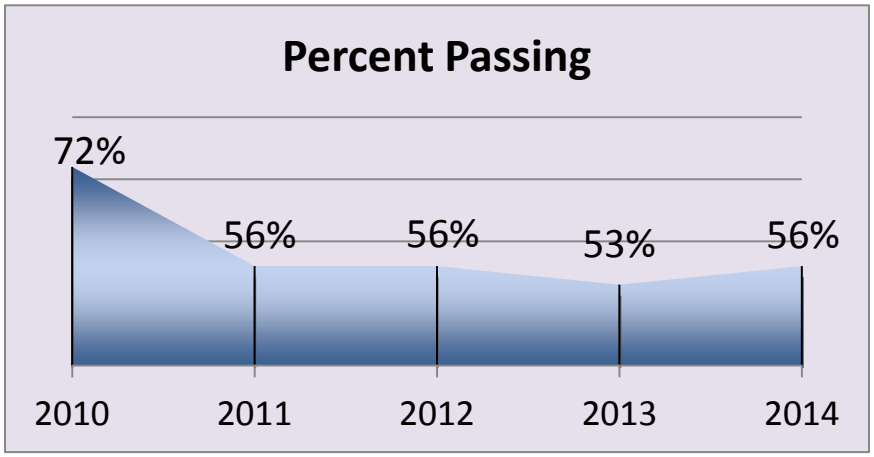
Grade 5 – AIMS Writing

AIMS 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	2013	98	4	52	37	7
	2014	98	3	49	40	8
African American	2013	97	2	45	42	11
	2014	98	2	40	47	11
American Indian/Native Alaskan	2013	97	0	33	54	12
	2014	97	0	29	57	14
Asian/Pacific Islander	2013	99	11	66	19	3
	2014	98	10	65	22	4
Hispanic	2013	98	1	45	45	9
	2014	98	1	41	47	11
White	2013	98	6	62	27	4
	2014	98	5	60	30	5
Students with Disabilities	2013	90	1	17	50	32
	2014	90	0	15	51	34
Limited English Proficient	2013	98	0	19	60	21
	2014	99	0	14	61	25
Economically Disadvantaged	2013	98	1	44	45	10
	2014	98	1	39	49	11
Migrant	2013	97	0	37	49	14
	2014	98	1	28	53	18
Male	2013	98	2	46	42	10
	2014	98	2	42	45	11
Female	2013	99	5	59	32	4
	2014	99	4	57	34	5



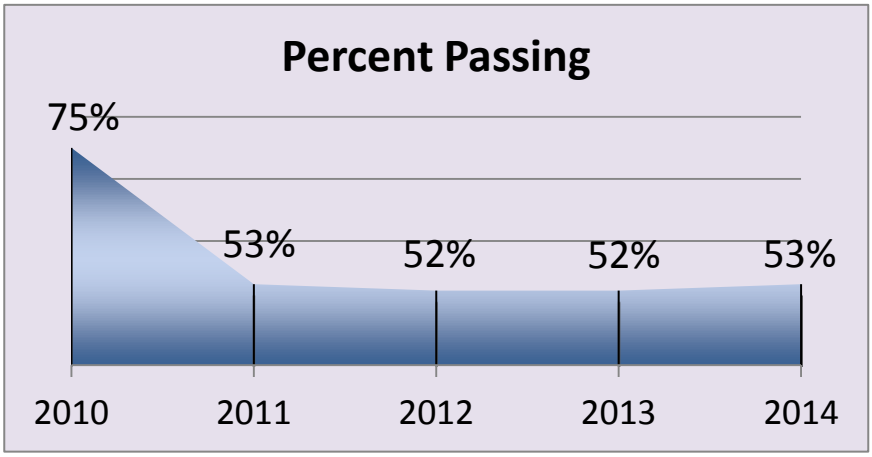
Grade 6 – AIMS Writing

AIMS 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	2013	98	6	47	35	12
	2014	98	5	51	33	11
African American	2013	97	4	40	39	18
	2014	98	3	44	38	15
American Indian/Native Alaskan	2013	98	1	31	46	22
	2014	97	1	31	47	21
Asian/Pacific Islander	2013	99	17	57	20	6
	2014	99	13	66	17	5
Hispanic	2013	98	3	41	41	15
	2014	98	2	43	41	14
White	2013	98	10	56	28	7
	2014	98	7	62	24	6
Students with Disabilities	2013	90	1	14	39	46
	2014	89	1	16	41	43
Limited English Proficient	2013	98	0	19	51	30
	2014	98	0	15	52	33
Economically Disadvantaged	2013	98	3	40	41	15
	2014	98	2	42	41	15
Migrant	2013	98	3	36	40	21
	2014	99	1	35	41	23
Male	2013	98	4	40	40	17
	2014	98	3	45	37	15
Female	2013	99	9	55	30	7
	2014	99	6	58	29	7



