Data Book

2019-2020

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District Overview

Unless otherwise noted, all statistics were collected on the last day of the 2019-20 school year.

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility, and service to the community.

We Believe

- All students can learn and achieve
- Everyone has unique strengths, talents, and needs
- All students and staff should be responsible for, and dedicated to, educational excellence
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community
- The school community deserves a safe and caring environment
- Our actions reflect our values and dedication to meet student needs fairly and equitably
- Ample resources are essential to accomplish the Mission

Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway

Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to create meaning and foster mutual understanding
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions

Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member

Amphitheater Public Schools Students *show caring and kindness by:*

- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation

Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global awareness
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community

Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

Amphitheater Public Schools Facts

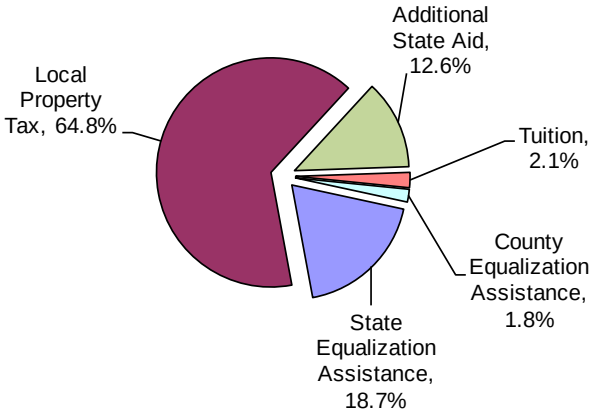
Year Established	1893
Assessed Valuation (2019-20)	$1,590,920,979
Geographic Area	112 sq. miles
Estimated Population of School District	144,375

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2018

Schools Operated by Amphitheater	
Elementary schools	12
K-8 schools	2
Middle schools	3
High schools	3
Online school	1
Center for students with special needs	1

Full-Time Employees	1,384
Part-Time Employees	594

General Fund M & O Revenue Sources (2019-20)



Student Enrollment at Year-End	13,500
Elementary	5,937
Secondary	7,563

Race/Ethnicity Distribution	
Asian	3.4%
Black	5.0%
Hispanic (of any race)	42.6%
Native American/American Indian	1.8%
White (not of Hispanic origin)	44.3%
Multi-racial	2.9%

Number of Schools by AZ LEARNS Letter Grade (2019)	
"A" Schools	6
"B" Schools	9
"C" Schools	5
"D" Schools	0
"F" Schools	0

Percent of Students Eligible for Free or Reduced Lunch	44.4%

Amphitheater School Board (as of January 2020)

Deanna M. Day, M.Ed.	*President*
Vicki Cox Golder	*Vice President*
Scott K. Baker, Ph.D.	*Member*
Matthew A. Kopec	*Member*
Susan Zibrat	*Member*

School District Spending (Fiscal Year 2019)

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2019, March 2020, Report No 20-201

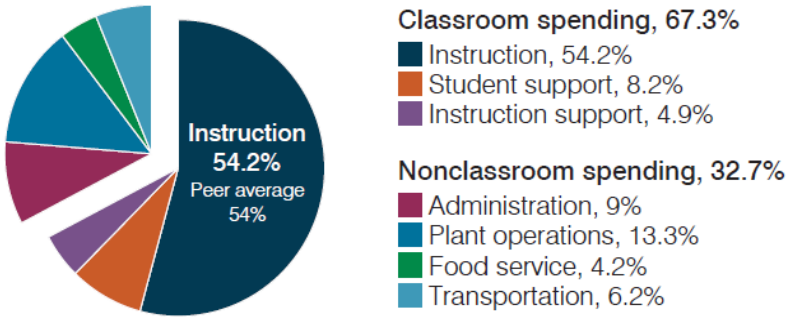
Per pupil spending

Spending by area	District 2018	District 2019	State average 2019
Instruction	$ 4,455	$ 4,839	$ 4,869
Student Support	699	733	754
Instruction Support	427	438	497
Administration	716	801	903
Plant Operations	1,165	1,191	1,027
Food Service	365	376	438
Transportation	462	549	417
Total operational	$ 8,289	$ 8,927	$ 8,905
Land and buildings	$ 745	$ 627	$ 1,086
Equipment	334	612	496
Interest	318	291	261
Other	72	80	180
Total nonoperational	$ 1,469	$ 1,610	$ 2,023
Total per pupil spending	**$ 9,758**	**$ 10,537**	**$ 10,928**

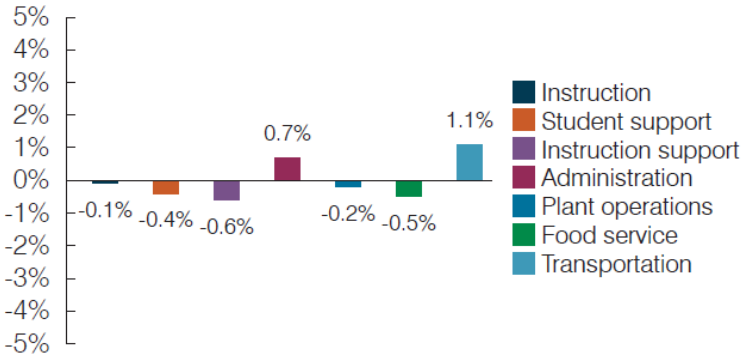
Operational measures relative to peer averages

Operational area	Measure	District	Peer average
Administration	Cost per pupil	$801	$842
	Students per administrative position	53	66
Plant Operations	Cost per square foot	$5.94	$6.59
	Square footage per student	201	150
Food Service	Cost per meal	$2.93	$3.25
Transportation	Cost per mile	$5.06	$4.10
	Cost per rider	$1,736	$1,775

Amphitheater District spending by operational area Fiscal year 2019



Percentage point change in spending by operational area (fiscal year 2014 versus 2019)



Arizona LEARNS A-F Letter Grades

Arizona Revised Statutes §15-241 requires the Arizona Department of Education develop an annual achievement profile for every public school in the state based on an A through F scale. For more information, please visit the Arizona State Board of Education website at azsbe.az.gov. NA indicates there were fewer than 10 full academic year (FAY) students in the calculation and therefore the school is not eligible for the points.

Traditional K-8 Schools (Fiscal Year 2019)

		Percent of Students Tested	Proficiency/ Stability Points (30% of Total Points)	Growth Points (50% of Total Points)	English Language Proficiency & Growth Points (10% of Total Points)	Acceleration/ Readiness Points (10% of Total Points)	Total Points	Percentage Earned (If EL category is NA, Total Points is divided by 90, not 100)	Bonus Points (for Special Education & Science Testing)	Total Score	Letter Grade
Middle & K-8 Schools	Amphitheater Middle	96%	10.26	34.26	6.0	10.0	60.51	60.5%	2.0	62.5	C
	Coronado K-8	99%	20.67	39.11	10.0	10.0	79.78	79.8%	3.5	83.3	B
	Cross Middle	98%	22.00	40.69	NA	10.0	72.69	80.8%	3.5	84.3	B
	La Cima Middle	98%	15.37	35.11	9.0	10.0	69.48	69.5%	2.0	71.5	B
	Wilson K-8	99%	24.80	42.76	10.0	10.0	87.56	87.6%	5.0	92.6	A
Elementary Schools	Copper Creek Elem.	100%	23.57	38.24	NA	10.0	71.82	79.8%	3.5	83.3	B
	Donaldson Elem.	98%	17.68	40.54	6.0	8.0	72.22	72.2%	3.5	75.7	B
	Harelson Elem.	100%	27.26	36.64	7.0	10.0	80.90	80.9%	5.0	85.9	A
	Holaway Elem.	98%	17.06	43.03	10.0	10.0	80.08	80.1%	2.0	82.1	B
	Innovation Academy	100%	27.81	44.15	NA	10.0	81.96	91.1%	5.0	96.1	A
	Keeling Elem.	99%	10.68	36.56	8.0	10.0	65.24	65.2%	2.0	67.2	C
	Mesa Verde Elem.	100%	24.23	35.93	NA	10.0	70.15	77.9%	3.5	81.4	B
	Nash Elem.	98%	13.26	33.07	9.0	10.0	65.32	65.3%	2.0	67.3	C
	Painted Sky Elem.	99%	28.16	40.80	NA	6.0	74.96	83.3%	5.0	88.3	A
	Prince Elem.	99%	14.25	42.92	10.0	10.0	77.17	77.2%	2.0	79.2	B
	Rio Vista Elem.	99%	19.62	34.31	10.0	2.0	65.93	65.9%	2.0	67.9	C
	Walker Elem.	100%	23.38	48.77	10.0	8.0	90.15	90.2%	3.5	93.6	A

Total Score Needed For Each Letter Grade (FY2019)

A	B	C	D	F
84.67 - 100%	72.39 - 84.66%	60.11 - 72.38%	47.83 - 60.10%	< 47.82%

Arizona LEARNS A-F Letter Grades (cont.)

Traditional 9-12 Schools (Fiscal Year 2019)				
		Amphitheater High School	Canyon del Oro High School	Ironwood Ridge High School
Percent Tested		90%	97%	97%
Proficiency Points (30% of Total Points)		11.23	18.26	17.12
Subgroup Improvement	Profiency Points (10% of Total Points)	4.67	2.67	4.00
	Graduation Points (5% of Total Points)	2.50	2.50	2.50
	Dropout Points (5% of Total Points)	1.67	3.75	2.22
English Language Proficiency & Growth Points (10% of Total Points)		10.0	NA	9.0
Graduation Rate	4-, 5-, 6-, 7-year Graduation Rate Points (10% of Total Points)	9.0	10.0	10.0
	4-year Graduation Rate Improvement (10% of Total Points)	5.0	5.0	5.0
College & Career Ready Self-Report Scaled Score (20% of Total Points)		14.7	17.3	14.4
Total Points		58.76	59.48	64.24
Percentage Earned (If EL category is NA, Total Points is divided by 90, not 100)		58.8%	66.1%	64.2%
Bonus Points (for Special Education & Science Testing)		3.00	4.50	4.50
Total Score		**61.76**	**70.59**	**68.74**
Letter Grade		**C**	**A**	**B**

Total Score Needed For Each Letter Grade (FY2019)

A	B	C	D	F
83.83 - 100%	70.02 - 83.82%	56.21 - 70.01%	42.40 - 56.20%	< 42.39%

Arizona LEARNS A-F Letter Grades – History

	2011	2012	2013	2014-2016	2017	2018	2019
Amphitheater High School	D	C	D	B	C	C	C
Amphitheater Middle School	C	C	C	C	C	C	C
Canyon del Oro High School	B	A	A	A	C	A	A
Copper Creek Elementary	B	A	A	A	B	B	B
Coronado K-8 School	B	B	B	B	B	B	B
Cross Middle School	C	B	B	B	B	A	B
Donaldson Elementary	A	C	B	B	B	C	B
Harelson Elementary	A	A	A	A	A	A	A
Holaway Elementary	C	D	B	C	C	C	B
Innovation Academy	—	—	—	—	—	A	A
Ironwood Ridge High School	A	B	B	A	C	B	B
Keeling Elementary	B	C	C	C	C	C	C
La Cima Middle	C	B	B	B	A	C	B
Mesa Verde Elementary	B	A	A	A	B	A	B
Nash Elementary	C	B	C	C	C	C	C
Painted Sky Elementary	B	A	A	A	B	A	A
Prince Elementary	C	B	C	C	D	C	B
Rio Vista Elementary	B	B	A	B	C	B	C
Walker Elementary	B	B	B	B	B	B	A
Wilson K-8 School	B	B	A	B	B	A	A

Note: Determinations from 2014 remained unchanged for 2015 and 2016 while the state transitioned between state assessments. Determinations for 2017 and 2018 are based on a different accountability model than used in previous years. Determinations for 2020 were not available in time to be included in this report.

About the A-F Letter Grades

Arizona Revised Statutes §15-241 requires the Arizona Department of Education develop an annual achievement profile for every public school in the state based on an A through F scale. The system measures year to year student academic growth; proficiency on English language arts, math and science; the proficiency and academic growth of English language learners; indicators that an elementary student is ready for success in high school and that high school students are ready to succeed in a career or higher education; and high school graduation rates. For more information, please visit the Arizona State Board of Education website at azsbe.az.gov.

Who Attends Our Schools?

Race/Ethnic Distribution: District

DISTRICT TOTALS (all grades)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.5%	5.1%	41.3%	2.0%	46.0%	2.1%
2016-17	3.6%	5.0%	42.0%	1.8%	45.0%	2.6%
2017-18	3.6%	4.9%	42.3%	1.9%	44.6%	2.8%
2018-19	3.5%	4.9%	42.6%	1.8%	44.4%	2.8%
2019-20	3.4%	5.0%	42.6%	1.8%	44.3%	2.9%

Notes:
"Hispanic" is an ethnic group that includes students of any racial category.
"Asian" includes Hawaiian and Pacific Islander racial categories.
"Multi-racial" includes non-Hispanic students that marked more than one racial category.

Race/Ethnic Distribution: High School

Amphitheater High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	4.8%	10.9%	63.4%	2.8%	17.1%	1.0%
2016-17	5.0%	11.1%	60.8%	3.5%	18.5%	1.1%
2017-18	4.9%	11.6%	61.5%	3.4%	17.0%	1.6%
2018-19	4.8%	10.8%	63.5%	3.1%	16.5%	1.3%
2019-20	4.7%	10.9%	63.3%	3.4%	16.1%	1.6%

Canyon del Oro High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.8%	3.2%	32.6%	1.6%	57.5%	1.3%
2016-17	3.4%	2.8%	34.4%	1.1%	56.5%	1.8%
2017-18	3.7%	2.3%	34.4%	1.2%	56.6%	1.9%
2018-19	4.1%	2.7%	33.8%	1.1%	56.4%	2.0%
2019-20	4.9%	2.4%	32.6%	1.2%	56.7%	2.2%

Ironwood Ridge High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.6%	2.7%	24.7%	0.6%	67.1%	1.2%
2016-17	4.1%	2.4%	24.6%	0.6%	67.2%	1.2%
2017-18	4.3%	3.1%	25.2%	0.6%	65.2%	1.6%
2018-19	3.9%	2.8%	25.6%	0.6%	65.2%	1.9%
2019-20	4.1%	2.2%	27.0%	0.6%	64.3%	1.8%

Rillito (grades 9-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	5.7%	11.4%	42.9%	2.9%	37.1%	0.0%
2016-17	6.3%	6.3%	40.6%	0.0%	46.9%	0.0%
2017-18	5.6%	8.3%	33.3%	2.8%	50.0%	0.0%
2018-19	6.3%	9.4%	21.9%	3.1%	59.4%	0.0%
2019-20	3.7%	3.7%	25.9%	3.7%	63.0%	0.0%

Amphi Academy Online (grades 6-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	7.0%	2.3%	25.6%	4.7%	60.5%	0.0%
2016-17	0.0%	0.0%	33.3%	0.0%	60.3%	6.3%
2017-18	1.4%	2.7%	45.2%	0.0%	50.7%	0.0%
2018-19	1.7%	5.0%	44.6%	0.8%	46.3%	1.7%
2019-20	0.0%	1.4%	40.3%	2.1%	52.8%	3.5%

HIGH SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	4.0%	5.0%	37.2%	1.5%	51.0%	1.2%
2016-17	4.0%	4.7%	37.3%	1.5%	51.0%	1.4%
2017-18	4.2%	5.0%	38.0%	1.5%	49.6%	1.7%
2018-19	4.2%	4.9%	38.3%	1.4%	49.5%	1.8%
2019-20	4.4%	4.4%	38.6%	1.6%	49.1%	1.9%

Race/Ethnic Distribution: Middle School

Amphitheater Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	4.2%	13.4%	58.0%	5.2%	17.2%	2.0%
2016-17	4.4%	13.4%	61.3%	4.5%	14.5%	2.0%
2017-18	3.5%	12.7%	59.9%	4.4%	16.8%	2.6%
2018-19	2.4%	11.6%	62.8%	3.9%	16.9%	2.4%
2019-20	2.0%	13.2%	60.1%	5.5%	15.8%	3.4%

Coronado (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	1.8%	2.0%	33.7%	0.2%	61.1%	1.2%
2016-17	1.9%	2.9%	33.7%	0.6%	59.6%	1.3%
2017-18	2.1%	2.3%	33.1%	0.4%	60.3%	1.9%
2018-19	1.7%	1.9%	33.0%	0.9%	60.2%	2.3%
2019-20	1.2%	2.4%	35.9%	0.5%	56.5%	3.6%

Cross Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	4.0%	2.8%	31.0%	1.4%	59.6%	1.2%
2016-17	4.6%	2.2%	33.1%	0.9%	57.2%	2.0%
2017-18	3.9%	2.7%	33.5%	1.8%	55.2%	3.0%
2018-19	3.8%	2.8%	32.4%	2.5%	55.4%	3.0%
2019-20	3.5%	2.5%	31.2%	2.2%	57.1%	3.5%

La Cima Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.1%	5.5%	64.4%	3.7%	22.3%	1.1%
2016-17	4.5%	5.2%	67.3%	2.5%	19.6%	0.9%
2017-18	4.4%	4.2%	67.7%	3.1%	19.6%	1.1%
2018-19	5.2%	3.1%	66.6%	3.7%	20.3%	1.0%
2019-20	3.0%	4.8%	68.6%	3.7%	18.2%	1.7%

Wilson (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.5%	3.5%	19.2%	1.1%	71.0%	1.8%
2016-17	3.6%	2.2%	20.6%	1.0%	70.5%	2.1%
2017-18	3.2%	1.4%	23.5%	0.6%	68.9%	2.4%
2018-19	3.1%	2.0%	20.6%	0.8%	70.1%	3.4%
2019-20	2.5%	2.3%	25.6%	0.5%	65.6%	3.5%

Rillito (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	0.0%	0.0%	21.4%	7.1%	71.4%	0.0%
2016-17	0.0%	0.0%	22.2%	0.0%	77.8%	0.0%
2017-18	0.0%	0.0%	14.3%	0.0%	85.7%	0.0%
2018-19	25.0%	8.3%	25.0%	0.0%	41.7%	0.0%
2019-20	14.3%	0.0%	35.7%	7.1%	35.7%	7.1%

MIDDLE SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.4%	5.5%	39.9%	2.3%	47.3%	1.5%
2016-17	3.8%	5.4%	42.2%	2.0%	44.8%	1.7%
2017-18	3.4%	5.1%	43.0%	2.2%	44.0%	2.3%
2018-19	3.3%	4.7%	42.8%	2.4%	44.3%	2.5%
2019-20	2.6%	5.4%	43.6%	2.7%	42.4%	3.2%

Notes:
"Hispanic" is an ethnic group that includes students of any racial category.
"Asian" includes Hawaiian and Pacific Islander racial categories.
"Multi-racial" includes non-Hispanic students that marked more than one racial category.

Race/Ethnic Distribution: Elementary School

Copper Creek Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	4.3%	2.0%	26.7%	0.4%	61.7%	5.0%
2016-17	3.6%	2.5%	28.5%	0.2%	57.3%	7.9%
2017-18	3.3%	1.6%	28.5%	0.2%	58.3%	8.1%
2018-19	2.5%	2.3%	30.3%	0.2%	58.7%	6.0%
2019-20	2.0%	3.0%	27.6%	0.5%	61.7%	5.2%

Coronado (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	0.5%	0.5%	51.3%	1.4%	45.5%	0.9%
2016-17	0.5%	0.7%	50.9%	0.9%	44.7%	2.3%
2017-18	0.5%	0.7%	49.5%	0.5%	47.3%	1.5%
2018-19	0.8%	0.5%	50.3%	0.3%	46.4%	1.6%
2019-20	0.8%	0.3%	53.4%	0.0%	43.9%	1.6%

Donaldson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.8%	2.8%	40.0%	3.1%	48.1%	2.2%
2016-17	4.3%	2.2%	42.5%	3.1%	44.9%	3.1%
2017-18	3.7%	3.7%	47.0%	1.1%	41.6%	2.8%
2018-19	2.3%	2.6%	48.1%	2.0%	40.9%	4.0%
2019-20	1.5%	5.2%	47.6%	3.0%	38.8%	3.9%

Harelson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	5.3%	2.1%	22.6%	0.6%	68.0%	1.5%
2016-17	5.4%	2.1%	22.8%	0.8%	67.1%	1.9%
2017-18	5.2%	1.7%	22.9%	0.7%	66.9%	2.6%
2018-19	4.8%	1.6%	24.6%	0.6%	64.5%	3.8%
2019-20	4.1%	1.6%	26.9%	0.2%	63.6%	3.7%

Holaway Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	1.8%	8.0%	59.6%	4.9%	20.1%	5.7%
2016-17	2.2%	5.8%	58.2%	4.4%	25.1%	4.4%
2017-18	2.3%	5.7%	57.4%	3.9%	25.5%	5.2%
2018-19	2.5%	6.2%	60.5%	2.5%	23.2%	5.2%
2019-20	1.8%	5.5%	59.1%	3.6%	24.7%	5.2%

Innovation Academy						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16						
2016-17						
2017-18	2.2%	1.9%	21.0%	1.9%	66.7%	6.5%
2018-19	2.6%	1.2%	21.8%	1.2%	67.1%	6.1%
2019-20	2.8%	1.1%	22.2%	1.1%	68.0%	4.9%

Keeling Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	1.8%	10.4%	70.7%	3.2%	11.9%	2.0%
2016-17	0.9%	11.2%	68.6%	3.3%	11.7%	4.2%
2017-18	3.5%	11.2%	67.3%	3.7%	9.2%	5.0%
2018-19	2.3%	12.9%	64.8%	3.9%	12.1%	4.1%
2019-20	3.7%	14.6%	61.8%	2.5%	14.9%	2.5%

Mesa Verde Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	2.3%	1.3%	33.9%	0.5%	59.2%	2.8%
2016-17	2.2%	1.2%	34.0%	0.2%	59.3%	3.0%
2017-18	1.4%	1.1%	34.8%	0.6%	60.1%	2.0%
2018-19	1.4%	1.4%	32.5%	0.0%	62.3%	2.5%
2019-20	1.6%	1.1%	35.4%	0.0%	59.3%	2.6%

Race/Ethnic Distribution: Elementary School (cont.)

Nash Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	2.6%	3.5%	75.5%	4.6%	11.5%	2.2%
2016-17	2.8%	5.1%	75.3%	4.4%	9.7%	2.8%
2017-18	3.1%	2.9%	78.0%	5.5%	9.7%	0.8%
2018-19	3.3%	3.6%	77.4%	5.9%	8.7%	1.3%
2019-20	2.7%	9.1%	72.5%	4.8%	9.1%	1.9%

Painted Sky Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.1%	3.1%	16.2%	0.0%	71.9%	5.8%
2016-17	3.1%	2.1%	17.5%	0.0%	71.5%	5.7%
2017-18	1.7%	2.2%	21.9%	0.0%	67.9%	6.3%
2018-19	3.7%	1.8%	24.8%	0.0%	65.3%	4.4%
2019-20	2.9%	2.4%	25.0%	0.0%	63.7%	6.0%

Prince Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.5%	18.3%	55.1%	4.1%	15.4%	3.6%
2016-17	3.7%	17.0%	55.6%	4.7%	15.3%	3.7%
2017-18	3.6%	17.3%	54.6%	4.5%	14.4%	5.5%
2018-19	3.4%	18.2%	59.5%	3.4%	11.4%	4.1%
2019-20	4.1%	17.7%	59.1%	3.2%	12.3%	3.6%

Rio Vista Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	2.8%	4.6%	70.7%	3.0%	17.3%	1.6%
2016-17	2.0%	5.1%	71.0%	2.4%	17.3%	2.0%
2017-18	2.1%	4.7%	70.1%	1.5%	19.4%	2.1%
2018-19	2.6%	4.9%	71.1%	1.5%	17.7%	2.2%
2019-20	2.4%	3.9%	71.5%	1.0%	20.2%	1.0%

Walker Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	5.2%	2.7%	51.7%	1.5%	35.6%	3.3%
2016-17	6.3%	3.4%	53.6%	1.2%	32.8%	2.6%
2017-18	6.3%	3.4%	53.7%	1.7%	33.5%	1.5%
2018-19	5.7%	3.8%	54.3%	1.1%	33.2%	1.9%
2019-20	4.6%	2.9%	55.7%	0.8%	32.6%	3.3%

Wilson (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.1%	2.5%	23.5%	0.6%	67.9%	2.5%
2016-17	3.9%	1.9%	25.4%	0.3%	64.6%	3.9%
2017-18	3.7%	2.3%	27.0%	0.7%	63.3%	3.0%
2018-19	4.2%	3.1%	25.9%	1.5%	61.9%	3.3%
2019-20	4.8%	3.0%	24.1%	0.7%	64.5%	3.0%

Rillito (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	10.3%	2.6%	43.6%	5.1%	35.9%	2.6%
2016-17	8.1%	2.7%	43.2%	5.4%	40.5%	0.0%
2017-18	12.2%	0.0%	43.9%	7.3%	31.7%	4.9%
2018-19	12.2%	2.4%	43.9%	7.3%	29.3%	4.9%
2019-20	6.7%	4.4%	55.6%	2.2%	26.7%	4.4%

ELEMENTARY SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.2%	5.0%	44.9%	2.1%	41.7%	3.0%
2016-17	3.3%	5.0%	45.1%	2.0%	40.9%	3.7%
2017-18	3.2%	4.6%	45.0%	1.9%	41.4%	3.8%
2018-19	3.2%	4.9%	45.8%	1.8%	40.7%	3.7%
2019-20	3.0%	5.2%	45.2%	1.5%	41.6%	3.5%

Notes:
"Hispanic" is an ethnic group that includes students of any racial category.
"Asian" includes Hawaiian and Pacific Islander racial categories.
"Multi-racial" includes non-Hispanic students that marked more than one racial category.

Grade Level Distribution: High School

Amphitheater High School				
	9th	10th	11th	12th
2015-16	28.3%	28.3%	21.5%	21.9%
2016-17	26.7%	27.3%	25.7%	20.2%
2017-18	25.8%	25.1%	25.2%	23.9%
2018-19	28.6%	25.4%	23.1%	23.0%
2019-20	25.7%	27.2%	24.0%	23.1%

Canyon del Oro High School				
	9th	10th	11th	12th
2015-16	25.1%	25.0%	27.6%	22.3%
2016-17	24.6%	24.1%	24.5%	26.7%
2017-18	27.7%	24.4%	24.1%	23.9%
2018-19	24.1%	27.9%	24.6%	23.4%
2019-20	26.2%	24.3%	26.4%	23.1%

Ironwood Ridge High School				
	9th	10th	11th	12th
2015-16	27.1%	23.2%	24.6%	25.1%
2016-17	25.5%	27.8%	22.7%	24.0%
2017-18	25.9%	25.3%	26.2%	22.5%
2018-19	26.7%	24.2%	23.9%	25.3%
2019-20	23.8%	27.2%	24.2%	24.8%

*Rillito School (grades 9-12)				
	9th	10th	11th	12th
2015-16	8.6%	11.4%	14.3%	65.7%
2016-17	15.6%	15.6%	9.4%	59.4%
2017-18	19.4%	11.1%	16.7%	52.8%
2018-19	6.3%	18.8%	12.5%	62.5%
2019-20	7.4%	11.1%	18.5%	63.0%

**Amphi Academy Online				
	9th	10th	11th	12th
2015-16	14.7%	26.5%	29.4%	29.4%
2016-17	12.0%	28.0%	32.0%	28.0%
2017-18	13.8%	17.2%	32.8%	36.2%
2018-19	15.9%	15.9%	24.8%	43.4%
2019-20	9.2%	18.3%	27.5%	45.0%

GRADE DISTRIBUTION: DISTRICT				
	9th	10th	11th	12th
2015-16	8.7%	8.2%	8.2%	7.8%
2016-17	8.2%	8.5%	7.8%	7.9%
2017-18	8.6%	8.1%	8.2%	7.7%
2018-19	8.6%	8.5%	7.9%	8.2%
2019-20	8.2%	8.6%	8.3%	8.1%

** Rillito School is a Special Education School serving pre-school through 12th grade.*
*** Amphi Academy Online is an online school serving 6th through 12th grades.*

Grade Level Distribution: Middle School

Amphitheater Middle School			
	6th	7th	8th
2015-16	35.3%	34.5%	30.2%
2016-17	33.8%	35.0%	31.2%
2017-18	39.0%	28.9%	32.1%
2018-19	35.6%	35.7%	28.7%
2019-20	30.4%	34.4%	35.2%

**Coronado (grades 6-8)			
	6th	7th	8th
2015-16	33.3%	31.0%	35.7%
2016-17	30.8%	37.2%	32.0%
2017-18	30.8%	32.8%	36.4%
2018-19	33.0%	33.8%	33.2%
2019-20	31.7%	33.1%	35.2%

Cross Middle School			
	6th	7th	8th
2015-16	24.1%	37.8%	38.1%
2016-17	23.6%	36.4%	40.1%
2017-18	29.2%	34.8%	36.0%
2018-19	28.7%	37.9%	33.4%
2019-20	31.0%	33.1%	35.8%

La Cima Middle School			
	6th	7th	8th
2015-16	32.5%	30.3%	37.1%
2016-17	35.9%	32.7%	31.4%
2017-18	33.0%	36.3%	30.8%
2018-19	34.9%	31.7%	33.4%
2019-20	32.3%	34.9%	32.8%

*Rillito School (grades 6-8)			
	6th	7th	8th
2015-16	21.4%	35.7%	42.9%
2016-17	22.2%	33.3%	44.4%
2017-18	42.9%	28.6%	28.6%
2018-19	41.7%	33.3%	25.0%
2019-20	42.9%	28.6%	28.6%

**Wilson (grades 6-8)			
	6th	7th	8th
2015-16	34.4%	32.0%	33.5%
2016-17	31.0%	35.9%	33.2%
2017-18	29.4%	33.2%	37.4%
2018-19	34.7%	31.9%	33.4%
2019-20	27.8%	36.9%	35.3%

***Amphi Academy Online			
	6th	7th	8th
2015-16	11.1%	44.4%	44.4%
2016-17	33.3%	33.3%	33.3%
2017-18	13.3%	20.0%	66.7%
2018-19	25.0%	12.5%	62.5%
2019-20	12.0%	48.0%	40.0%

GRADE DISTRIBUTION: DISTRICT			
	6th	7th	8th
2015-16	7.1%	7.0%	7.3%
2016-17	6.9%	7.5%	7.2%
2017-18	7.6%	7.2%	7.7%
2018-19	7.8%	7.7%	7.2%
2019-20	7.2%	7.7%	7.9%

** Rillito School is a Special Education School serving pre-school through 12th grade.*
*** Both Coronado and Wilson serve students in pre-school through 8th grade.*
**** Amphi Academy Online is an online school serving 6th through 12th grades.*

Grade Level Distribution: Elementary School

Copper Creek Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	8.4%	13.8%	14.7%	13.6%	17.9%	14.1%	17.5%
2016-17	10.6%	14.4%	16.2%	15.7%	14.1%	15.3%	13.7%
2017-18	15.7%	12.4%	14.4%	12.6%	13.8%	13.6%	17.5%
2018-19	13.2%	12.5%	13.9%	16.2%	13.9%	16.4%	14.1%
2019-20	9.4%	12.4%	14.1%	14.9%	14.6%	16.1%	18.4%

**Coronado (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.0%	14.3%	16.6%	16.4%	18.9%	18.0%	15.7%
2016-17	0.0%	16.1%	14.5%	16.1%	15.4%	20.0%	17.7%
2017-18	2.0%	13.1%	15.5%	14.5%	16.7%	17.7%	20.4%
2018-19	1.1%	14.0%	14.3%	16.5%	17.9%	17.0%	19.2%
2019-20	2.2%	11.6%	16.2%	15.9%	17.3%	19.7%	17.3%

Donaldson Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	17.2%	15.0%	14.7%	15.3%	15.3%	11.3%	11.3%
2016-17	15.4%	13.2%	14.5%	14.2%	15.1%	15.7%	12.0%
2017-18	14.0%	13.7%	10.5%	15.1%	14.5%	15.7%	16.5%
2018-19	13.8%	16.1%	14.1%	11.0%	15.0%	15.9%	14.1%
2019-20	12.7%	15.5%	15.2%	11.8%	11.2%	17.6%	16.1%

Harelson Elementary								
	PS	KG	1st	2nd	3rd	4th	5th	6th
2015-16	0.4%	13.7%	13.7%	16.2%	14.1%	16.7%	13.7%	11.5%
2016-17	0.8%	13.0%	14.5%	13.2%	17.6%	14.3%	16.4%	10.1%
2017-18	0.7%	12.6%	14.7%	14.7%	13.8%	16.9%	15.4%	11.2%
2018-19	0.4%	11.0%	13.6%	17.0%	16.0%	14.4%	17.8%	9.6%
2019-20	0.0%	14.0%	12.6%	14.7%	17.4%	17.8%	14.7%	8.7%

Holaway Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	6.7%	15.2%	16.5%	16.5%	17.5%	17.0%	10.6%
2016-17	5.8%	18.0%	14.6%	17.0%	13.6%	16.5%	14.4%
2017-18	11.2%	14.8%	14.6%	15.0%	16.6%	12.1%	15.7%
2018-19	11.6%	15.1%	15.3%	13.8%	13.1%	18.8%	12.3%
2019-20	12.5%	13.8%	13.8%	14.6%	13.5%	15.6%	16.1%

Innovation Academy							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16							
2016-17							
2017-18	0.0%	21.3%	18.2%	20.7%	18.2%	13.0%	8.6%
2018-19	6.1%	18.3%	19.2%	15.5%	16.2%	14.6%	10.1%
2019-20	5.6%	16.3%	17.2%	18.3%	15.5%	15.5%	11.6%

Keeling Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.2%	14.4%	17.3%	15.8%	14.0%	21.4%	16.9%
2016-17	0.0%	15.0%	18.5%	15.5%	15.0%	15.2%	20.8%
2017-18	1.2%	16.0%	16.7%	17.0%	16.5%	14.2%	18.5%
2018-19	1.0%	14.9%	16.5%	15.7%	19.0%	15.4%	17.5%
2019-20	1.1%	16.0%	14.3%	17.7%	14.0%	19.9%	16.9%

Mesa Verde Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.3%	15.2%	17.2%	15.2%	15.4%	21.0%	15.7%
2016-17	0.2%	14.6%	17.6%	15.9%	15.6%	16.6%	19.4%
2017-18	0.0%	18.5%	14.2%	15.3%	14.2%	19.1%	18.8%
2018-19	0.0%	15.4%	18.5%	14.6%	15.7%	15.4%	20.4%
2019-20	0.5%	17.7%	16.9%	17.7%	14.6%	17.2%	15.3%

Grade Level Distribution: Elementary School (cont.)

Nash Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.0%	20.3%	18.1%	17.9%	13.7%	14.8%	15.2%
2016-17	0.0%	16.4%	21.7%	15.7%	16.6%	14.1%	15.5%
2017-18	0.3%	14.4%	14.7%	22.3%	16.3%	17.3%	14.7%
2018-19	1.3%	11.5%	16.8%	17.3%	21.4%	14.5%	17.3%
2019-20	0.8%	13.4%	12.6%	19.5%	18.4%	19.3%	16.0%

Painted Sky Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.4%	14.2%	18.7%	15.0%	14.2%	19.8%	17.7%
2016-17	0.3%	12.5%	17.5%	18.4%	14.8%	14.4%	22.0%
2017-18	1.5%	14.1%	12.7%	17.0%	18.2%	17.0%	19.5%
2018-19	10.1%	13.0%	13.6%	13.4%	16.9%	15.6%	17.4%
2019-20	10.8%	10.6%	18.1%	13.1%	13.9%	15.5%	17.9%

Prince Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	5.6%	16.5%	14.4%	16.5%	16.0%	14.5%	16.5%
2016-17	4.9%	15.3%	17.0%	14.2%	16.7%	17.0%	14.8%
2017-18	0.8%	14.3%	15.6%	17.7%	16.0%	17.3%	18.3%
2018-19	1.4%	15.5%	15.5%	17.0%	18.7%	15.5%	16.4%
2019-20	1.3%	16.4%	16.4%	14.8%	17.3%	18.0%	15.9%

*Rillito School (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	28.2%	10.3%	17.9%	15.4%	10.3%	10.3%	7.7%
2016-17	27.0%	13.5%	8.1%	18.9%	10.8%	13.5%	8.1%
2017-18	22.0%	9.8%	14.6%	7.3%	17.1%	14.6%	14.6%
2018-19	19.5%	14.6%	17.1%	9.8%	4.9%	19.5%	14.6%
2019-20	33.3%	13.3%	4.4%	13.3%	8.9%	2.2%	24.4%

Rio Vista Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.0%	14.3%	17.9%	16.5%	17.7%	19.7%	13.7%
2016-17	0.4%	15.7%	14.1%	19.6%	15.5%	16.3%	18.4%
2017-18	0.6%	11.1%	19.9%	15.6%	20.1%	16.9%	15.8%
2018-19	0.4%	14.3%	13.0%	19.0%	16.1%	21.0%	16.1%
2019-20	0.0%	15.4%	16.1%	12.0%	19.8%	15.1%	21.7%

Walker Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	3.8%	16.0%	16.5%	15.0%	16.3%	17.5%	14.8%
2016-17	4.7%	14.4%	17.4%	16.0%	14.6%	16.2%	16.8%
2017-18	8.8%	14.5%	15.6%	15.6%	15.6%	13.3%	16.6%
2018-19	10.4%	16.0%	14.5%	14.0%	16.4%	16.8%	11.9%
2019-20	10.2%	16.3%	15.0%	13.3%	13.1%	15.4%	16.7%

** Wilson (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	0.3%	11.8%	13.4%	17.7%	21.8%	16.9%	18.1%
2016-17	0.6%	10.2%	14.3%	15.5%	16.9%	23.8%	18.7%
2017-18	1.1%	11.5%	10.8%	14.7%	15.1%	19.3%	27.5%
2018-19	0.4%	12.8%	15.1%	11.7%	19.5%	16.3%	24.3%
2019-20	0.9%	12.0%	15.5%	15.9%	14.1%	22.5%	19.1%

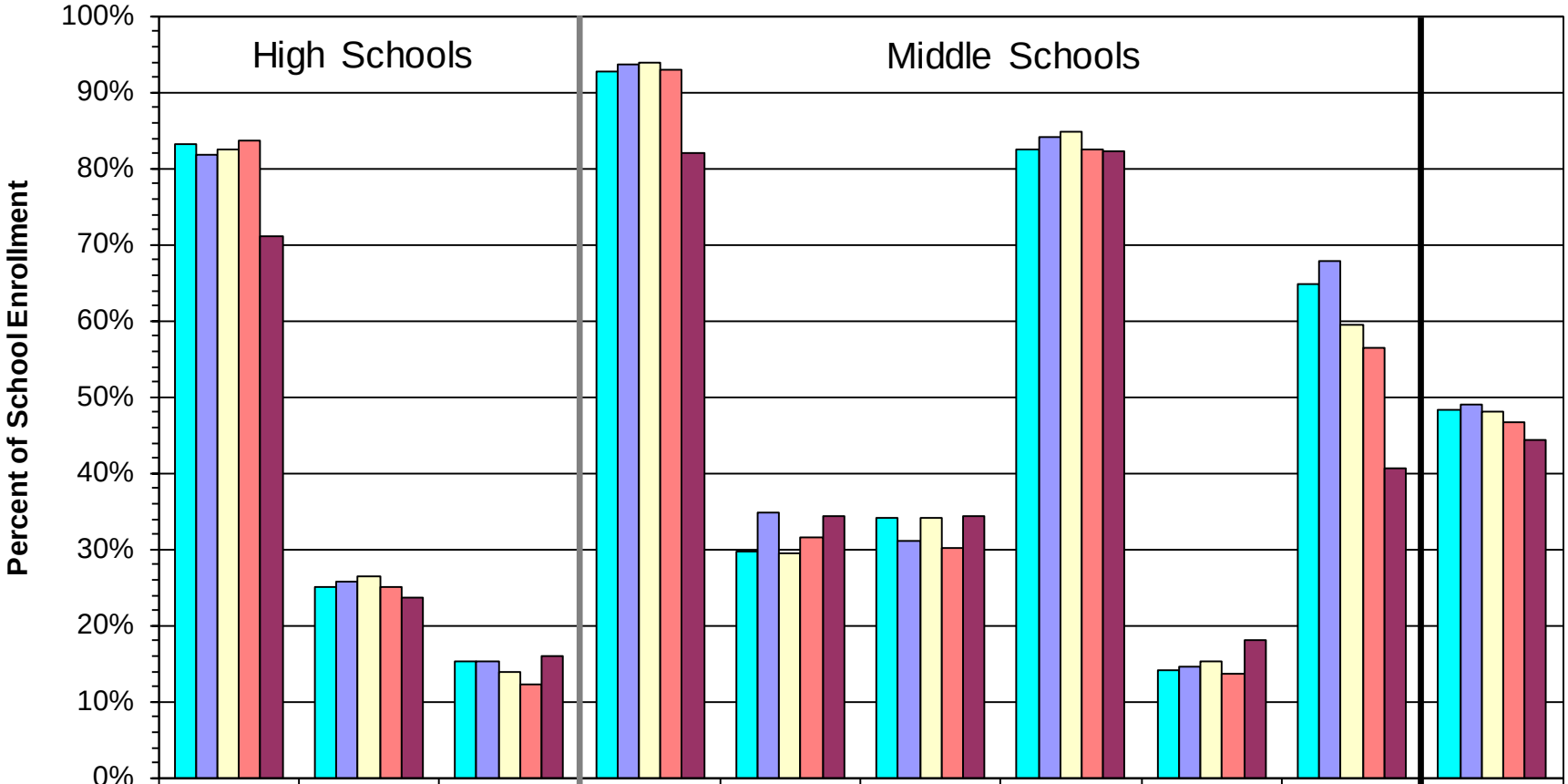
GRADE DISTRIBUTION: DISTRICT							
	PS	KG	1st	2nd	3rd	4th	5th
2015-16	1.5%	6.8%	7.4%	7.4%	7.6%	7.9%	7.1%
2016-17	1.5%	6.7%	7.6%	7.4%	7.2%	7.8%	7.9%
2017-18	1.9%	6.4%	6.7%	7.3%	7.3%	7.3%	8.0%
2018-19	2.2%	6.3%	6.8%	6.8%	7.5%	7.2%	7.3%
2019-20	2.4%	6.4%	6.7%	6.7%	6.8%	7.7%	7.4%

*** Both Coronado and Wilson serve students in pre-school through 8th grade.*

Title I School Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20
Amphitheater High	1,152	1,146	1,159	1,154	1,154
Amphitheater Middle	640	711	769	750	738
Coronado K-8	929	912	887	834	791
Donaldson Elementary	320	325	351	347	330
Holaway Elementary	388	411	439	405	384
Keeling Elementary	444	427	401	389	356
La Cima Middle	458	443	455	482	461
Mesa Verde Elementary	N/A	403	367	363	378
Nash Elementary	453	433	381	393	374
Prince Elementary	661	730	617	587	555
Rio Vista Elementary	502	490	468	453	410
Walker Elementary	520	494	475	470	480
Title I Year End Enrollment	6,467	6,925	6,769	6,627	6,411
Year End District Enrollment	13,938	14,025	13,871	13,765	13,500
% of Title I Enrollment	46.4%	49.4%	48.8%	48.1%	47.5%

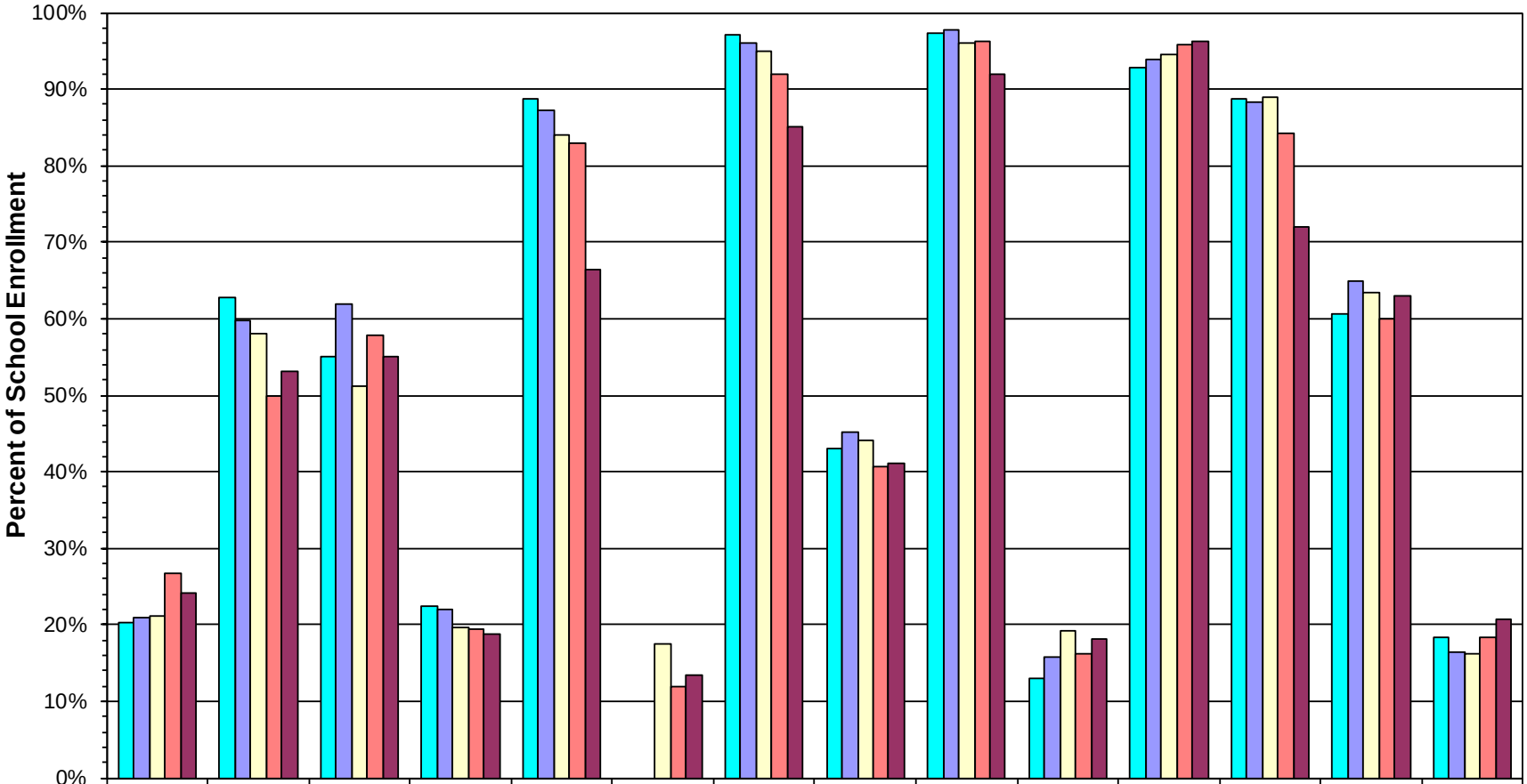
Free and Reduced Lunch Program Enrollment



	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS	*Rillito	District
2015-16	83%	25%	15%	93%	30%	34%	83%	14%	65%	48.4%
2016-17	82%	26%	15%	94%	35%	31%	84%	15%	68%	49.0%
2017-18	83%	26%	14%	94%	30%	34%	85%	15%	60%	48.1%
2018-19	84%	25%	12%	93%	32%	30%	83%	14%	56%	46.6%
2019-20	71%	24%	16%	82%	34%	34%	82%	18%	41%	44.4%

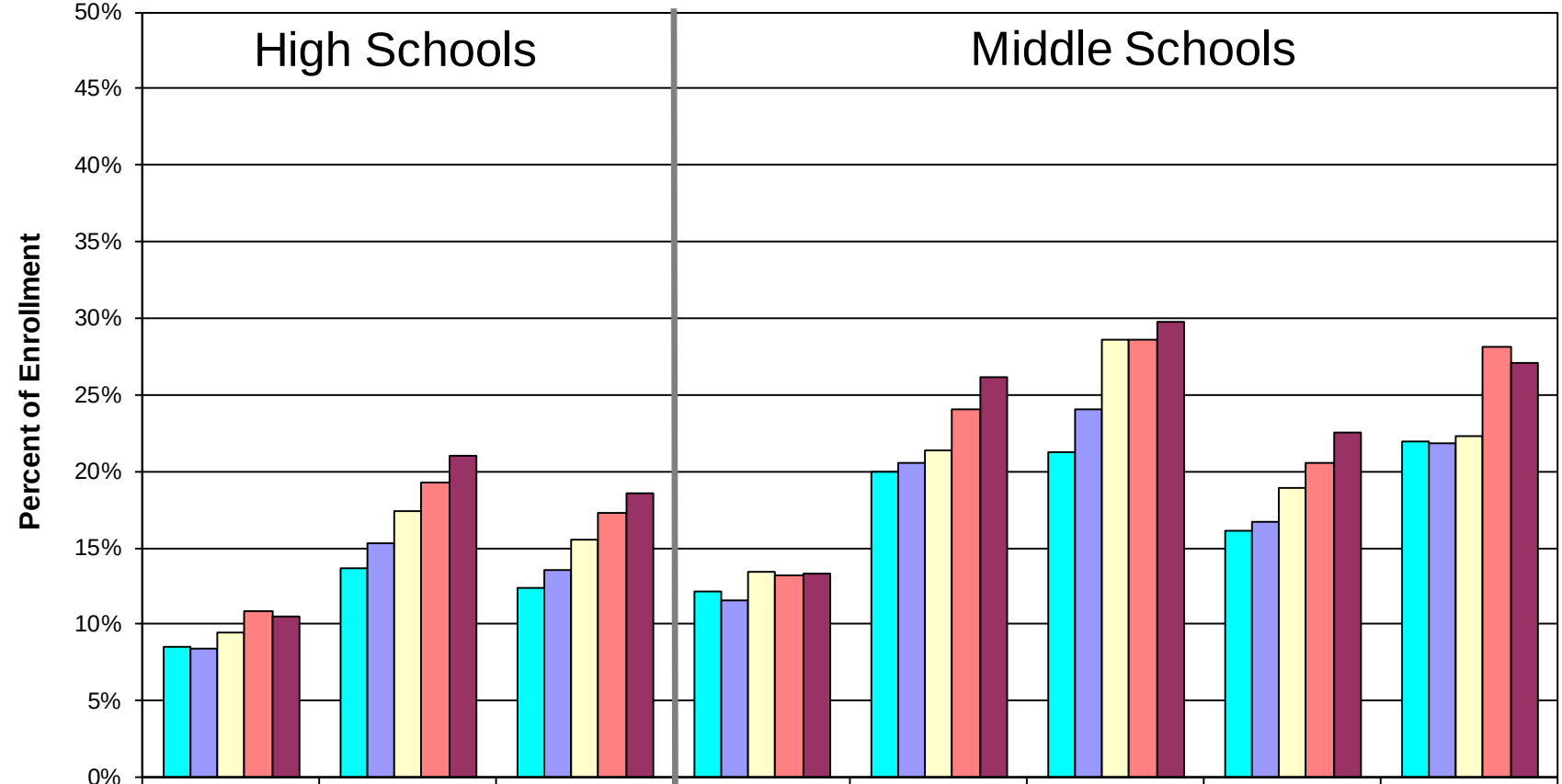
Note: Rillito School is a Special Education School serving pre-school through 12th grade.

