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Superintendent
of Public Instruction

2009-2010 State Report Card



Arizona Department of Education

NAEP Assessment of Educational Progress (NAEP) Reading and Mathematics, 2009-2010

If you would like more information about the NAEP assessments please go to <https://www.ade.az.gov/standards/naep>

State Data

Mathematics Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	29	43	24	4

Participation Rate	Percent
Students w/Disability	90
Limited English Proficient	98

Mathematics Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	33	38	23	6

Participation Rate	Percent
Students w/Disability	84
Limited English Proficient	91

Reading Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	44	32	20	5

Participation Rate	Percent
Students w/Disability	77
Limited English Proficient	90

Reading Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	32	41	24	3

Participation Rate	Percent
Students w/Disability	78
Limited English Proficient	87

NAEP's definition of "proficiency" differs from how the word is understood in ordinary language. It requires the ability to handle "challenging" material, which can exclude people who read and do math perfectly well for everyday life. NAEP's "basic level" is more comparable to the "proficient" definition in most states.

Notes: Rows may not add up to 100% due to rounding.
NAEP does not offer an alternative assessment therefore participation rates may vary from the state assessment.
NAEP does not disaggregate data to the district level.

State Data

Mathematics Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	29	43	24	4
White	14	41	37	7
Black	41	40	16	3
Hispanic	40	45	15	1
Asian/Pacific Islander	13	42	33	12
American Indian	49	38	13	1
Eligible for NSLP	42	44	14	1
Students w/Disability	57	29	13	1
Limited English Proficient	69	29	2	#

Participation Rate	Percent
Students w/Disability	90
Limited English Proficient	98

Mathematics Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	33	38	23	6
White	19	39	32	11
Black	42	35	18	5
Hispanic	44	40	15	1
Asian/Pacific Islander	19	30	33	18
American Indian	57	32	10	2
Eligible for NSLP	47	39	13	1
Students w/Disability	75	20	4	1
Limited English Proficient	89	9	2	#

Participation Rate	Percent
Students w/Disability	84
Limited English Proficient	91

Reading Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	44	32	20	5
White	27	36	29	8
Black	48	32	16	5
Hispanic	58	28	12	2
Asian/Pacific Islander	24	35	28	13
American Indian	64	24	9	3
Eligible for NSLP	58	29	11	2
Students w/Disability	70	17	10	3
Limited English Proficient	86	12	1	#

Participation Rate	Percent
Students w/Disability	77
Limited English Proficient	90

Reading Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	32	41	24	3
White	19	42	35	4
Black	42	37	19	2
Hispanic	43	42	14	1
Asian/Pacific Islander	13	31	43	13
American Indian	48	39	11	2
Eligible for NSLP	45	41	13	1
Students w/Disability	73	21	5	#
Limited English Proficient	85	15	1	#

Participation Rate	Percent
Students w/Disability	78
Limited English Proficient	87

NAEP's definition of "proficiency" differs from how the word is understood in ordinary language. It requires the ability to handle "challenging" material, which can exclude people who read and do math perfectly well for everyday life. NAEP's "basic level" is more comparable to the "proficient" definition in most states.

Notes: # rounds to zero
Rows may not add up to 100% due to rounding.
NAEP does not offer an alternative assessment therefore participation rates may vary from the state assessment.
NAEP does not disaggregate data to the district level.

Mathematics Grade 3

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	9	18	52	20	72	55	99	84302
	2010	11	25	43	22	65	53	100	83352
Female	2009	8	19	54	19	73	55	99	41168
	2010	10	25	44	21	65	53	100	40642
Male	2009	10	18	51	21	72	55	99	43134
	2010	11	24	42	23	64	53	100	42710
African American	2009	15	24	49	12	61	55	98	4970
	2010	17	31	38	13	51	53	100	4891
Asian	2009	5	10	48	37	85	55	99	2546
	2010	5	14	39	42	81	53	100	2718
Hispanic	2009	11	24	53	12	65	55	99	36153
	2010	13	30	43	14	56	53	100	35986
Native American	2009	16	30	48	7	55	55	98	4349
	2010	20	37	35	8	43	53	100	4303
White	2009	5	11	53	31	84	55	99	36284
	2010	6	17	45	32	77	53	100	35454
Economically Disadvantaged	2009	12	24	52	12	64	55	99	46852
	2010	14	30	42	14	56	53	100	46093
Students With Disabilities	2009	26	27	36	11	47	55	98	11958
	2010	31	30	28	10	38	53	100	11033
Limited English Proficient	2009	20	36	42	3	45	55	99	13465
	2010	27	43	28	3	31	53	100	11279
Migrant	2009	16	29	49	6	55	55	100	167
	2010	19	34	37	9	47	53	99	434