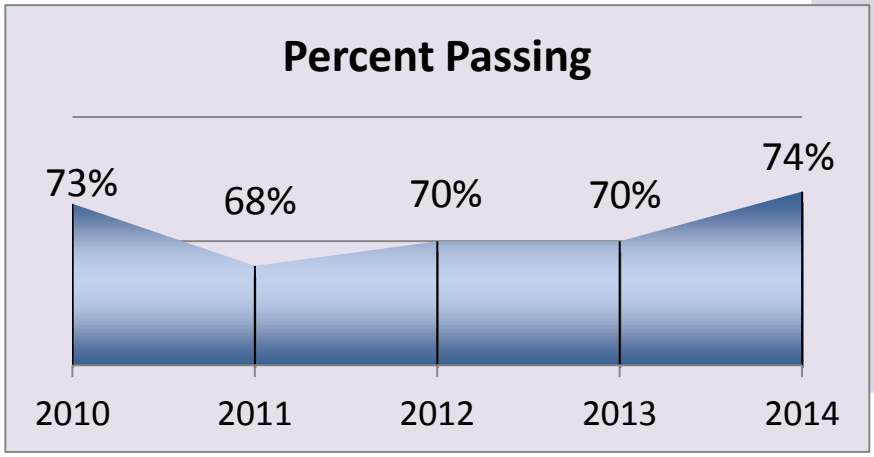
Grade 7 – AIMS Writing

AIMS 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	2013	98	2	50	37	11
	2014	98	2	51	36	12
African American	2013	98	1	41	41	17
	2014	98	1	42	41	16
American Indian/Native Alaskan	2013	97	0	30	48	22
	2014	97	0	29	49	22
Asian/Pacific Islander	2013	98	7	69	17	6
	2014	99	8	67	20	5
Hispanic	2013	98	1	42	43	14
	2014	98	1	42	42	15
White	2013	98	3	61	29	7
	2014	98	3	62	29	7
Students with Disabilities	2013	88	0	12	41	47
	2014	89	0	11	41	48
Limited English Proficient	2013	97	0	23	46	31
	2014	98	0	10	48	42
Economically Disadvantaged	2013	98	1	40	44	15
	2014	98	1	40	44	16
Migrant	2013	98	0	32	45	22
	2014	97	1	34	39	26
Male	2013	98	1	42	41	16
	2014	98	1	42	41	16
Female	2013	99	3	59	32	6
	2014	98	3	60	31	7



Grade HS – AIMS Writing

AIMS 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	2013	97	5	65	24	5
	2014	97	4	70	21	5
African American	2013	96	2	60	29	8
	2014	96	2	64	27	7
American Indian/Native Alaskan	2013	95	1	46	41	12
	2014	94	1	54	35	10
Asian/Pacific Islander	2013	98	17	64	13	5
	2014	97	16	69	11	4
Hispanic	2013	97	2	59	32	7
	2014	97	2	66	27	6
White	2013	97	7	74	16	3
	2014	97	6	78	13	3
Students with Disabilities	2013	86	0	20	47	32
	2014	85	0	25	47	27
Limited English Proficient	2013	94	2	59	30	10
	2014	93	2	66	23	9
Economically Disadvantaged	2013	97	2	58	33	8
	2014	97	2	63	29	7
Migrant	2013	97	0	43	41	15
	2014	97	1	49	37	13
Male	2013	97	3	60	29	8
	2014	96	3	66	25	6
Female	2013	98	6	70	20	3
	2014	98	6	75	17	3



National Assessment of Educational Progress Mathematics and Reading, 2013

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

Grade 4

Mathematics

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	1	41	34	8
Arizona All Students	1	42	32	7
White	8	37	43	1
Black	2	50	22	2
Hispanic	2	47	25	3
Asian/Pacific Islander	9	31	38	22
American Indian	3	45	15	1
Eligible for NSLP	2	48	24	3
Students with Disability	5	33	11	3
Limited English	6	37	3	#