Free and Reduced Lunch Program Enrollment *(cont.)*



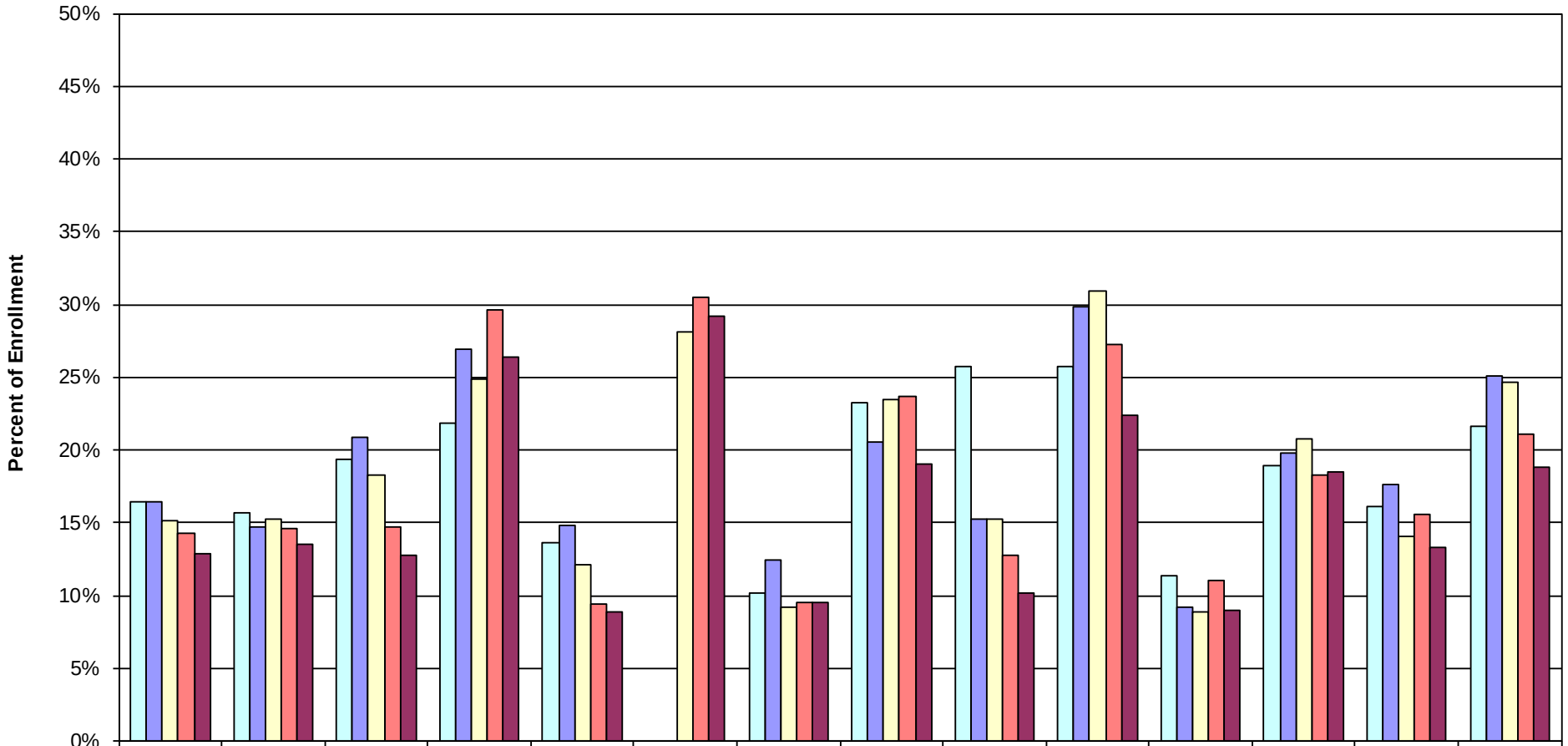
	Copper Creek	Coronado Elem	Donald-son	Harelson	Holaway	Innovation Academy	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson Elem
2015-16	20%	63%	55%	22%	89%	n/a	97%	43%	97%	13%	93%	89%	61%	18%
2016-17	21%	60%	62%	22%	87%		96%	45%	98%	16%	94%	88%	65%	16%
2017-18	21%	58%	51%	20%	84%	18%	95%	44%	96%	19%	94%	89%	63%	16%
2018-19	27%	50%	58%	19%	83%	12%	92%	41%	96%	16%	96%	84%	60%	18%
2019-20	24%	53%	55%	19%	66%	13%	85%	41%	92%	18%	96%	72%	63%	21%

REACH Gifted & Talented Program – Student Enrollment



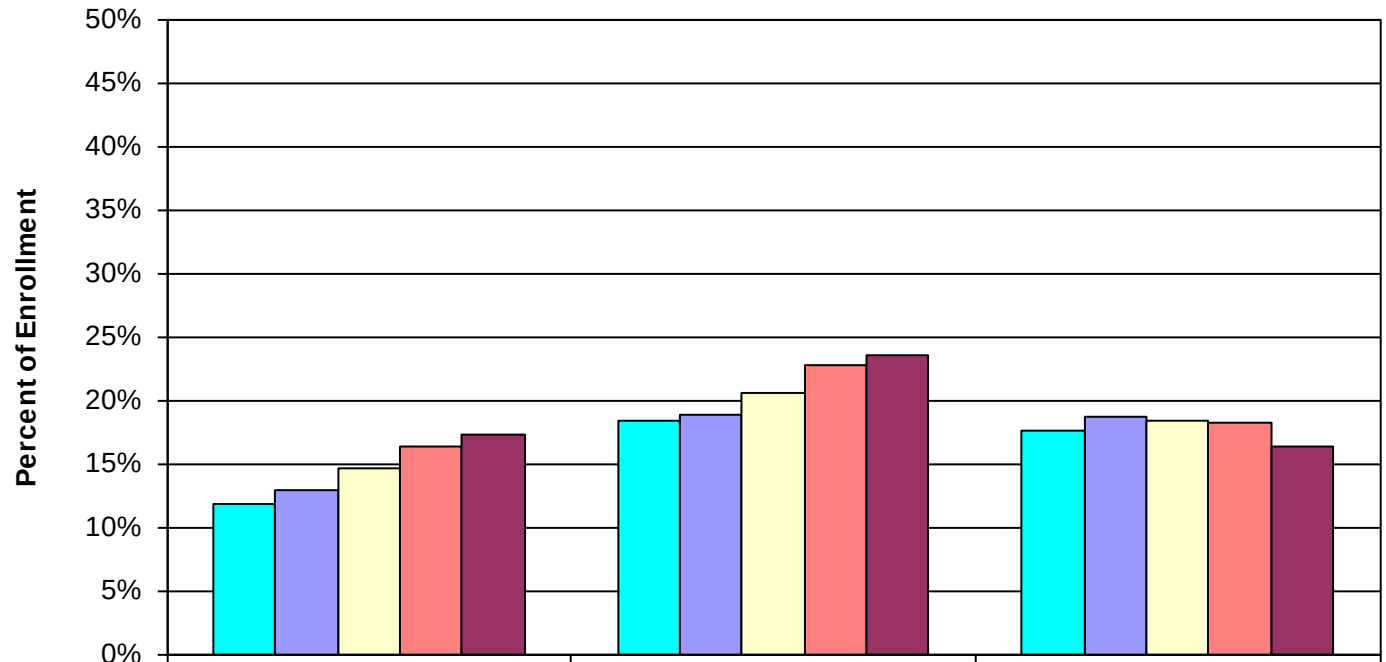
	AHS	CDO	IRHS	Amphi Middle	Coronado MS	Cross	La Cima	Wilson MS
2015-16	8.5%	13.7%	12.3%	12.2%	20.0%	21.2%	16.2%	21.9%
2016-17	8.5%	15.2%	13.5%	11.5%	20.5%	24.0%	16.7%	21.8%
2017-18	9.5%	17.4%	15.5%	13.4%	21.4%	28.6%	18.9%	22.3%
2018-19	10.8%	19.3%	17.3%	13.2%	24.0%	28.6%	20.5%	28.2%
2019-20	10.5%	21.0%	18.5%	13.3%	26.2%	29.8%	22.6%	27.1%

REACH Gifted & Talented Program – Student Enrollment (cont.)



	Copper Creek	Coronado Elem.	Donaldson	Harelson	Holaway	Innovation Academy	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson Elem.
2015-16	16.5%	15.7%	19.4%	21.8%	13.7%	n/a	10.1%	23.3%	25.8%	25.8%	11.3%	18.9%	16.2%	21.7%
2016-17	16.4%	14.7%	20.9%	27.0%	14.8%		12.4%	20.6%	15.2%	29.9%	9.2%	19.8%	17.6%	25.1%
2017-18	15.2%	15.3%	18.2%	24.9%	12.1%	28.1%	9.2%	23.4%	15.2%	30.9%	8.9%	20.7%	14.1%	24.6%
2018-19	14.3%	14.6%	14.7%	29.7%	9.4%	30.5%	9.5%	23.7%	12.7%	27.3%	11.1%	18.3%	15.5%	21.1%
2019-20	12.9%	13.5%	12.7%	26.4%	8.9%	29.2%	9.6%	19.0%	10.2%	22.3%	9.0%	18.5%	13.3%	18.9%

REACH Gifted & Talented Program – Student Enrollment (cont.)

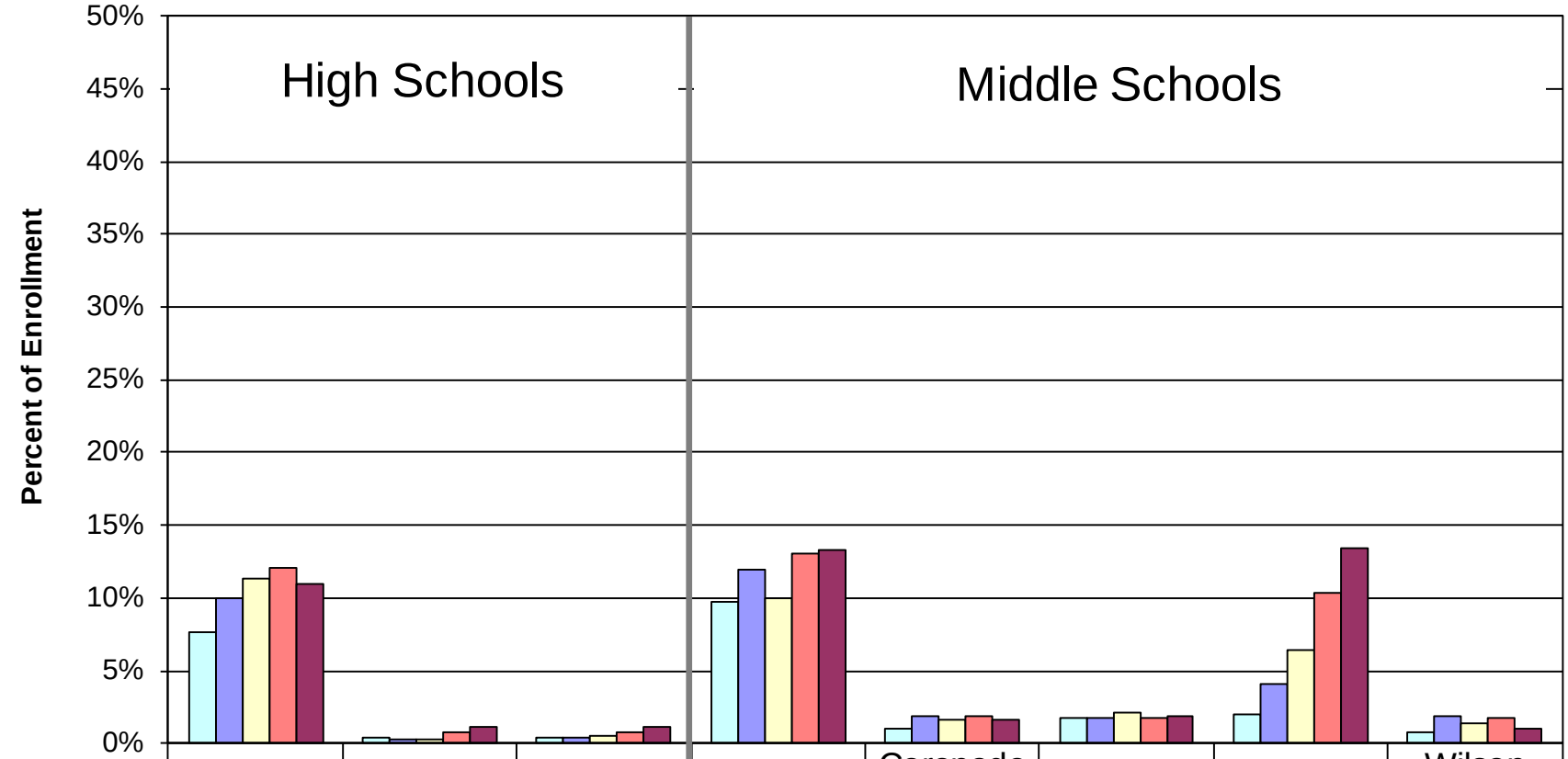


	High Schools	Middle Schools	Elementary Schools
2015-16	11.8%	18.4%	17.6%
2016-17	12.8%	18.8%	18.6%
2017-18	14.6%	20.5%	18.4%
2018-19	16.3%	22.7%	18.2%
2019-20	17.3%	23.6%	16.4%

Total Enrollment in the REACH Gifted & Talented Program

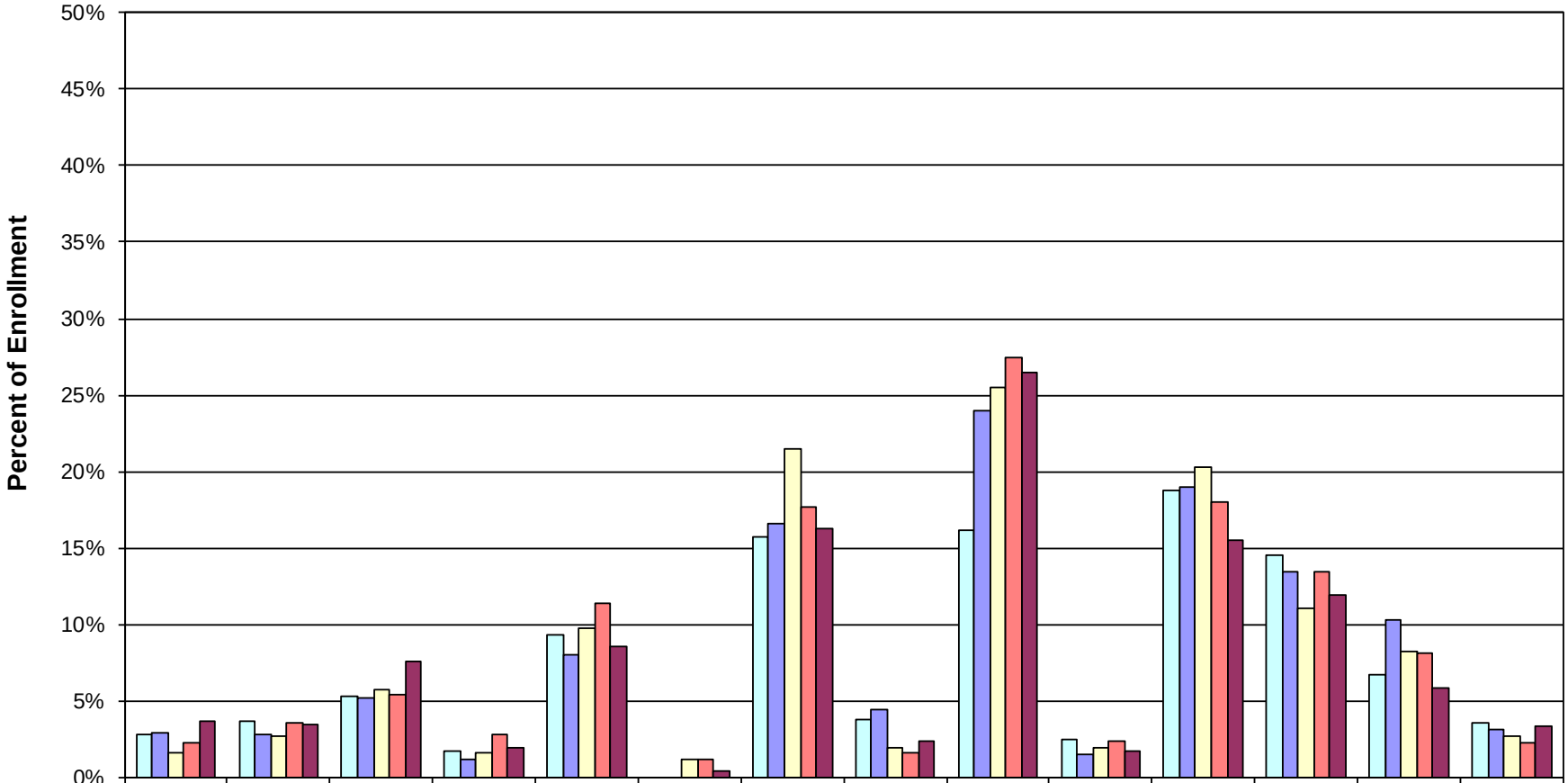
	2015-16	2016-17	2017-18	2018-19	2019-20
REACH Enrollment	2,204	2,348	2,417	2,520	2,429
Year End District Enrollment	13,938	14,025	13,871	13,765	13,500
% of District Enrollment	15.8%	16.8%	17.4%	18.6%	18.3%

English Language Learner (ELL) Services – Student Enrollment



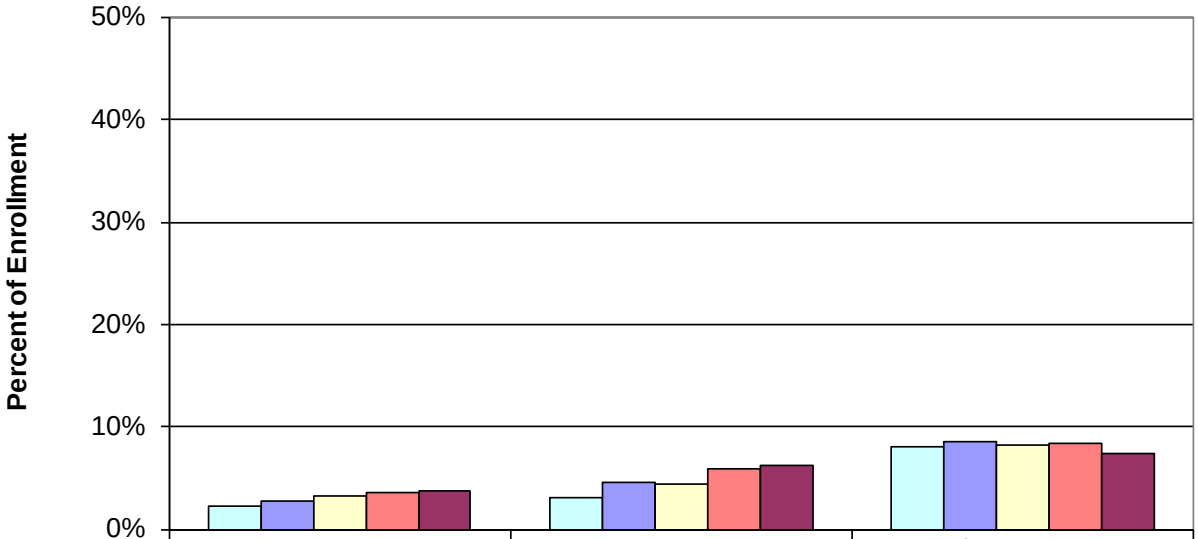
	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS
2015-16	7.6%	0.4%	0.4%	9.7%	1.0%	1.7%	2.0%	0.8%
2016-17	9.9%	0.3%	0.3%	12.0%	1.9%	1.7%	4.1%	1.9%
2017-18	11.3%	0.3%	0.5%	10.0%	1.7%	2.1%	6.4%	1.4%
2018-19	12.0%	0.7%	0.7%	13.1%	1.9%	1.7%	10.4%	1.7%
2019-20	10.9%	1.1%	1.1%	13.3%	1.7%	1.8%	13.4%	1.0%

ELL Services – Student Enrollment (cont.)



	Copper Creek	Coronado Elem	Donaldson	Harelson	Holaway	Innovation Academy	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson Elem
2015-16	2.9%	3.7%	5.3%	1.7%	9.3%	n/a	15.8%	3.8%	16.1%	2.5%	18.8%	14.5%	6.7%	3.5%
2016-17	2.9%	2.8%	5.2%	1.1%	8.0%		16.6%	4.5%	24.0%	1.6%	19.0%	13.5%	10.3%	3.1%
2017-18	1.6%	2.7%	5.7%	1.7%	9.8%	1.2%	21.4%	1.9%	25.5%	1.9%	20.3%	11.1%	8.2%	2.7%
2018-19	2.3%	3.6%	5.5%	2.8%	11.4%	1.2%	17.7%	1.7%	27.5%	2.4%	18.1%	13.5%	8.1%	2.3%
2019-20	3.7%	3.5%	7.6%	1.9%	8.6%	0.4%	16.3%	2.4%	26.5%	1.8%	15.5%	12.0%	5.8%	3.4%

ELL Services – Student Enrollment: District

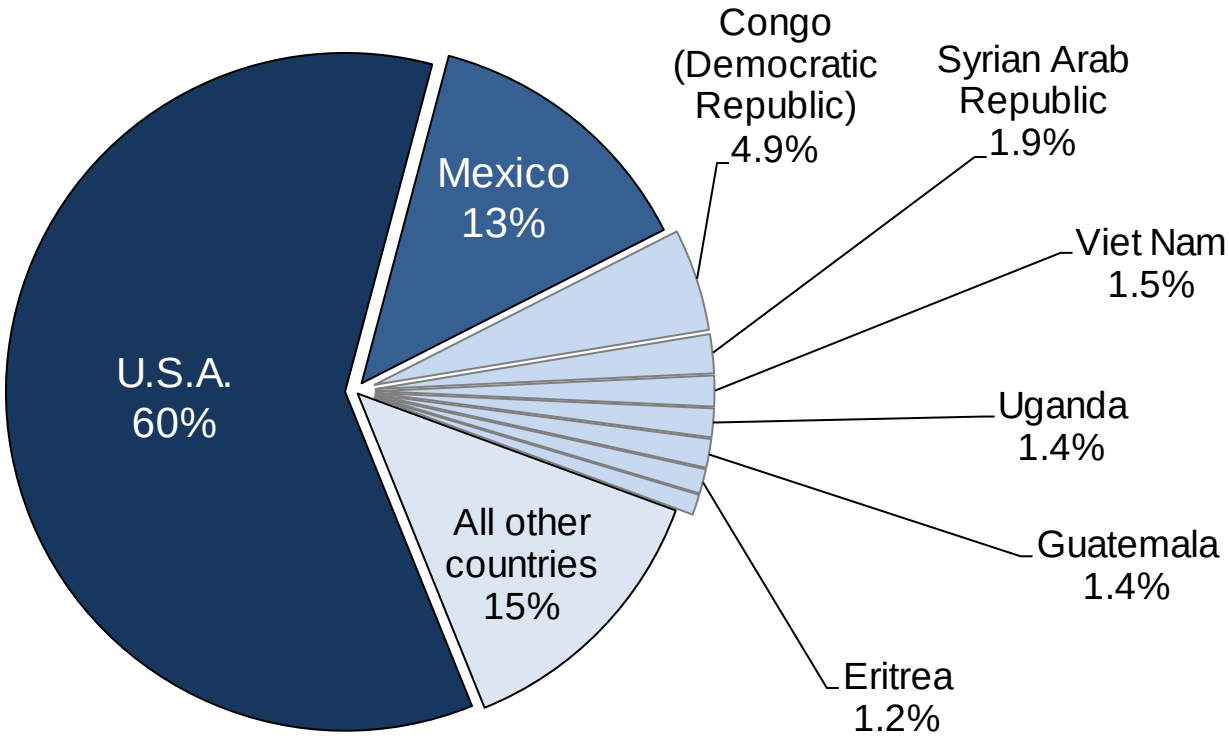


	High Schools	Middle Schools	Elementary Schools
2015-16	2.2%	3.2%	8.1%
2016-17	2.8%	4.6%	8.6%
2017-18	3.3%	4.5%	8.3%
2018-19	3.7%	5.9%	8.4%
2019-20	3.7%	6.3%	7.5%

Total Enrollment in ELL Services

	2015-16	2016-17	2017-18	2018-19	2019-20
ELL Year End Enrollment	714	824	808	860	799
Year End District Enrollment	13,938	14,025	13,871	13,765	13,500
% of District Enrollment	5.1%	5.9%	5.9%	6.3%	6.0%

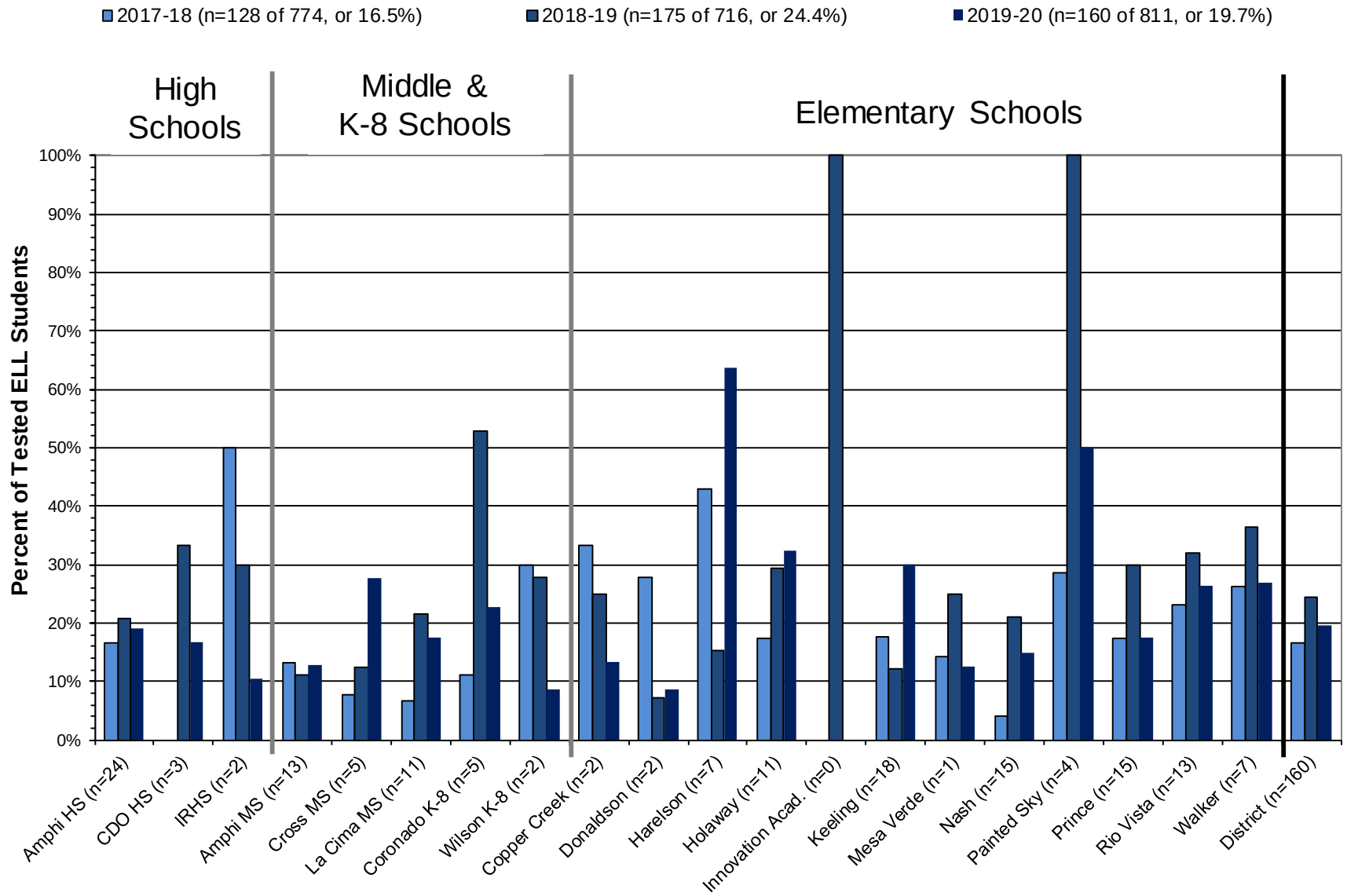
Country of Birth for ELL Students – 2019-20



Percent given is based on ELL student enrollment, not total enrollment.

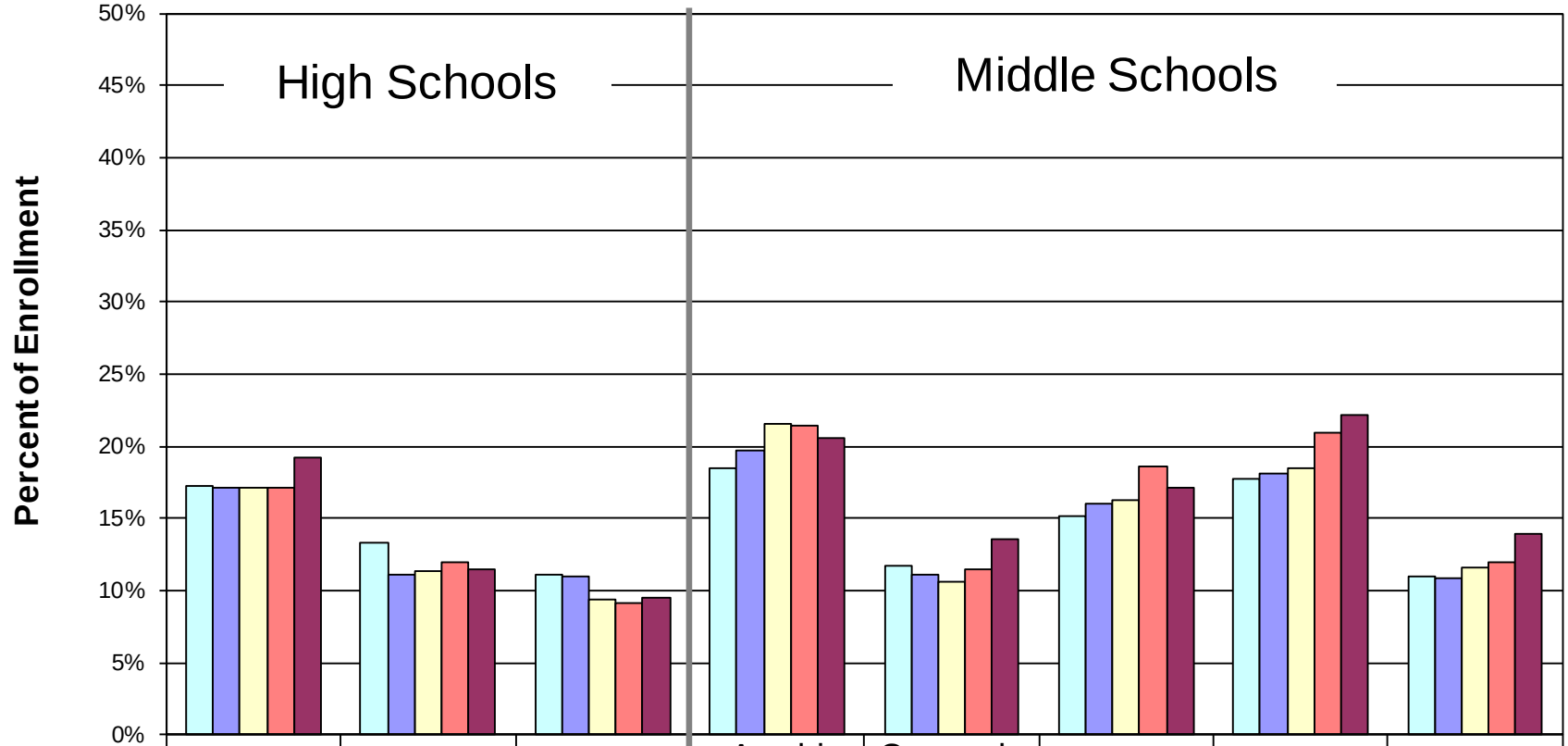
"All other countries" consists of countries and territories with ten (10) or fewer students. They are: Afghanistan, Bahrain, Bhutan, Burundi, Cameroon, Central African Republic, Chile, China, Colombia, Congo (Republic), Cuba, El Salvador, Ethiopia, Gambia, Guyana, Honduras, Hungary, India, Iran (Islamic Republic Of), Iraq, Israel, Italy, Japan, Jordan, Korea (Republic Of), Marshall Islands, Nepal, Netherlands, Nicaragua, Pakistan, Peru, Philippines, Russian Federation, Saudi Arabia, Singapore, Slovakia (Slovak Republic), Sudan, Tanzania (United Republic Of), Thailand, Tonga, Turkey, Ukraine, United Arab Emirates, United Kingdom, Venezuela, Yemen, Zambia, and Zimbabwe.

Reclassified Rate of ELL Students, by School of Enrollment



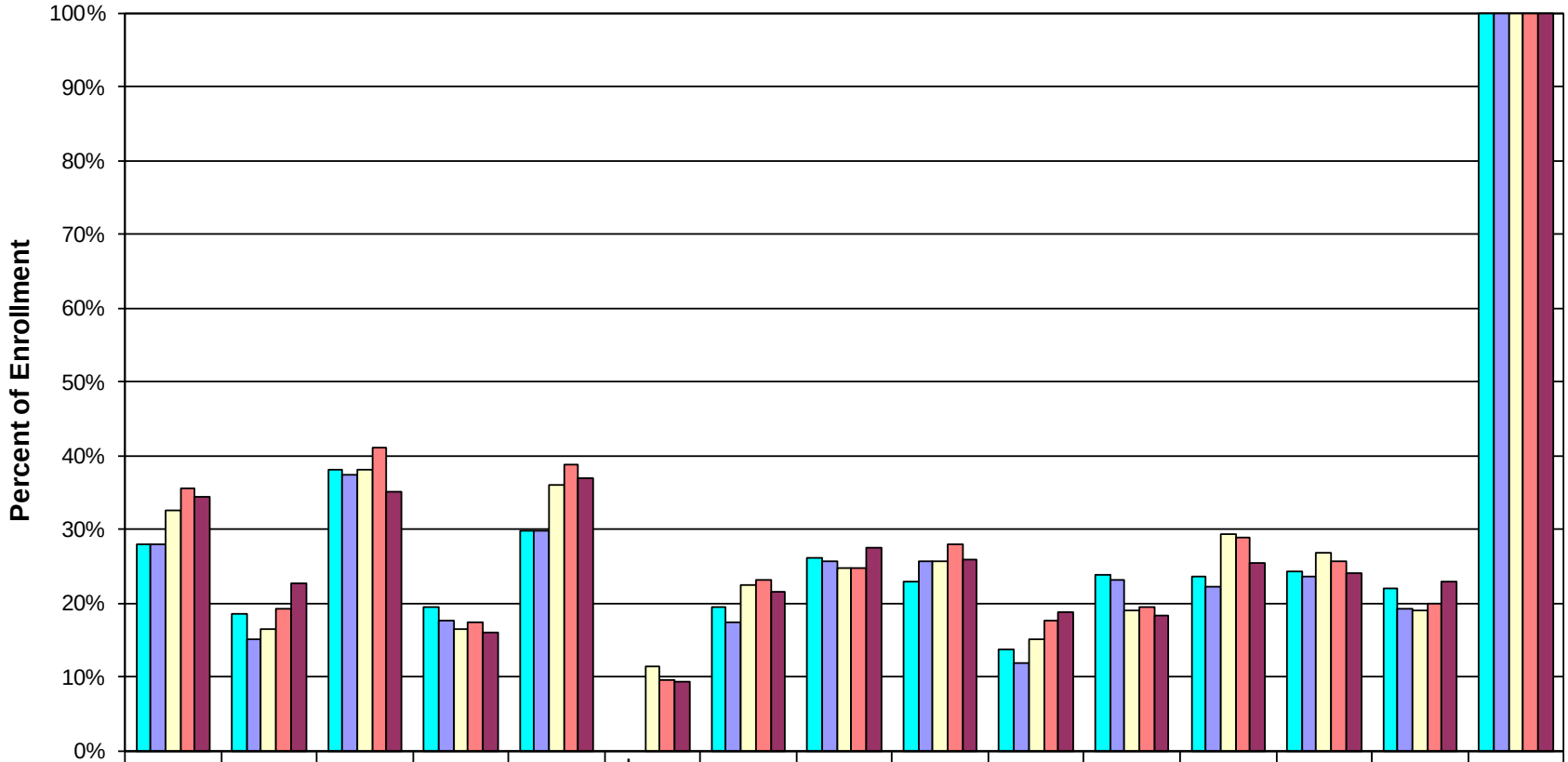
Note: Percentages are based on the number of ELL students who took the Arizona English Language Learner Assessment (AZELLA). Based on the AZELLA public file released by the Arizona Department of Education, the 2020 reclassification rate for the state of Arizona was 15%.

Special Education Services – Student Enrollment



	AHS	CDO	IRHS	Amphi Middle	Coronado MS	Cross	La Cima	Wilson MS
2015-16	17.3%	13.3%	11.1%	18.4%	11.7%	15.2%	17.7%	11.0%
2016-17	17.1%	11.1%	11.0%	19.7%	11.1%	16.0%	18.1%	10.8%
2017-18	17.2%	11.3%	9.4%	21.6%	10.6%	16.2%	18.5%	11.6%
2018-19	17.1%	11.9%	9.1%	21.5%	11.5%	18.5%	21.0%	11.9%
2019-20	19.2%	11.4%	9.5%	20.6%	13.6%	17.1%	22.1%	13.9%

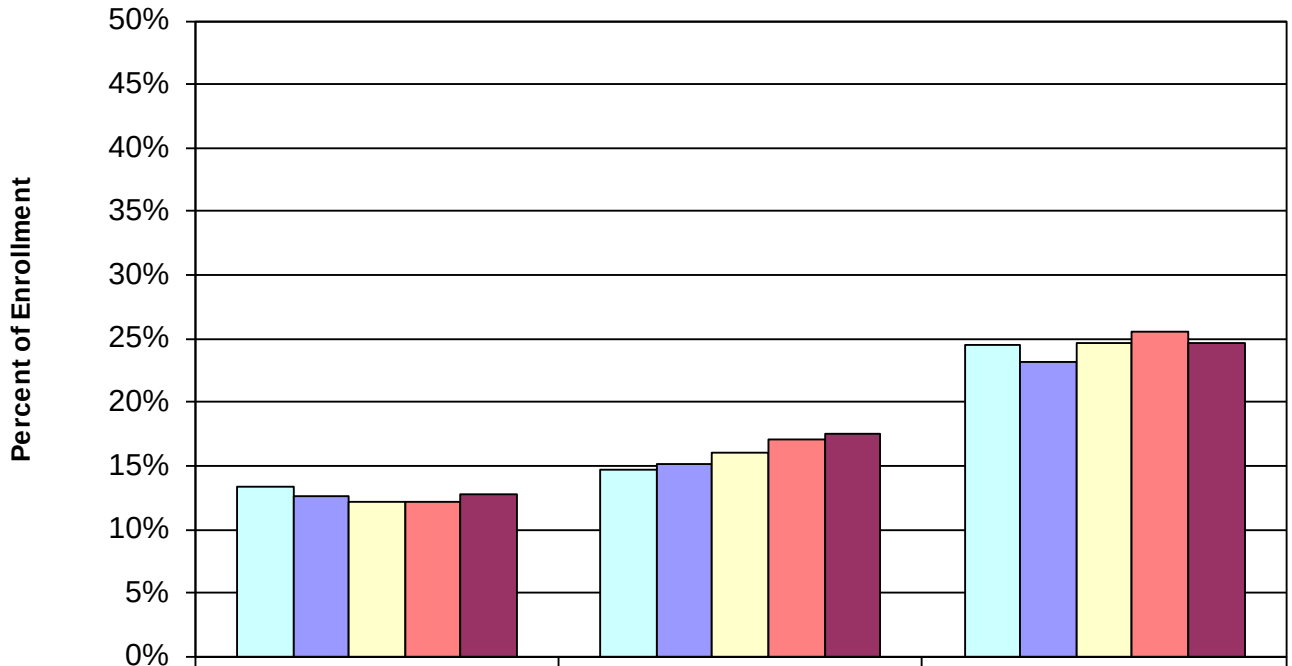
Special Education Services – Student Enrollment (cont.)