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 3

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	6	22	58	14	72	63	99	83538
	2010	6	21	60	13	73	63	100	83353
Female	2009	5	20	60	16	76	63	99	40898
	2010	4	18	62	15	77	63	100	40646
Male	2009	8	24	56	12	68	63	99	42640
	2010	7	23	58	11	70	63	100	42707
African American	2009	9	27	56	9	65	63	98	4929
	2010	8	26	57	8	66	63	100	4889
Asian	2009	4	13	59	24	83	63	99	2522
	2010	4	11	60	25	85	63	100	2719
Hispanic	2009	9	29	55	7	62	63	99	35830
	2010	8	27	59	6	65	63	100	35984
Native American	2009	11	35	50	4	54	63	98	4291
	2010	11	35	50	4	55	63	99	4301
White	2009	4	13	61	22	83	63	99	35966
	2010	3	13	64	21	84	63	100	35460
Economically Disadvantaged	2009	9	29	55	7	62	63	99	46328
	2010	8	27	58	7	65	63	100	46089
Students With Disabilities	2009	26	36	32	6	38	63	98	11173
	2010	24	35	34	6	40	63	100	11032
Limited English Proficient	2009	17	46	36	1	37	63	99	13399
	2010	17	47	35	1	35	63	100	11277
Migrant	2009	12	30	55	4	59	63	100	165
	2010	13	34	50	3	53	63	99	435

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 3

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	4	17	73	6	79	98	82616
Female	2009	3	12	78	8	86	99	40581
Male	2009	6	22	69	3	72	98	42035
African American	2009	6	20	70	4	74	97	4873
Asian	2009	4	9	74	13	87	98	2495
Hispanic	2009	5	20	71	3	74	98	35470
Native American	2009	7	25	66	2	68	96	4207
White	2009	3	13	76	8	84	98	35571
Economically Disadvantaged	2009	5	21	70	3	73	98	45745
Students With Disabilities	2009	14	39	46	1	47	91	10341
Limited English Proficient	2009	8	31	60	1	61	99	13309
Migrant	2009	4	21	75	1	76	99	163

This table shows the AIMS results for 2009. AIMS Writing is tested in Grades 5, 6, 7, and high school only. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	10	16	46	28	74	63	99	83768
	2010	15	21	40	23	63	50	100	82971
Female	2009	9	16	47	28	75	63	99	40719
	2010	14	22	42	23	65	50	100	40651
Male	2009	12	16	44	29	73	63	99	43049
	2010	17	21	39	23	62	50	100	42320
African American	2009	17	20	46	18	64	63	99	4926
	2010	23	26	37	14	51	50	100	5022
Asian	2009	5	8	37	50	87	63	99	2565
	2010	9	11	37	43	80	50	100	2594
Hispanic	2009	13	20	48	19	67	63	99	35689
	2010	20	26	40	15	54	50	100	35186
Native American	2009	18	26	43	12	55	63	98	4508
	2010	29	32	31	8	40	50	100	4345
White	2009	5	10	45	40	85	63	99	36080
	2010	8	15	43	33	76	50	100	35824
Economically Disadvantaged	2009	14	21	47	18	65	63	99	46029
	2010	21	26	39	15	54	50	100	44939
Students With Disabilities	2009	32	24	32	12	44	63	98	12142
	2010	42	24	23	9	33	50	100	11240
Limited English Proficient	2009	26	32	37	4	41	63	99	11939
	2010	42	34	22	2	24	50	100	9335
Migrant	2009	12	27	47	13	60	63	98	219
	2010	30	25	36	9	45	50	99	348

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	8	19	60	12	72	56	99	82981
	2010	5	23	59	13	72	56	100	82957
Female	2009	6	18	63	13	76	56	99	40427
	2010	3	21	61	14	76	56	100	40647
Male	2009	11	21	58	10	68	56	99	42554
	2010	7	25	57	11	68	56	100	42310
African American	2009	13	24	56	7	63	56	99	4866
	2010	8	28	57	7	64	56	100	5018
Asian	2009	5	10	64	21	85	56	99	2543
	2010	4	14	59	24	83	56	100	2592
Hispanic	2009	12	26	56	6	62	56	99	35357
	2010	7	31	57	6	62	56	100	35178
Native American	2009	13	33	51	3	54	56	98	4453
	2010	9	39	48	3	51	56	100	4345
White	2009	4	11	66	18	84	56	99	35762
	2010	3	13	63	21	84	56	100	35824
Economically Disadvantaged	2009	12	26	56	5	61	56	99	45508
	2010	7	31	56	6	62	56	100	44926
Students With Disabilities	2009	33	30	32	5	37	56	98	11344
	2010	22	40	33	5	38	56	100	11235
Limited English Proficient	2009	24	45	30	1	31	56	99	11874
	2010	17	57	26	0	27	56	100	9325
Migrant	2009	13	38	45	4	49	56	98	218
	2010	11	42	45	2	47	56	99	348