Participation Rate	Percent
Students with Disability	9
Limited English	9

Reading

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	33	33	26	8
Arizona All Students	40*	32	22*	5*
White	24	34	33	9
Black	48	33	16	3
Hispanic	51	32	15	2
Asian/Pacific Islander	36	30	23	12
American Indian	73	20	7	1
Eligible for NSLP	54	31	14	1
Students with Disability	79	13	7	1
Limited English Proficiency	92	7	1	#

Participation Rate	Percent
Students with Disability	92
Limited English Proficiency	96

Grade 8

Mathematics

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	2	39	26	8
Arizona All Students	31*	38	24*	7
White	1	38	32	13
Black	4	34	17	3
Hispanic	4	40	16	2
Asian/Pacific Islander	1	32	42	15
American Indian	5	36	1	1
Eligible for NSLP	4	40	16	2
Students with Disability	7	23	3	#
Limited English	‡	‡	‡	‡

Participation Rate	Percent
Students with Disability	9
Limited English	‡

Reading

Achievement	Below Basic	Basic	Proficient	Advanced
National All Students	23	42	31	4
Arizona All Students	28*	44	26*	2*
White	16	42	38	4
Black	41	43	15	#
Hispanic	36	47	17	1
Asian/Pacific Islander	14	40	41	5
American Indian	51	40	9	#
Eligible for NSLP	38	46	15	1
Students with Disability	72	24	4	#
Limited English Proficiency	‡	‡	‡	‡

Participation Rate	Percent
Students with Disability	89
Limited English Proficiency	‡

Legend:
* Value is significantly different ($p < .05$) from the value for the National Public student group in 2013.
# Rounds to zero.
‡ Reporting standards not met.

Arizona Educators

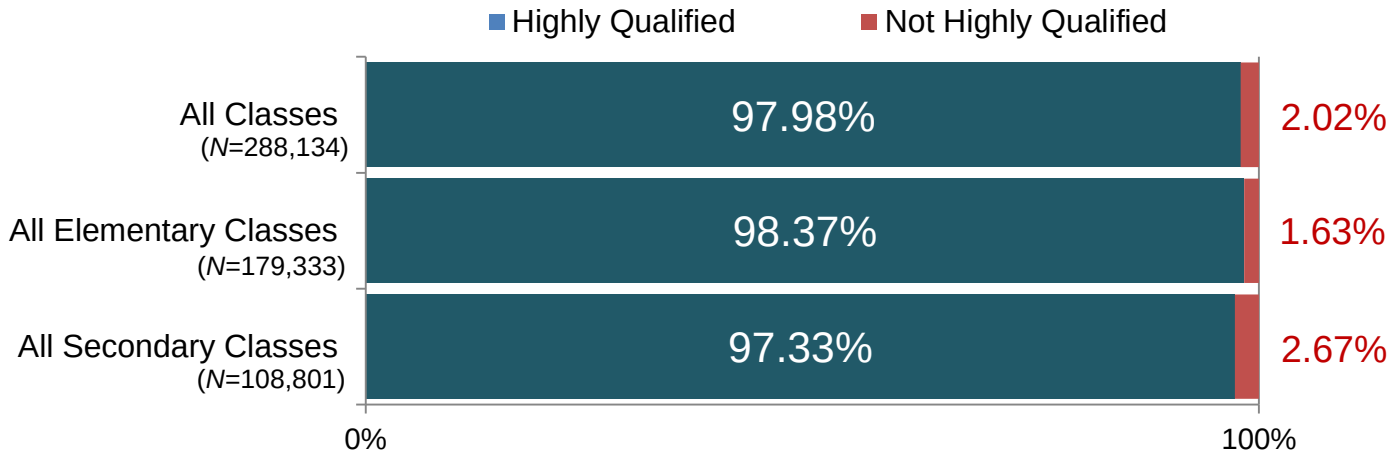
Professional Qualifications of Public K-12 School Teachers in the State

The following table displays the number of teachers who received a post-secondary degree or degrees. For more about Arizona teachers please visit this page http://www.azed.gov/highly-qualified-professionals/.

Highest Degree Held	Number of Teachers
Bachelor's	37,710
Master's	13,136
Doctorate/Ed. Spec.	243
Other	62

In Arizona, approximately 98% of core academic classes taught in our public schools (which include charter schools) are taught by teachers that are deemed as Highly Qualified. This phrase is defined in the *No Child Left Behind Elementary and Secondary Act, 2001*, Section 9101(23) and can be found on the ADE website at http://www.azed.gov/highly-qualified-professionals/highly-qualified-teachers-and-paraprofessionals/.