	Copper Creek	Coron-ado	Donald-son	Harel-son	Hol-away	Inno-vation Acad.	Keel-ing	Mesa Verde	Nash	Paint-ed Sky	Prince	Rio Vista	Walker	Wilson Elem	*Rillito
2015-16	28.1%	18.5%	38.1%	19.5%	29.9%	n/a	19.6%	26.1%	23.0%	13.8%	23.9%	23.7%	24.4%	22.1%	100%
2016-17	27.9%	15.2%	37.5%	17.6%	29.9%		17.3%	25.8%	25.6%	11.8%	23.3%	22.2%	23.7%	19.3%	100%
2017-18	32.7%	16.5%	38.2%	16.5%	36.0%	11.4%	22.4%	24.8%	25.7%	15.1%	19.1%	29.3%	26.9%	19.0%	100%
2018-19	35.6%	19.2%	41.2%	17.4%	38.8%	9.6%	23.1%	24.8%	28.0%	17.6%	19.4%	28.9%	25.7%	19.9%	100%
2019-20	34.5%	22.6%	35.2%	16.1%	37.0%	9.5%	21.6%	27.5%	25.9%	18.8%	18.4%	25.4%	24.2%	23.0%	100%

**Rillito School is a Special Education school serving pre-school through 12th grade.*

Special Education Services – Student Enrollment (cont.)



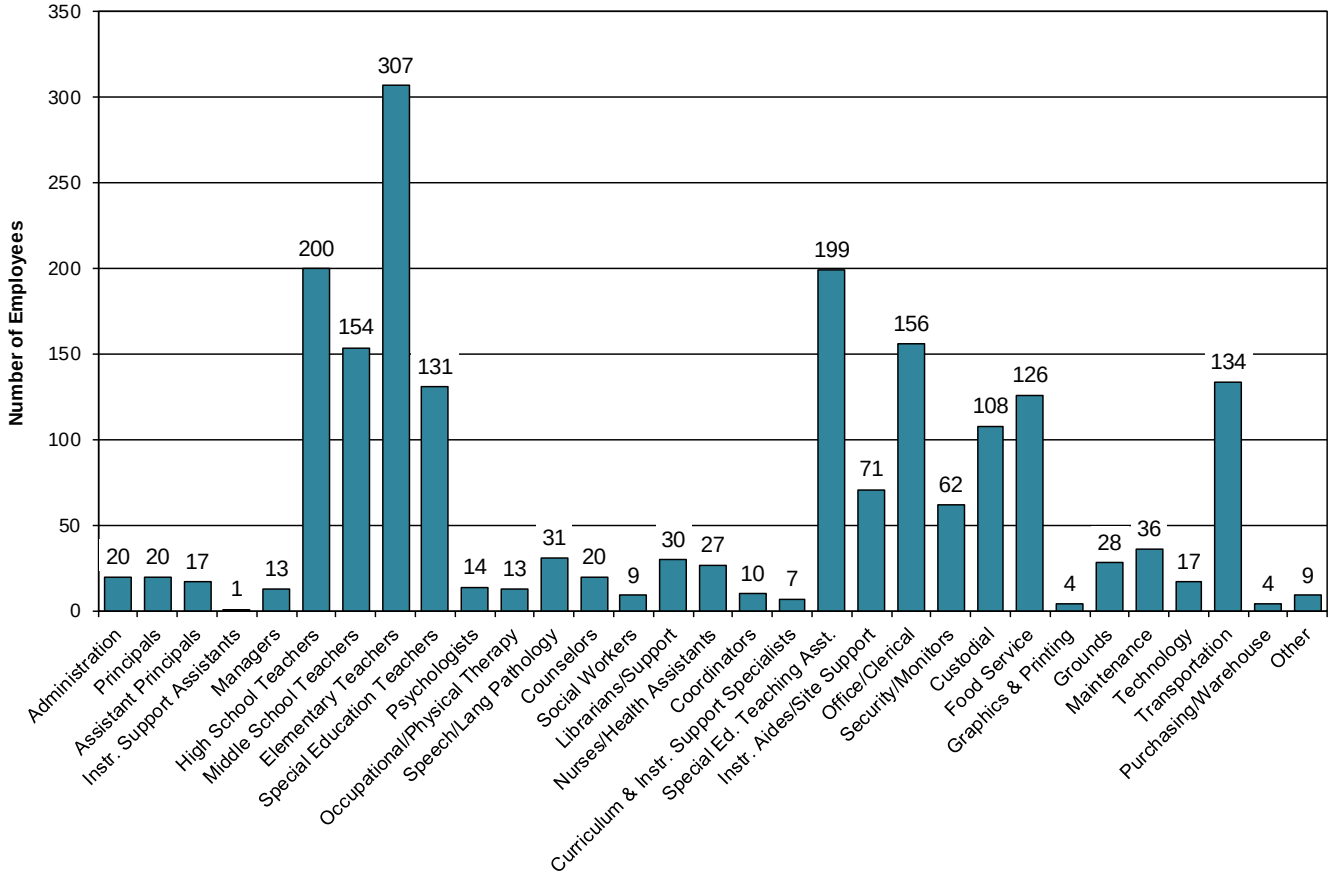
	High Schools	Middle Schools	Elementary Schools
2016-17	13.4%	14.8%	24.5%
2016-17	12.6%	15.2%	23.2%
2017-18	12.1%	16.0%	24.7%
2018-19	12.2%	17.2%	25.5%
2019-20	12.7%	17.6%	24.7%

Total Enrollment in Special Education Services

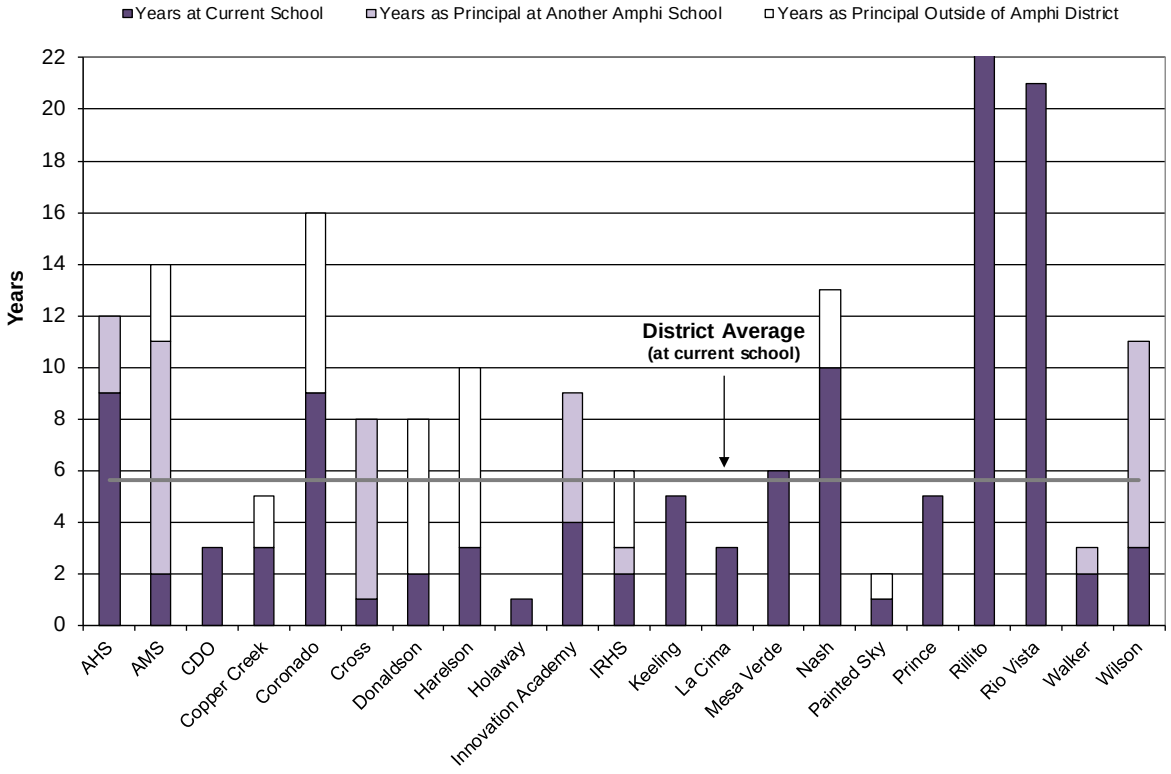
	2015-16	2016-17	2017-18	2018-19	2019-20
Special Education Year End Enrollment	2,617	2,531	2,590	2,631	2,571
Year End District Enrollment	13,938	14,025	13,871	13,765	13,500
% of District Enrollment	18.8%	18.0%	18.7%	19.1%	19.0%

Who Works for Our District?

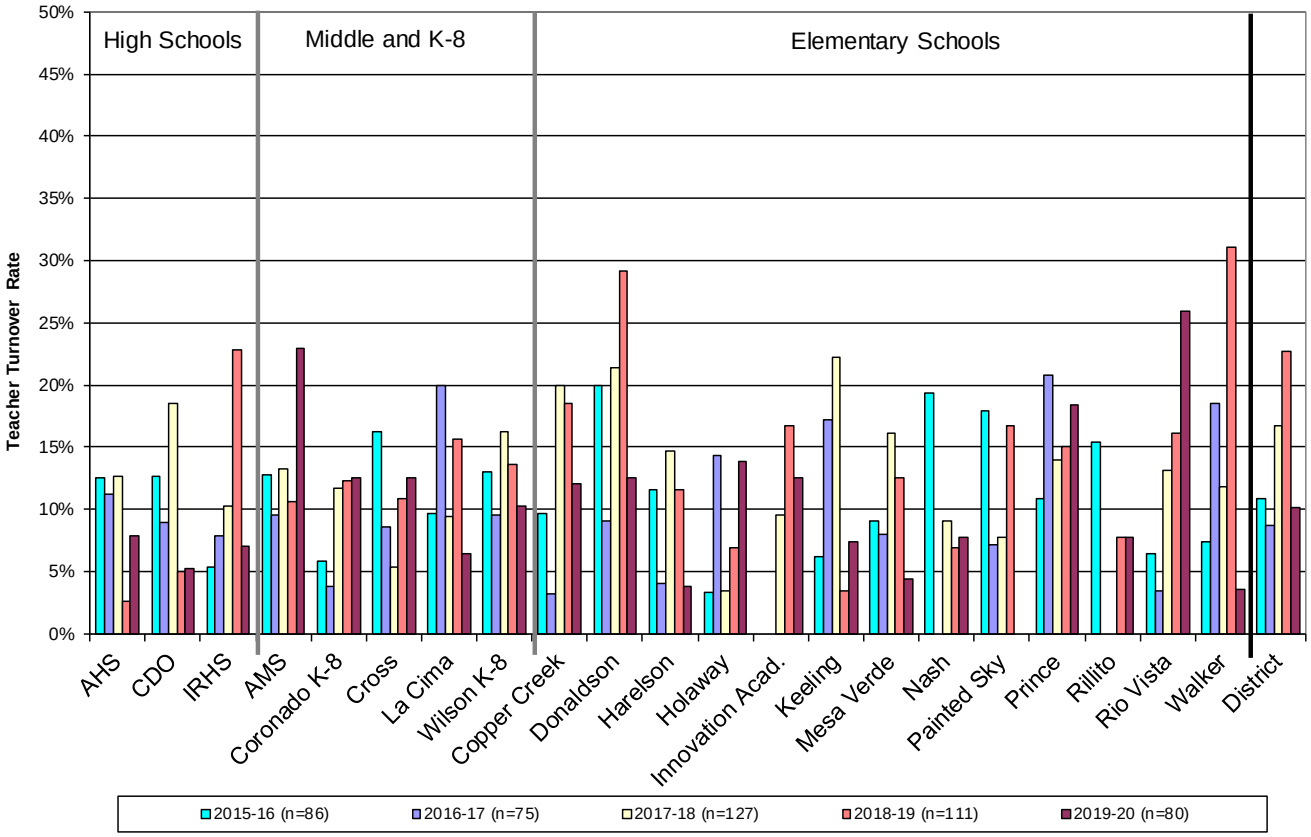
Personnel Profile



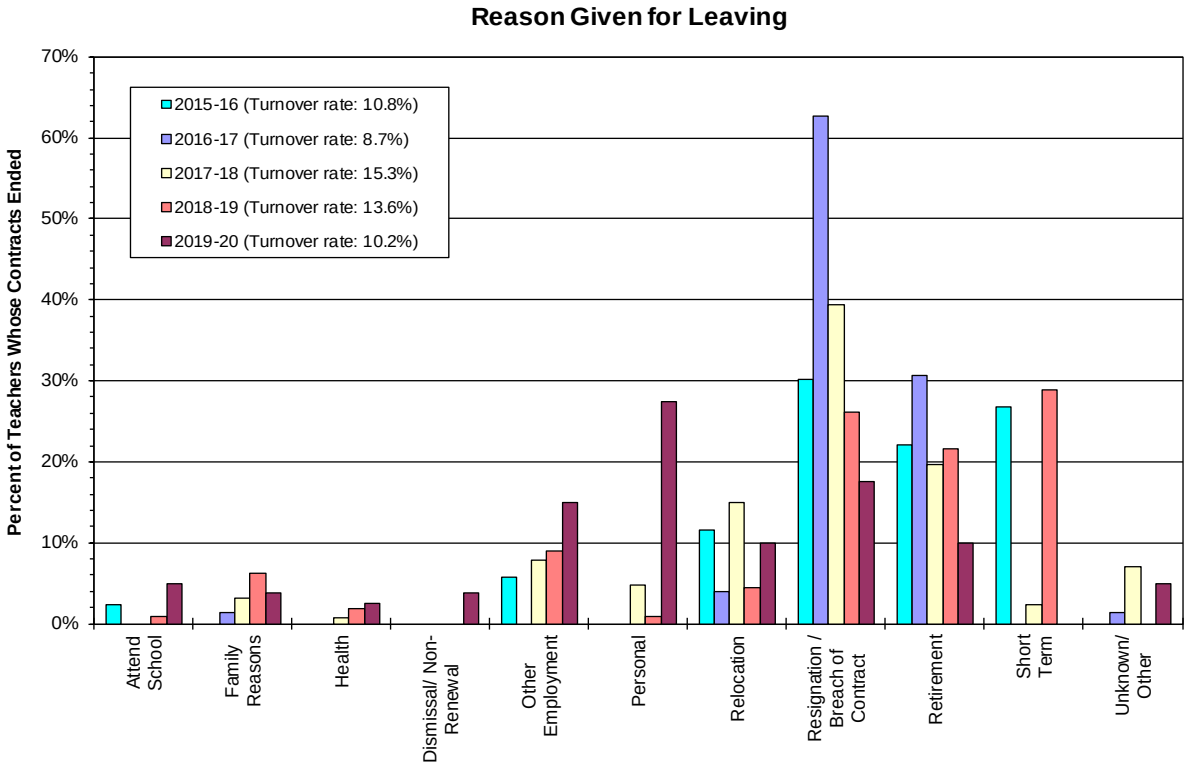
Principal Tenure



Teacher Turnover Rate & Reason Given for Leaving

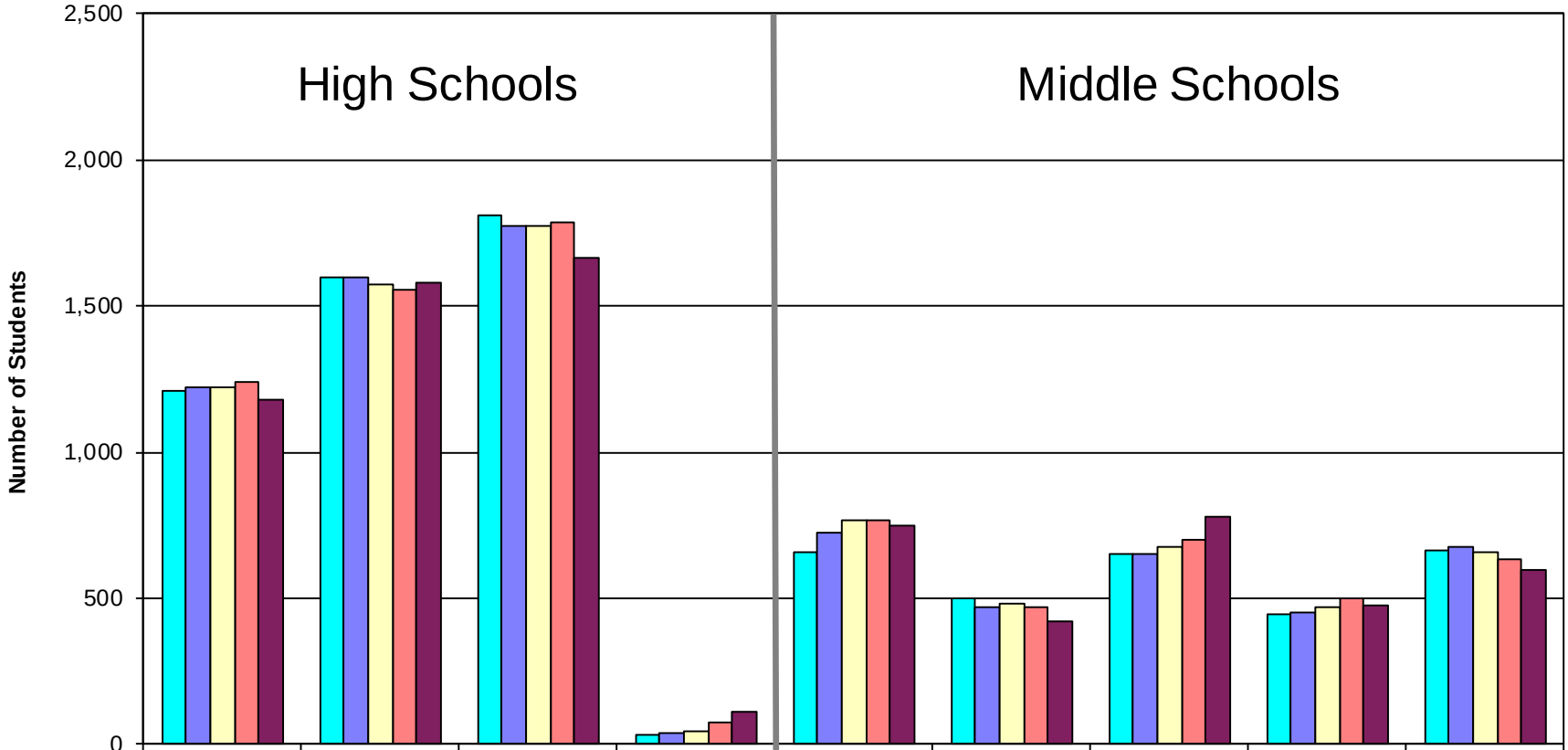


Note: The Teacher Turnover Rate is calculated by dividing the number of terminated contracts by the total number of teachers, regardless of FTE status. Statistics are collected on the last day of the school year and may not reflect the contract renewals that occur during the summer.



How Have Our Attendance Patterns Changed?

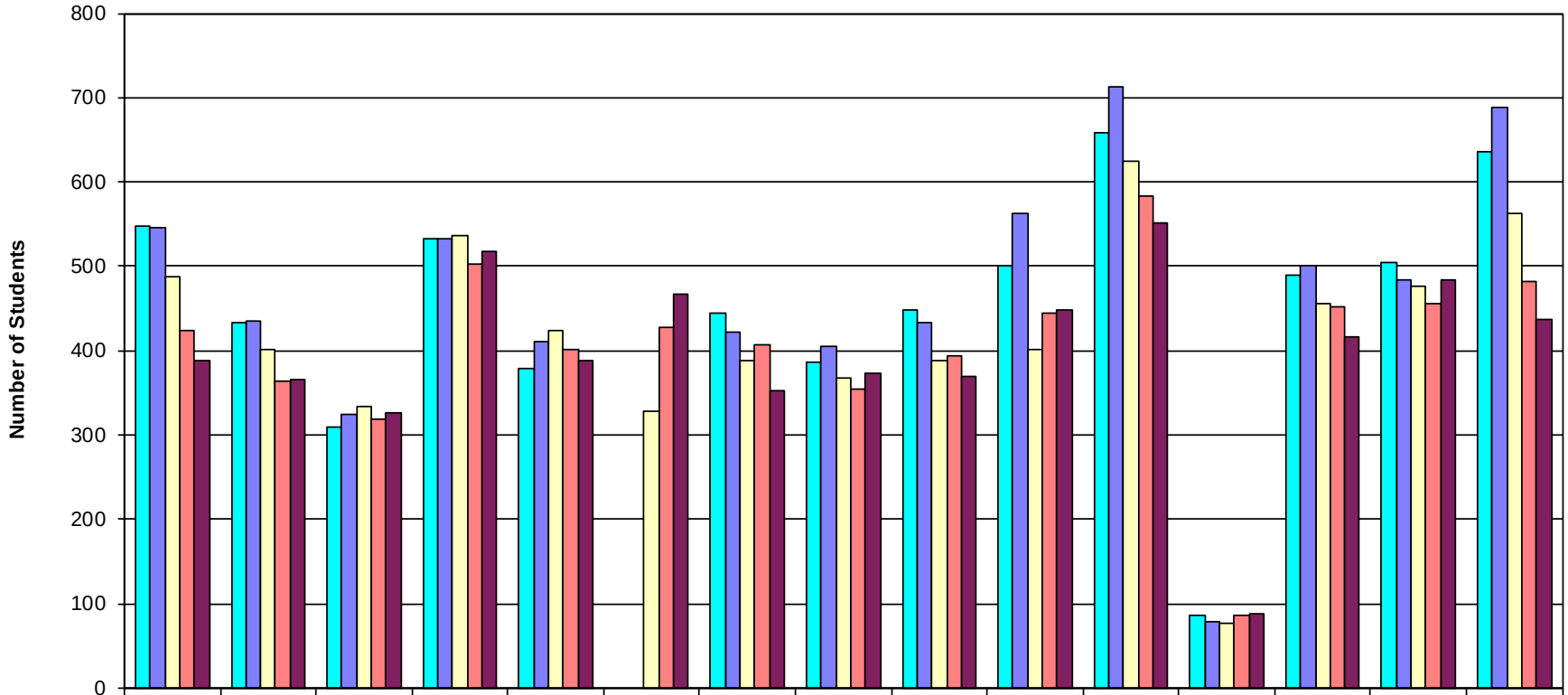
Enrollment on the 100th Day



	AHS	CDO	IRHS	Amphi Academy Online	AMS	Coronado MS	Cross	La Cima	Wilson MS
2015-16	1,210	1,598	1,809	34	657	501	651	448	662
2016-17	1,221	1,596	1,776	37	722	472	654	454	674
2017-18	1224	1572	1775	46	770	484	677	470	660
2018-19	1241	1559	1785	76	769	468	700	497	633
2019-20	1180	1578	1668	112	751	424	780	473	596

Note: These figures represent enrollment as of the 100th day and may not match enrollment figures reported elsewhere using other procedures.

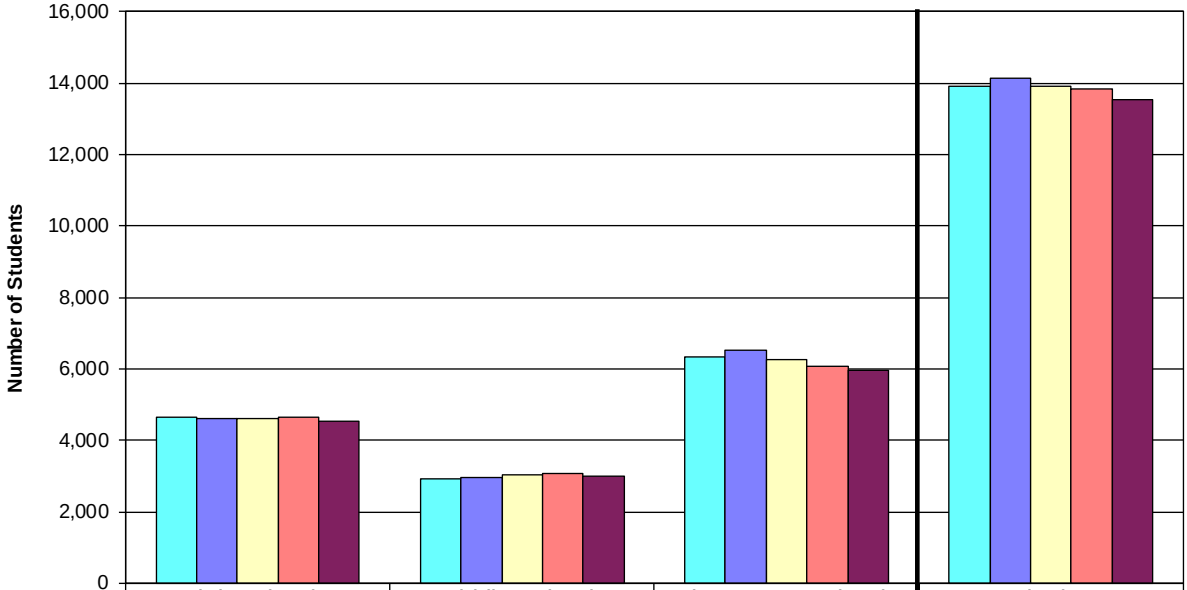
Enrollment on the 100th Day (cont.)



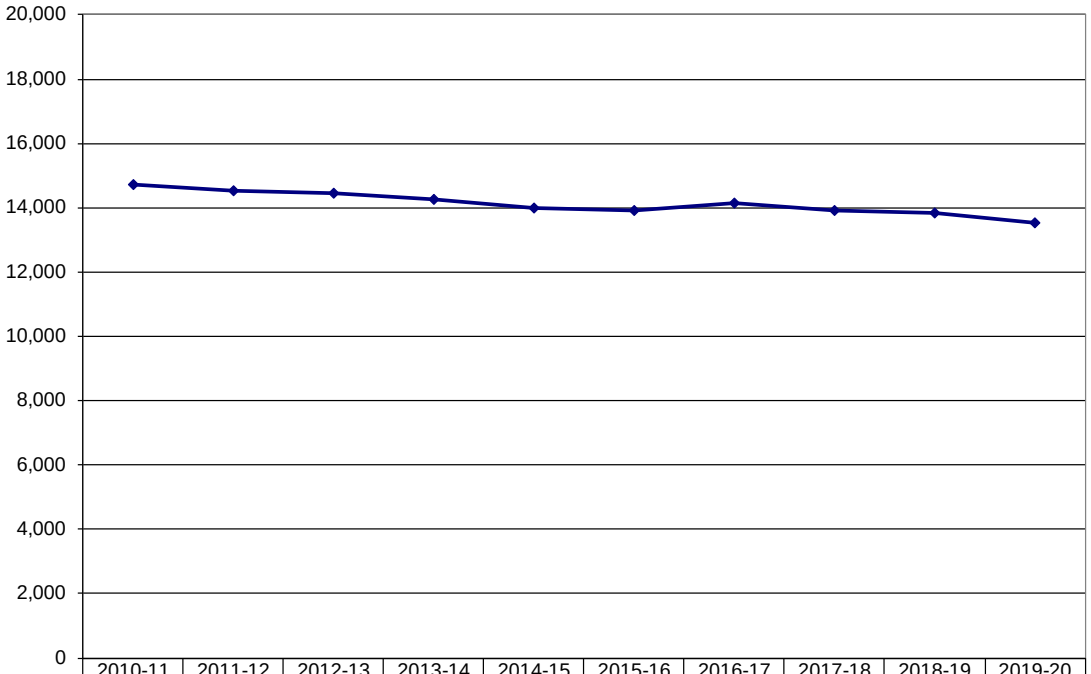
	Copper Creek	Coron-ado Elem.	Donald-son	Harelson	Holaway	Inno-vation Acad.	Keeling	Mesa Verde	Nash	Painted Sky	Prince	*Rillito	Rio Vista	Walker	Wilson Elem.
2015-16	548	433	310	533	379	n/a	445	387	449	501	658	86	490	504	635
2016-17	546	435	324	532	411		422	406	433	562	713	79	500	483	689
2017-18	488	401	333	536	424	329	388	367	388	401	625	77	456	476	562
2018-19	424	364	319	503	402	428	407	355	394	444	583	86	452	455	482
2019-20	389	365	326	518	388	467	353	374	369	449	552	88	416	483	437

Note: These figures represent enrollment as of the 100th day and may not match enrollment figures reported elsewhere using other procedures.
**Rillito School is a Special Education School serving pre-school through 12th grade.*

Enrollment on 100th Day & Historical Trend



	High Schools	Middle Schools	Elementary Schools	District
2015-16	4,651	2,919	6,358	13,928
2016-17	4,630	2,976	6,536	14,142
2017-18	4,617	3,061	6,251	13,929
2018-19	4,661	3,067	6,098	13,826
2019-20	4,538	3,024	5,974	13,536

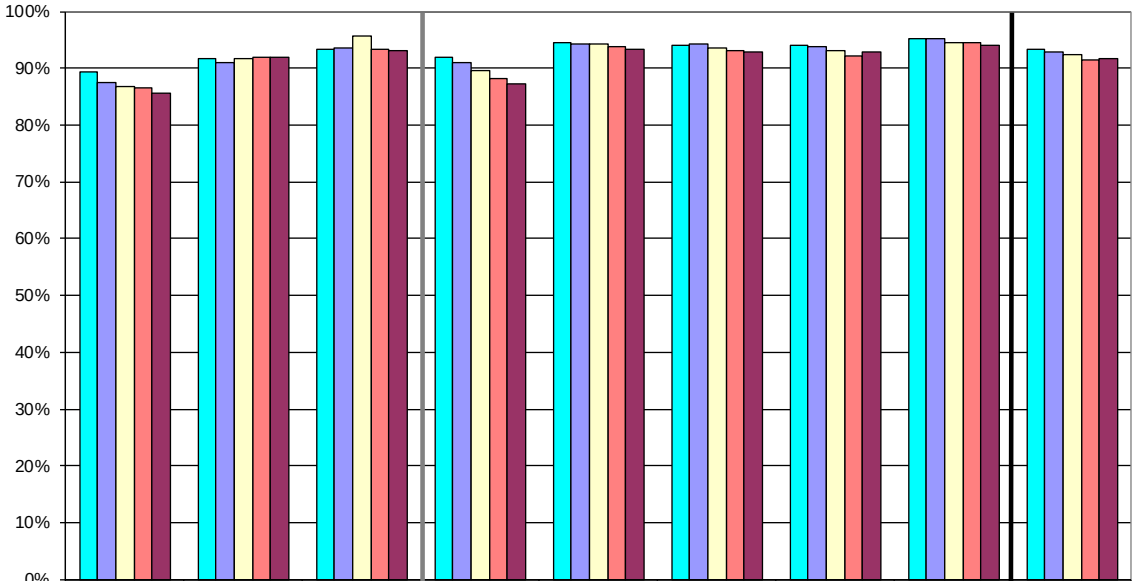


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
District	14,730	14,514	14,440	14,270	13,974	13,928	14,142	13,929	13,826	13,536

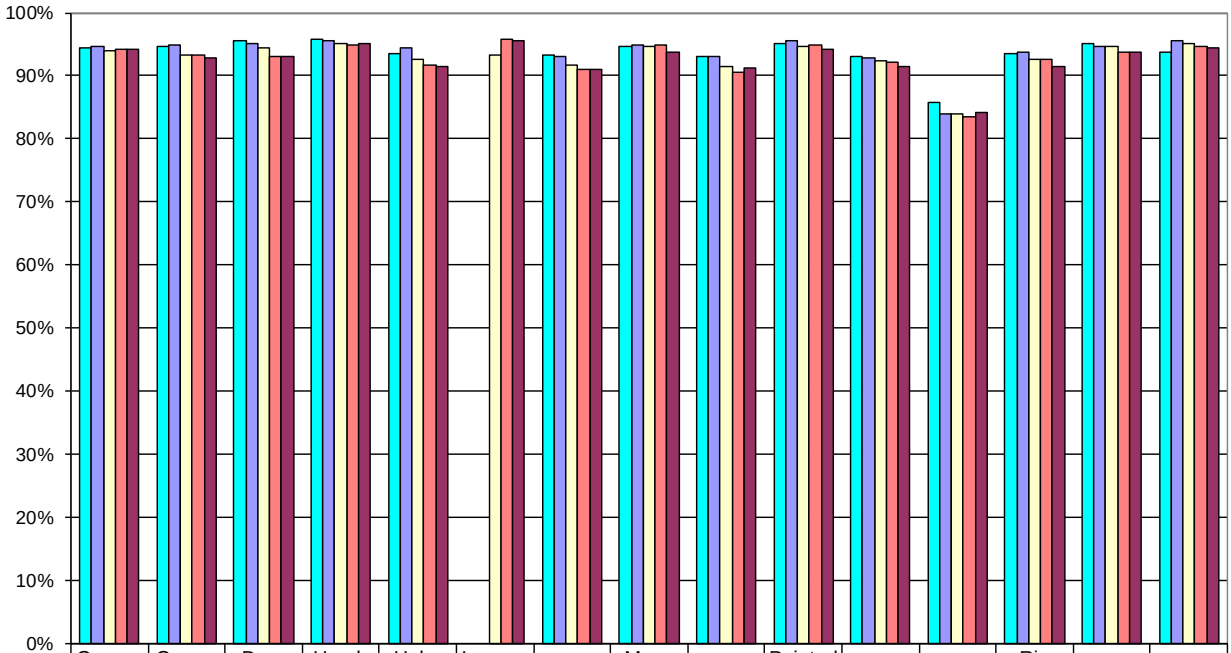
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Change From the Previous Year	-6.4%	-1.5%	-0.5%	-1.2%	-2.1%	-0.3%	1.5%	-1.5%	-0.7%	-2.1%

Note: These figures represent enrollment as of the 100th day and may not match enrollment figures reported elsewhere using other procedures.

Average Daily Attendance – 1st through 100th Day

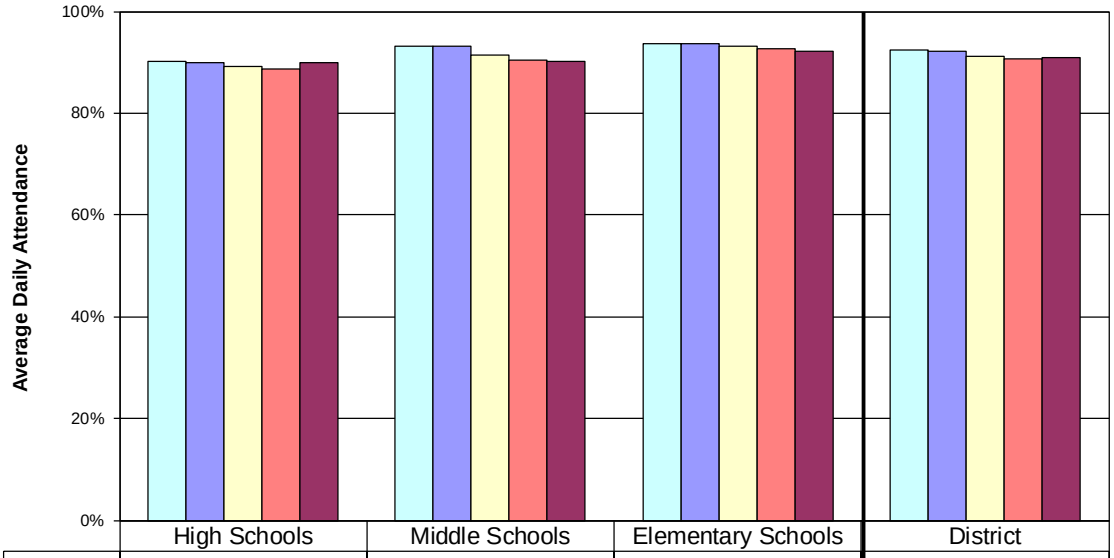


	AHS	CDO	IRHS	AMS	Coronado 6-8	Cross	La Cima	Wilson 6-8	District
2015-16	89%	92%	93%	92%	94%	94%	94%	95%	93%
2016-17	88%	91%	94%	91%	94%	94%	94%	95%	93%
2017-18	87%	92%	96%	90%	94%	93%	93%	95%	92%
2018-19	87%	92%	93%	88%	94%	93%	92%	94%	92%
2019-20	86%	92%	93%	87%	93%	93%	93%	94%	92%

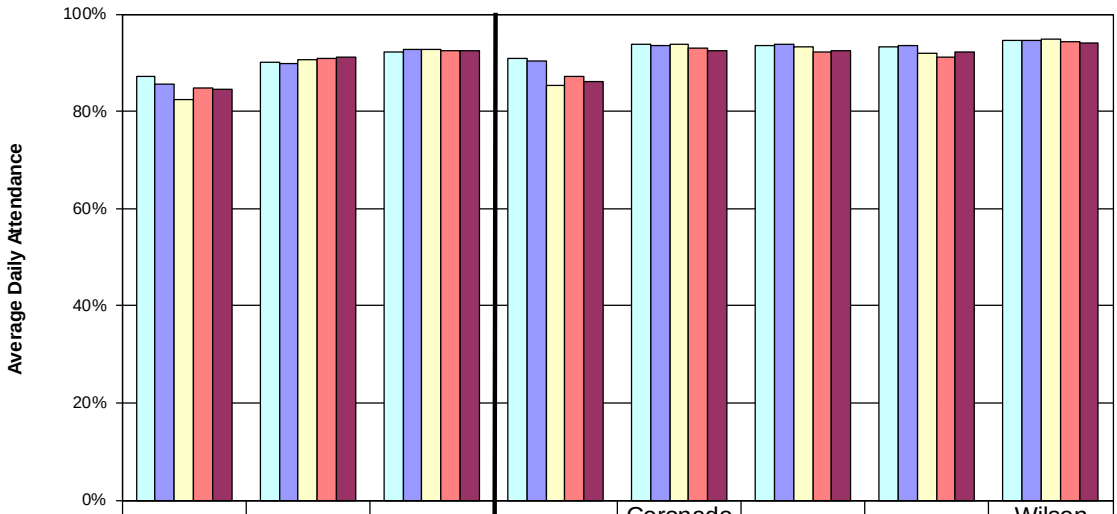


	Copper Creek	Coron-ado	Don-aldson	Harel-son	Hola-way	Innova-tion	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rillito	Rio Vista	Walker	Wilson
2015-16	95%	95%	95%	96%	94%	n/a	93%	95%	93%	95%	93%	86%	94%	95%	94%
2016-17	95%	95%	95%	95%	94%		93%	95%	93%	95%	93%	84%	94%	95%	95%
2017-18	94%	93%	94%	95%	93%	93%	92%	95%	91%	95%	92%	84%	93%	95%	95%
2018-19	94%	93%	93%	95%	92%	96%	91%	95%	91%	95%	92%	84%	93%	94%	95%
2019-20	94%	93%	93%	95%	91%	96%	91%	94%	91%	94%	92%	84%	92%	94%	94%

*Average Daily Attendance – Year-End**



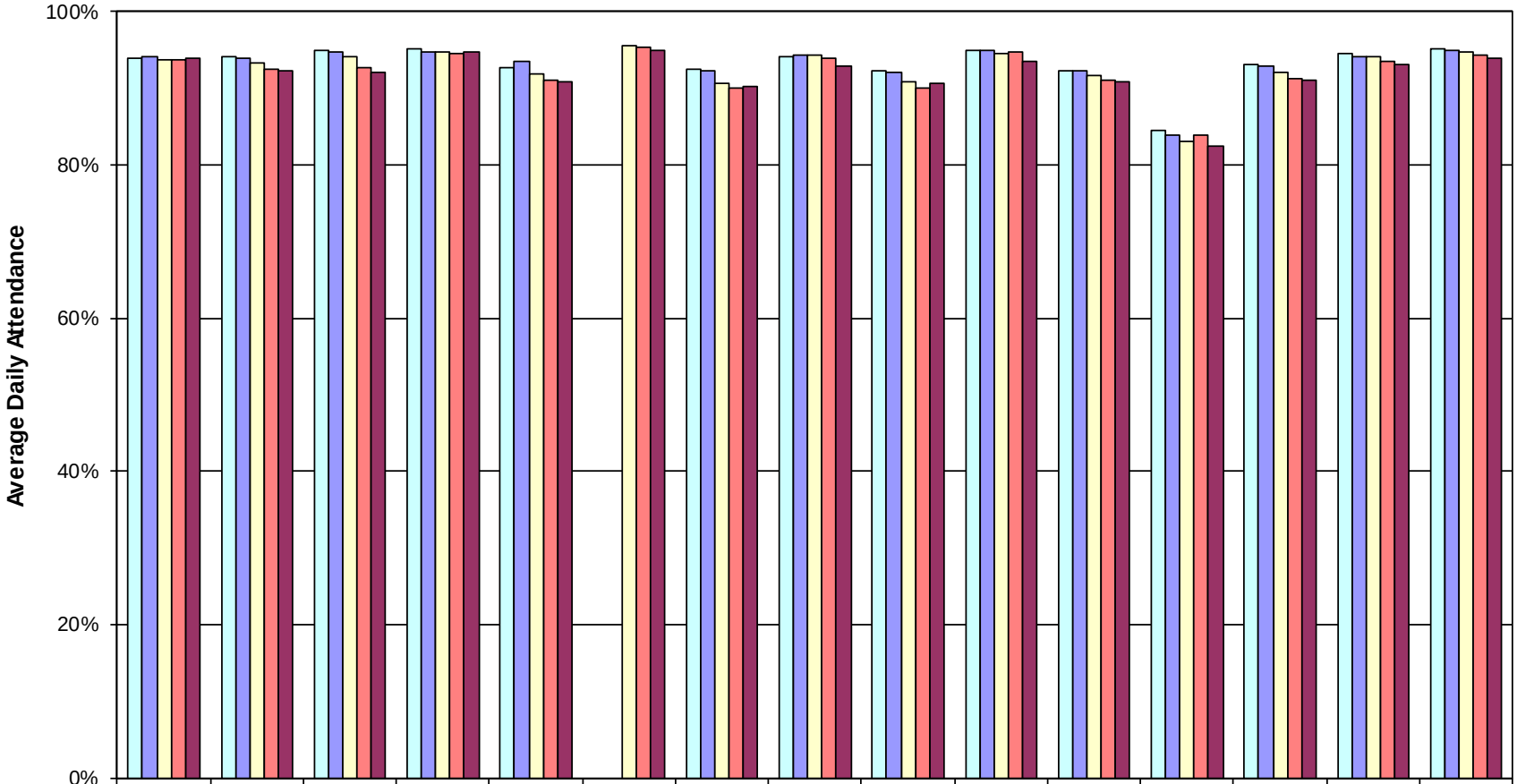
	High Schools	Middle Schools	Elementary Schools	District
2015-16	90.1%	93.1%	93.8%	92.4%
2016-17	89.8%	93.0%	93.8%	92.1%
2017-18	89.1%	91.3%	93.2%	91.2%
2018-19	88.7%	90.4%	92.5%	90.6%
2019-20	89.8%	90.2%	92.2%	91.0%



	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS
2015-16	87.3%	90.0%	92.1%	90.8%	93.7%	93.5%	93.3%	94.5%
2016-17	85.7%	89.9%	92.7%	90.2%	93.7%	93.8%	93.4%	94.7%
2017-18	82.3%	90.7%	92.6%	85.4%	93.8%	93.1%	92.0%	94.8%
2018-19	84.8%	90.8%	92.3%	87.1%	93.1%	92.1%	91.2%	94.3%
2019-20	84.6%	91.2%	92.4%	86.2%	92.5%	92.4%	92.2%	93.9%

**Note: Public schools were required to close beginning March 15, 2020 through the end of the school year to help prevent the spread of the COVID-19 novel virus. Attendance was not required after this date. Therefore, for 2019-2020, this attendance rate is from 8/8/19 through 3/15/20, not through the end of the school year.*

Average Daily Attendance – Year-End (cont.)