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	2	15	80	3	83	98	82172
Female	2009	1	9	85	5	90	99	40143
Male	2009	3	20	75	2	77	98	42029
African American	2009	3	19	76	2	78	97	4810
Asian	2009	2	8	82	9	91	99	2524
Hispanic	2009	2	18	78	1	79	98	35041
Native American	2009	3	20	76	2	78	97	4388
White	2009	1	11	83	5	88	98	35409
Economically Disadvantaged	2009	3	19	77	1	78	98	45001
Students With Disabilities	2009	8	40	51	1	52	91	10520
Limited English Proficient	2009	4	31	65	0	65	99	11823
Migrant	2009	2	18	79	0	79	98	218

This table shows the AIMS results for 2009. AIMS Writing is tested in Grades 5, 6, 7, and high school only. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Science Grade 4

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	17	26	37	21	58	98	81697
	2010	17	22	33	28	61	99	82247
Female	2009	16	26	38	20	58	98	39816
	2010	16	23	35	27	61	99	40325
Male	2009	18	25	35	22	57	98	41881
	2010	18	21	32	29	61	99	41922
African American	2009	24	31	32	13	45	97	4789
	2010	23	26	33	17	51	99	4978
Asian	2009	9	16	38	36	74	98	2517
	2010	10	12	31	46	77	99	2582
Hispanic	2009	25	33	33	10	43	98	34888
	2010	24	29	33	14	47	99	34887
Native American	2009	30	36	28	6	34	94	4284
	2010	30	32	28	10	38	99	4301
White	2009	8	17	42	33	75	98	35219
	2010	8	14	35	43	78	99	35499
Economically Disadvantaged	2009	25	32	33	10	43	98	44759
	2010	24	28	33	16	49	99	44512
Students With Disabilities	2009	39	28	23	10	33	97	11159
	2010	38	25	24	13	37	98	11096
Limited English Proficient	2009	50	37	13	1	14	98	11712
	2010	53	33	13	1	14	99	9263
Migrant	2009	34	35	25	6	31	98	217
	2010	38	33	24	5	29	99	346

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 5

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	10	18	49	23	72	47	99	82352
	2010	19	22	39	20	59	44	100	82635
Female	2009	9	18	51	22	73	47	99	40065
	2010	18	22	40	19	60	44	100	40290
Male	2009	12	17	47	24	71	47	99	42287
	2010	21	21	37	21	58	44	100	42345
African American	2009	17	23	47	13	60	47	99	4982
	2010	30	25	34	11	45	44	100	4943
Asian	2009	6	8	40	47	87	47	99	2452
	2010	9	12	36	43	79	44	100	2580
Hispanic	2009	13	23	50	14	64	47	99	34537
	2010	25	26	37	12	49	44	100	34920
Native American	2009	21	27	43	9	52	47	98	4371
	2010	36	28	29	7	36	44	100	4488
White	2009	6	11	49	33	82	47	99	36010
	2010	11	17	43	30	72	44	100	35704
Economically Disadvantaged	2009	15	23	49	13	62	47	99	44479
	2010	26	26	36	12	48	44	100	44645
Students With Disabilities	2009	36	26	31	7	38	47	98	11846
	2010	52	21	21	6	27	44	100	11086
Limited English Proficient	2009	32	36	30	2	32	47	99	8768
	2010	57	28	13	1	15	44	100	6573
Migrant	2009	20	24	44	12	56	47	99	278
	2010	31	27	33	8	41	44	99	396

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 5

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	8	18	62	11	73	55	99	81619
	2010	8	20	65	7	72	55	100	82648
Female	2009	6	17	65	12	77	55	99	39815
	2010	5	18	68	9	77	55	100	40293
Male	2009	11	20	60	10	70	55	99	41804
	2010	10	22	63	6	68	55	100	42355
African American	2009	12	23	59	6	65	55	99	4935
	2010	11	26	59	4	63	55	100	4941
Asian	2009	5	9	66	20	86	55	99	2436
	2010	5	11	69	14	84	55	100	2585
Hispanic	2009	12	24	59	5	64	55	99	34206
	2010	10	27	59	3	63	55	100	34918
Native American	2009	14	31	51	4	55	55	98	4313
	2010	14	35	49	2	51	55	100	4488
White	2009	4	11	67	18	85	55	99	35729
	2010	4	12	74	11	85	55	100	35716
Economically Disadvantaged	2009	12	25	58	5	63	55	99	43998
	2010	11	27	59	3	63	55	100	44651
Students With Disabilities	2009	34	31	31	4	35	55	98	11110
	2010	31	34	31	3	34	55	100	11090
Limited English Proficient	2009	31	44	26	0	26	55	99	8707
	2010	33	49	18	0	19	55	100	6571
Migrant	2009	19	26	53	2	55	55	99	274
	2010	17	37	45	2	47	55	100	397