The table below indicates the number and percentage of core academic classes[1, 2] taught by highly qualified teachers in the state of Arizona.



[1] Core academic classes are defined as: English, reading/language arts, mathematics, science, foreign languages, civics and government, 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.
[2] For a definition of "classes" please see the Consolidated State Performance Report: Part 1 at http://www2.ed.gov/admins/lead/account/consolidated/sy13-14part1/az.pdf.

Over 97% of our core academic classes in our high-poverty[3] elementary and secondary classes are taught by highly qualified teachers.		Highly Qualified	Not Highly Qualified
Elementary Classes	High Poverty	97.78%	2.22%
	Low Poverty	97.92%	2.08%
Secondary Classes	High Poverty	97.15%	2.85%
	Low Poverty	98.73%	1.27%

Percentage of Public K-12 Teachers with Emergency Certification – 2014

State (FY 2014)	0.0

[3] High poverty is defined in the *No Child Left Behind Elementary and Secondary Act, 2001* as "…schools in the top quartile of poverty and the bottom quartile of poverty in the state." For further information see: http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111.

State Accountability – A-F Letter Grades

The A-F Letter Grade as required by state law (A.R.S. §15-241) is to be calculated with 50 percent on student growth and 50 percent on academic achievement. For more information about the A-F Letter Grade accountability system go to http://www.azed.gov/accountability/.

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).

For more detailed information on the 2013 A-F Letter Grade models, please see this document: http://www.azed.gov/accountability/state-accountability/.

Public Schools

The following table shows the number and percent of schools by A-F Letter Grade received in 2014. A-F Letter Grades represent the system for evaluating schools required by state law.

2014 A-F Letter Grades - Schools		
Letter Grade	**Number of Schools**	**Percent of Schools**
A	554	30%
B	617	33%
C	492	27%
D	122	7%
F	64	3%
Total	1,849	100%

Local Education Agencies (LEAs)

The A-F Letter Grade traditional model was used to evaluate LEAs as required by state law at the student-level[4]. For more information on the A-F Letter Grade accountability system please go to http://www.azed.gov/accountability/. The following table shows the number and percent of LEAs (i.e., district and charter holders) by A-F Letter Grade received in 2014.

2014 A-F Letter Grades - LEAs		
Letter Grade	**Number of LEAs**	**Percent of LEAs**
A	175	29%
B	192	32%
C	166	27%
D	73	12%
Total	606	100%

For more detailed information on the 2014 A-F Letter Grade models, please see this document: http://www.azed.gov/accountability/state-accountability/.

[4] The traditional A-F Letter Grade model was used to calculate the letter grades for the LEAs with two exceptions: 1) if an LEA is made up of only Alternative Schools then the average of the Alternatives Schools' A-F Letter Grades was attributed to that LEA; 2) If an LEA was a singleton (i.e., only had one school), then the LEA was given the same grade as the school.

Federal Accountability

Annual Measureable Objectives (AMOs). AMOs are unique yearly proficiency targets in reading and mathematics for each subgroup, school and district, as described in Arizona's Elementary and Secondary Education Act (ESEA) Flexibility Request and can be found using the following link: http://www.azed.gov/no-child-left-behind/files/2012/08/arizona-new-amos.pdf.