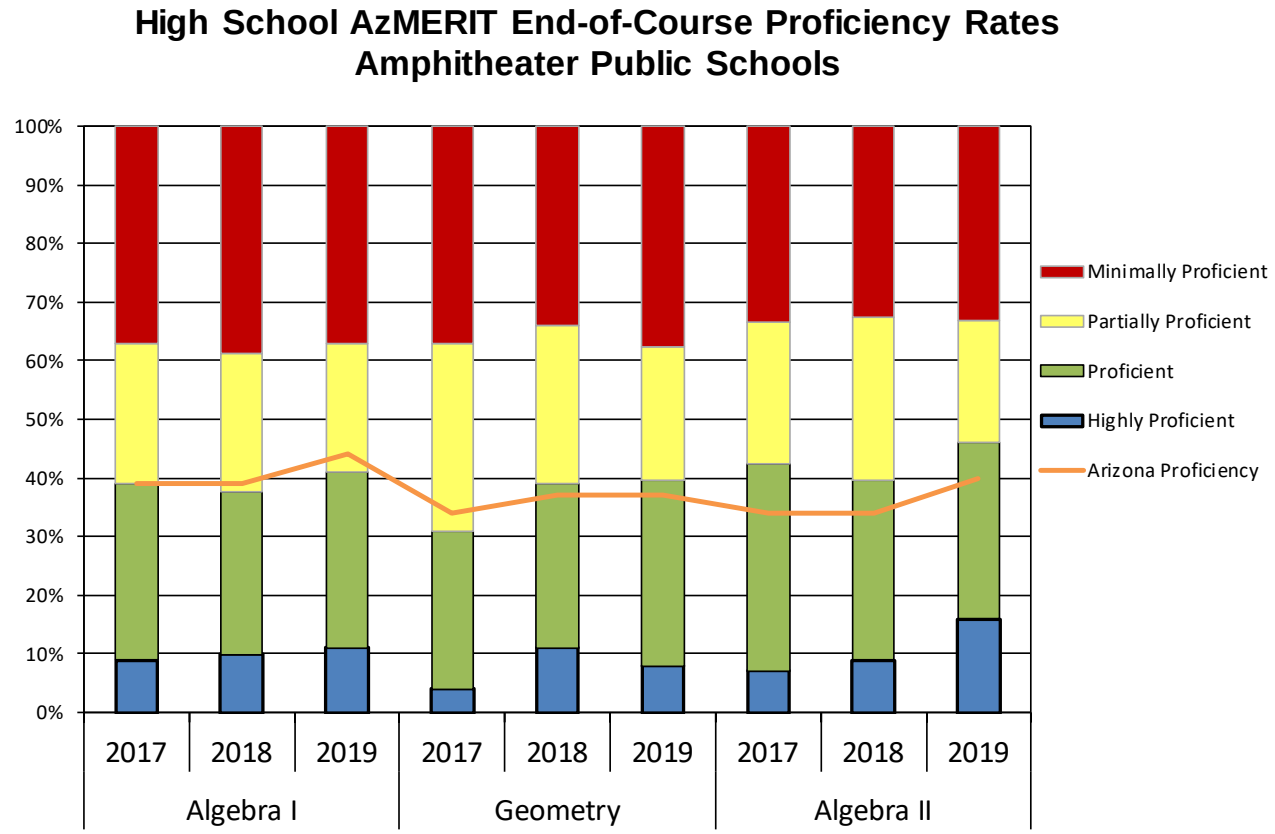
	Copper Creek	Cor-onado Elem	Don-aldson	Harel-son	Hol-away	Innova-tion Acad.	Keeling	Mesa Verde	Nash	Painted Sky	Prince	*Rillito	Rio Vista	Walker	Wilson Elem
2015-16	94.0%	94.1%	95.0%	95.3%	92.7%	n/a	92.6%	94.2%	92.3%	94.9%	92.4%	84.5%	93.1%	94.5%	95.2%
2016-17	94.2%	94.0%	94.8%	94.9%	93.5%		92.3%	94.4%	92.1%	95.0%	92.2%	84.0%	93.0%	94.3%	95.0%
2017-18	93.7%	93.3%	94.2%	94.8%	91.9%	95.5%	90.8%	94.4%	90.8%	94.6%	91.7%	83.2%	92.0%	94.1%	94.8%
2018-19	93.8%	92.6%	92.7%	94.5%	91.2%	95.4%	90.0%	94.0%	90.0%	94.7%	91.1%	84.0%	91.4%	93.6%	94.3%
2019-20	93.9%	92.2%	92.2%	94.8%	90.9%	95.0%	90.3%	92.9%	90.8%	93.4%	90.8%	82.5%	91.0%	93.1%	93.9%

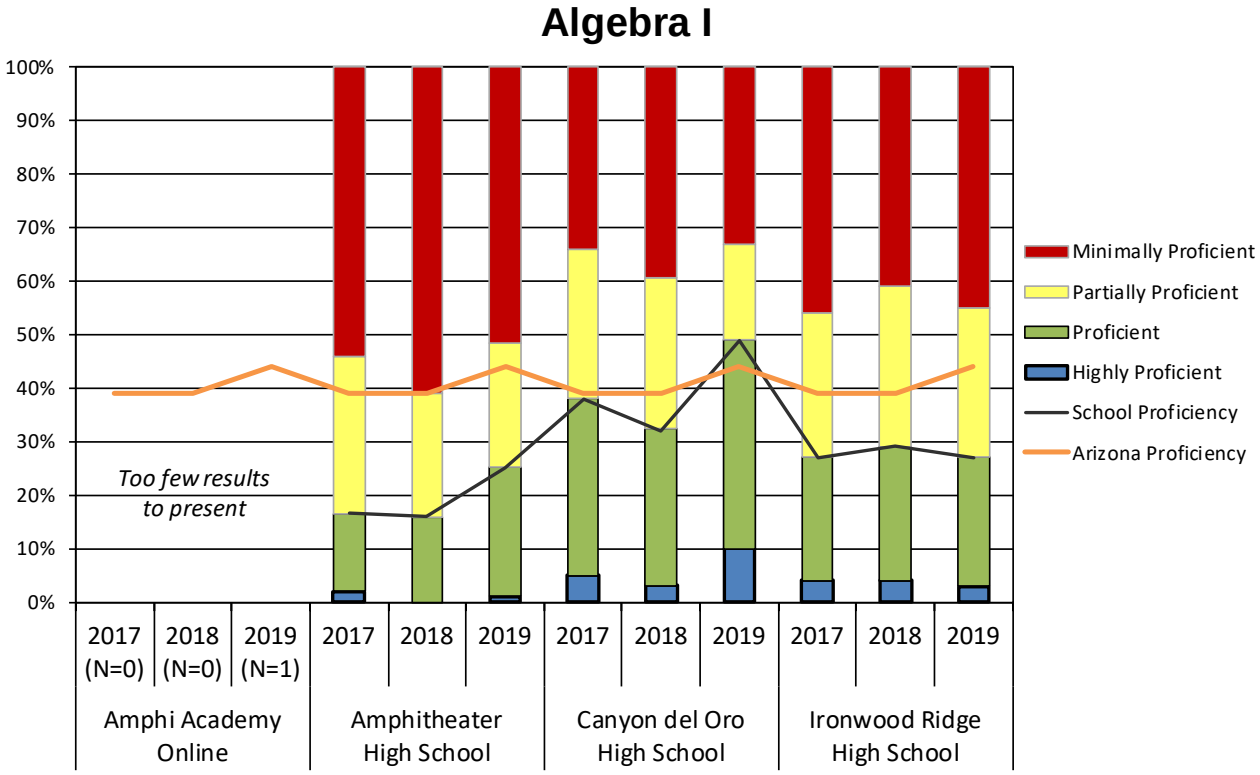
** Rillito School is a Special Education School serving pre-school through 12th grade.*

How Are Our Students Achieving?

Spring AzMERIT Performance – End-of-Course (High Schools)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

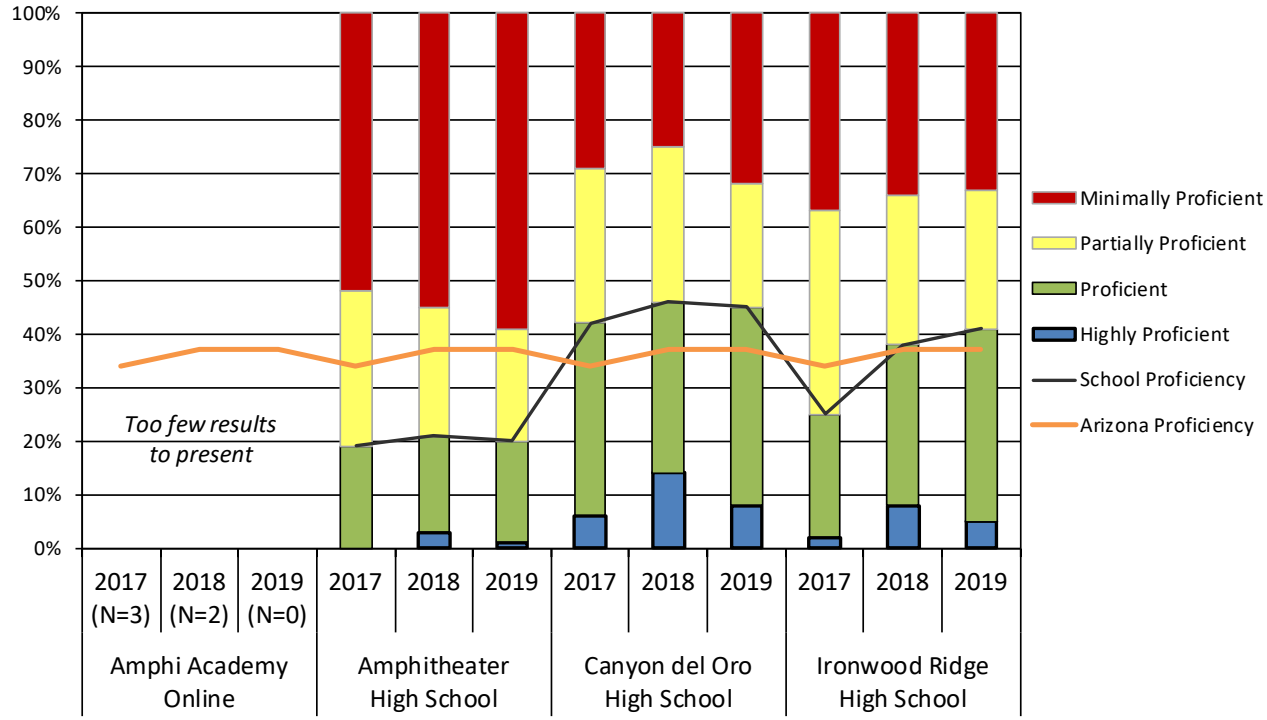




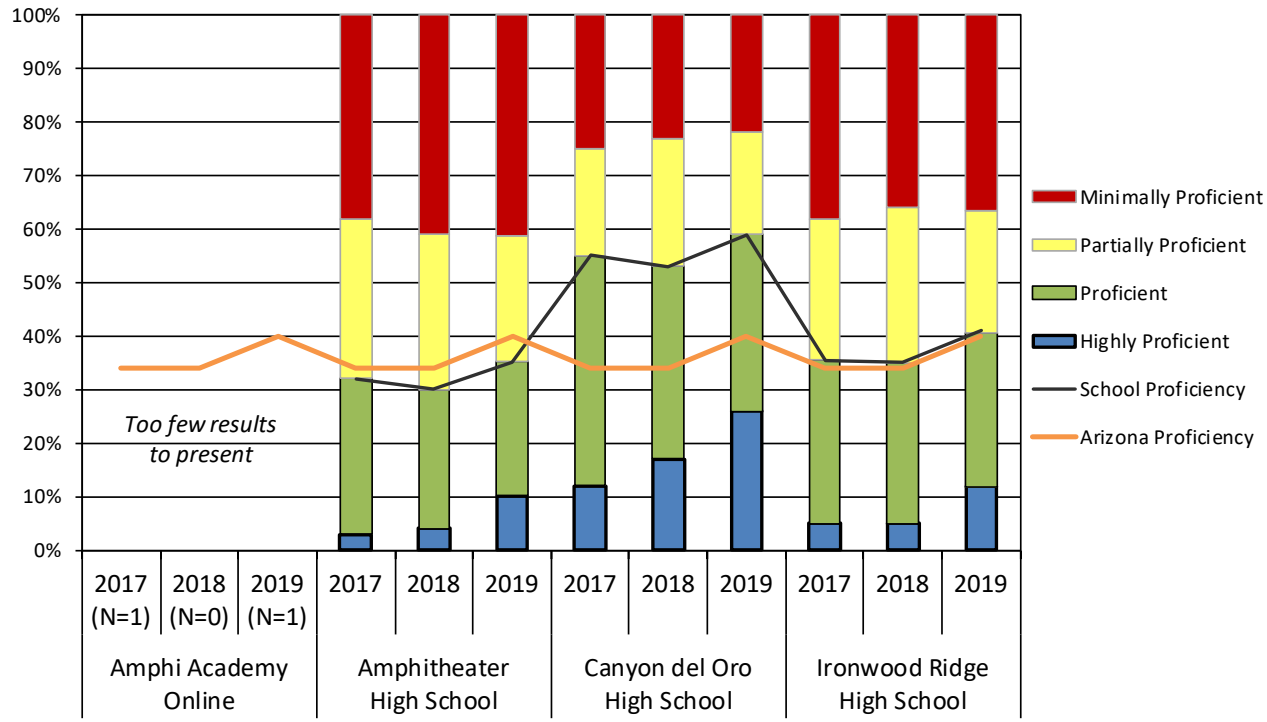
Spring AzMERIT Performance – End-of-Course (cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

Geometry



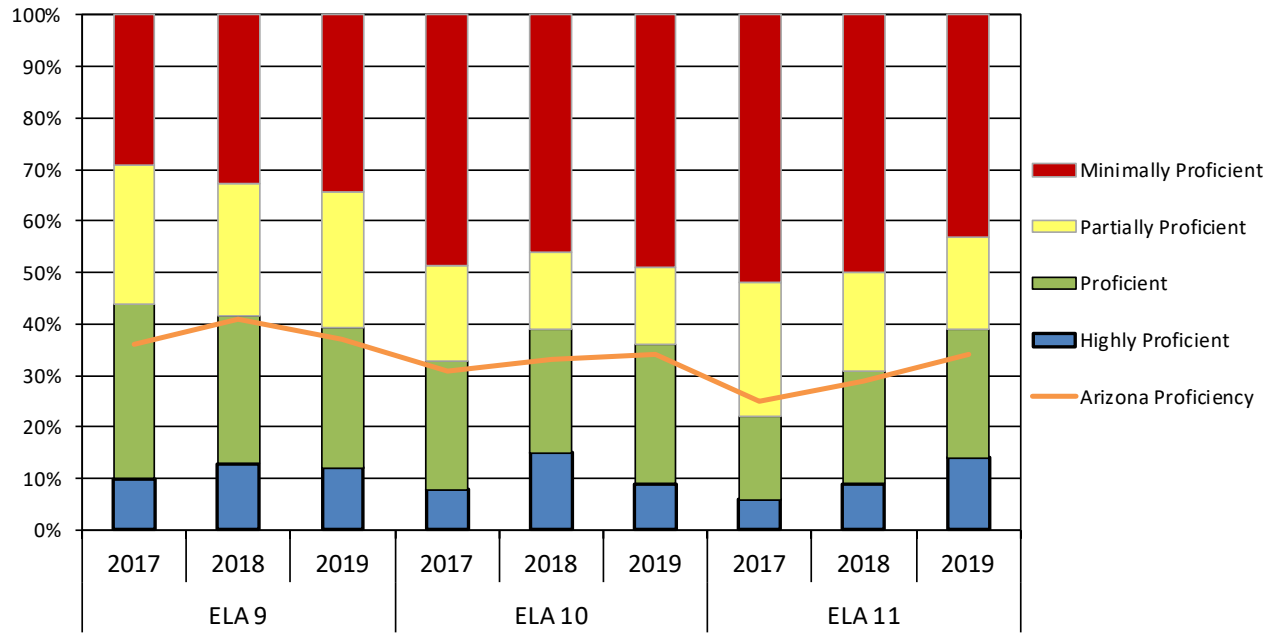
Algebra II



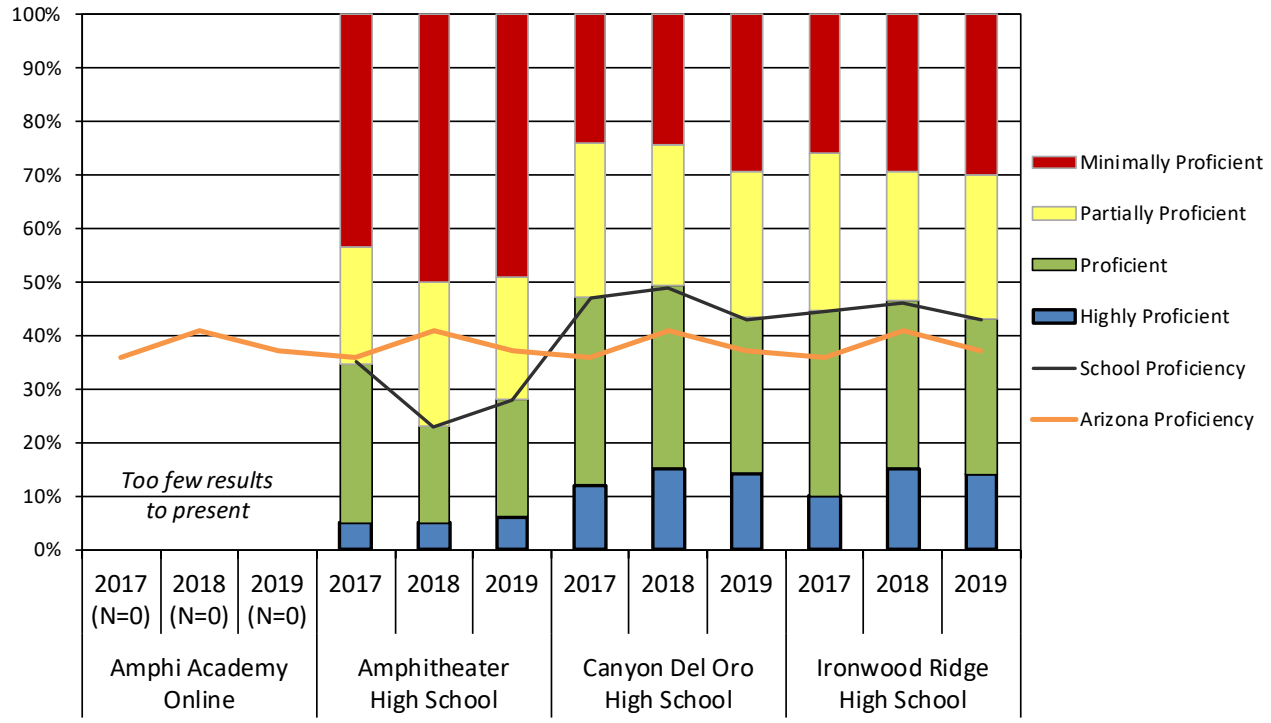
Spring AzMERIT Performance – End-of-Course (cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

High School AzMERIT End-of-Course Proficiency Rates
Amphitheater Public Schools

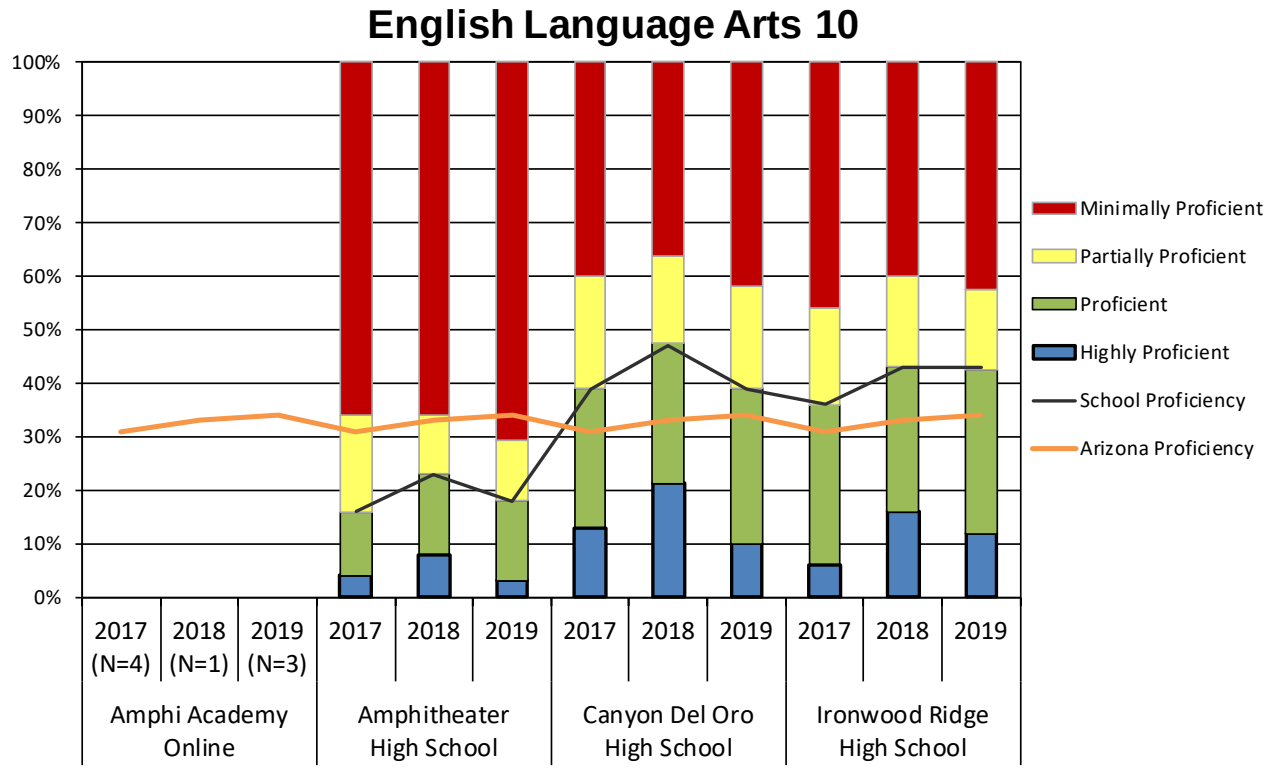


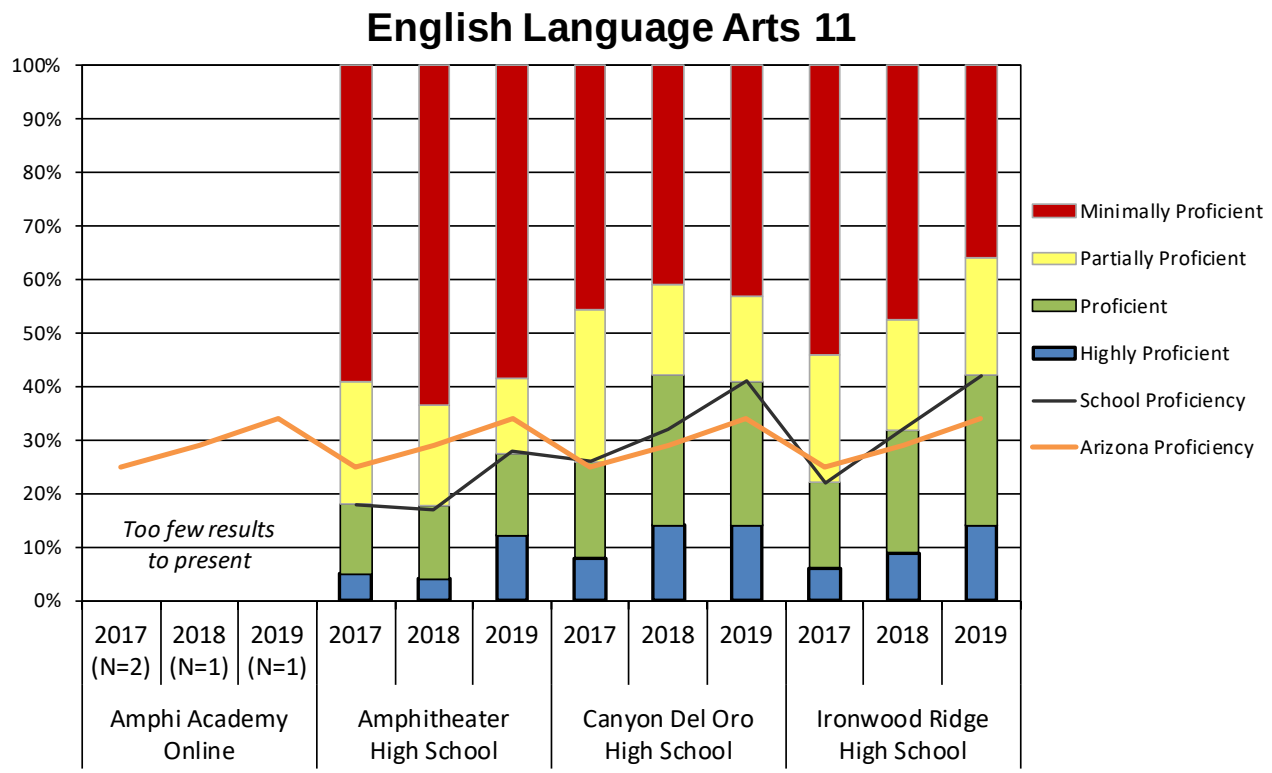
English Language Arts 9



Spring AzMERIT Performance – End-of-Course (cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

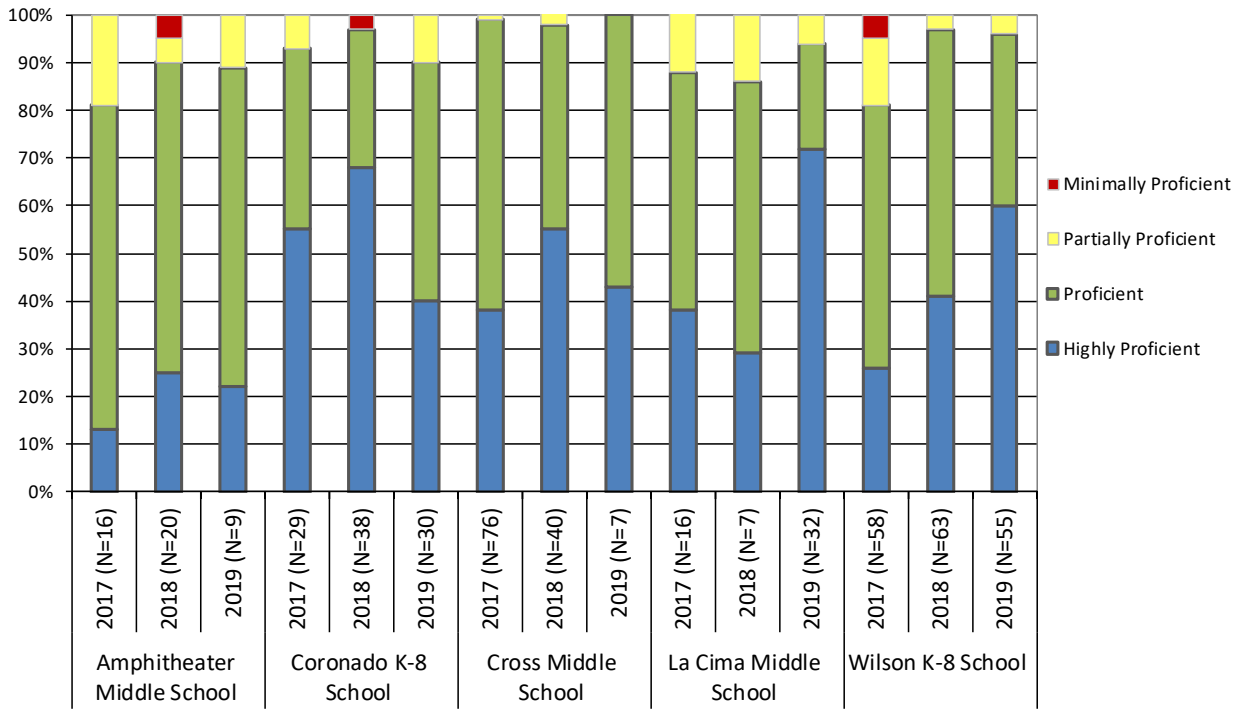




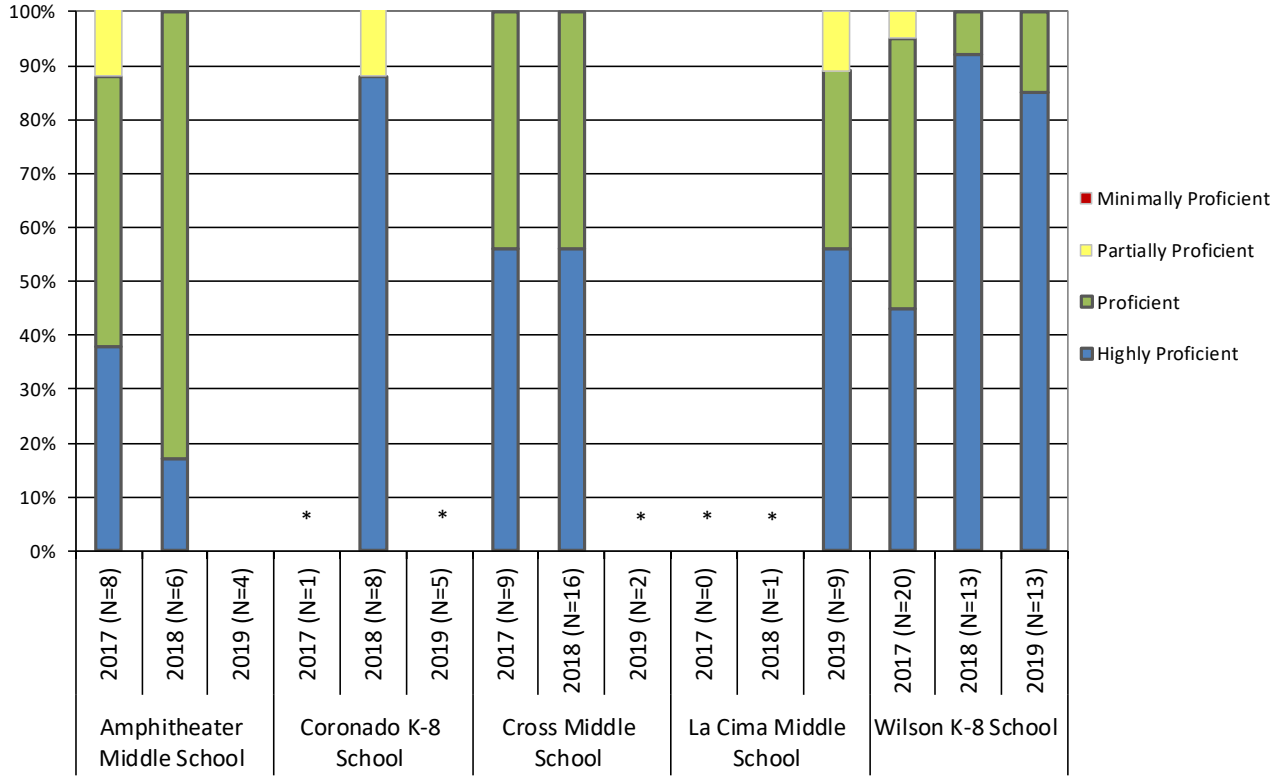
Spring AzMERIT Performance – End-of-Course (Middle Schools)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

Algebra I

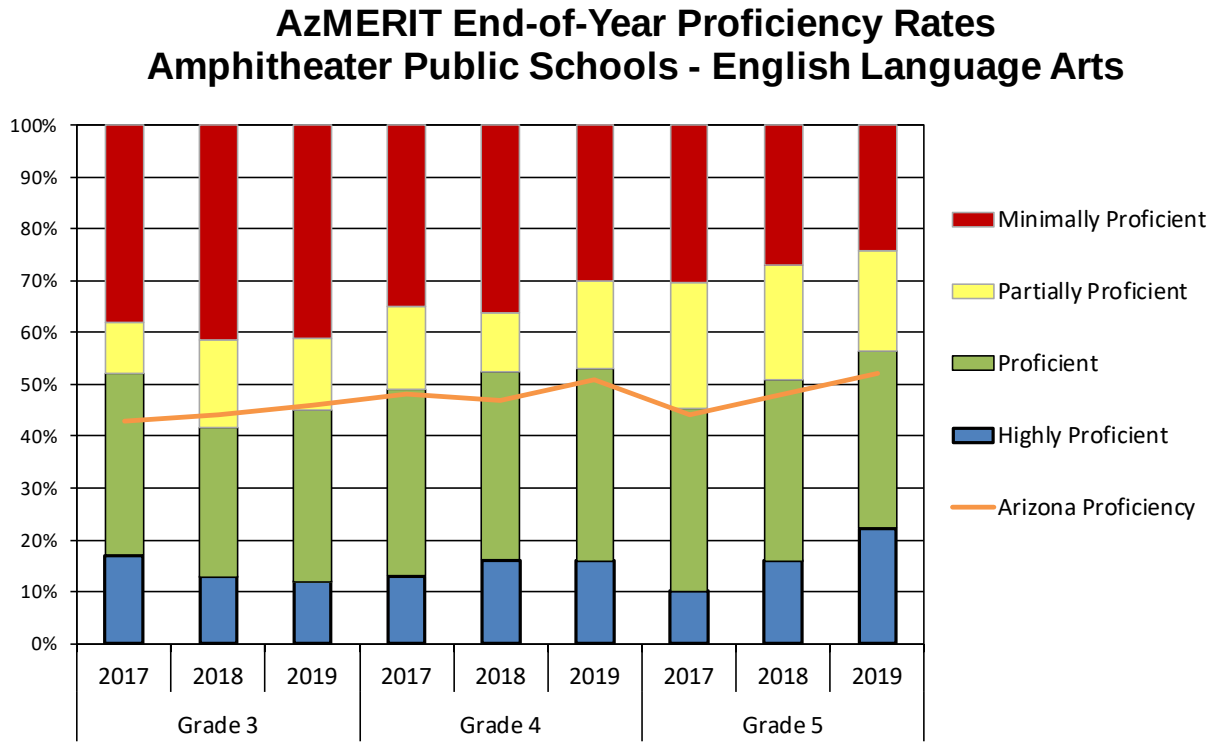


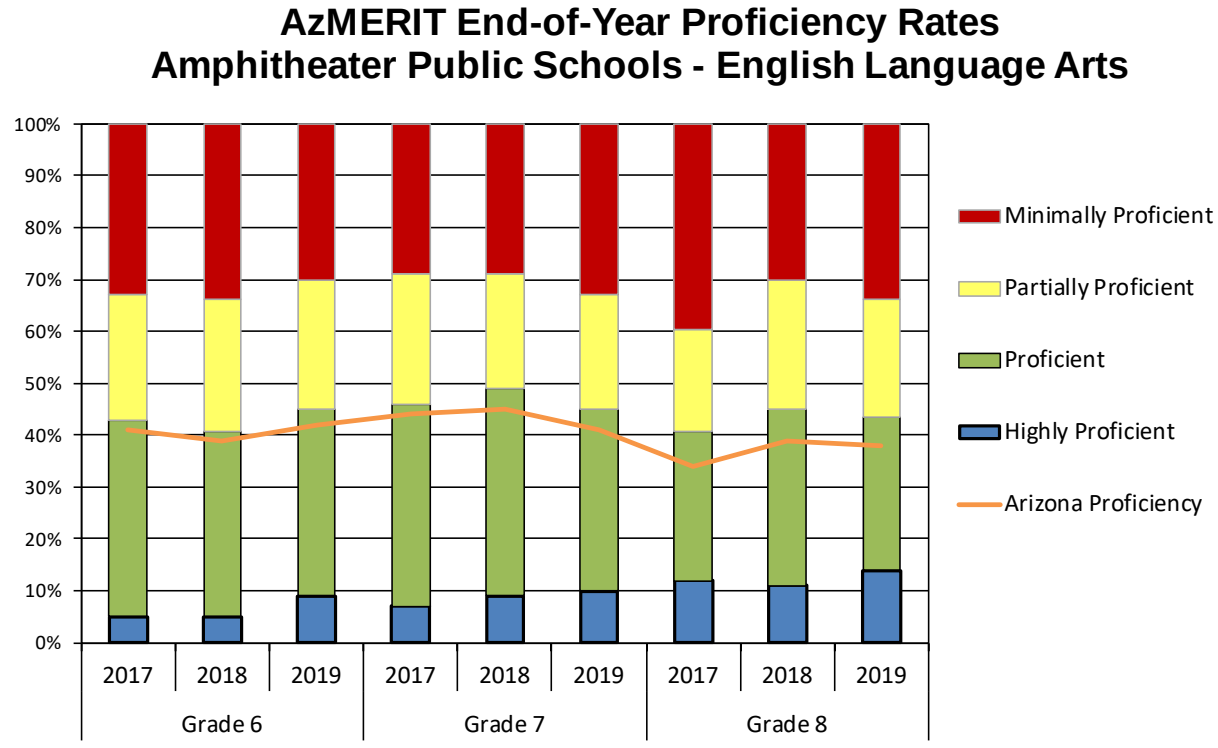
Geometry



Spring AzMERIT Performance – End-of-Year (3-Year Trends)

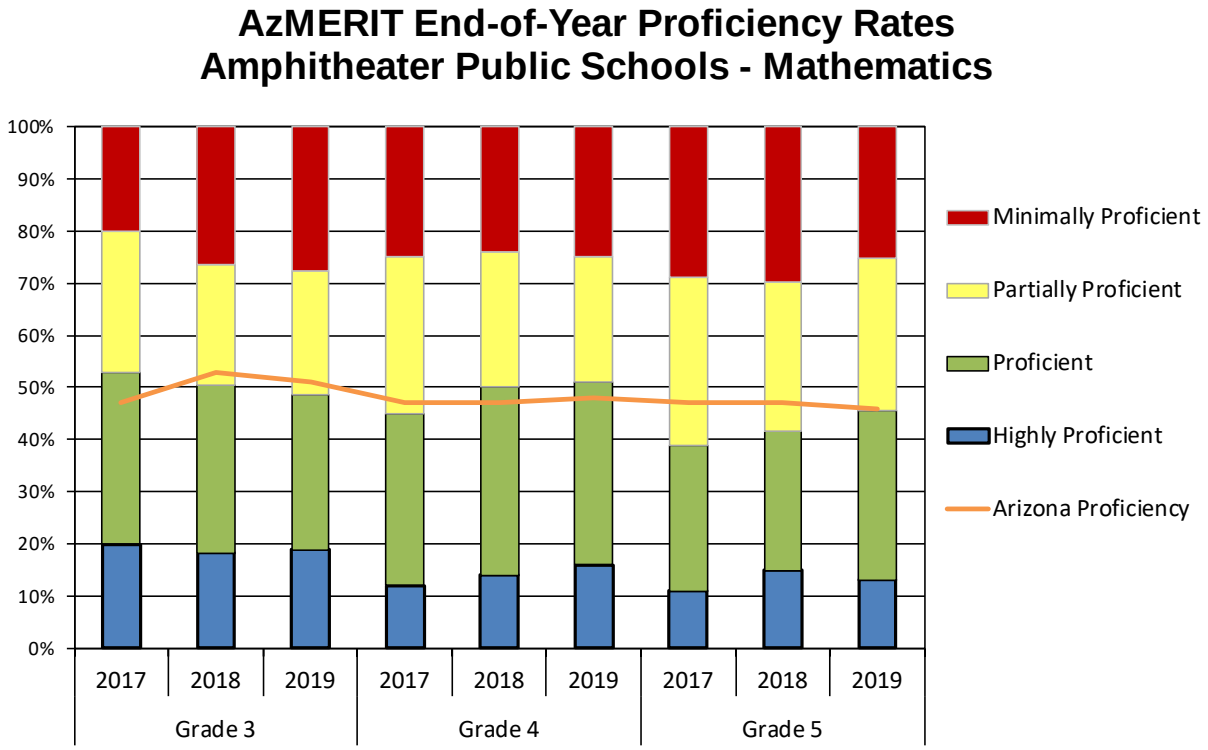
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

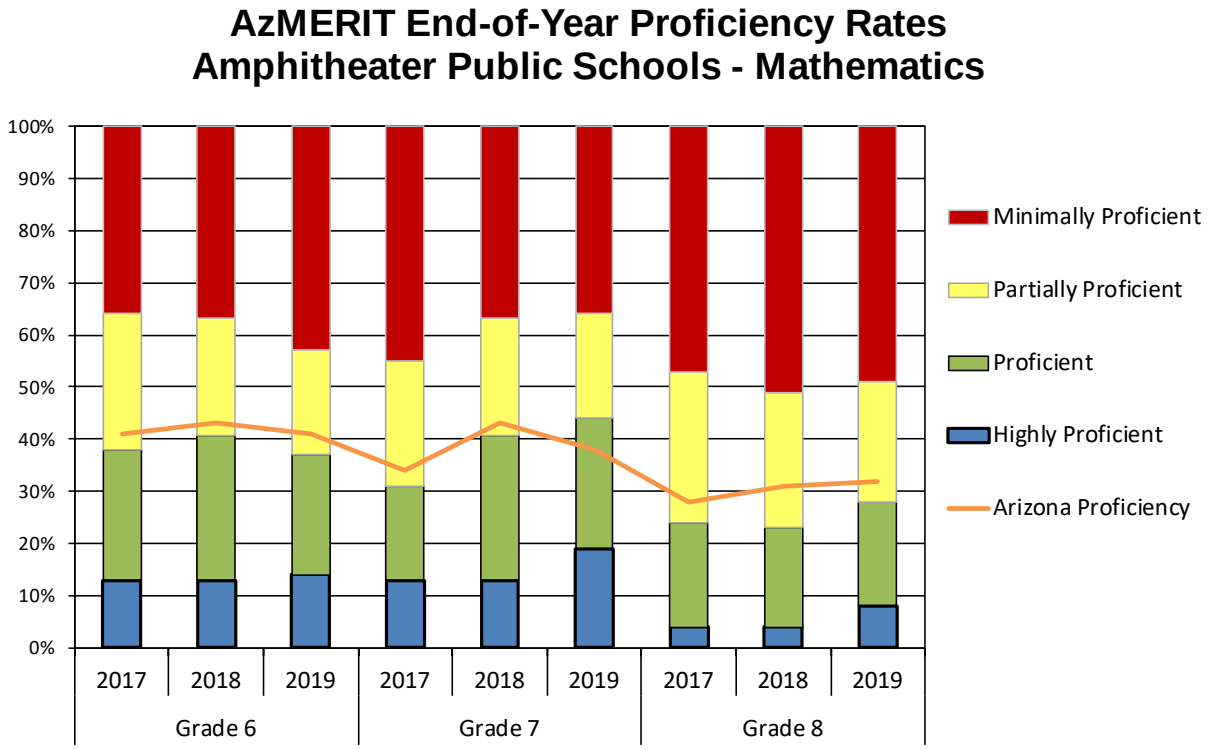




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

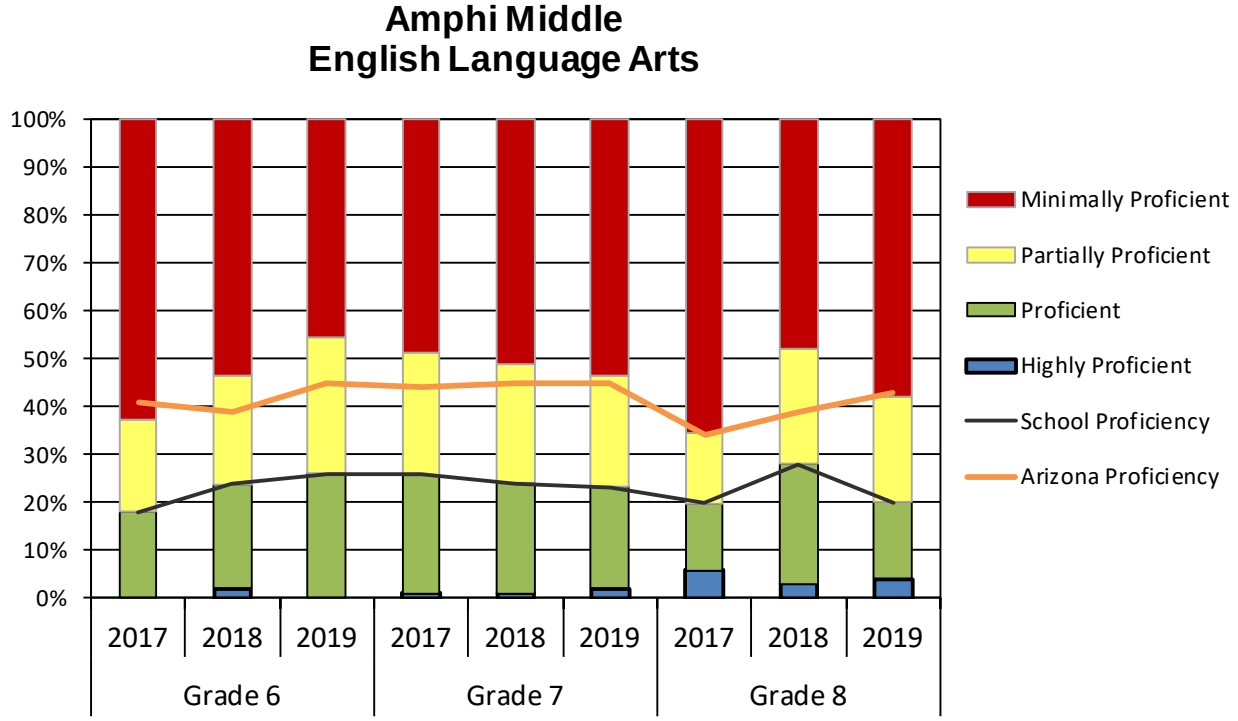
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