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 5

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	3	17	76	3	79	98	80851
	2010	3	23	65	9	74	100	81605
Female	2009	2	12	82	5	87	99	39567
	2010	2	15	70	12	83	100	39918
Male	2009	5	23	71	2	73	98	41284
	2010	4	30	61	6	66	99	41687
African American	2009	5	21	72	2	74	98	4889
	2010	4	28	61	7	68	100	4875
Asian	2009	3	8	79	9	88	99	2418
	2010	4	11	63	23	86	100	2560
Hispanic	2009	4	21	73	2	75	98	33870
	2010	4	29	63	4	68	100	34469
Native American	2009	6	27	66	1	67	96	4245
	2010	6	33	58	3	62	100	4421
White	2009	2	12	81	5	86	99	35429
	2010	2	16	69	13	82	100	35280
Economically Disadvantaged	2009	5	23	71	1	72	98	43502
	2010	4	30	62	4	66	99	43962
Students With Disabilities	2009	16	42	42	1	43	91	10339
	2010	14	50	34	2	36	99	10239
Limited English Proficient	2009	11	40	48	0	48	99	8642
	2010	12	53	35	0	35	99	6503
Migrant	2009	5	25	68	2	70	98	272
	2010	5	36	57	3	60	100	393

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 6

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	16	16	47	21	68	54	99	81994
	2010	20	23	34	23	57	43	100	81012
Female	2009	14	16	49	21	70	54	99	39752
	2010	18	24	35	23	58	43	100	39622
Male	2009	18	16	45	21	66	54	99	42242
	2010	23	22	32	23	55	43	100	41390
African American	2009	25	19	45	12	57	54	99	4877
	2010	30	26	30	14	44	43	100	5050
Asian	2009	8	9	41	43	84	54	100	2460
	2010	9	13	31	47	78	43	100	2466
Hispanic	2009	21	20	47	12	59	54	99	34254
	2010	26	27	32	15	47	43	100	33724
Native American	2009	28	24	40	8	48	54	98	4223
	2010	37	29	26	9	34	43	100	4305
White	2009	9	11	48	31	79	54	99	36180
	2010	13	18	37	32	69	43	100	35467
Economically Disadvantaged	2009	22	20	46	12	58	54	99	43452
	2010	27	27	32	14	46	43	100	42859
Students With Disabilities	2009	50	20	25	6	31	54	98	11219
	2010	58	21	15	5	21	43	100	10331
Limited English Proficient	2009	49	26	23	2	25	54	99	7258
	2010	64	24	10	1	12	43	99	4435
Migrant	2009	24	25	42	8	50	54	100	271
	2010	33	24	30	13	43	43	100	452

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 6

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	9	21	65	6	71	56	99	81271
	2010	6	17	70	8	78	56	100	81027
Female	2009	6	20	68	6	74	56	99	39478
	2010	3	15	73	9	82	56	100	39627
Male	2009	11	23	62	5	67	56	99	41793
	2010	8	19	67	6	73	56	100	41400
African American	2009	12	26	59	2	61	56	99	4821
	2010	8	22	66	4	70	56	100	5054
Asian	2009	6	12	71	12	83	56	100	2446
	2010	4	9	72	16	87	56	100	2473
Hispanic	2009	12	29	57	2	59	56	99	33926
	2010	8	23	66	4	70	56	100	33731
Native American	2009	14	35	50	2	52	56	98	4186
	2010	11	29	57	2	60	56	100	4303
White	2009	4	13	74	9	83	56	99	35892
	2010	3	9	76	12	88	56	100	35466
Economically Disadvantaged	2009	13	29	56	2	58	56	99	42980
	2010	8	23	66	4	69	56	100	42864
Students With Disabilities	2009	36	34	28	3	31	56	98	10491
	2010	26	36	34	3	37	56	100	10337
Limited English Proficient	2009	38	46	16	0	16	56	99	7187
	2010	31	48	20	0	21	56	99	4435
Migrant	2009	17	35	48	0	48	56	100	270
	2010	13	28	56	2	58	56	100	452