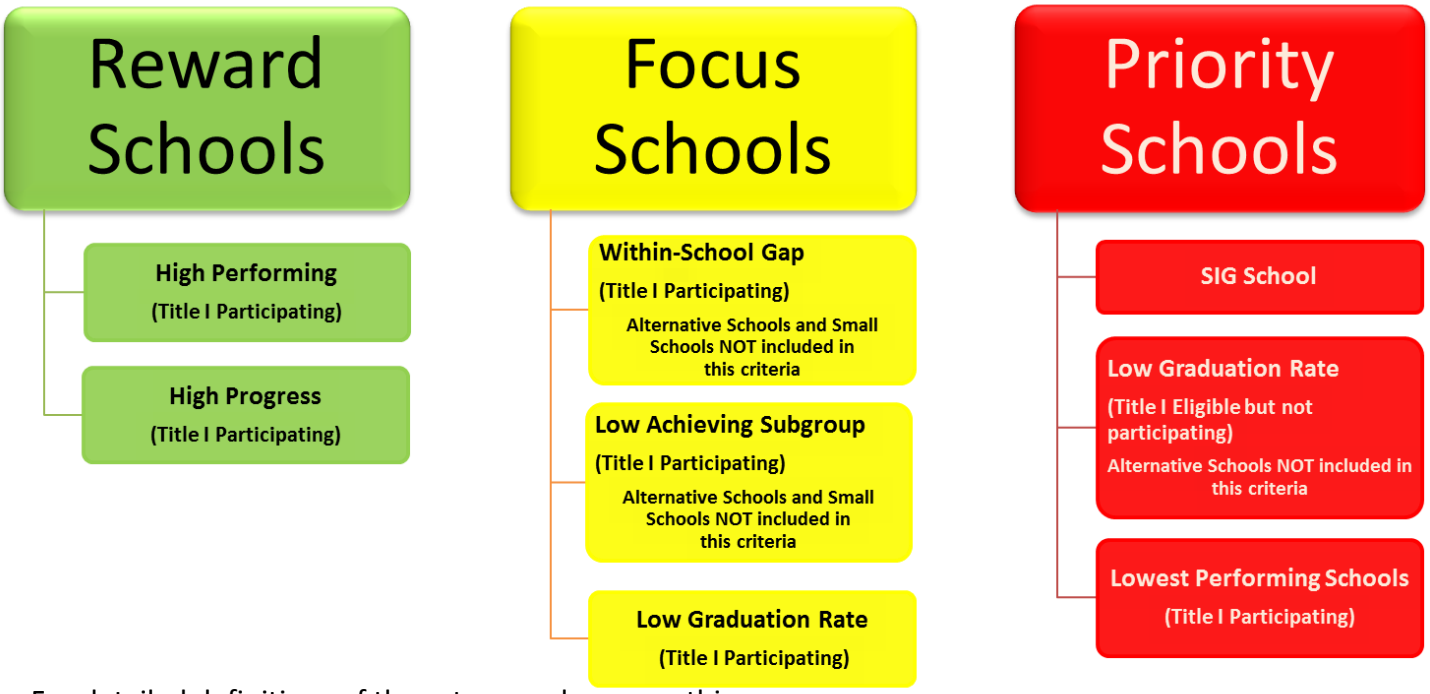
AMO targets only include full academic year students (i.e., students who were enrolled in their school within the first 10 days of the school calendar year and stayed continuously enrolled up through the first testing day). The data in the table below is aggregated to the state level.

2014 State-Level Accountability						
Subgroup	**Reading**		**Mathematics**		**Additional Academic Indicators**	
	Percent Tested	**Percent *Meets* and *Exceeds***	**Percent Tested**	**Percent *Meets* and *Exceeds***	**4 Year Graduation Rate**	**Attendance Rate**
	Goal: 100%	AMO Goal[5]: 85%	Goal: 100%	AMO Goal: 75%	Goal: 80%	Goal 90%
All Students	99	81	99	65	76	95
African American	99	75	99	53	71	95
American Indian/Native Alaskan	99	63	99	42	62	92
Asian/Pacific Islander	100	90	99	85	86	97
Hispanic	99	74	99	56	70	94
White	99	89	99	77	83	95
Students with Disabilities	99	43	99	29	64	93
Limited English Proficient	99	54	99	40	21	95
Economically Disadvantaged	99	73	99	55	70	94
Migrant	99	61	99	48	72	-
Male	99	77	99	64	72	95
Female	99	84	99	67	80	95
Bottom Quartile	100	48	100	24	82	95

[5] Since the AMO targets are unique at each grade level, the AMO Goals that are reported for reading and mathematics are the average AMO target for a specific content area. For mathematics the average AMO Goal is 75% with a range of AMO targets from 71%-79% and for reading the average AMO Goal is 85% with a range of AMO targets from 82%-89%. The calculation for whether a school "Met AMOs" can be found using the following link: http://www.azed.gov/eseawaiver/.

Federal Reward, Focus, and Priority Designations

Starting in 2012, some Title I schools were identified as a Reward, Focus, or Priority school under the ESEA Flexibility request.



For detailed definitions of these terms, please see this page: http://www.azed.gov/research-evaluation/files/2012/10/2012-reward-priority-focus-schools-guide.pdf.

The following table shows the number of Reward (determined in 2014), Focus (determined in 2012), and Priority (determined in 2012) schools:

Federal Reward, Focus, and Priority Designations	
Reward	54
Focus	123
Priority	65

In 2014, a new Reward list was determined; this list is available here: http://www.azed.gov/research-evaluation/files/2014/01/2013-reward-schools.pdf.

For a list of the 2014 Focus and Priority Schools: http://www.azed.gov/improvement-intervention/files/2014/10/arizonas-table-2-priority-and-focus-october-17th-2014.pdf

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