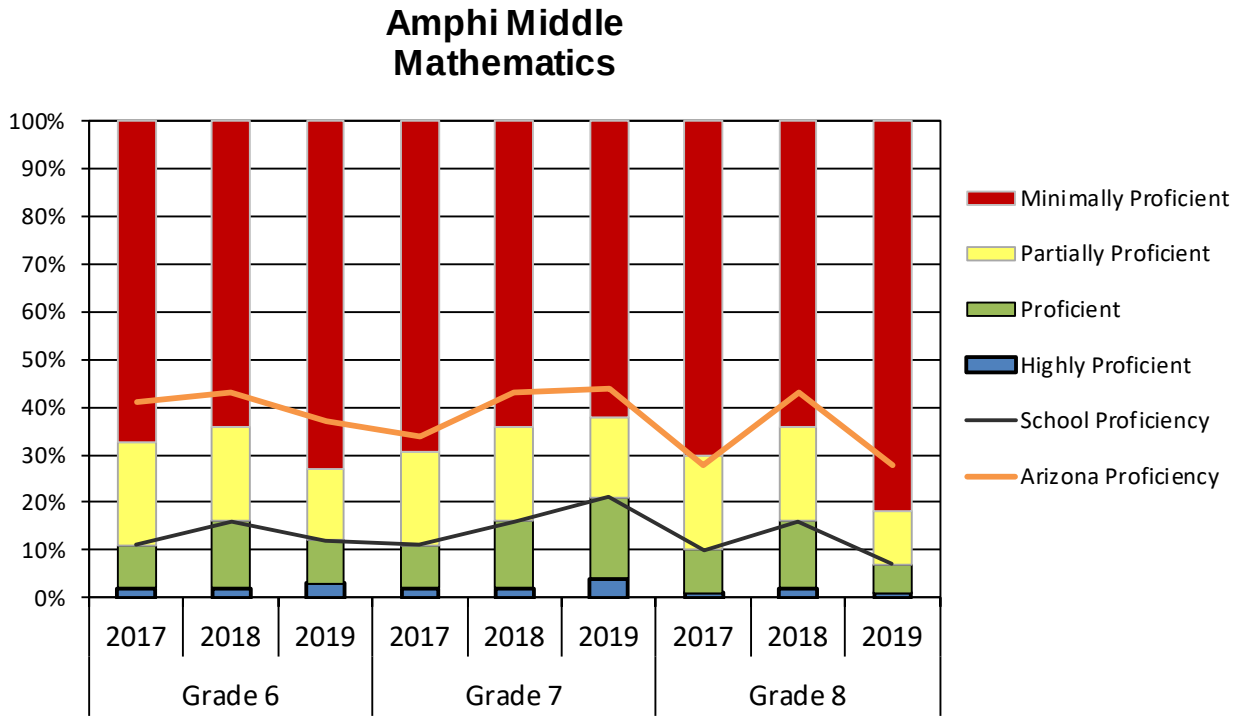




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

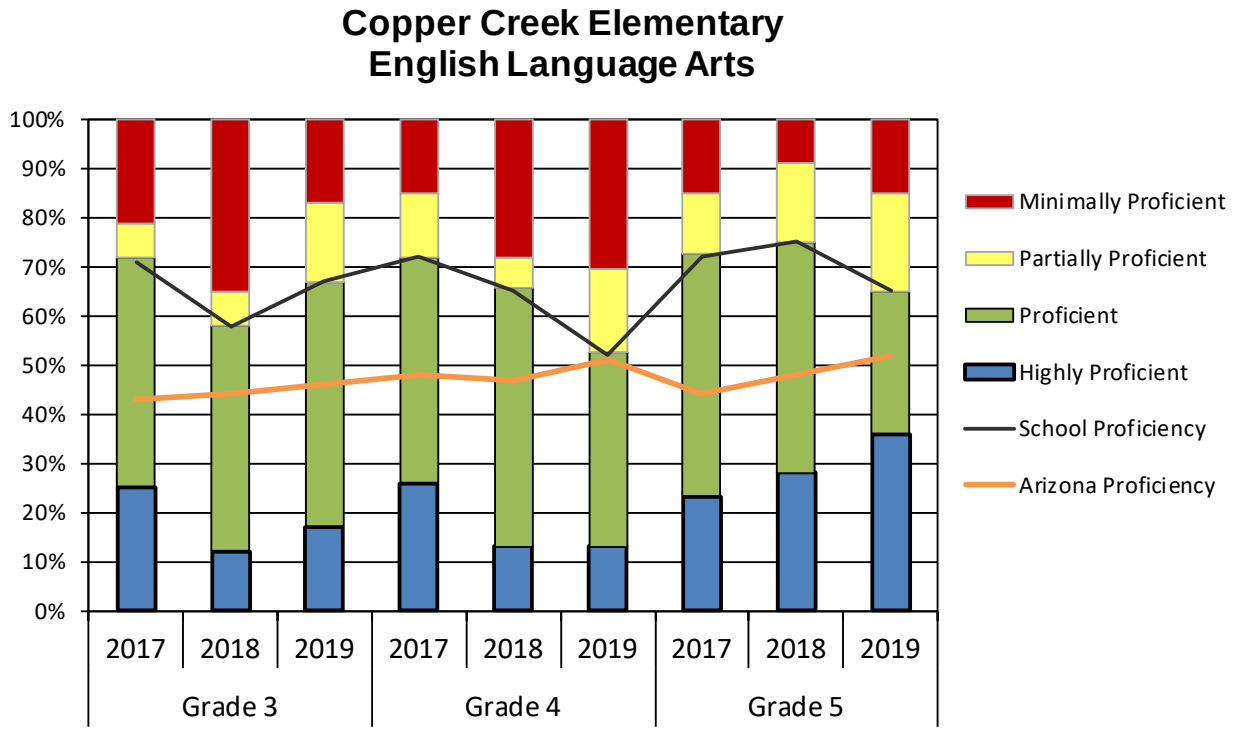


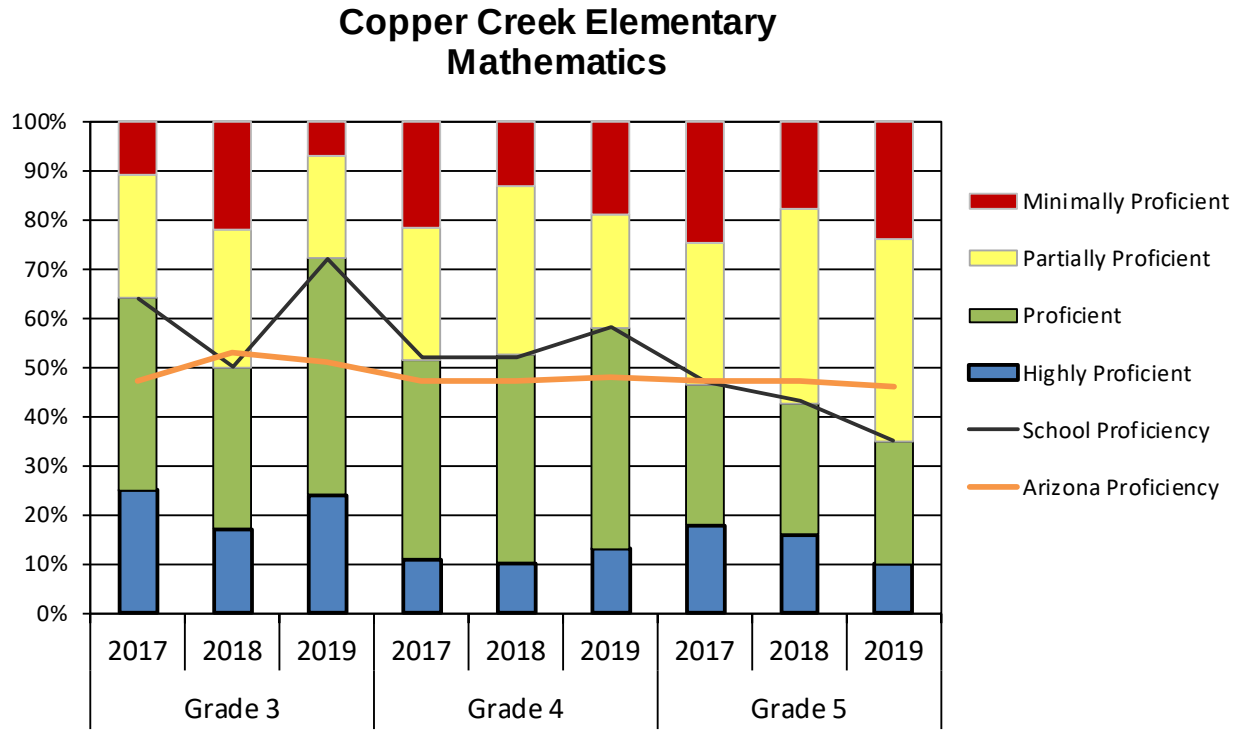


Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

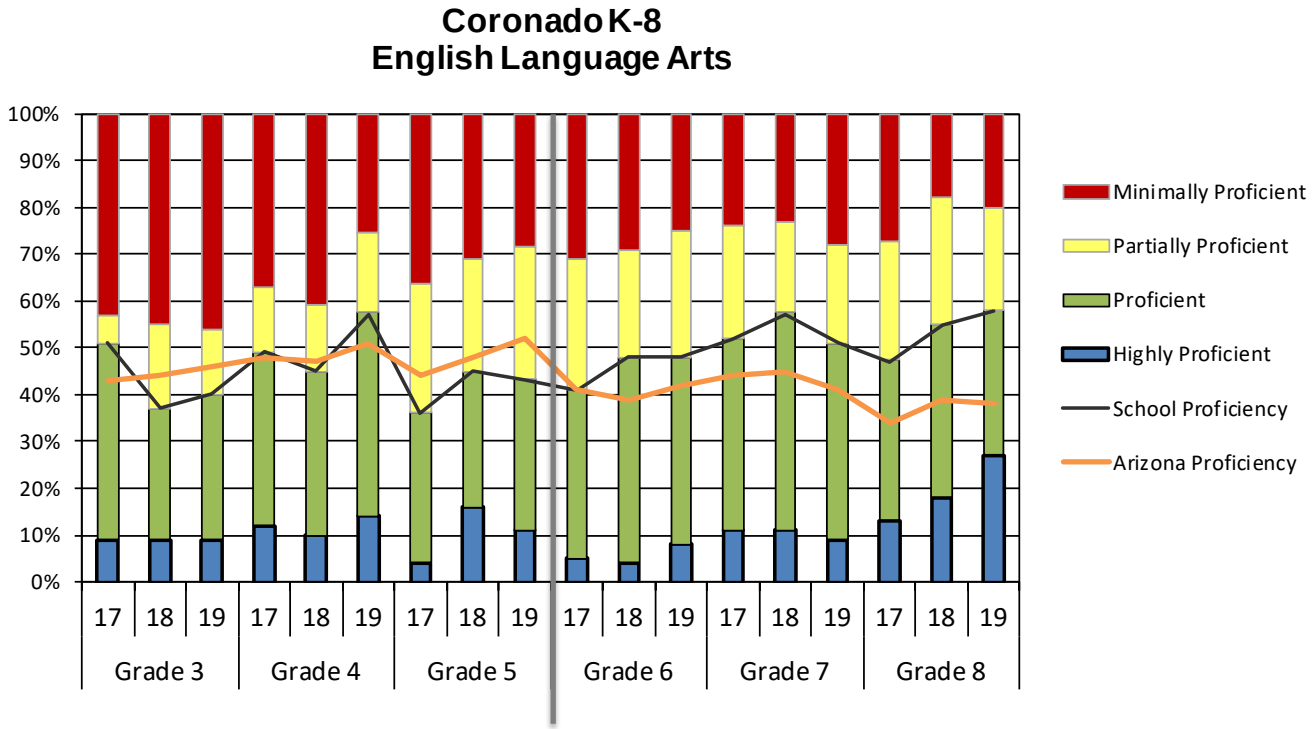
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

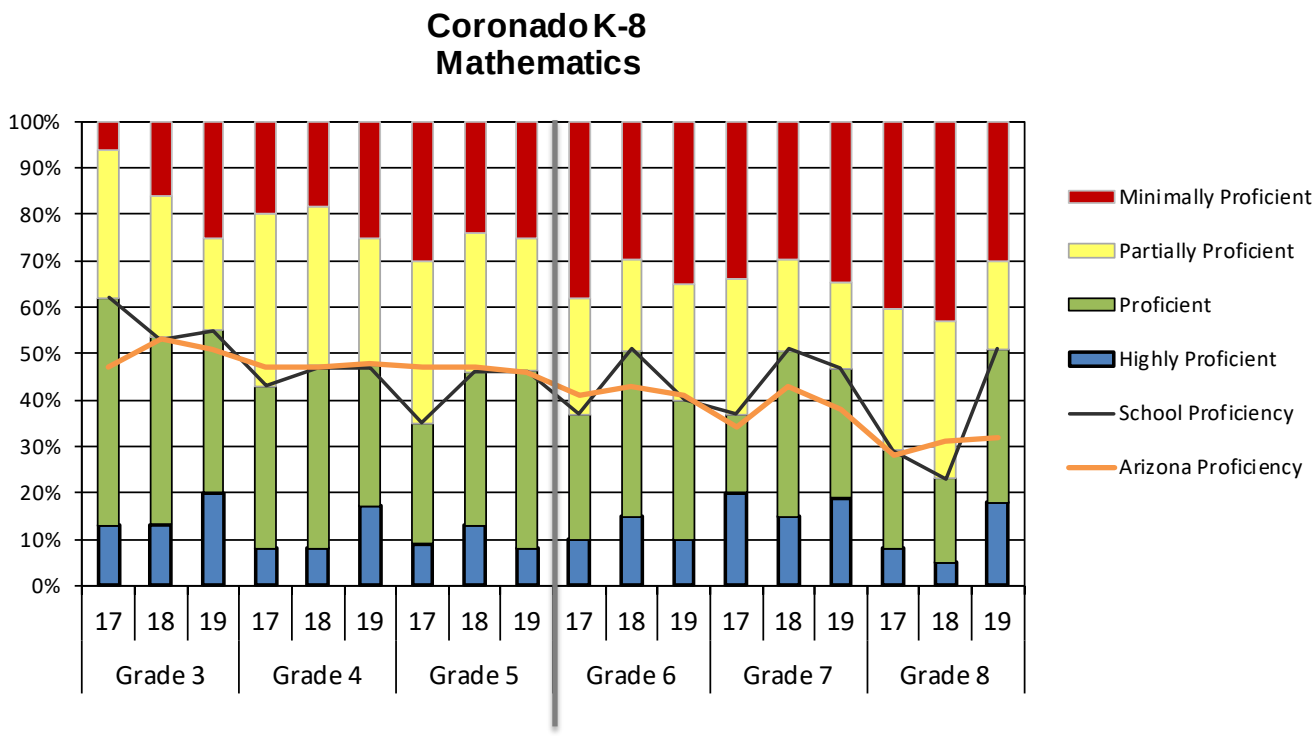




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

P State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.





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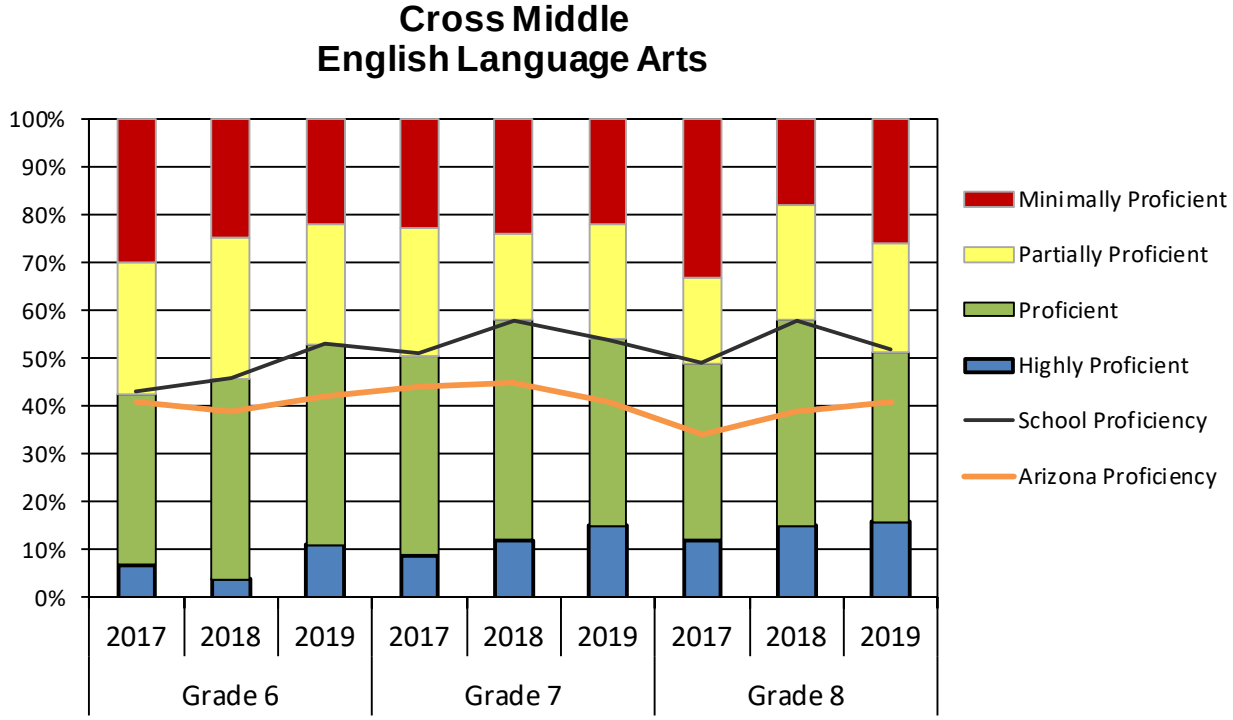
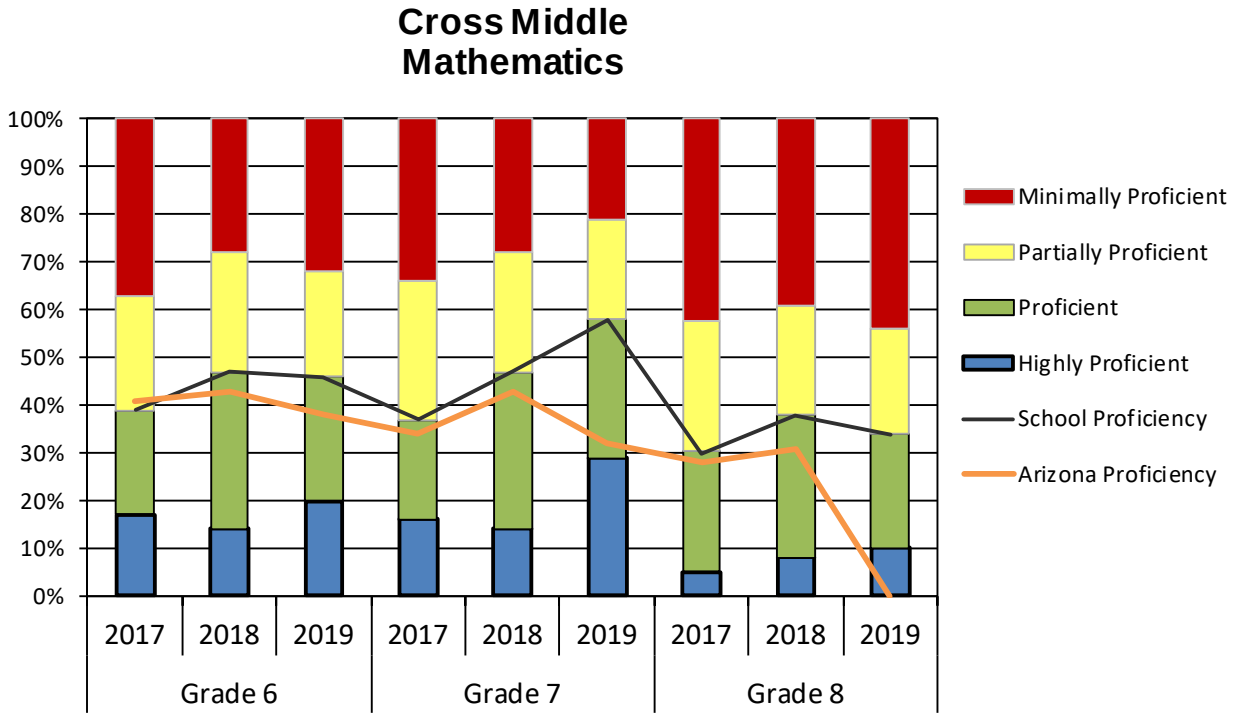
Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.





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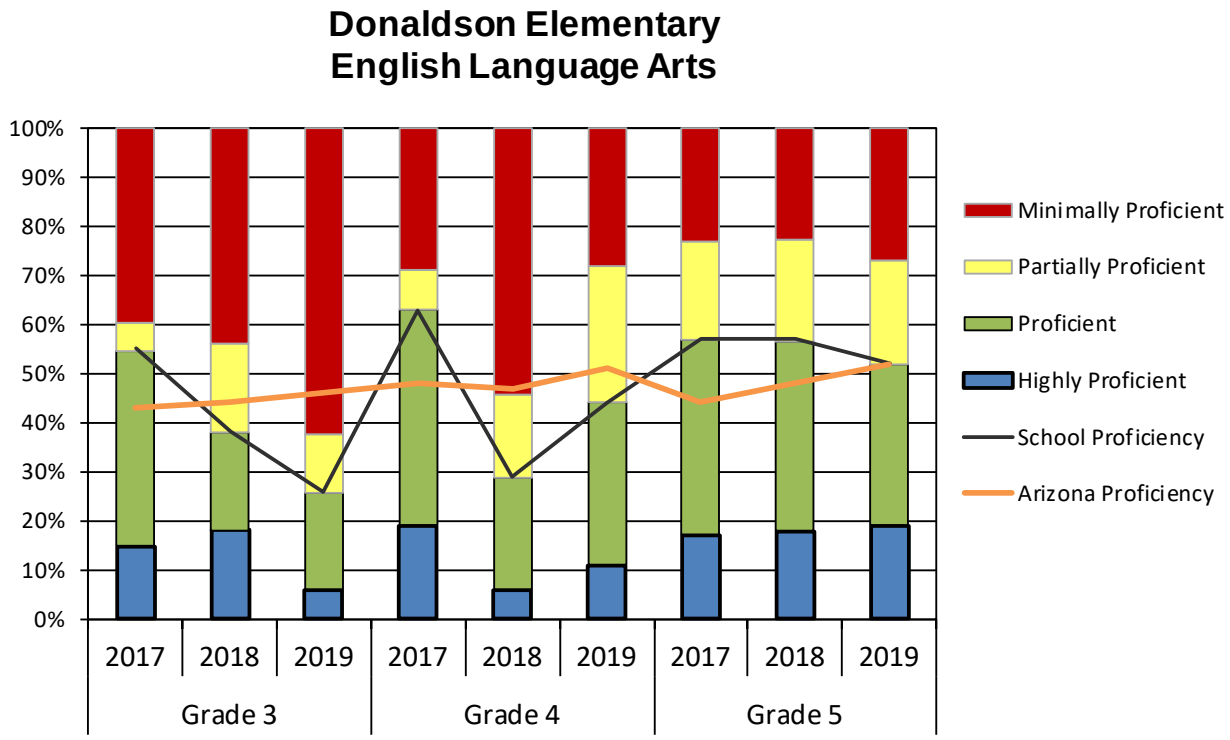
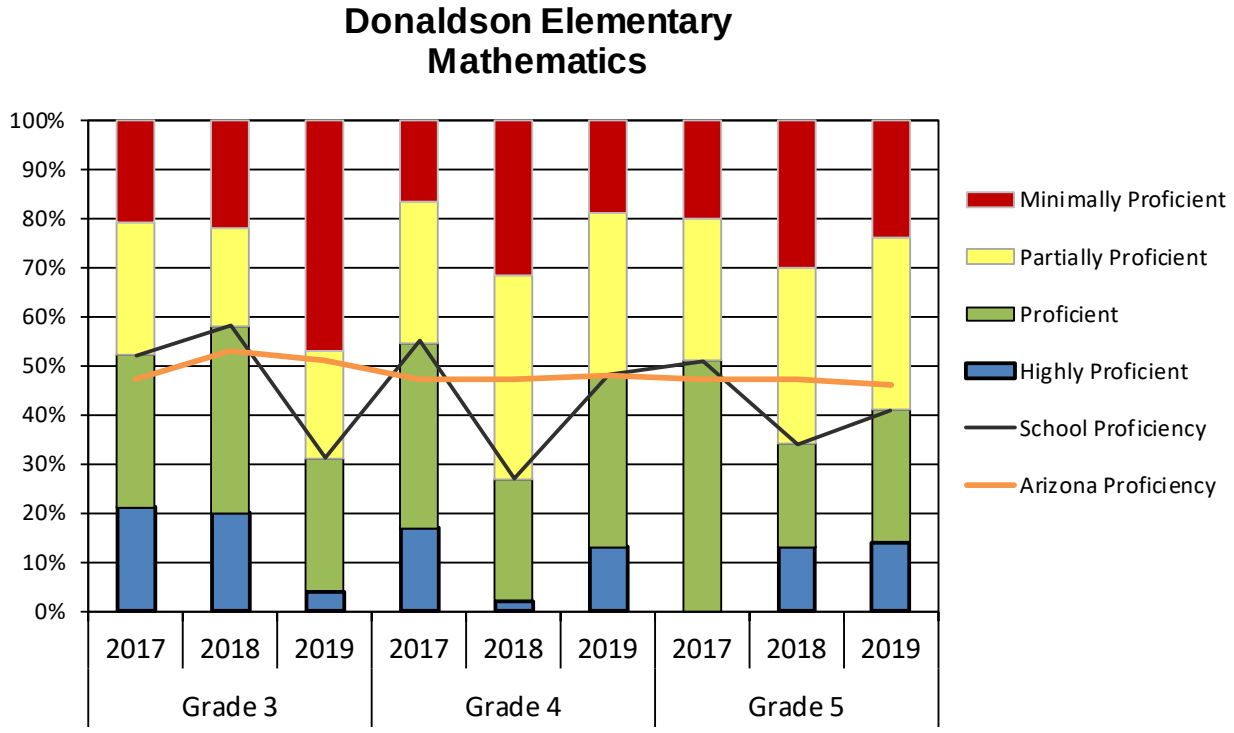
Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

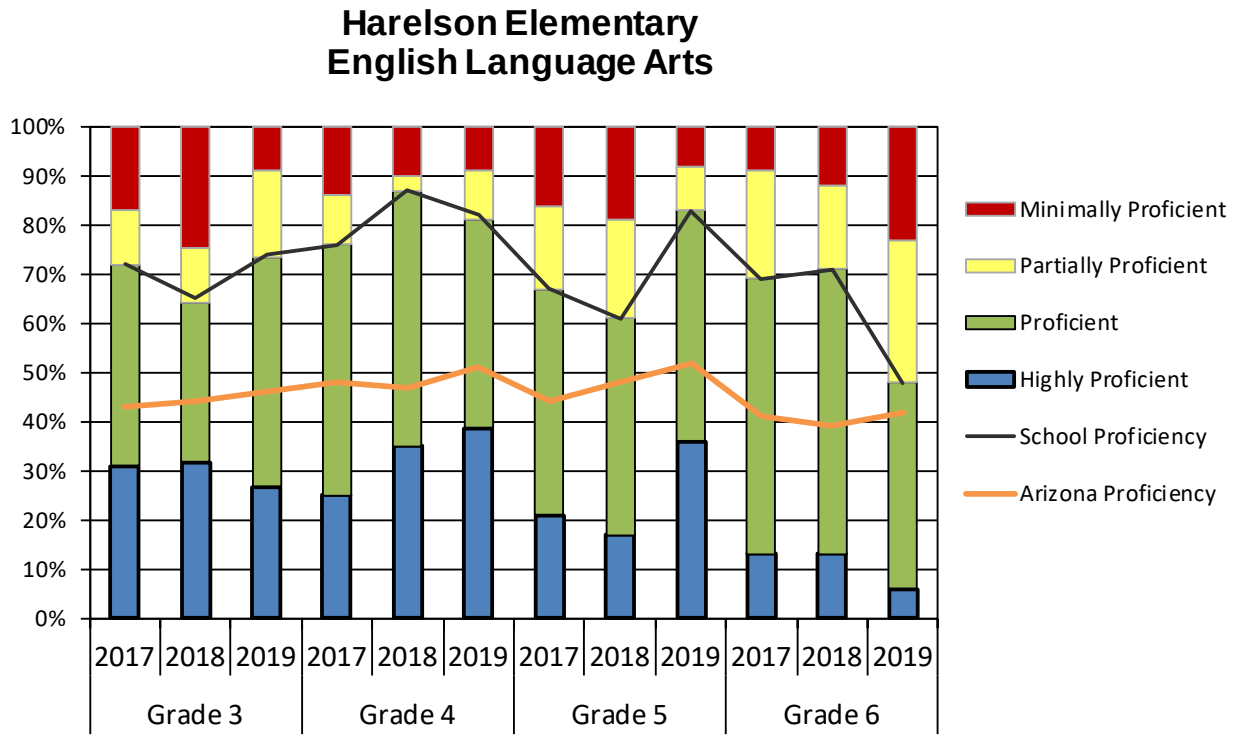
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

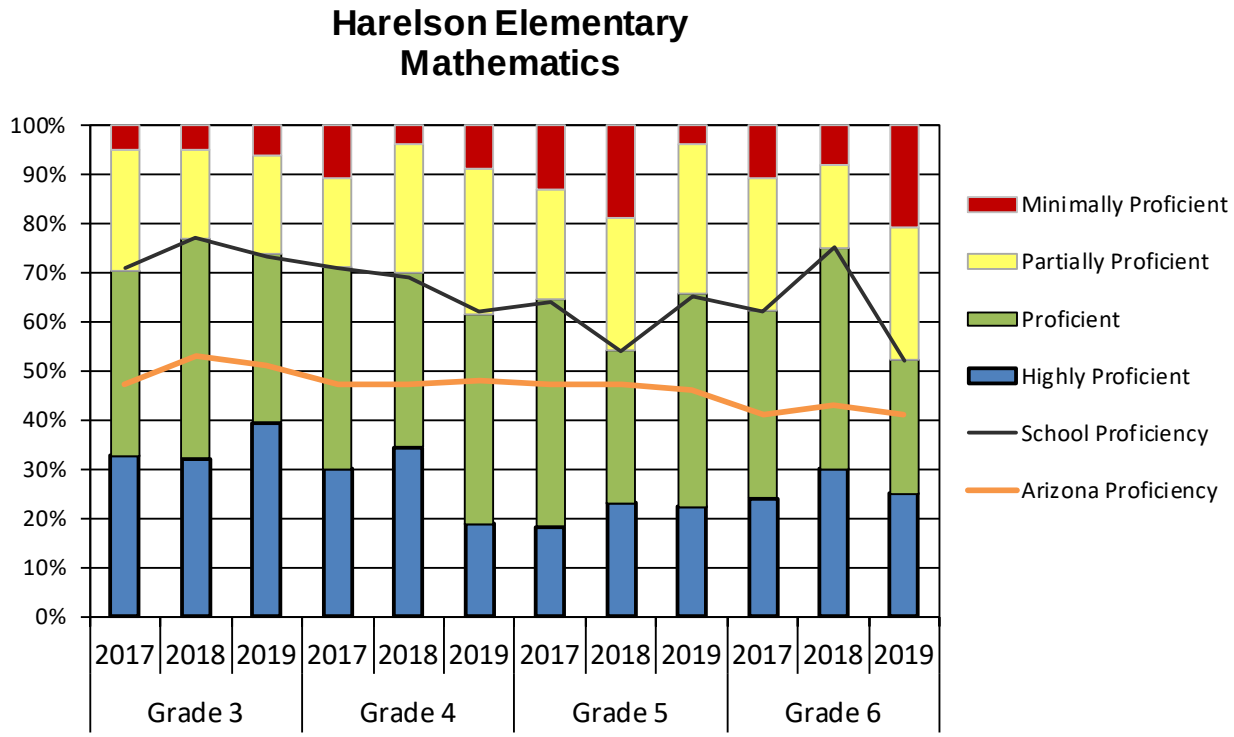




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

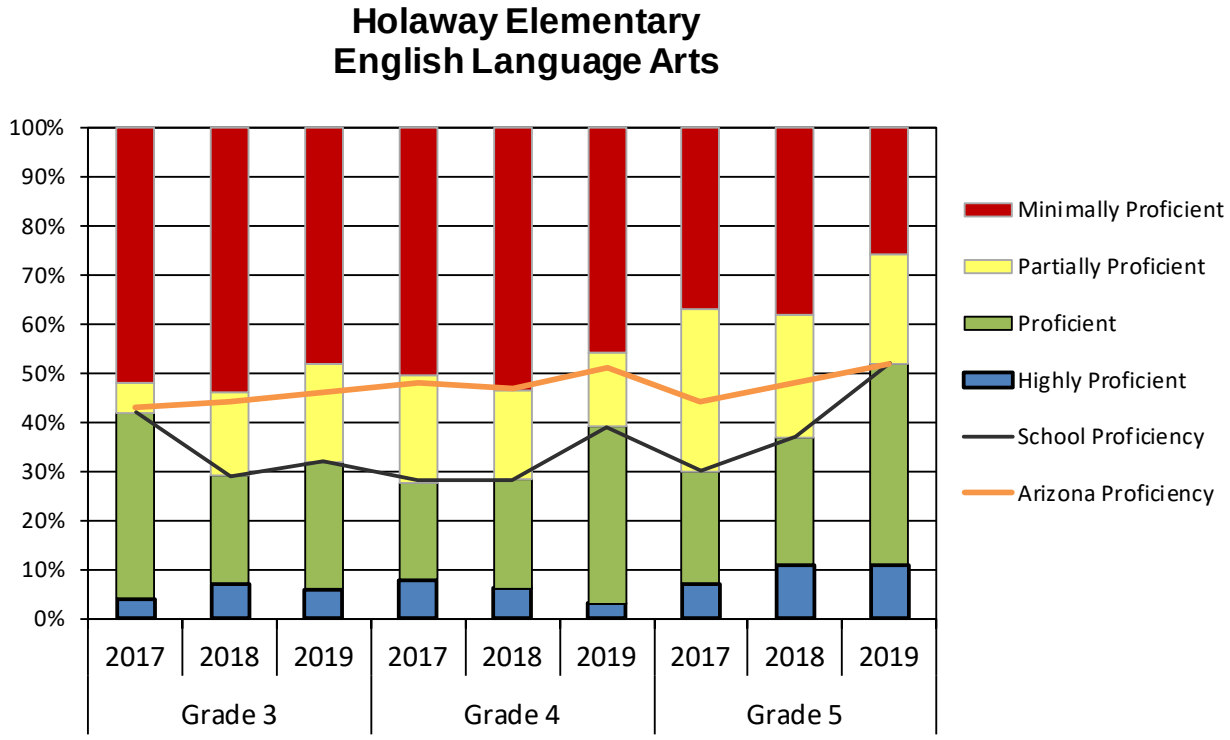
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

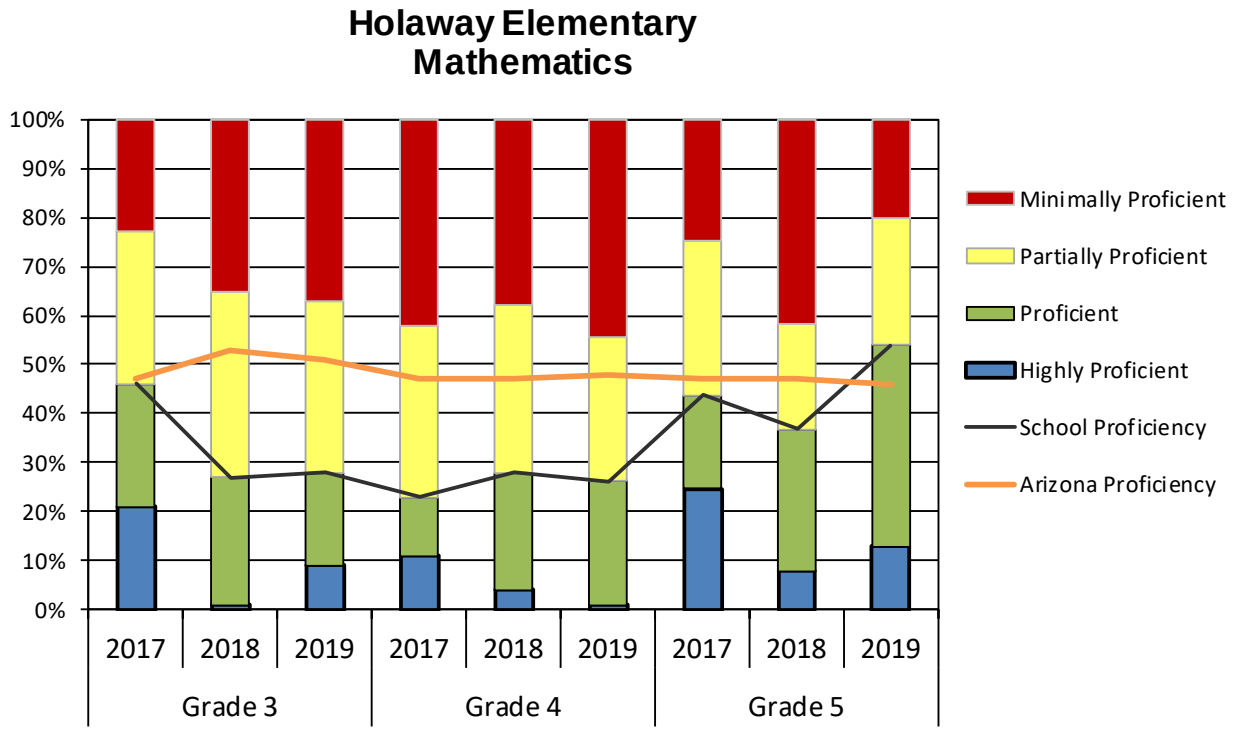




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

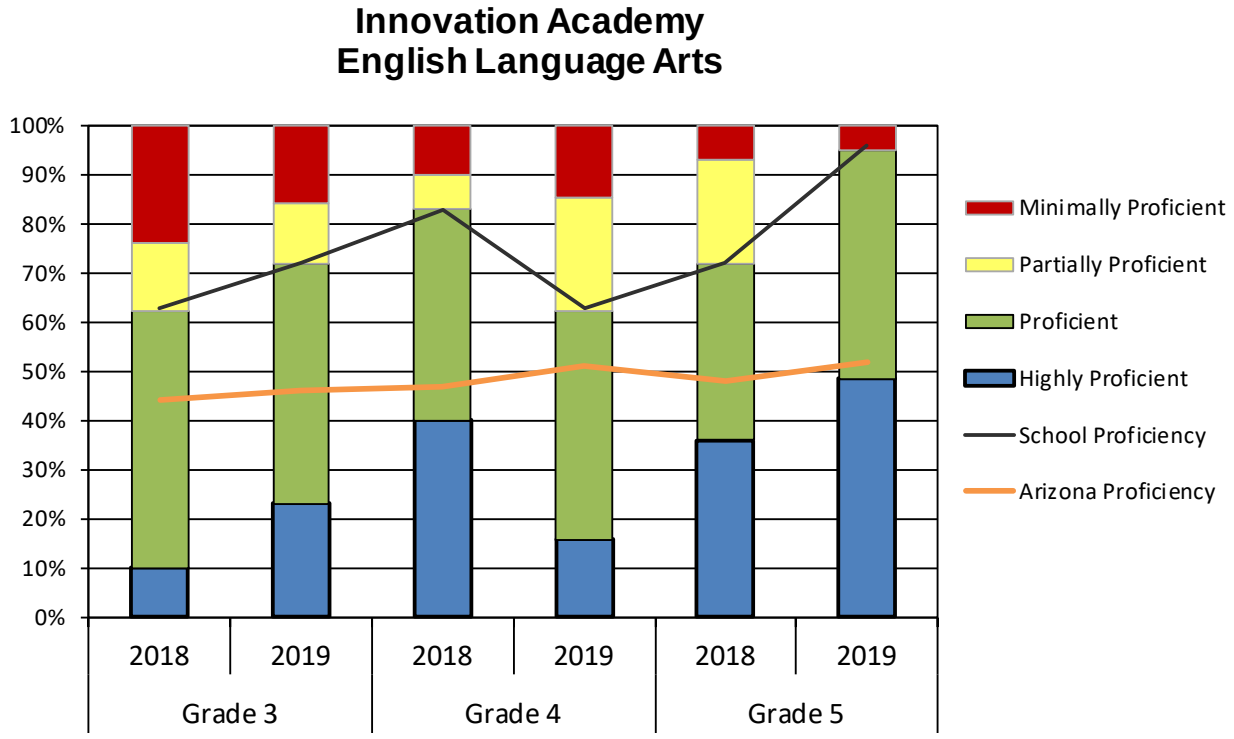
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

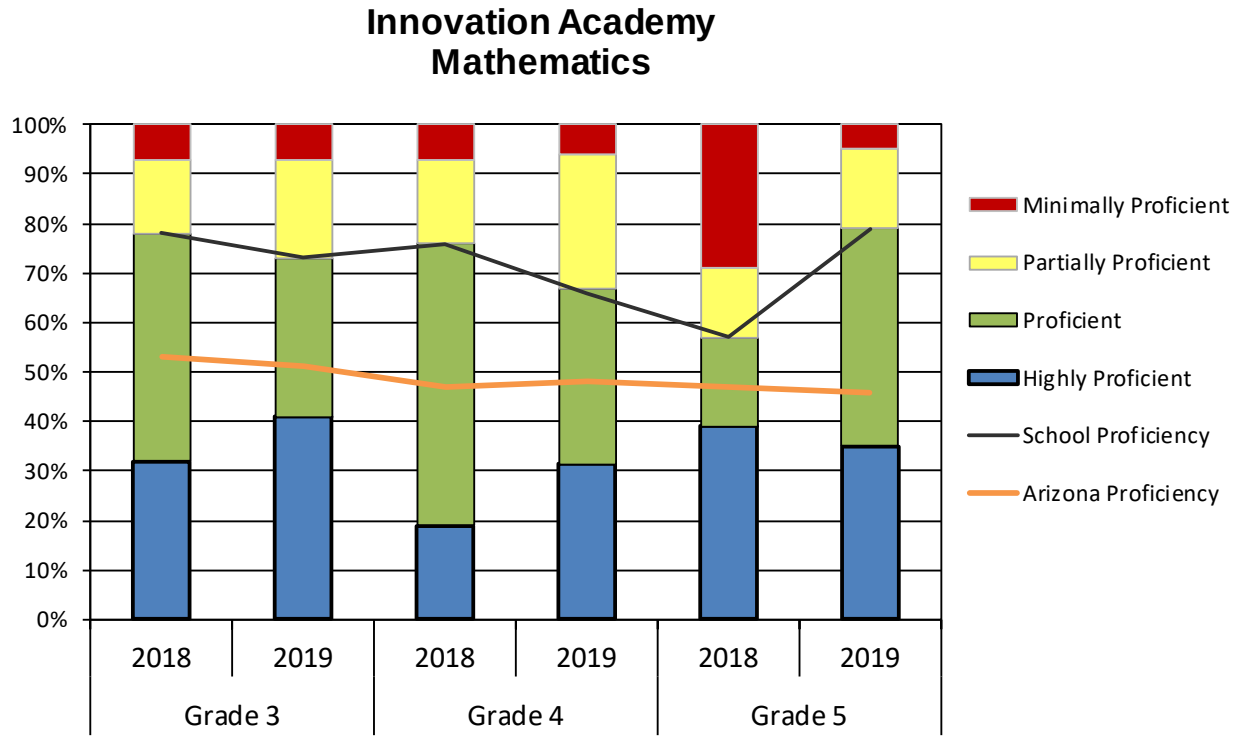




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

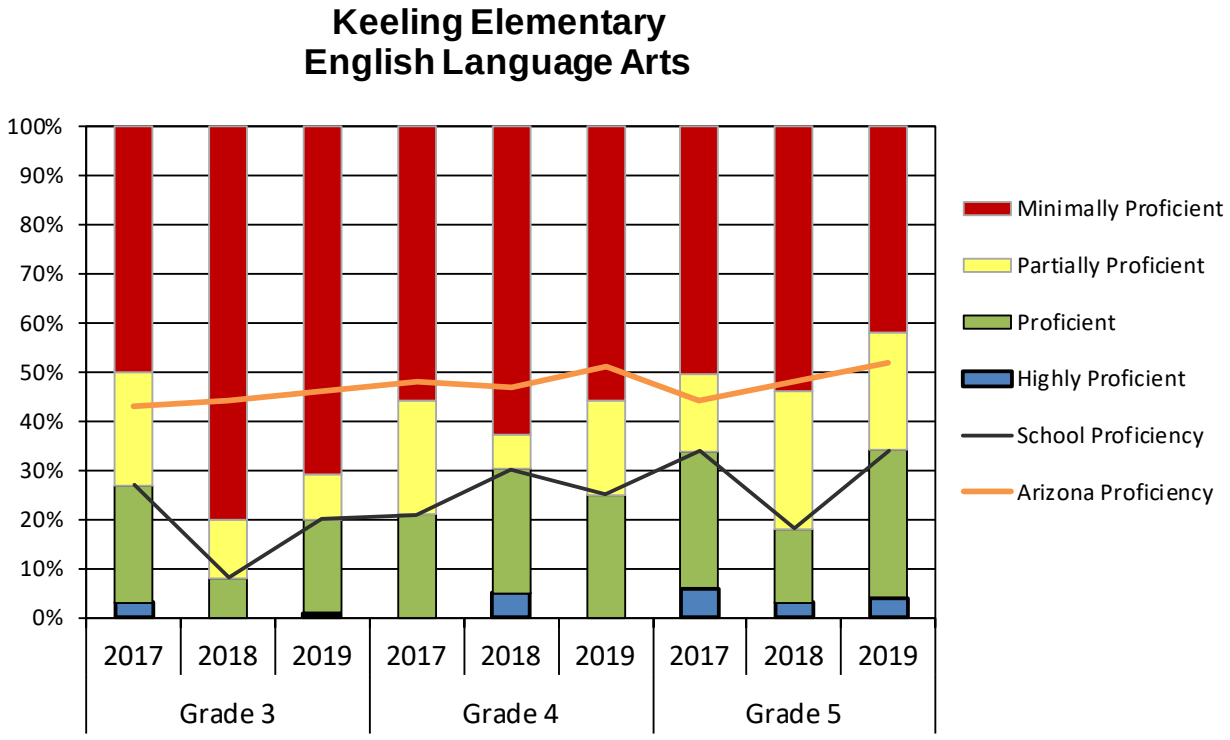
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

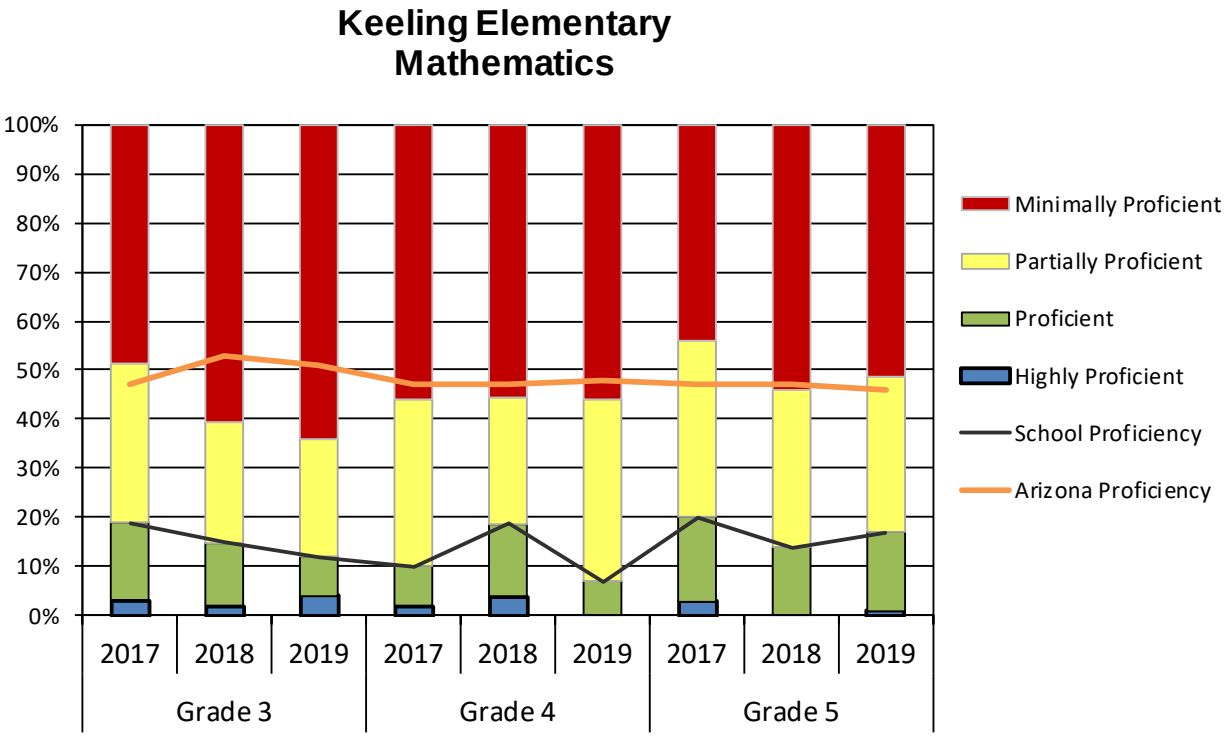




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.





Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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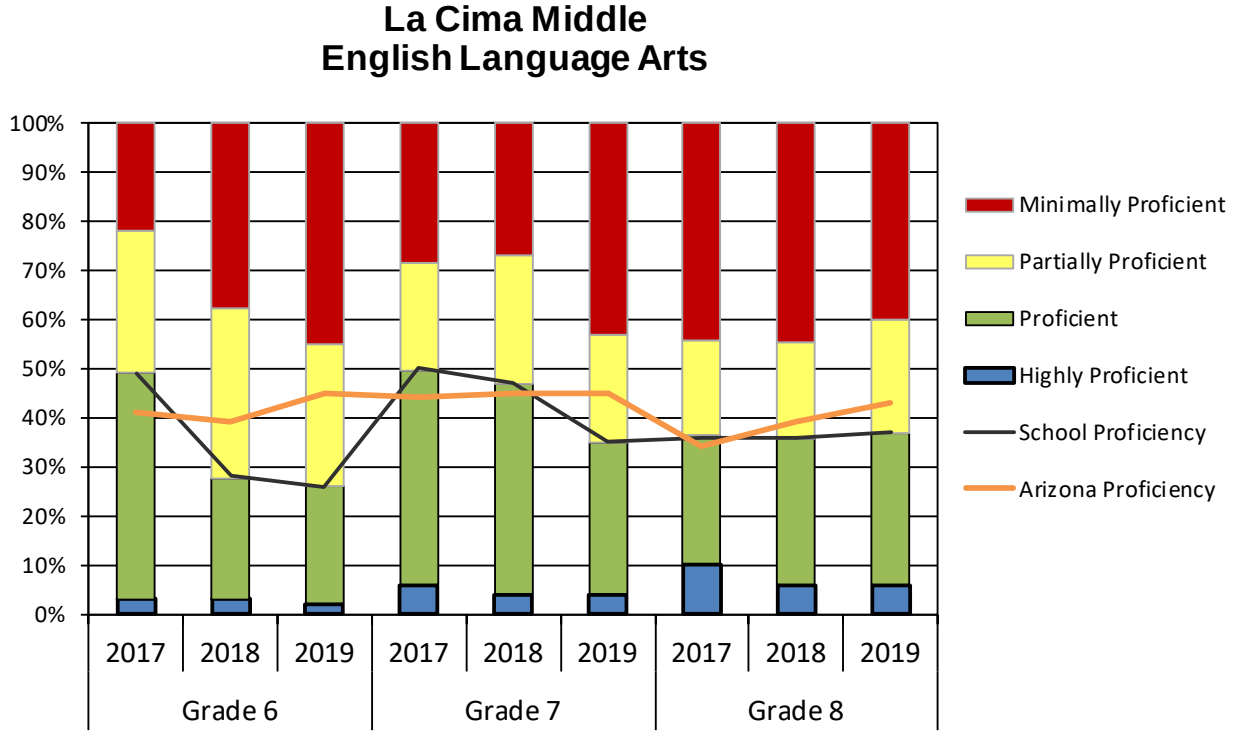
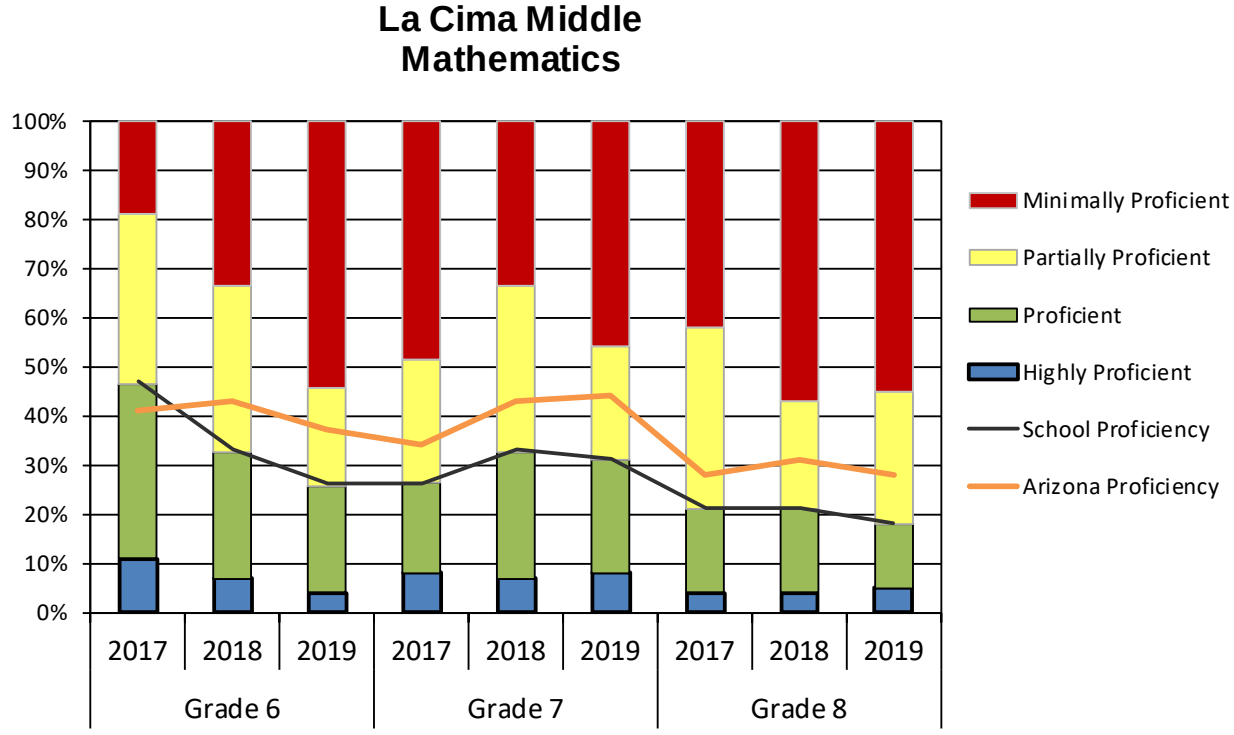


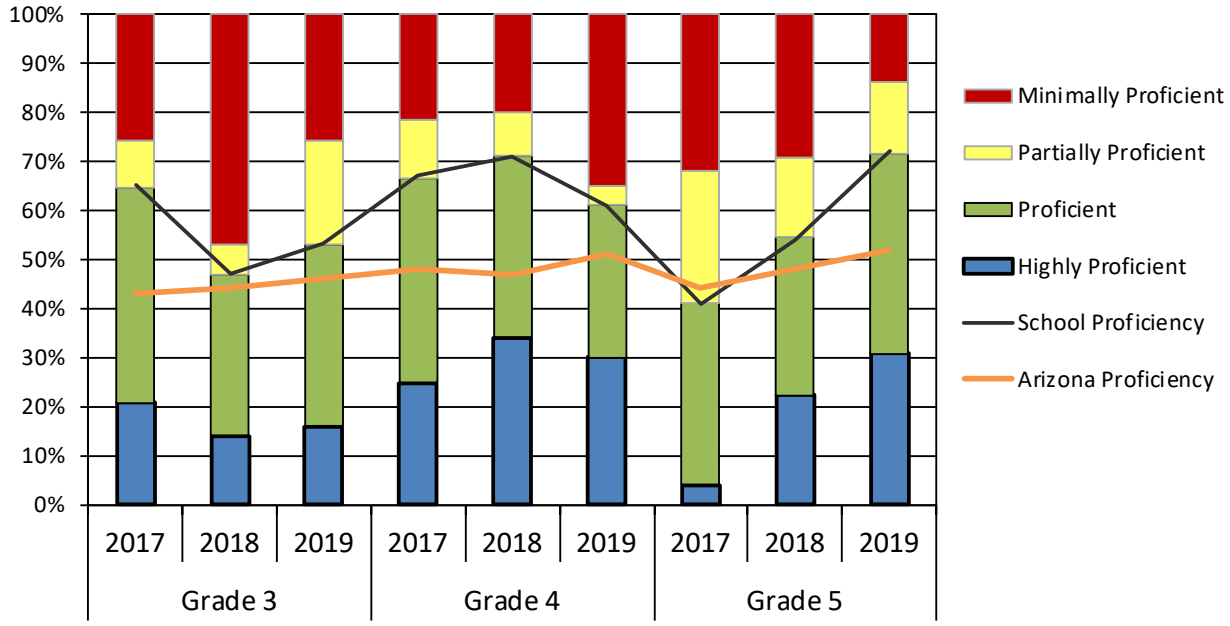


Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

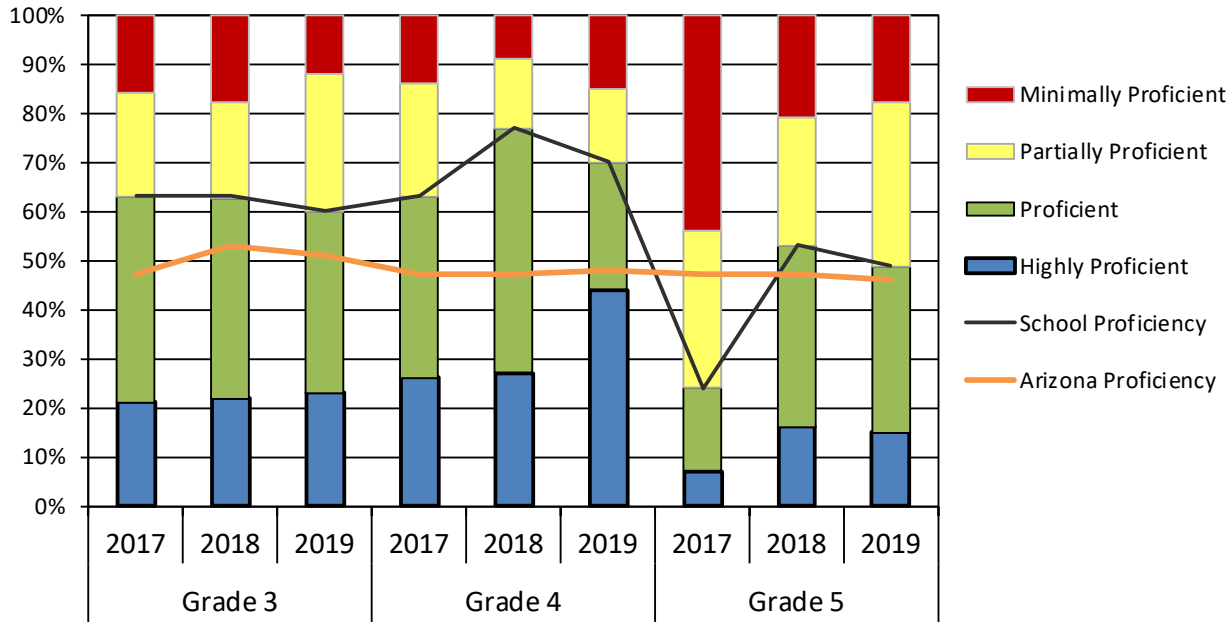
Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

Mesa Verde Elementary
English Language Arts



Mesa Verde Elementary
Mathematics



Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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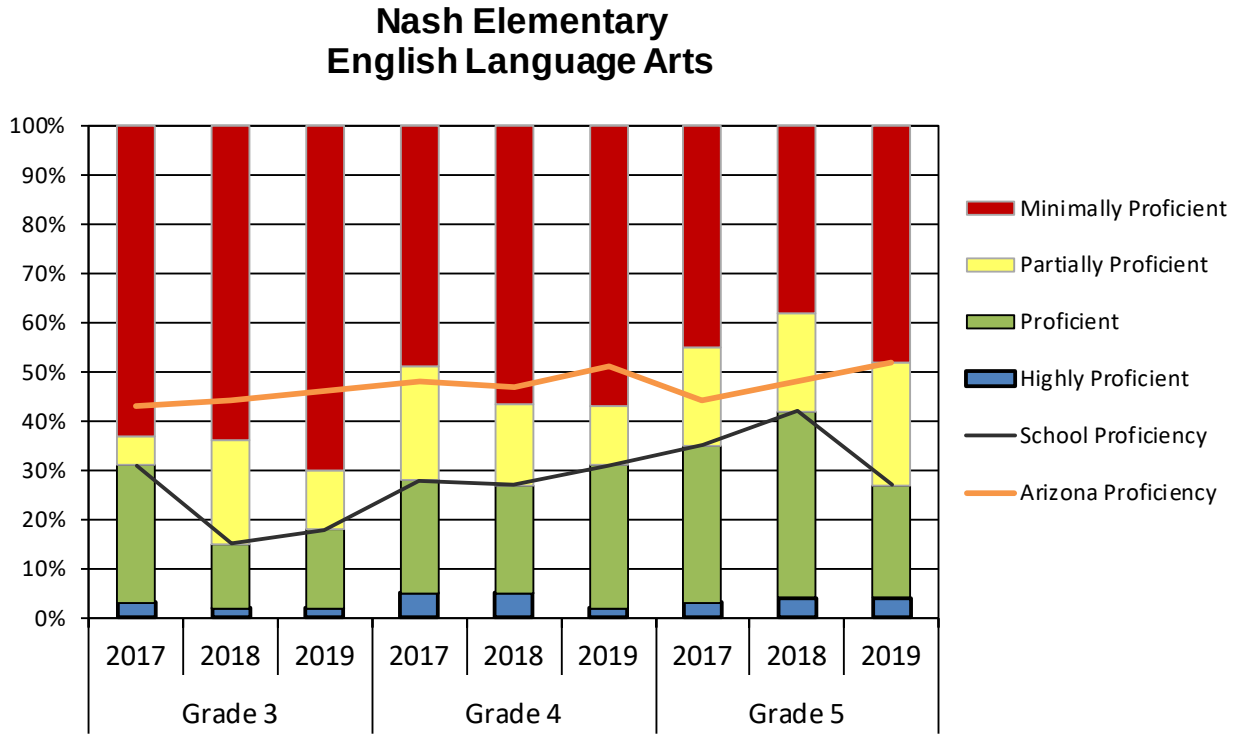
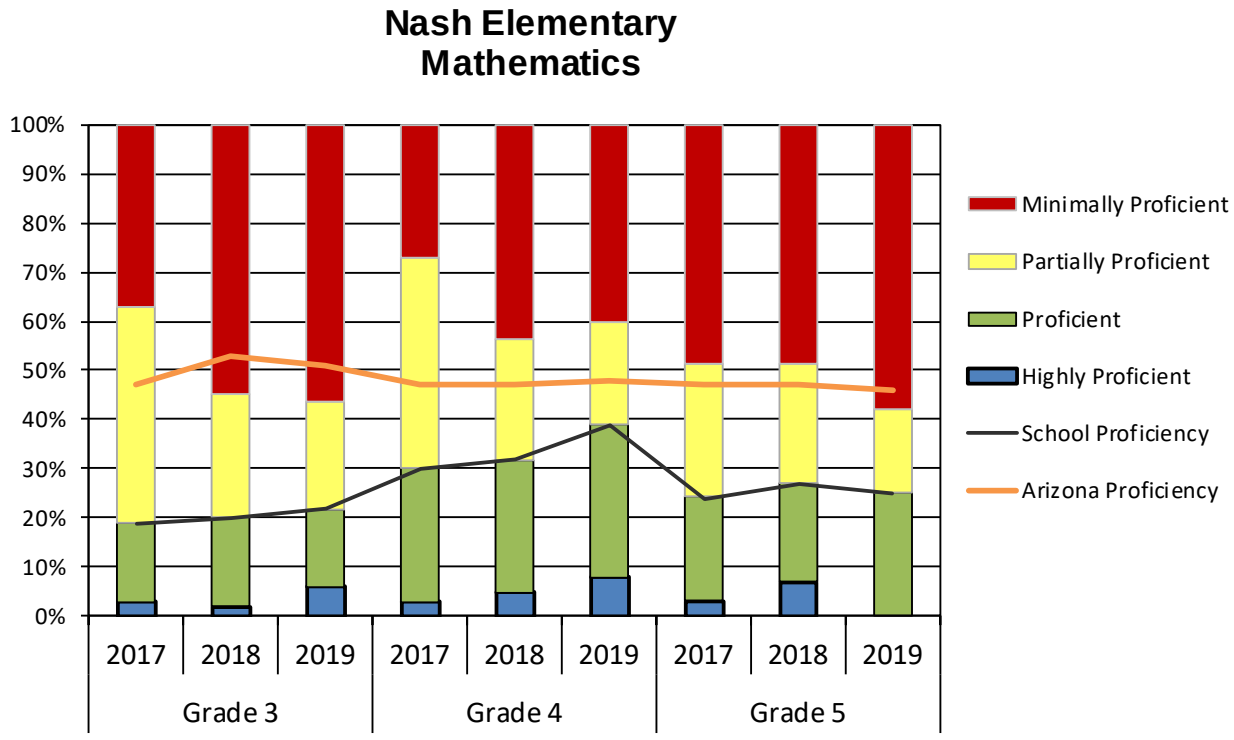
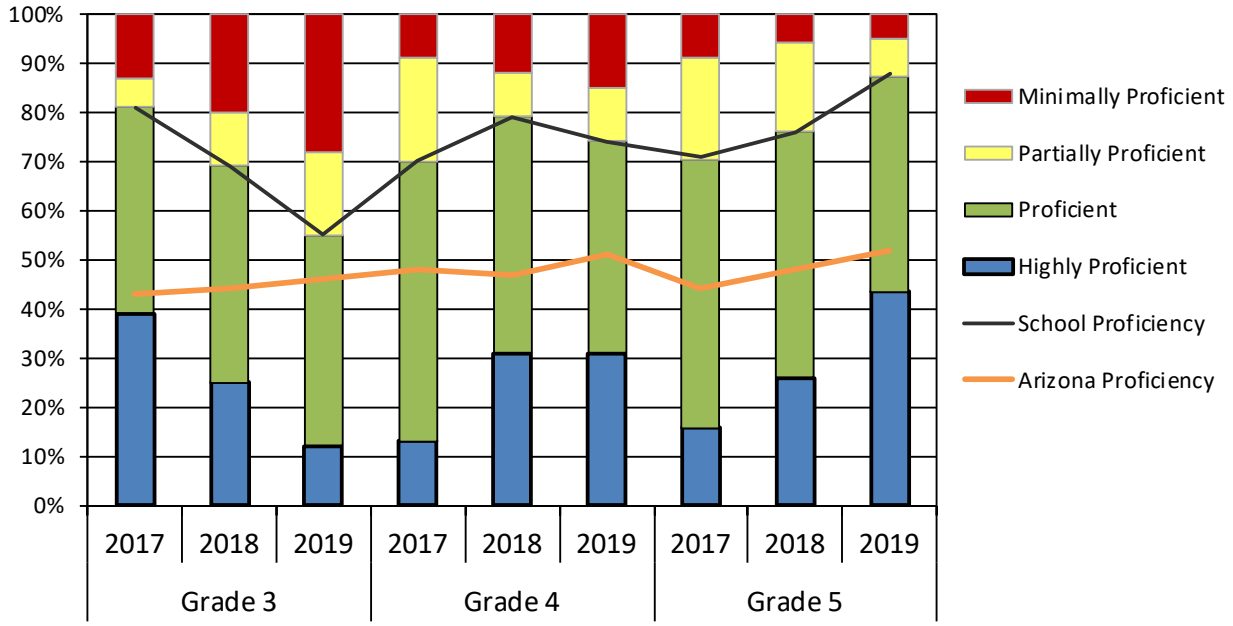




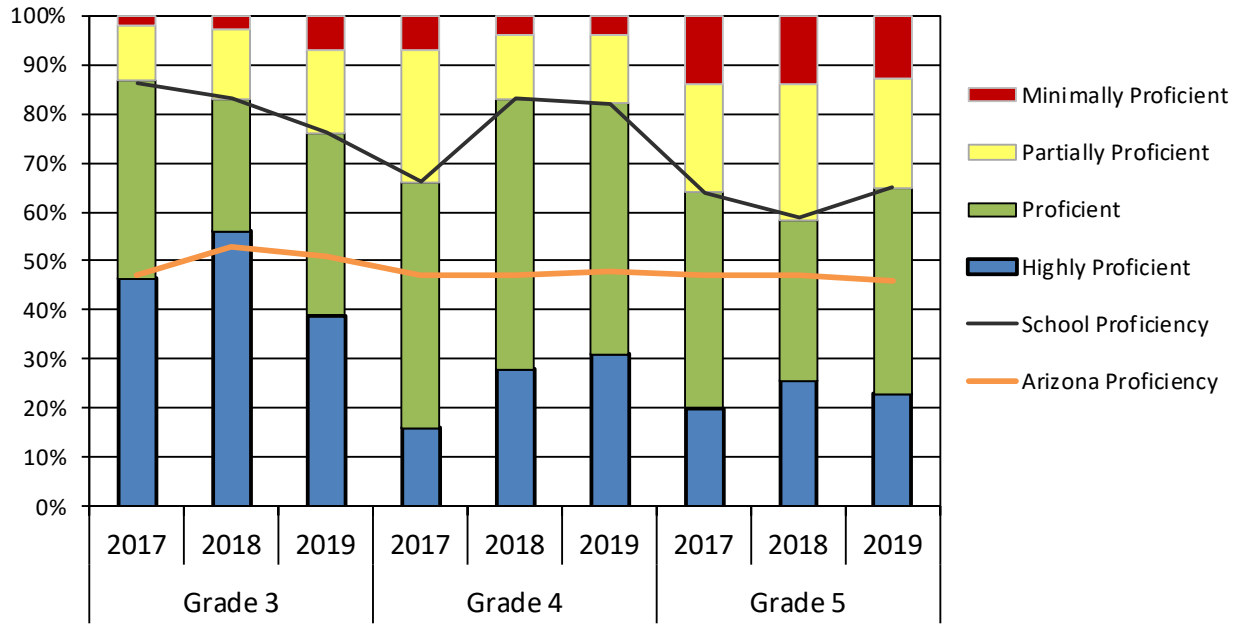
Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

Painted Sky Elementary
English Language Arts



Painted Sky Elementary
Mathematics



Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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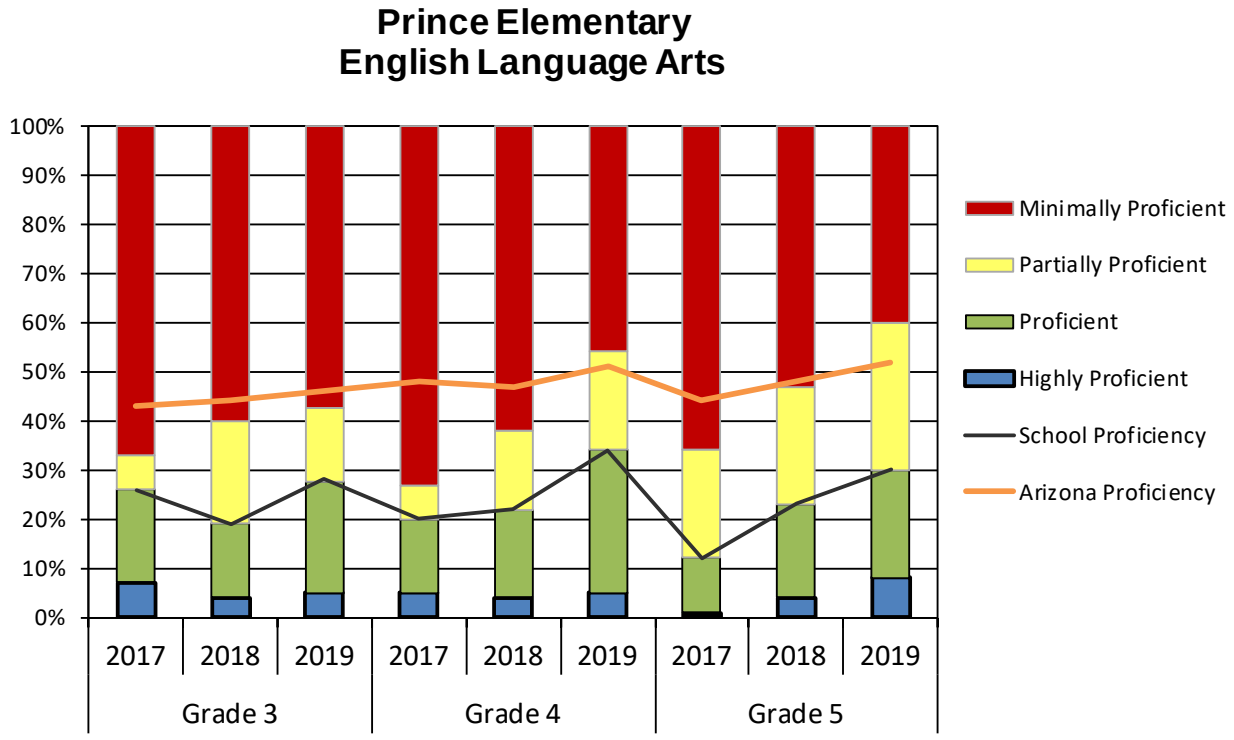

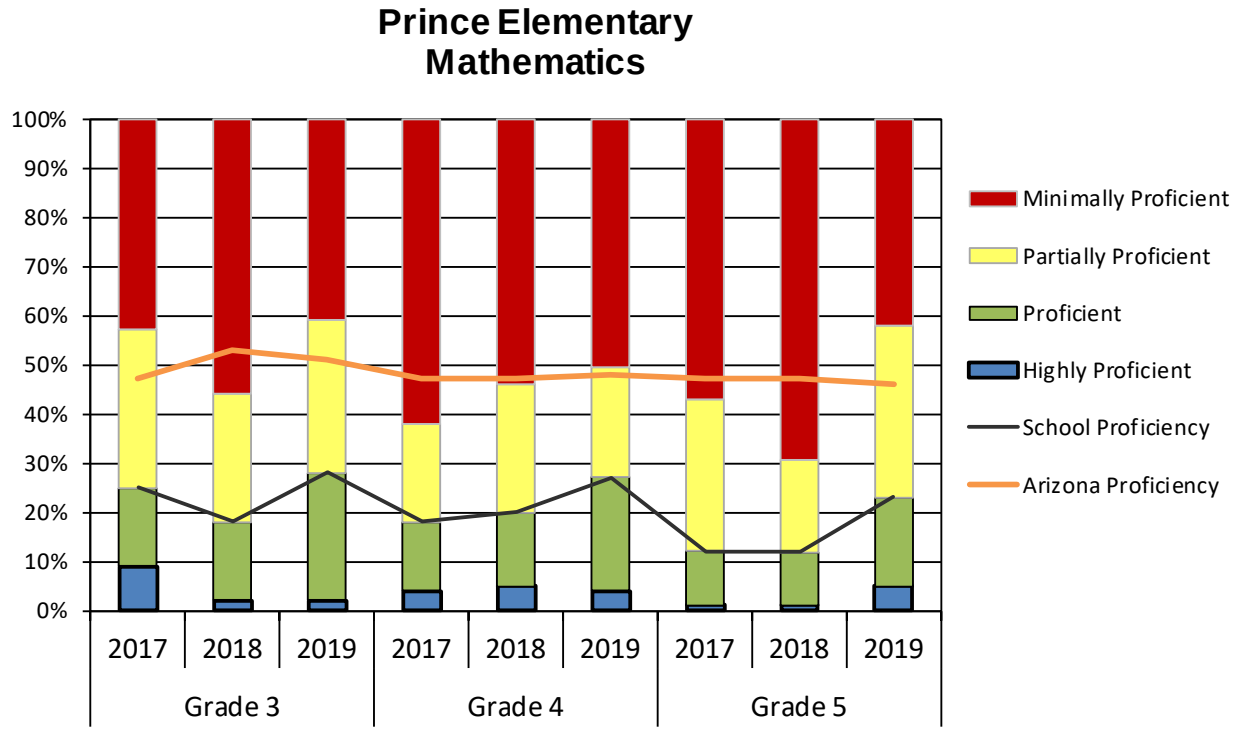

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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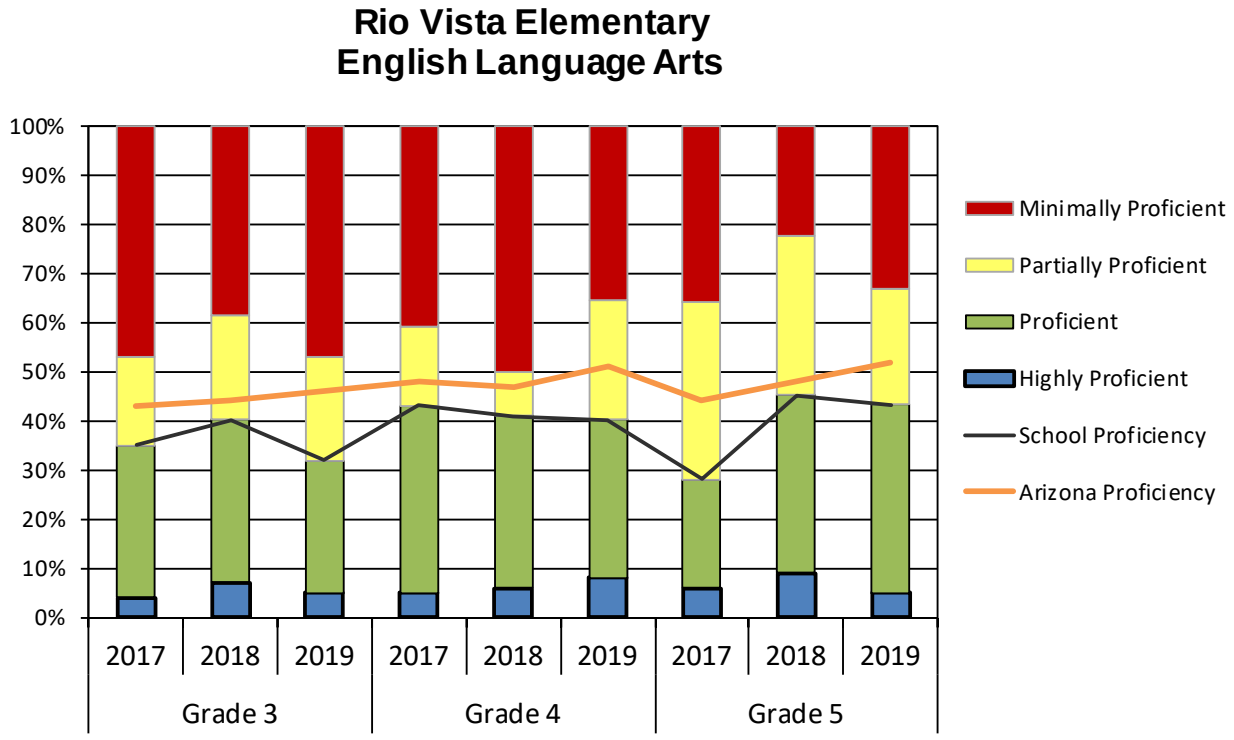

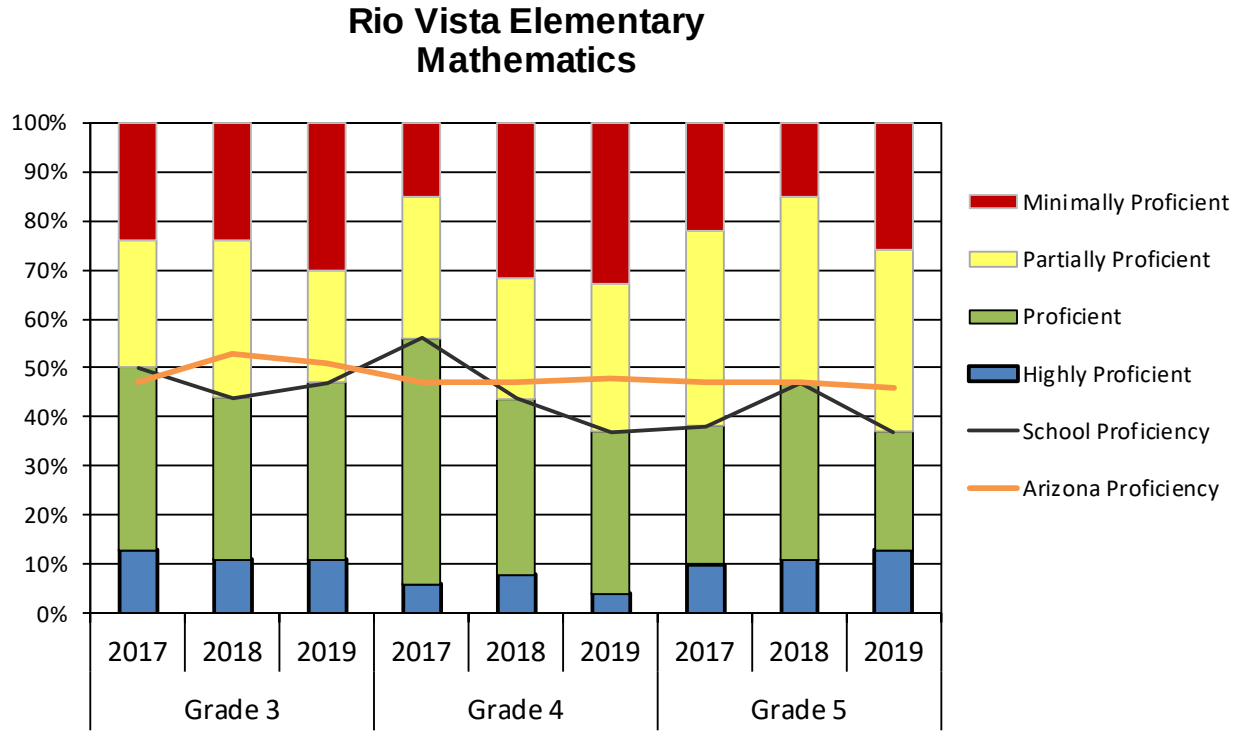

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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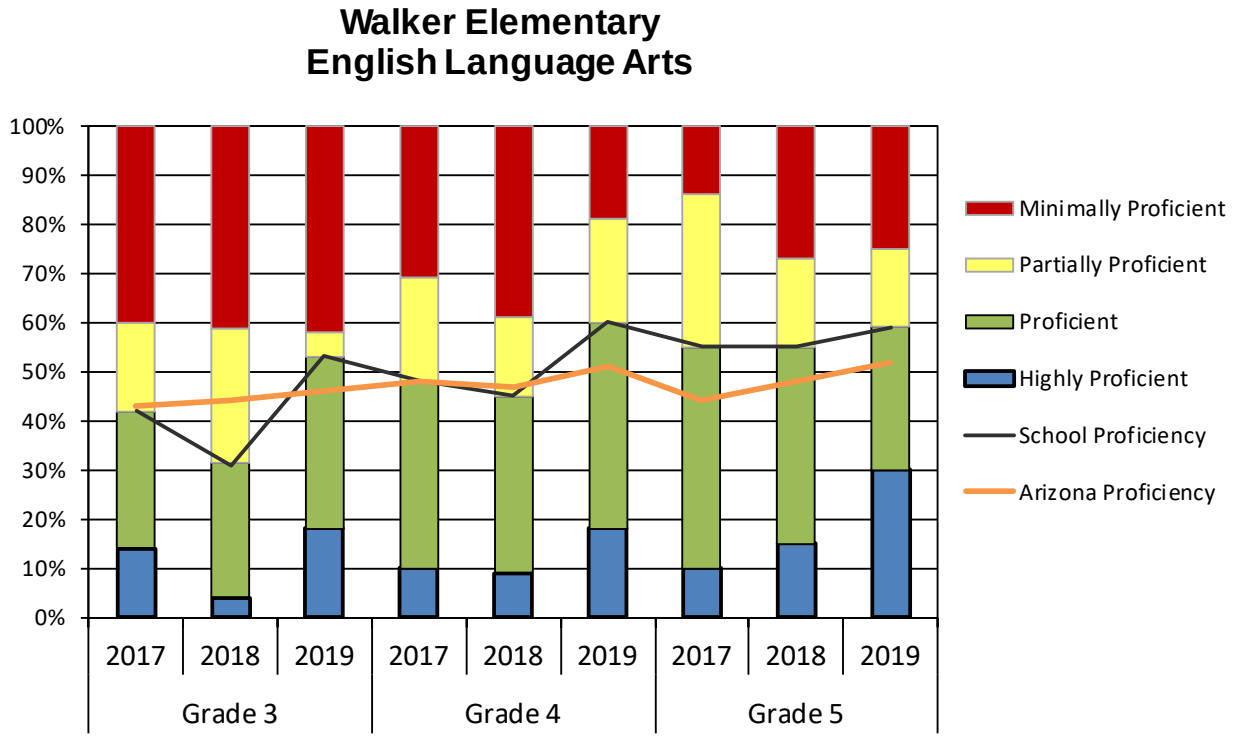
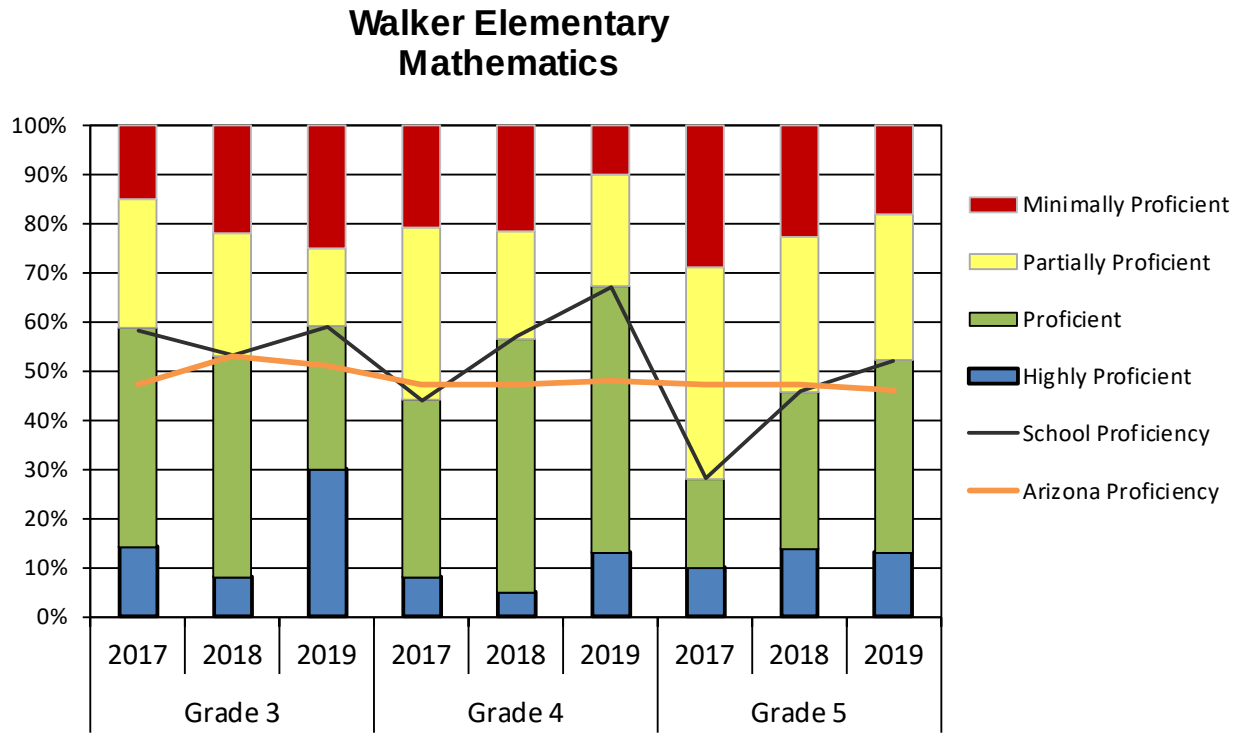
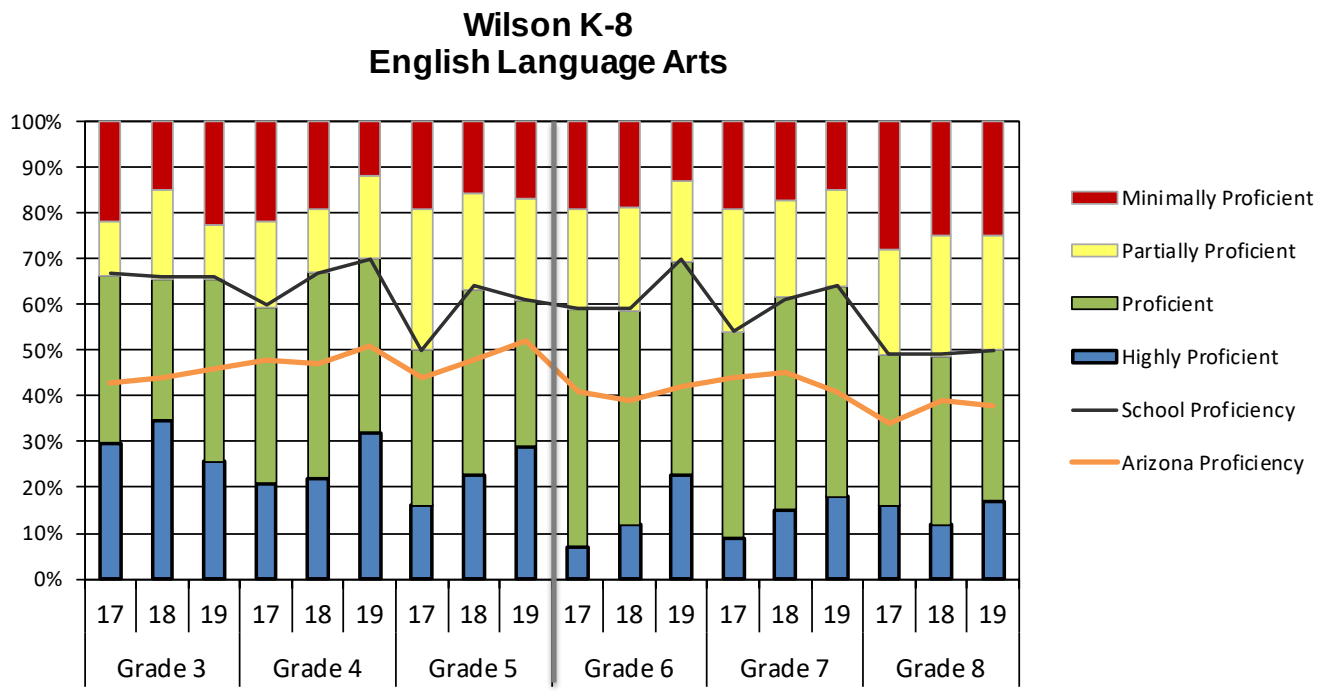
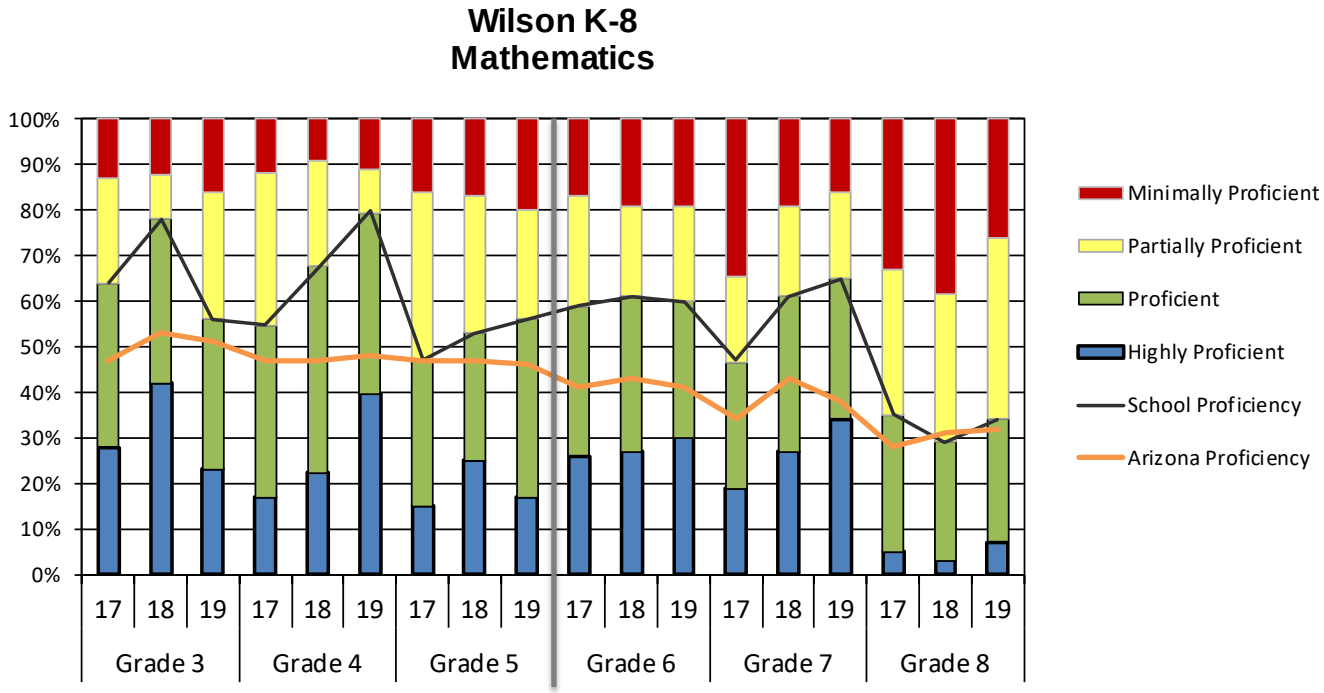




Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

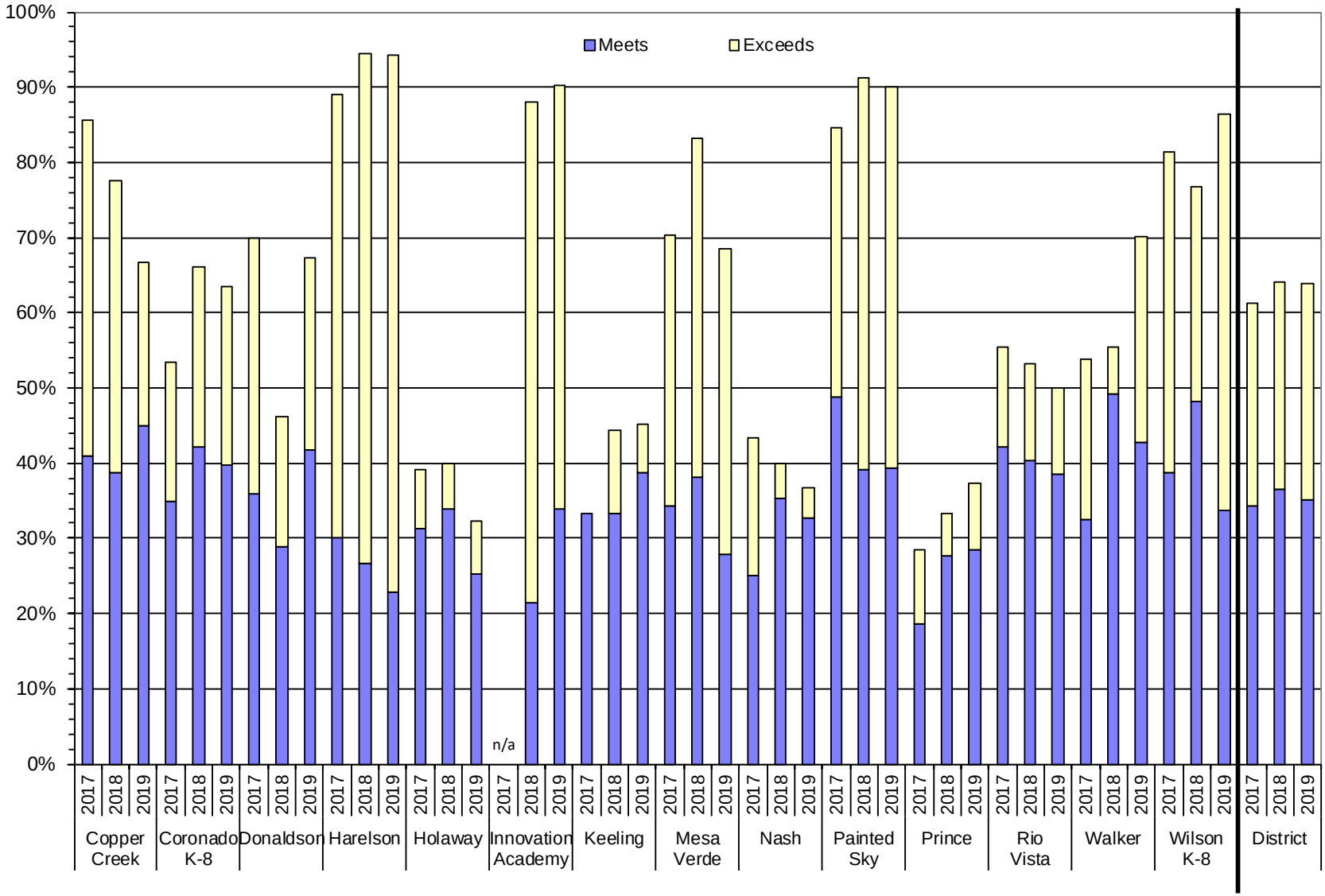




Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

AIMS Science Meets/Exceeds Rates – 4th Grade (3-Year Trends)

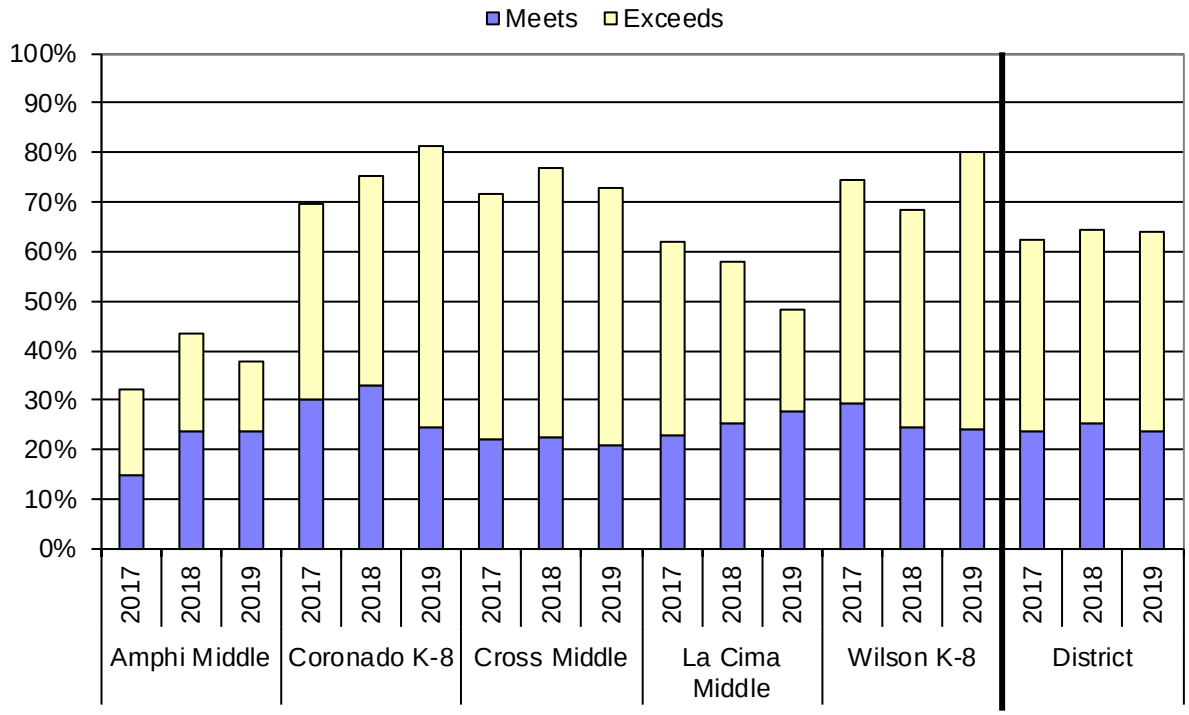
State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.