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 6

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	2	12	79	7	86	98	80541
	2010	2	26	60	13	72	100	80040
Female	2009	1	7	82	10	92	99	39233
	2010	1	18	64	17	81	100	39270
Male	2009	3	17	76	4	80	98	41308
	2010	3	33	55	8	64	99	40770
African American	2009	3	15	77	5	82	98	4764
	2010	3	29	58	9	67	100	4991
Asian	2009	3	6	76	15	91	99	2426
	2010	3	13	57	27	84	100	2454
Hispanic	2009	2	15	78	4	82	98	33617
	2010	2	32	59	7	66	100	33286
Native American	2009	4	17	76	3	79	97	4137
	2010	3	36	56	5	61	100	4219
White	2009	1	9	80	11	91	98	35597
	2010	2	19	61	18	80	100	35090
Economically Disadvantaged	2009	3	16	77	4	81	98	42517
	2010	3	33	58	7	65	99	42218
Students With Disabilities	2009	11	38	50	1	51	91	9749
	2010	11	57	30	2	32	99	9480
Limited English Proficient	2009	9	35	56	0	56	98	7125
	2010	11	62	27	0	27	99	4391
Migrant	2009	4	10	83	3	86	99	269
	2010	6	39	50	5	55	100	446

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 7

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	11	15	54	19	73	58	99	82228
	2010	22	20	34	24	58	44	100	80741
Female	2009	9	15	56	19	75	58	99	40267
	2010	20	21	35	24	59	44	100	39330
Male	2009	13	16	52	19	71	58	98	41961
	2010	24	19	32	25	57	44	100	41411
African American	2009	17	20	54	9	63	58	98	4809
	2010	32	22	33	13	46	44	99	4841
Asian	2009	5	6	46	42	88	58	99	2473
	2010	11	11	29	49	78	44	100	2463
Hispanic	2009	15	20	54	11	65	58	99	33437
	2010	29	24	32	14	47	44	100	33429
Native American	2009	20	24	49	7	56	58	97	4402
	2010	40	26	26	8	34	44	99	4328
White	2009	7	11	55	28	83	58	99	37107
	2010	13	16	36	35	71	44	100	35680
Economically Disadvantaged	2009	16	20	53	11	64	58	99	41562
	2010	30	24	32	14	46	44	100	41750
Students With Disabilities	2009	42	24	28	5	33	58	97	10567
	2010	62	17	15	5	20	44	99	9615
Limited English Proficient	2009	39	32	27	1	28	58	99	6945
	2010	70	19	9	2	11	44	100	4637
Migrant	2009	20	20	51	9	60	58	100	281
	2010	41	27	23	9	32	44	100	382

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 7

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	8	20	65	8	73	59	99	81516
	2010	5	18	67	10	77	59	100	80754
Female	2009	5	17	68	9	77	59	99	39985
	2010	3	15	70	12	81	59	100	39335
Male	2009	10	22	61	7	68	59	98	41531
	2010	7	20	65	9	73	59	100	41419
African American	2009	10	24	61	5	66	59	98	4765
	2010	7	22	64	6	70	59	100	4846
Asian	2009	5	10	68	17	85	59	99	2453
	2010	4	9	67	20	87	59	100	2464
Hispanic	2009	11	26	59	4	63	59	99	33109
	2010	7	24	64	5	69	59	100	33432
Native American	2009	13	30	54	2	56	59	97	4342
	2010	10	30	57	3	60	59	100	4332
White	2009	4	12	71	12	83	59	99	36847
	2010	2	10	72	16	87	59	100	35680
Economically Disadvantaged	2009	11	27	59	3	62	59	99	41089
	2010	7	24	63	5	68	59	100	41758
Students With Disabilities	2009	34	35	28	3	31	59	97	9854
	2010	25	40	32	3	35	59	99	9625
Limited English Proficient	2009	34	47	19	0	19	59	99	6869
	2010	28	52	20	0	20	59	100	4636
Migrant	2009	14	31	52	3	55	59	100	277
	2010	14	33	51	3	53	59	100	382

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 7

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	3	14	80	3	83	98	80866
	2010	2	23	69	6	75	99	79851
Female	2009	1	9	85	5	90	98	39738
	2010	1	16	76	8	83	100	38987
Male	2009	4	19	75	2	77	98	41128
	2010	3	30	63	4	67	99	40864
African American	2009	4	16	78	2	80	97	4728
	2010	3	28	65	4	69	99	4784
Asian	2009	3	7	79	11	90	98	2427
	2010	3	11	70	16	86	100	2448
Hispanic	2009	4	19	76	1	77	98	32821
	2010	2	29	66	3	69	99	33038
Native American	2009	4	22	73	1	74	96	4298
	2010	4	34	60	2	62	99	4271
White	2009	2	10	84	5	89	98	36592
	2010	1	17	73	8	82	100	35310
Economically Disadvantaged	2009	4	20	75	1	76	98	40664
	2010	3	30	65	3	67	99	41165
Students With Disabilities	2009	14	40	45	0	45	90	9111
	2010	11	55	33	1	33	99	8868
Limited English Proficient	2009	13	39	48	0	48	98	6783
	2010	11	58	31	0	32	99	4579
Migrant	2009	2	22	74	3	77	98	273
	2010	6	38	55	1	56	100	376

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	17	19	48	15	63	38	99	80719
	2010	29	14	37	20	57	44	100	80811
Female	2009	16	20	49	15	64	38	99	39408
	2010	27	15	38	19	57	44	100	39755
Male	2009	19	18	47	16	63	38	98	41311
	2010	30	14	36	21	56	44	100	41056
African American	2009	27	24	42	8	50	38	98	4835
	2010	39	16	34	11	45	44	100	4847
Asian	2009	7	10	47	36	83	38	99	2531
	2010	14	8	33	46	78	44	100	2501
Hispanic	2009	24	24	44	8	52	38	99	32494
	2010	37	17	34	11	46	44	100	32567
Native American	2009	29	28	37	5	42	38	96	4183
	2010	49	17	27	7	34	44	100	4250
White	2009	10	14	53	23	76	38	99	36676
	2010	18	12	41	28	69	44	100	36646
Economically Disadvantaged	2009	25	24	43	8	51	38	99	39688
	2010	39	17	34	11	45	44	100	40383
Students With Disabilities	2009	53	21	21	5	26	38	97	10445
	2010	69	10	16	4	20	44	100	9321
Limited English Proficient	2009	57	25	16	1	17	38	99	6299
	2010	78	11	10	1	11	44	100	3959
Migrant	2009	33	24	39	4	43	38	99	269
	2010	45	20	28	8	35	44	100	408

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	10	21	60	9	69	54	99	79969
	2010	9	17	67	6	74	54	100	80833
Female	2009	7	19	64	10	74	54	99	39103
	2010	6	15	71	8	79	54	100	39763
Male	2009	13	22	57	8	65	54	98	40866
	2010	12	20	64	5	69	54	100	41070
African American	2009	14	24	58	4	62	54	98	4767
	2010	12	21	64	3	68	54	100	4851
Asian	2009	6	11	64	19	83	54	99	2519
	2010	7	9	70	14	84	54	100	2502
Hispanic	2009	15	27	54	4	58	54	99	32177
	2010	12	23	63	3	65	54	100	32577
Native American	2009	17	34	47	3	50	54	96	4128
	2010	17	29	52	2	54	54	100	4251
White	2009	5	13	67	14	81	54	99	36378
	2010	5	11	74	10	84	54	100	36652
Economically Disadvantaged	2009	15	28	54	4	58	54	99	39205
	2010	13	23	61	3	64	54	100	40391
Students With Disabilities	2009	40	33	24	2	26	54	97	9670
	2010	38	31	28	2	30	54	100	9327
Limited English Proficient	2009	45	40	14	0	14	54	99	6248
	2010	48	37	15	1	15	54	100	3958
Migrant	2009	21	29	49	1	50	54	99	264
	2010	20	26	52	2	54	54	100	409

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	2	11	83	3	86	98	79288
Female	2009	1	7	88	4	92	98	38848
Male	2009	3	16	79	2	81	97	40440
African American	2009	3	14	81	2	83	97	4708
Asian	2009	2	5	83	10	93	99	2505
Hispanic	2009	3	15	80	1	81	98	31875
Native American	2009	3	17	79	1	80	96	4099
White	2009	1	7	87	5	92	98	36101
Economically Disadvantaged	2009	3	16	79	1	80	98	38783
Students With Disabilities	2009	11	37	51	0	51	89	8901
Limited English Proficient	2009	11	37	52	0	52	98	6179
Migrant	2009	2	15	81	2	83	98	260

This table shows the AIMS results for 2009. AIMS Writing is tested in Grades 5, 6, 7, and high school only. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Science Grade 8