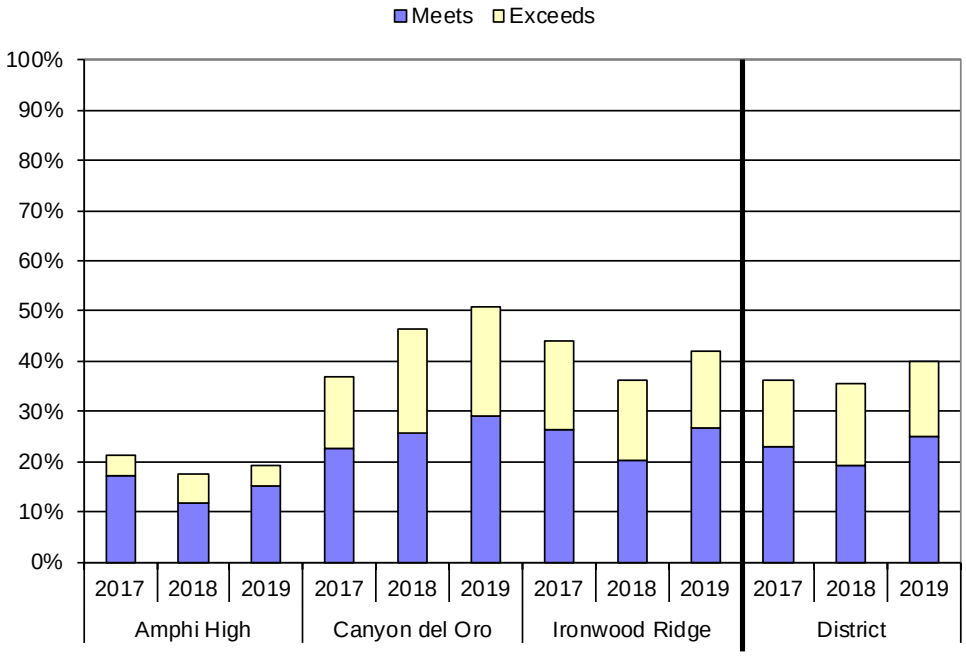
AIMS Science Meets/Exceeds Rates (3-Year Trends)

State assessments were cancelled during Spring 2020 due to COVID-19 school closures. Information below is the most up-to-date data available.

8th Grade

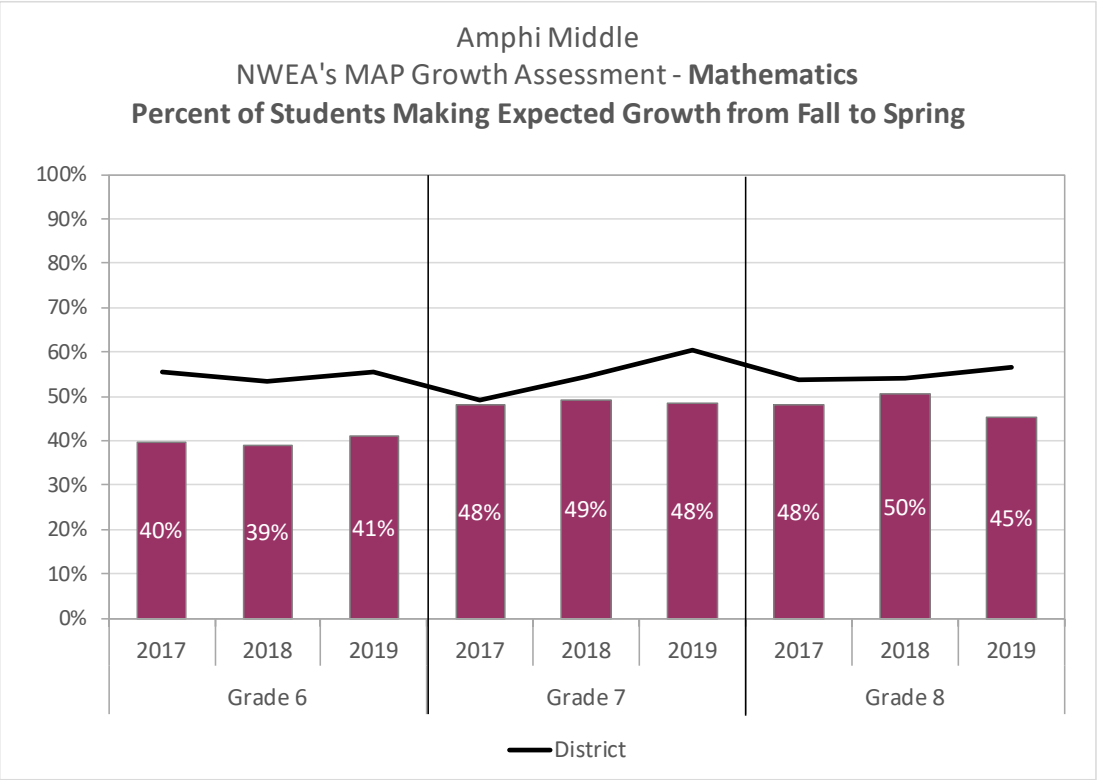


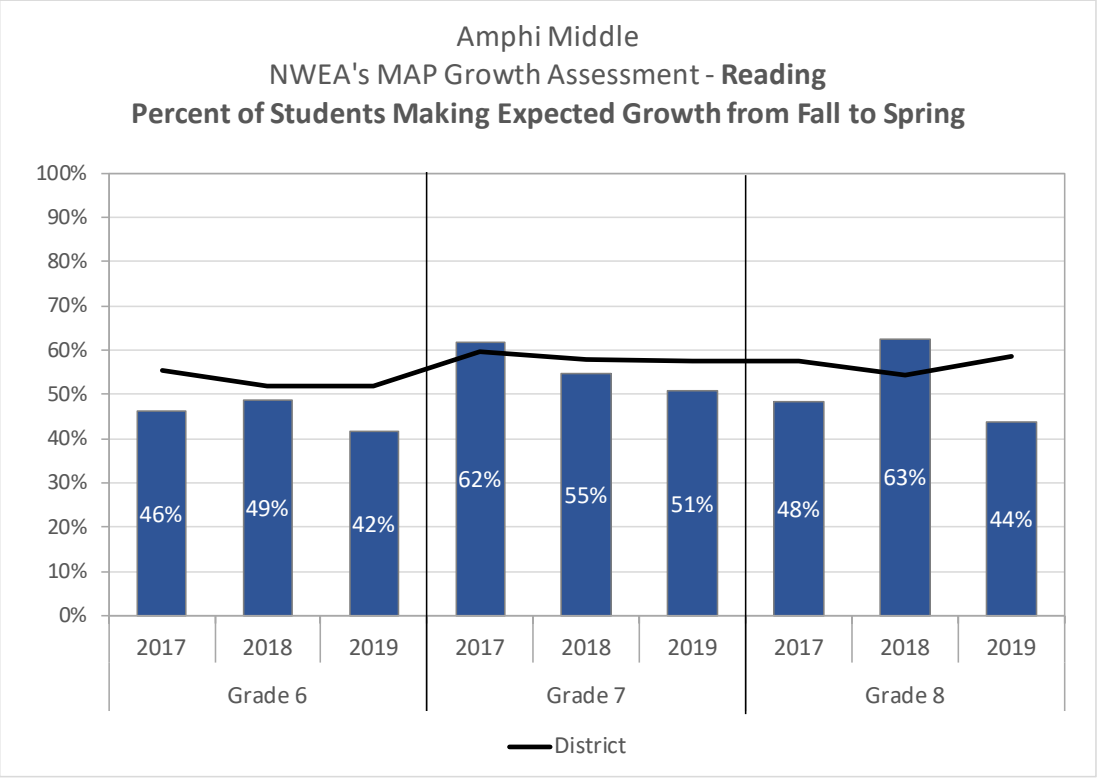
High School *(includes both 9th and 10th grades)* – *3-Year Trends*



MAP Results – Percent Making Expected Growth

District assessments were cancelled during Spring 2020 due to COVID-19 school closures. Below is the most up-to-date data available.





Note: MAP Growth provides a Fall-to-Spring growth target for each student based on his/her Fall performance as it compares to the average (normative) performance. NWEA does not report national percentages of students achieving their expected growth, but has said that it is reasonable to expect that about 50% of students should achieve their growth target. For more about MAP, please visit www.nwea.org.

MAP Results – Percent Making Expected Growth (cont.)

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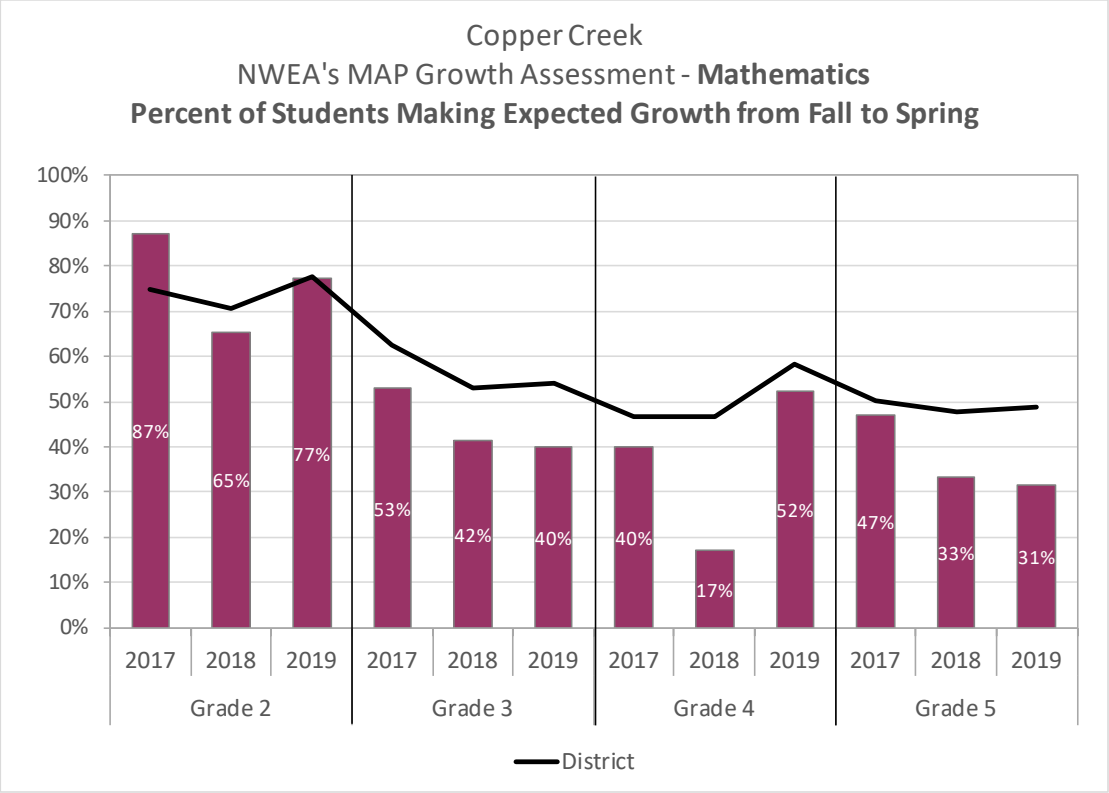

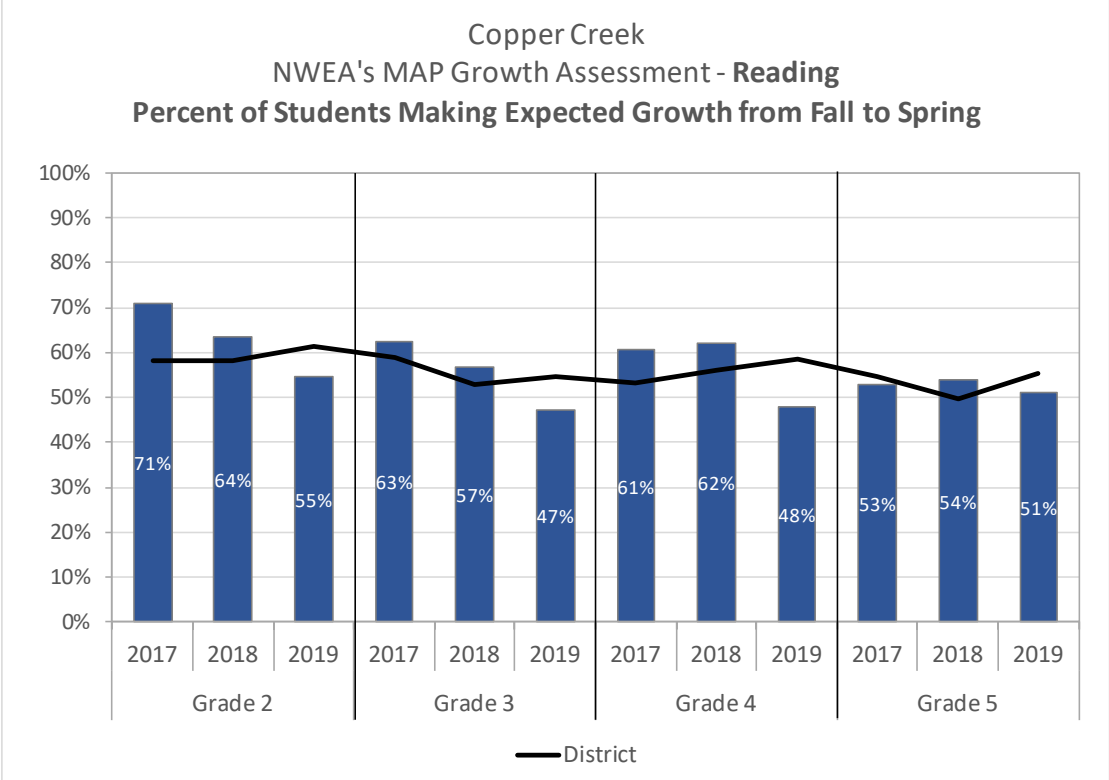

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MAP Results – Percent Making Expected Growth (cont.)

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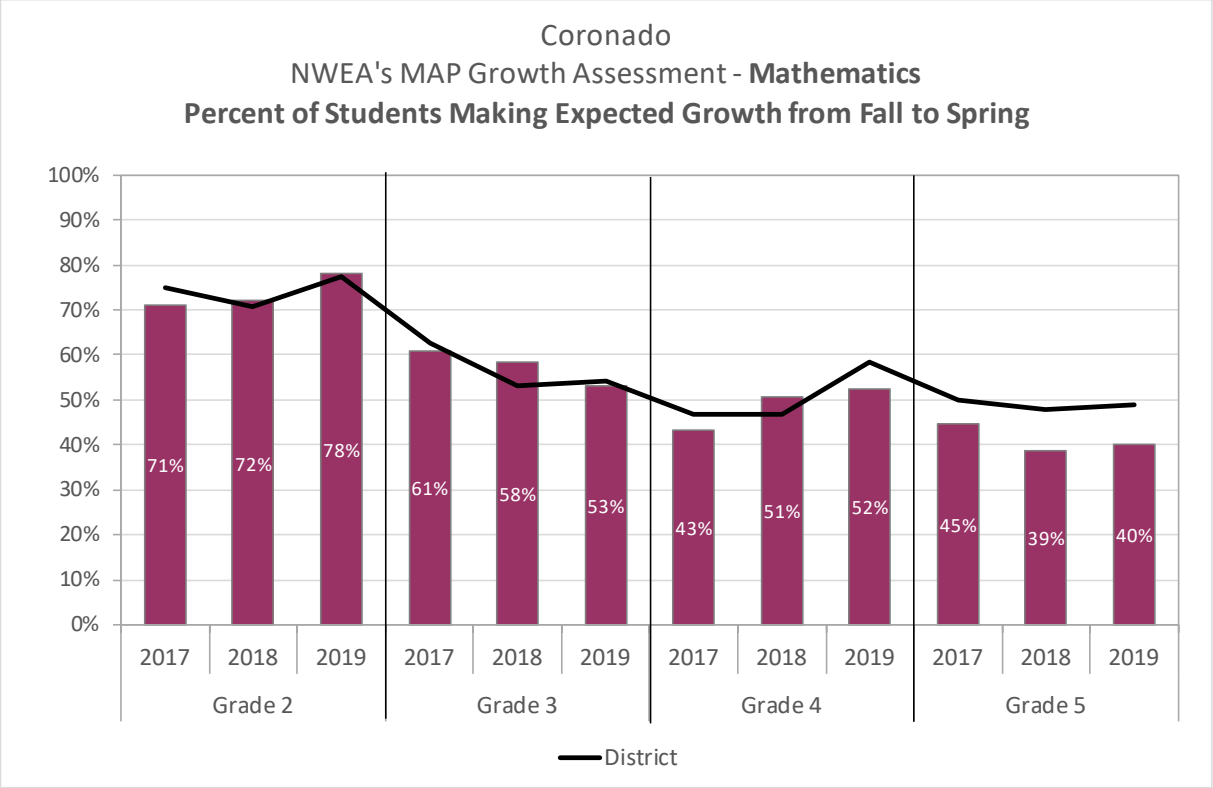

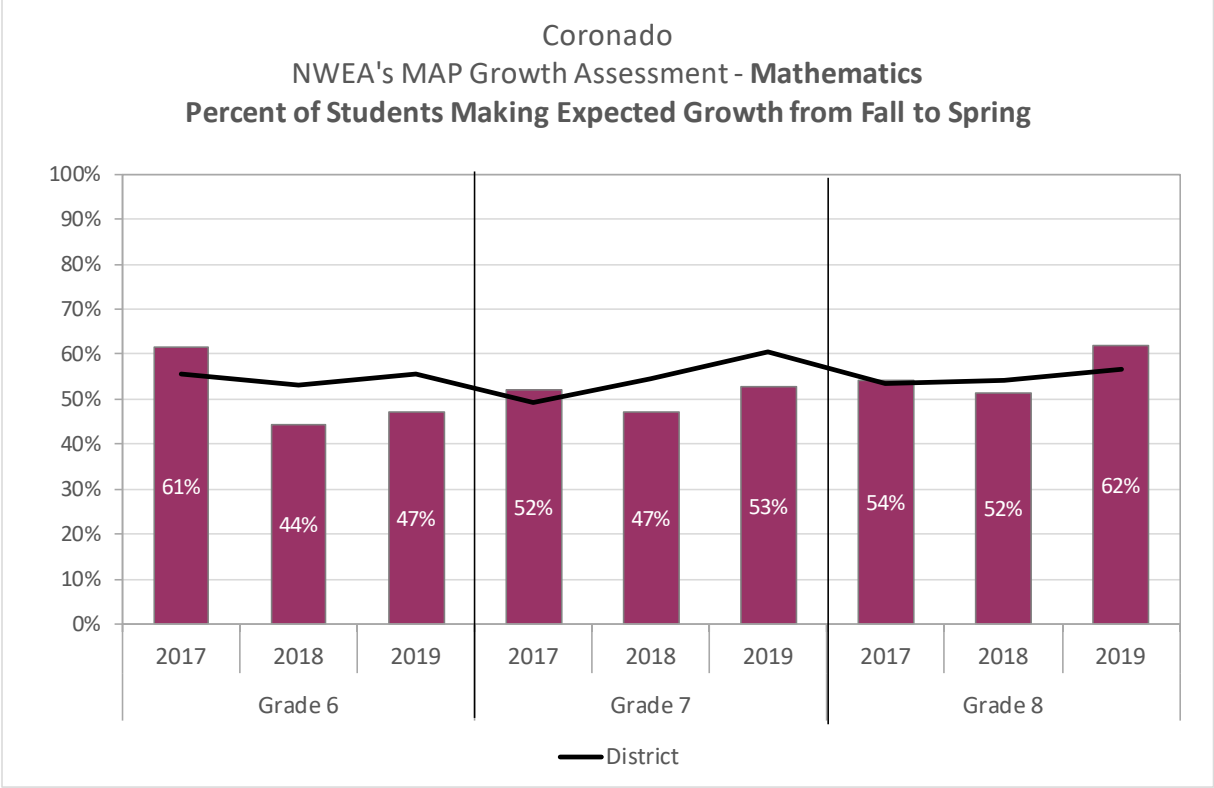

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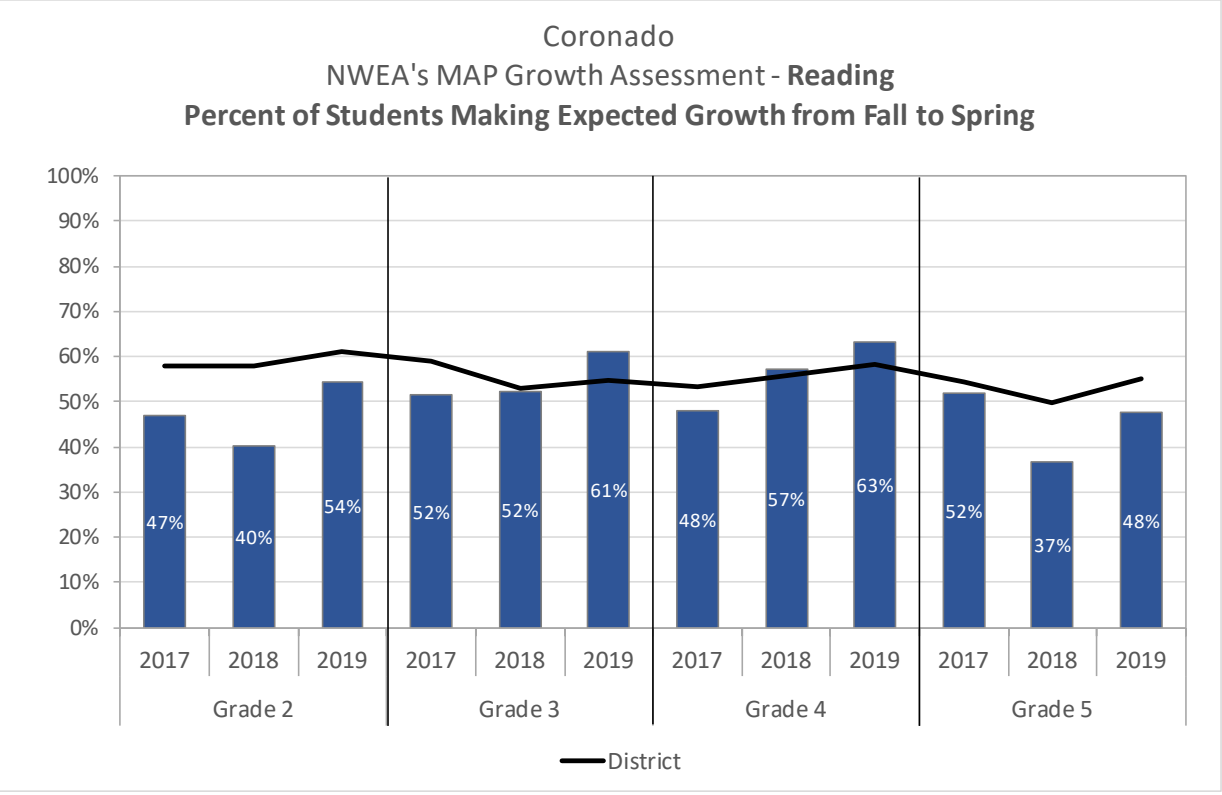

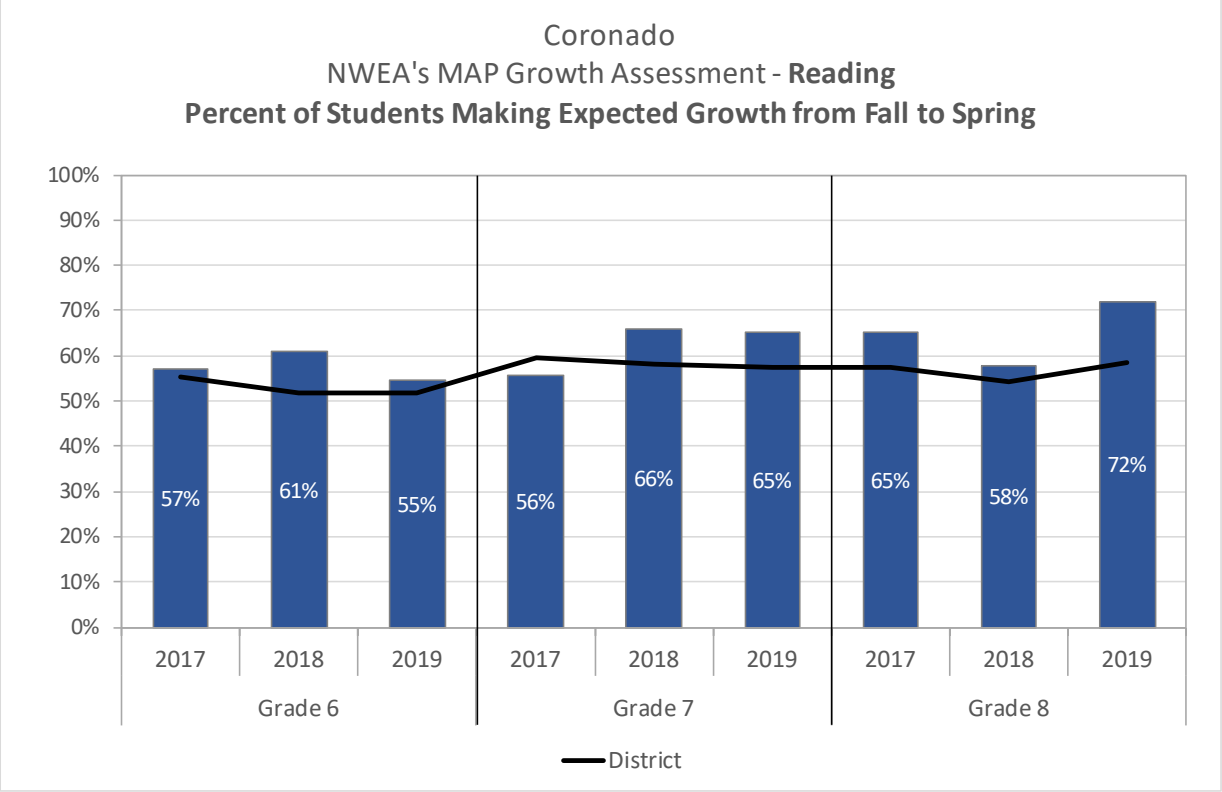

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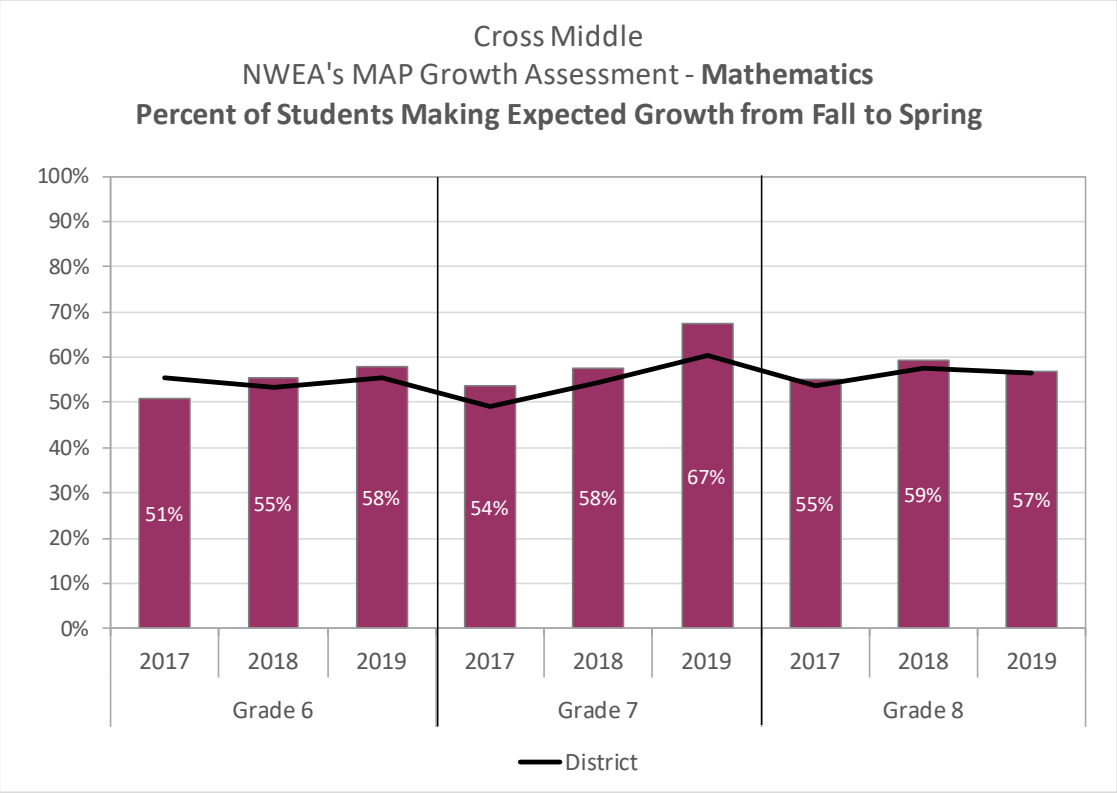

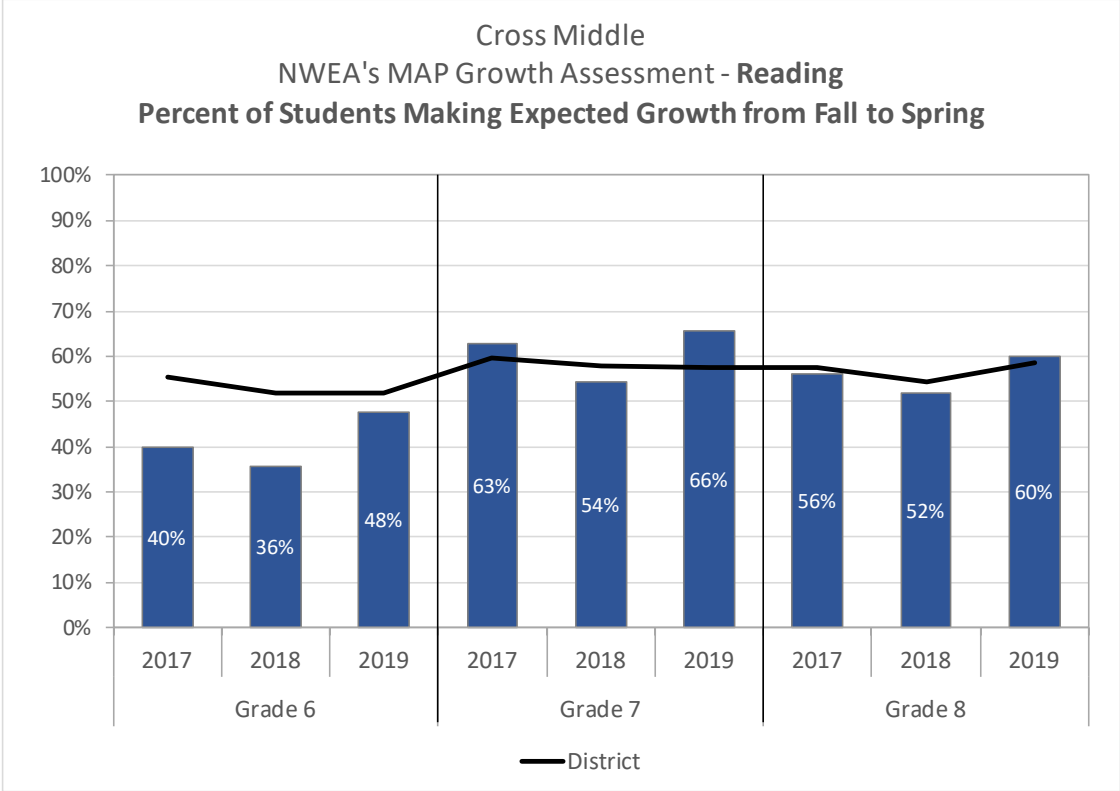

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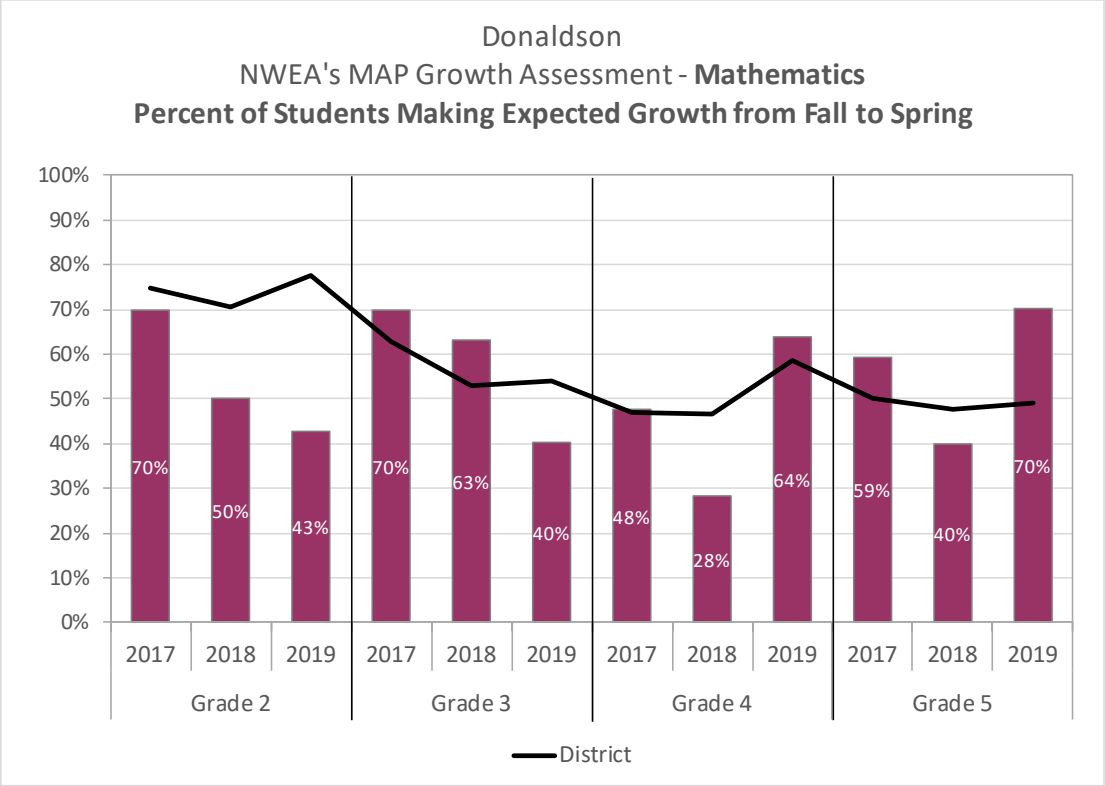

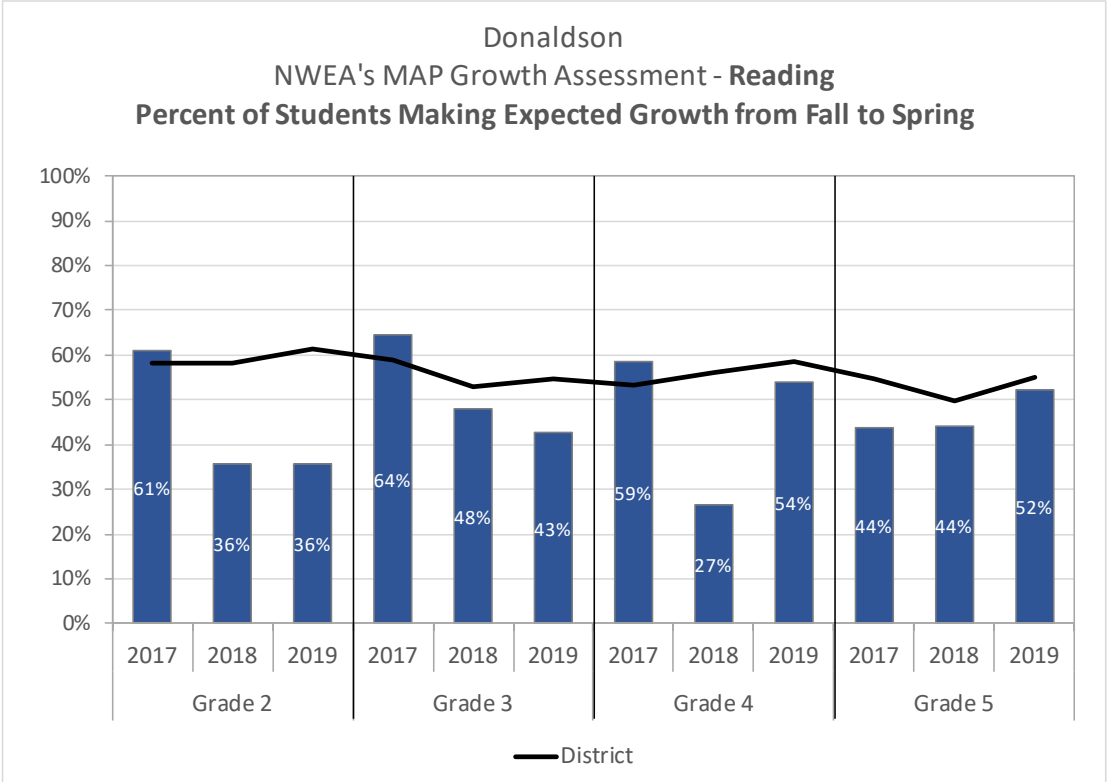

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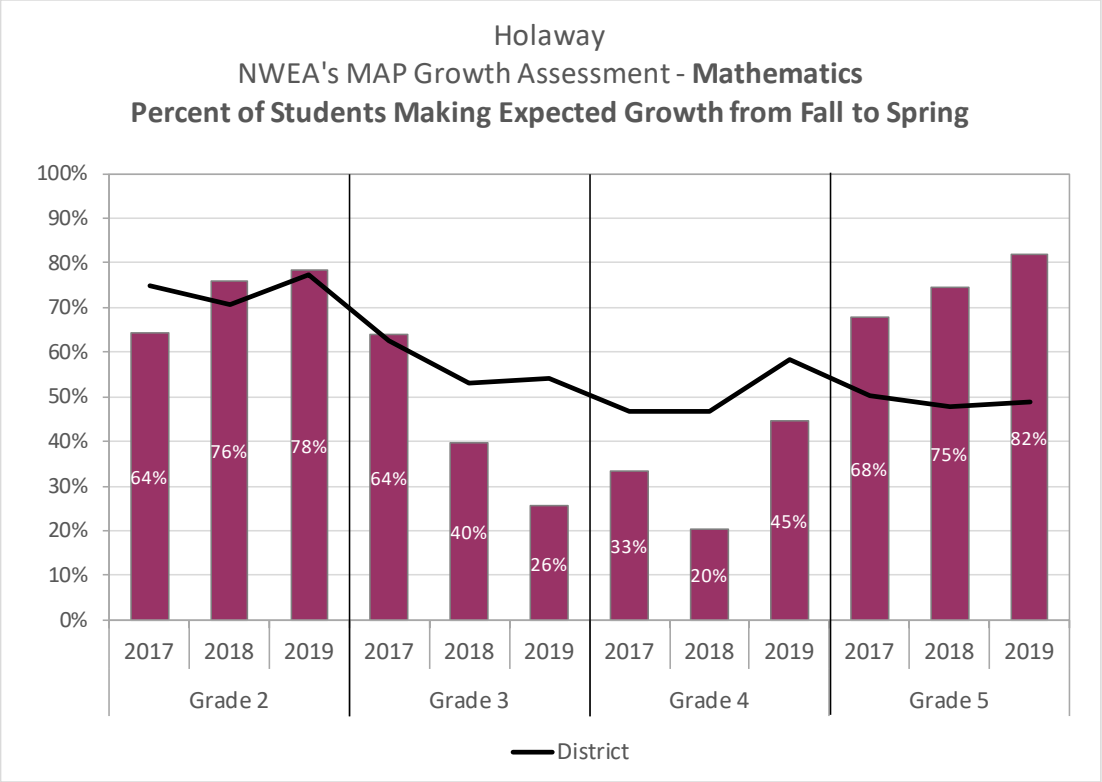