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	25	19	24	32	56	97	78574
	2010	23	18	25	33	58	99	80180
Female	2009	24	20	25	31	56	97	38454
	2010	21	19	26	34	60	99	39463
Male	2009	27	18	23	32	55	97	40120
	2010	25	18	23	33	57	99	40717
African American	2009	35	22	22	21	43	97	4691
	2010	31	22	25	22	47	99	4803
Asian	2009	12	11	23	54	77	98	2495
	2010	12	11	21	55	77	99	2488
Hispanic	2009	36	23	23	17	40	97	31601
	2010	33	23	25	19	44	99	32330
Native American	2009	44	26	19	11	30	94	4026
	2010	43	25	19	13	32	98	4202
White	2009	13	15	25	47	72	97	35761
	2010	13	14	25	48	74	99	36357
Economically Disadvantaged	2009	37	23	22	18	40	97	38519
	2010	33	23	25	20	44	99	40026
Students With Disabilities	2009	61	17	13	8	21	95	9470
	2010	59	17	14	9	23	98	9220
Limited English Proficient	2009	79	15	5	1	6	97	6106
	2010	80	14	5	1	6	99	3932
Migrant	2009	43	24	23	11	34	100	265
	2010	44	22	24	10	34	100	408

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Mathematics High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	20	10	53	17	70	40	97	75712
	2010	29	12	36	23	58	48	98	75870
Female	2009	19	10	55	16	71	40	97	37306
	2010	28	13	37	23	60	48	98	37377
Male	2009	22	10	51	17	68	40	97	38406
	2010	31	12	34	23	57	48	98	38493
African American	2009	30	13	49	8	57	40	96	4634
	2010	41	14	33	12	46	48	97	4629
Asian	2009	9	5	46	40	86	40	97	2349
	2010	14	8	30	48	78	48	98	2473
Hispanic	2009	28	13	51	8	59	40	97	28813
	2010	39	15	34	12	46	48	98	29475
Native American	2009	37	15	44	5	49	40	96	4426
	2010	49	13	30	7	37	48	97	4231
White	2009	12	7	56	25	81	40	97	35490
	2010	18	10	39	33	72	48	98	35062
Economically Disadvantaged	2009	29	13	50	7	57	40	98	30010
	2010	41	14	33	12	45	48	98	32640
Students With Disabilities	2009	60	12	25	3	28	40	95	8443
	2010	71	9	16	3	19	48	96	7910
Limited English Proficient	2009	65	15	20	1	21	40	97	4059
	2010	79	8	11	2	12	48	97	2840
Migrant	2009	32	16	48	4	52	40	99	320
	2010	45	14	33	8	40	48	97	405

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Reading High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Annual Objective	Percent Tested	Number Tested
All Students	2009	6	20	66	9	75	49	97	75330
	2010	5	18	66	11	77	49	98	76674
Female	2009	4	19	68	9	77	49	97	37176
	2010	3	16	68	12	80	49	98	37728
Male	2009	7	21	64	8	72	49	96	38154
	2010	6	20	64	10	74	49	98	38946
African American	2009	9	25	62	4	66	49	96	4561
	2010	7	23	64	6	70	49	97	4668
Asian	2009	4	12	64	20	84	49	97	2326
	2010	3	13	61	22	84	49	98	2478
Hispanic	2009	8	28	60	3	63	49	97	28700
	2010	7	26	63	5	67	49	98	29845
Native American	2009	11	37	51	2	53	49	95	4384
	2010	10	32	55	3	58	49	96	4272
White	2009	2	11	73	14	87	49	97	35359
	2010	2	10	70	18	88	49	98	35411
Economically Disadvantaged	2009	9	29	58	3	61	49	97	29917
	2010	8	26	61	5	66	49	98	33227
Students With Disabilities	2009	26	43	29	3	32	49	95	7774
	2010	22	43	33	3	35	49	96	8086
Limited English Proficient	2009	31	53	16	0	16	49	97	4063
	2010	31	57	12	0	13	49	97	2873
Migrant	2009	10	32	56	1	57	49	99	321
	2010	16	35	46	3	49	49	97	415

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Writing High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	3	25	65	7	72	96	74522
	2010	3	24	58	15	73	97	75805
Female	2009	2	20	69	9	78	96	36811
	2010	2	20	61	17	78	97	37415
Male	2009	5	30	60	5	65	95	37711
	2010	4	29	55	12	67	96	38390
African American	2009	5	29	61	5	66	94	4505
	2010	5	28	58	9	67	95	4586
Asian	2009	3	13	67	18	85	96	2317
	2010	4	13	53	30	83	98	2468
Hispanic	2009	4	33	59	4	63	96	28341
	2010	4	33	56	8	63	97	29497
Native American	2009	7	42	49	2	51	93	4303
	2010	7	40	48	5	53	95	4193
White	2009	2	17	72	10	82	96	35056
	2010	2	16	62	21	83	97	35061
Economically Disadvantaged	2009	5	35	56	3	59	96	29410
	2010	5	34	54	7	61	97	32710
Students With Disabilities	2009	17	58	24	1	25	85	7017
	2010	17	55	26	1	28	87	7269
Limited English Proficient	2009	22	61	17	0	17	95	4007
	2010	26	59	14	0	14	96	2826
Migrant	2009	4	47	48	1	49	98	317
	2010	8	50	40	2	42	97	412

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

Science High School

Subgroup	Year	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Pass	Percent Tested	Number Tested
All Students	2009	48	18	23	11	34	61	47100
	2010	45	17	23	15	38	89	189502
Female	2009	48	19	23	10	33	61	23204
	2010	45	18	24	13	37	88	94036
Male	2009	48	17	22	13	35	61	23896
	2010	45	16	23	16	39	89	95466
African American	2009	59	18	17	6	23	66	3141
	2010	57	17	18	8	26	90	11672
Asian	2009	33	17	30	20	50	56	1349
	2010	29	15	28	28	56	85	5986
Hispanic	2009	61	18	17	5	22	67	19585
	2010	59	17	17	6	23	91	73852
Native American	2009	69	17	12	3	15	70	3160
	2010	67	16	13	3	16	91	11156
White	2009	31	19	31	20	51	55	19865
	2010	29	17	30	24	54	86	86836
Economically Disadvantaged	2009	61	18	17	5	22	68	20651
	2010	60	17	17	6	23	91	79113
Students With Disabilities	2009	75	9	11	5	16	68	5503
	2010	81	8	8	3	11	90	18603
Limited English Proficient	2009	93	4	2	0	2	71	2943
	2010	94	4	2	0	2	93	9340
Migrant	2009	73	15	12	1	13	73	233
	2010	73	14	11	2	13	94	831

This table shows the AIMS results for the past two years. Results are shown as percent at each performance level and percent passing. Also shown are the percent of students tested.

NCLB Federal Accountability School Improvement Status

Improvement Status	2009	2010
Year 1	111	90
Year 2	67	65
Corrective Action	55	41
Restructuring Implemented	40	64
Restructuring Planning	38	37
Out of School Improvement	31	48
Warning	117	161
Total Identified	311	297
Total Not-Identified	877	936

Number of Title I Schools Identified for Improvement. For status definitions, please see page 28.

Adequate Yearly Progress (AYP)*

School and District

Year	School AYP		District AYP	
	Met	Not Met	Met	Not Met
2010	1389	567	353	238

*AYP: A measure of school performance as mandated by the federal government under the No Child Left Behind Act. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures schools toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Statewide Four-Year Graduation Rates (percent)

	2008	2009
All Students	75	76
Female	79	80
Male	71	72
African American	73	73
Asian/Pacific Islander	87	88
Hispanic	67	69
Native American	60	63
White	82	83
Limited English Proficient	48	44
Students with Disabilities	64	65
Economically Disadvantaged	66	69
Migrant	71	80

Average Daily Attendance Rates (percent)

	2008-2009
All Students (All Grades)	94.2261
Female	94.3036
Male	94.1529
African American	94.4101
Asian/Pacific Islander	95.9451
Hispanic	94.1395
Native American	91.8086
White	94.4654
Limited English Proficient	94.5165
Students with Disabilities	92.3905
Economically Disadvantaged	93.9076

This table shows statewide performance on the additional indicator as required by the No Child Left Behind Act.

AZ LEARNS - State Accountability

Achievement Profile	Number of Schools
Excelling	272
Highly Performing	242
Performing Plus	707
Performing	623
Underperforming	89
Failing to Meet Academic Standards	11

This table shows the number of schools that have earned each of the AZ LEARNS profiles in 2010. AZ LEARNS is the system for evaluating schools required by state law. For profile definitions, please see page 41.

Highly Qualified Teachers 2009-2010

Highest Degree Held	Number of Teachers
Bachelors	28,701
Other	55
Doctorate	401
Masters	22,276

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

State (FY2010)	3
High Poverty (FY2010)	2.9
Low Poverty (FY2010)	2.8

Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers

Percentage of Public K-12 Teachers with Emergency/ Provisional Certification (FY2010)	0.4%
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Title I Schools Identified for Improvement

Title I School Improvement - Year 1 – A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 – A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action – A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) – A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) – A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement – A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

Total Identified – Total number of Title I schools identified for Title I school improvement.

Total Not-Identified – Total number of Title I and non-Title I schools identified as making adequate yearly progress (AYP).

Title I School – any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

AZ LEARNS - State Accountability

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students “Exceeding the Standard” category on AIMS.

School performance was at or above the state baseline and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students “Exceeding the Standard” category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students “Exceeds the Standard” category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline and/or the school made adequate growth during the past three years.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.



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