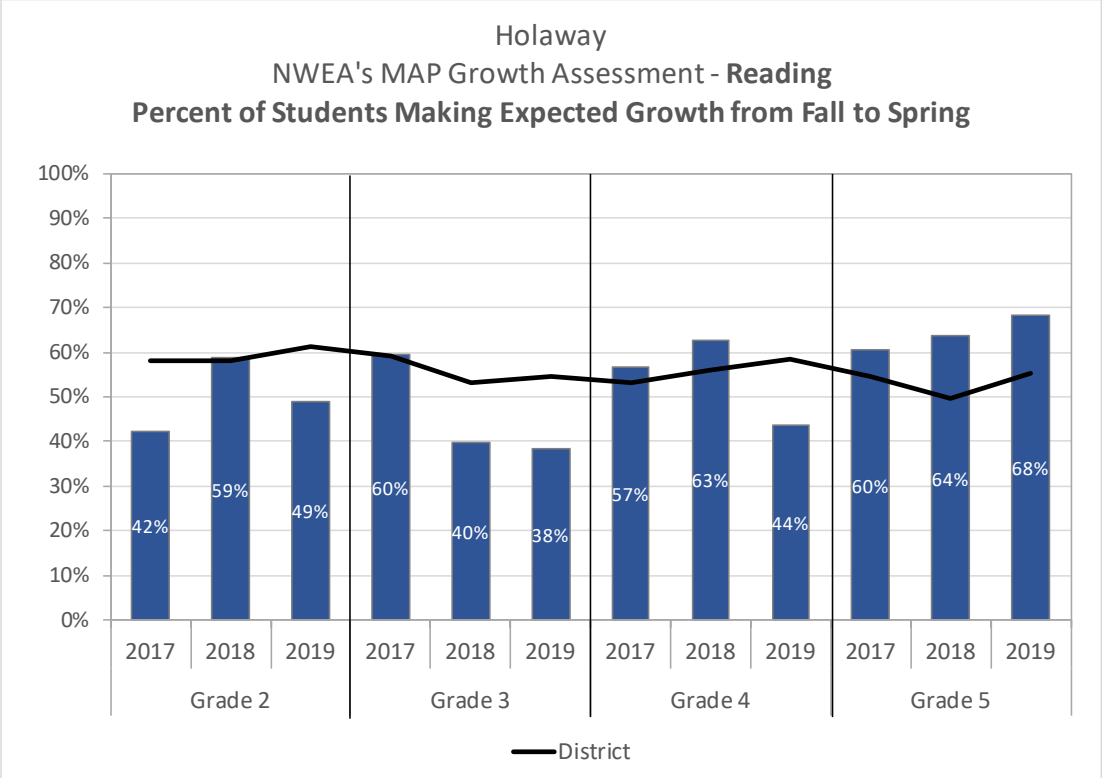

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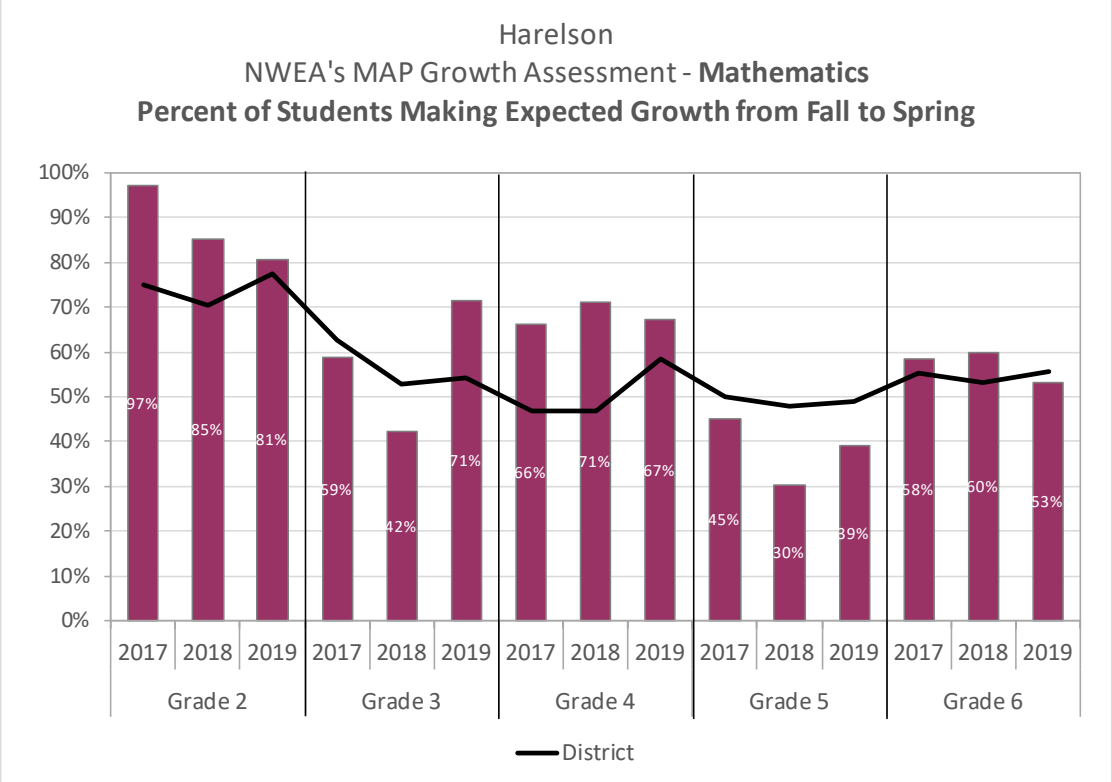

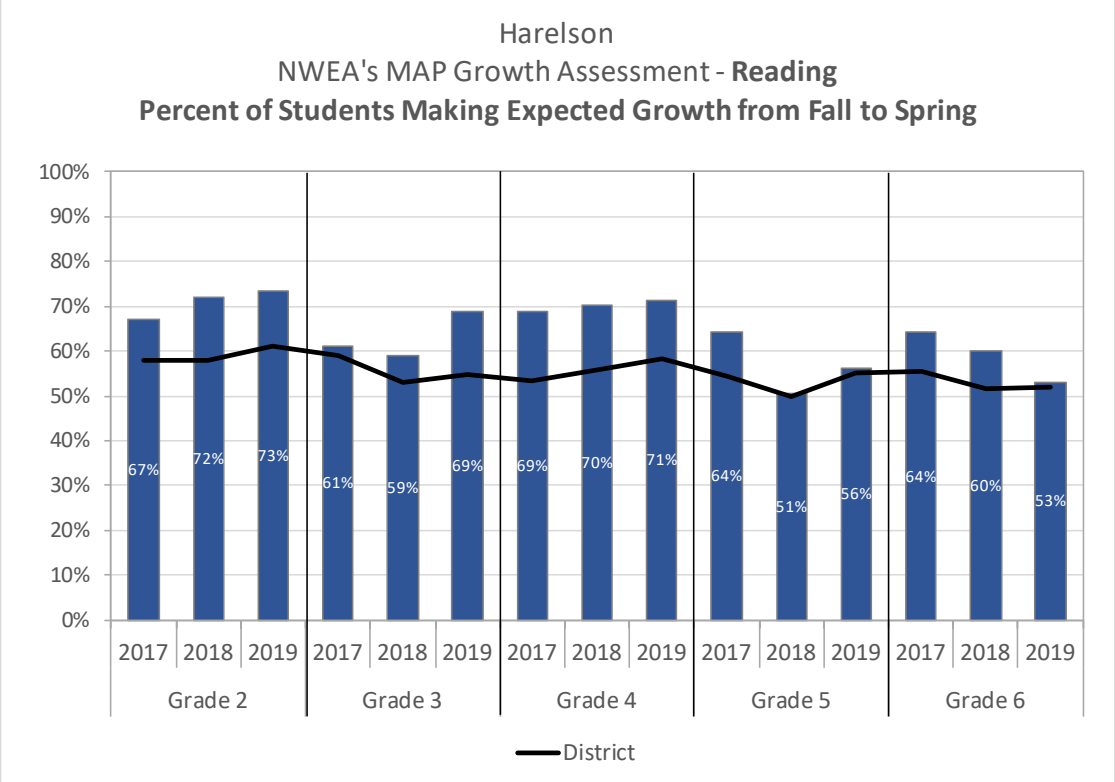

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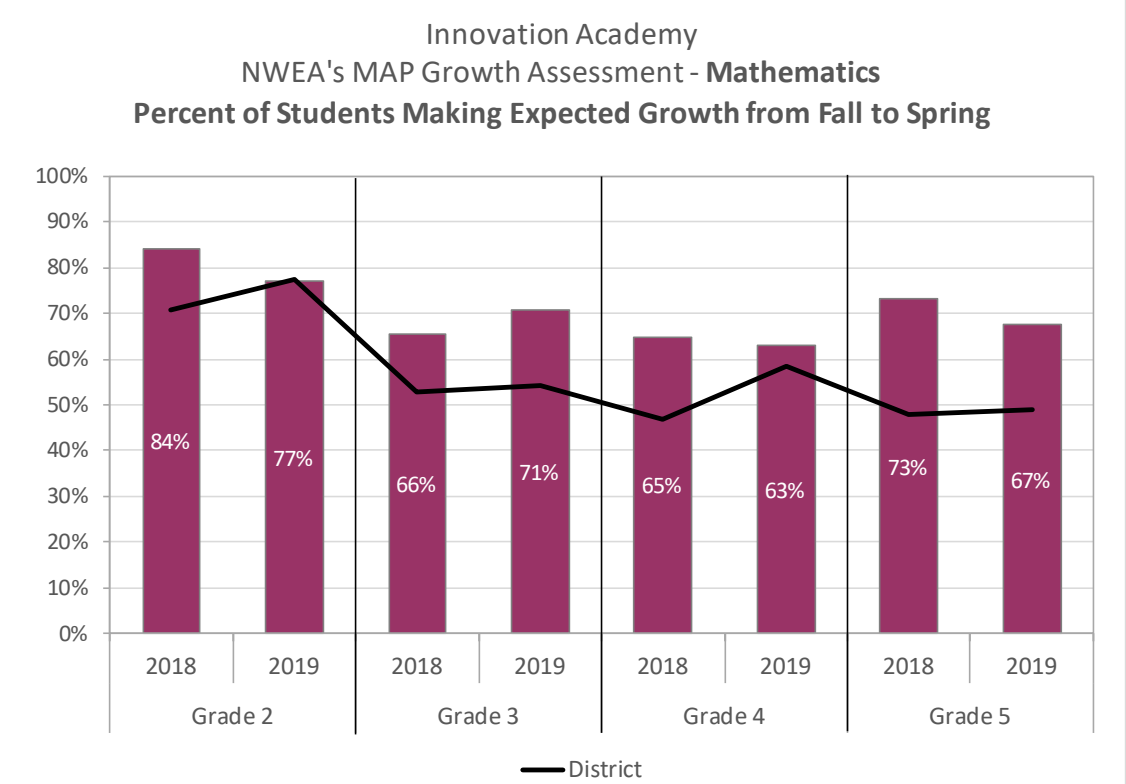

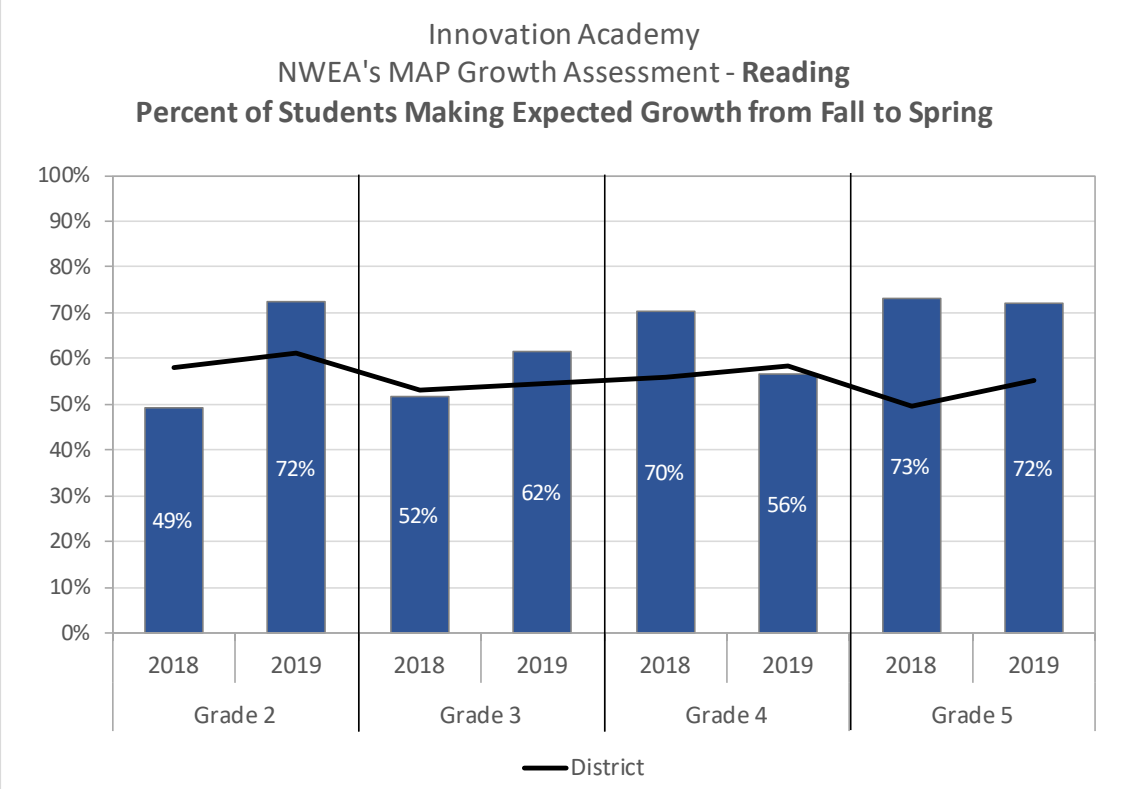

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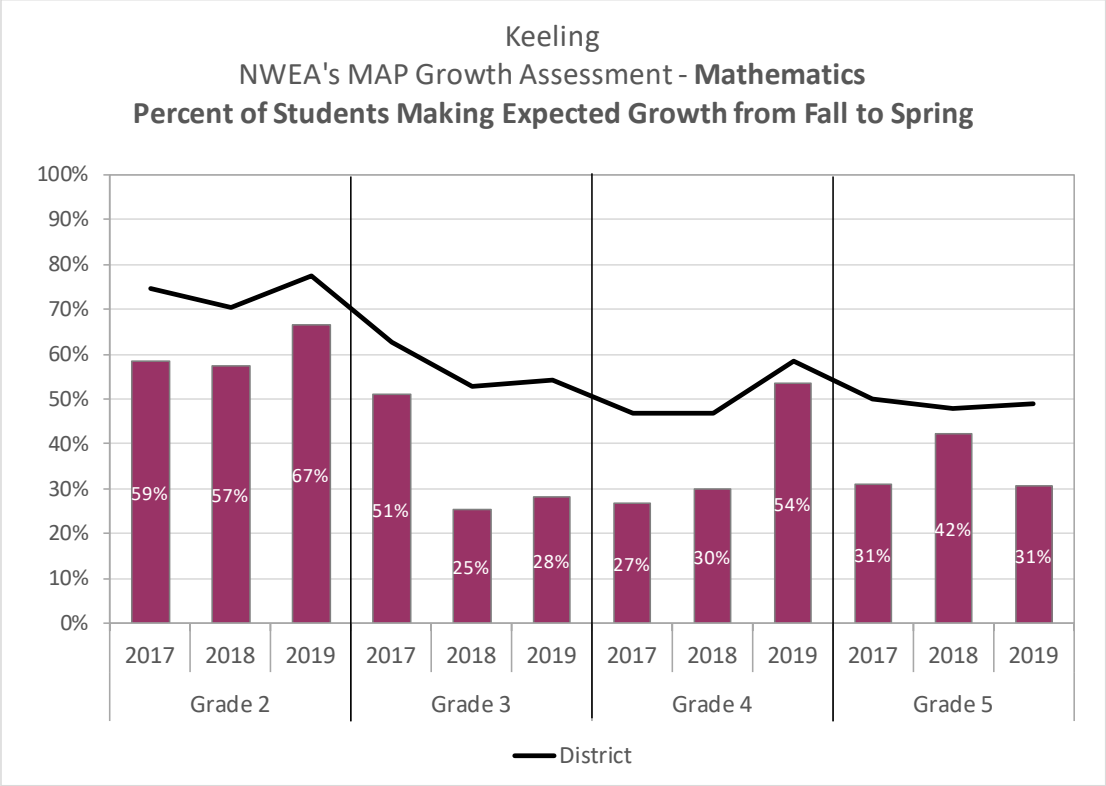

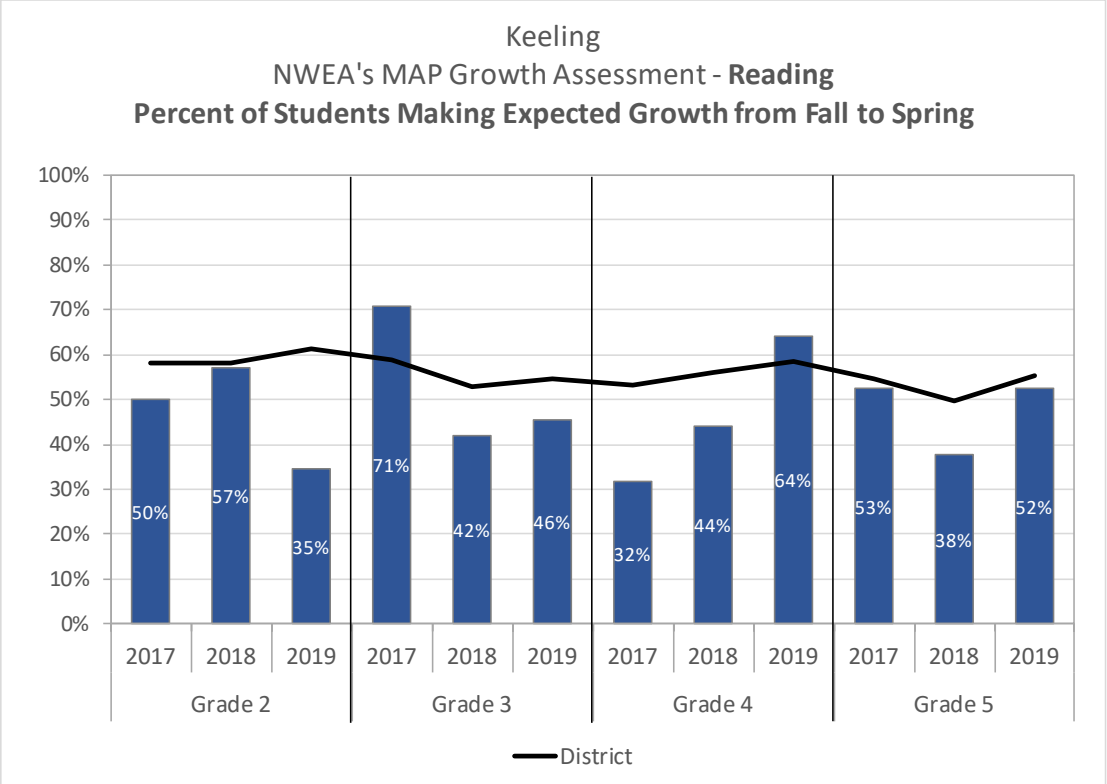

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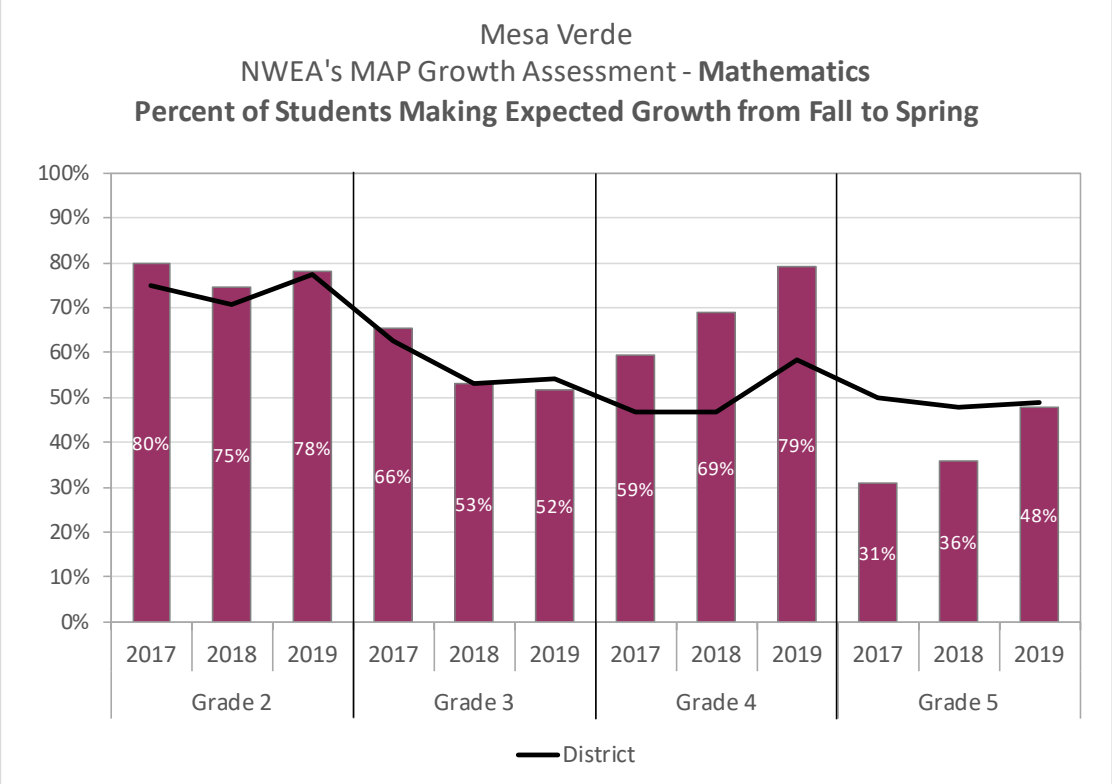

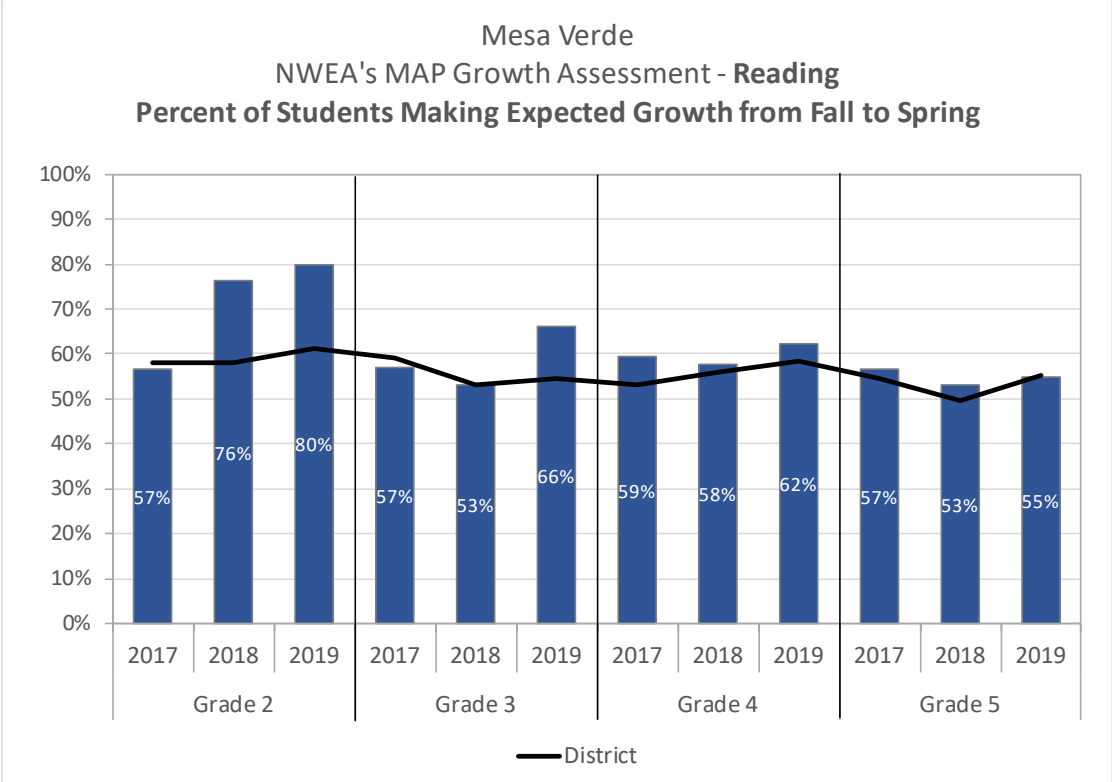

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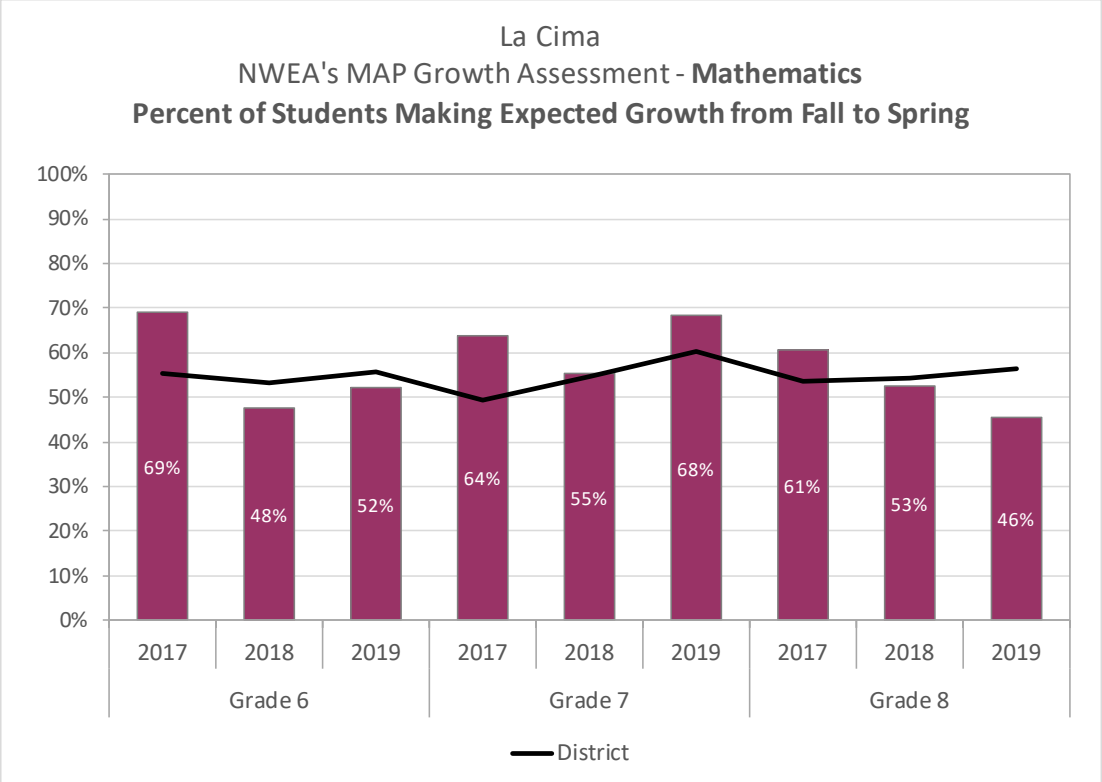

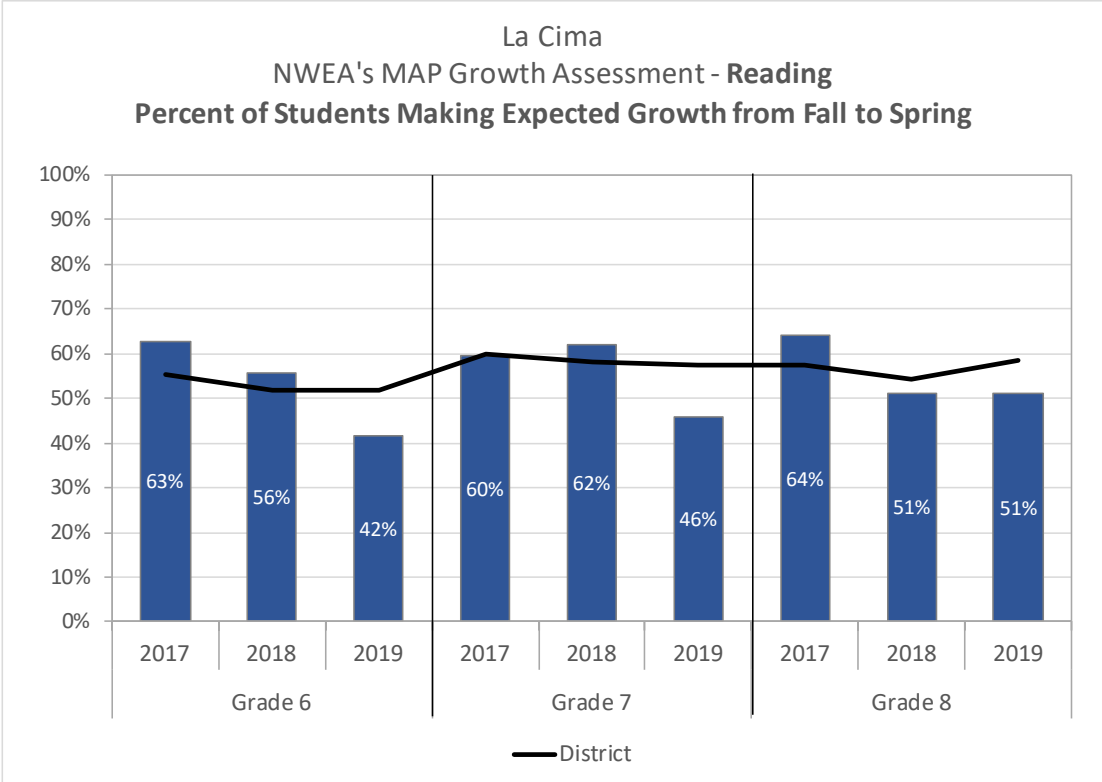

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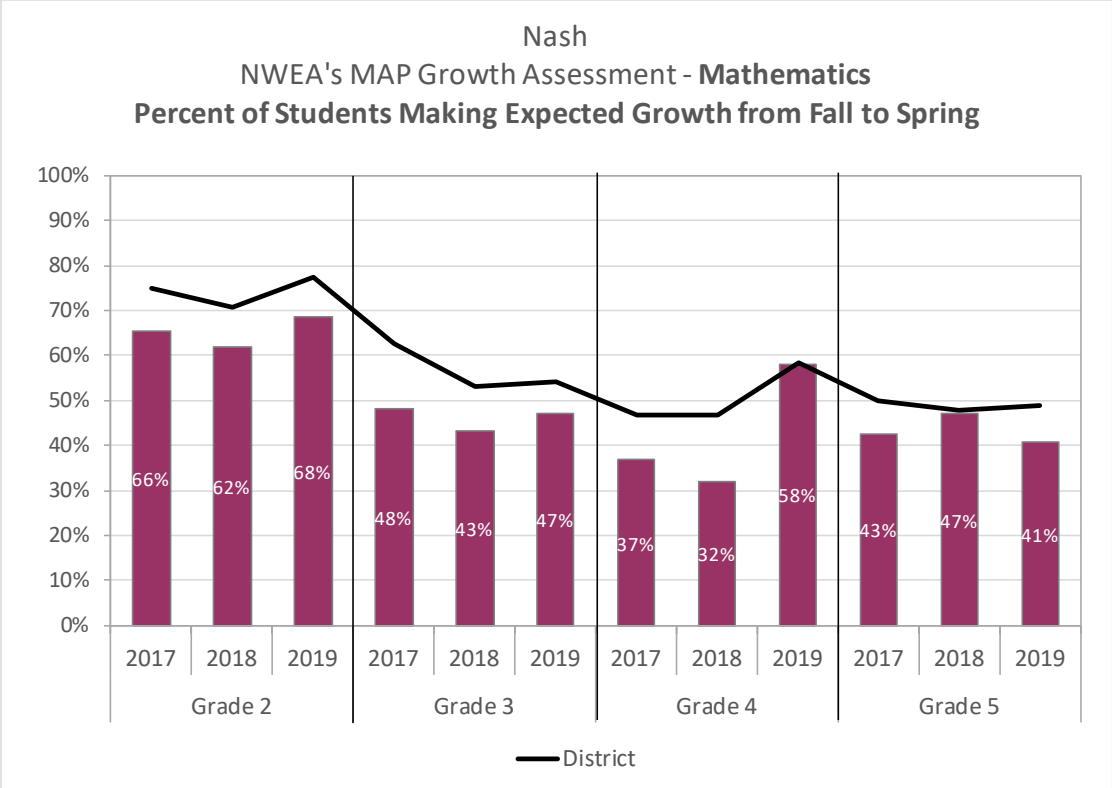

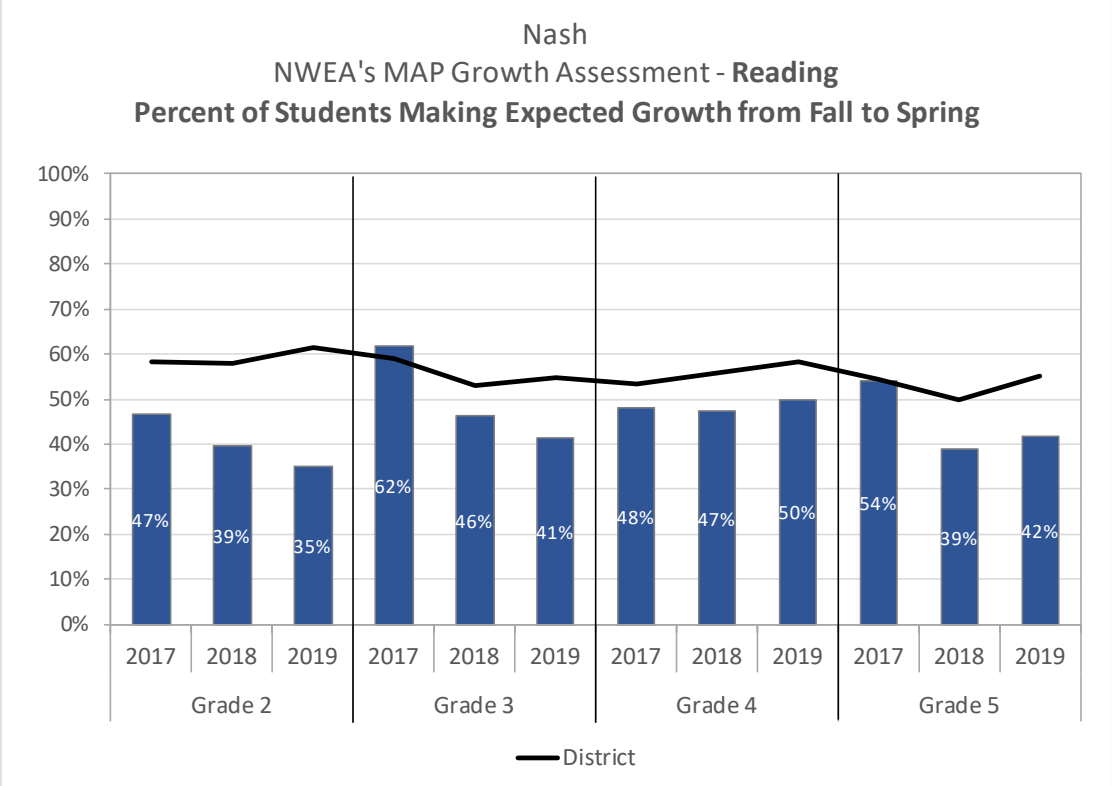

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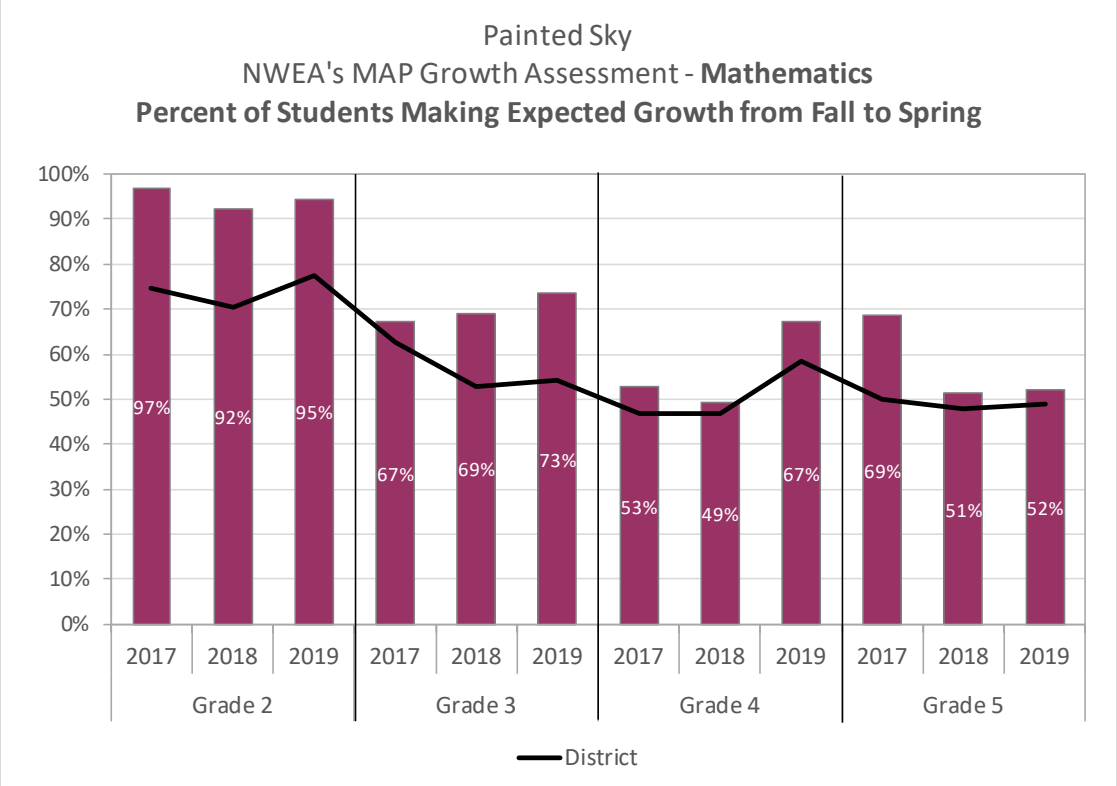

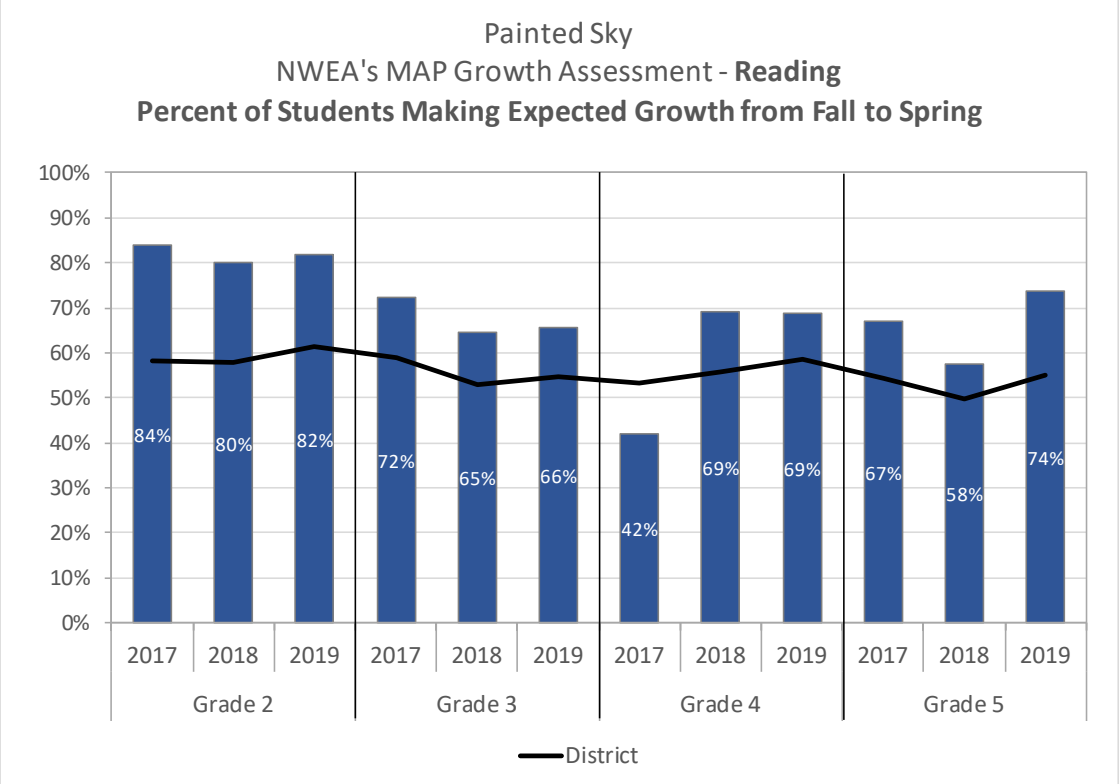

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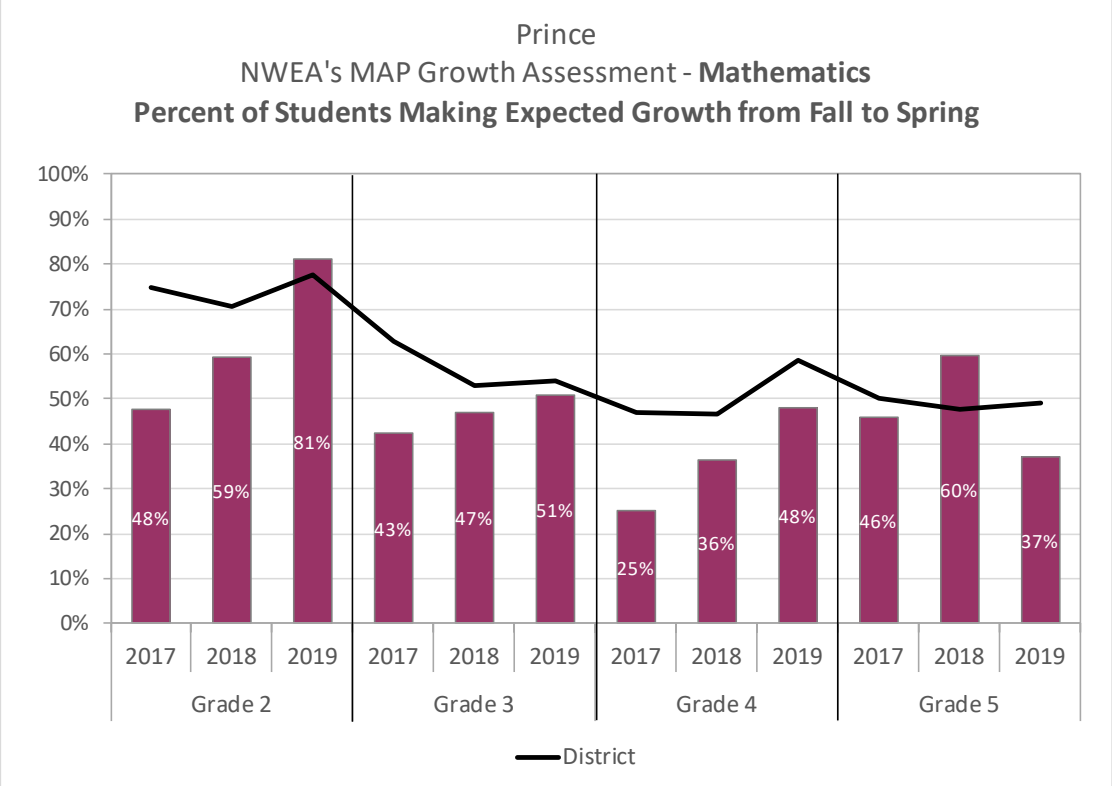

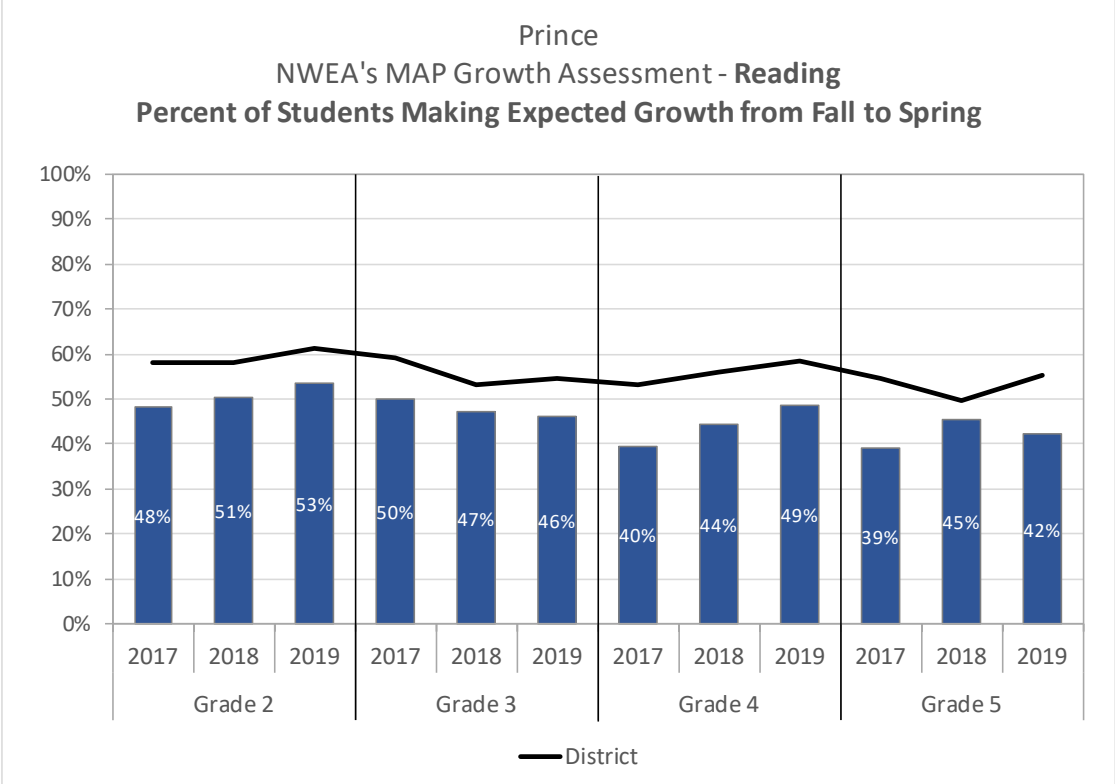

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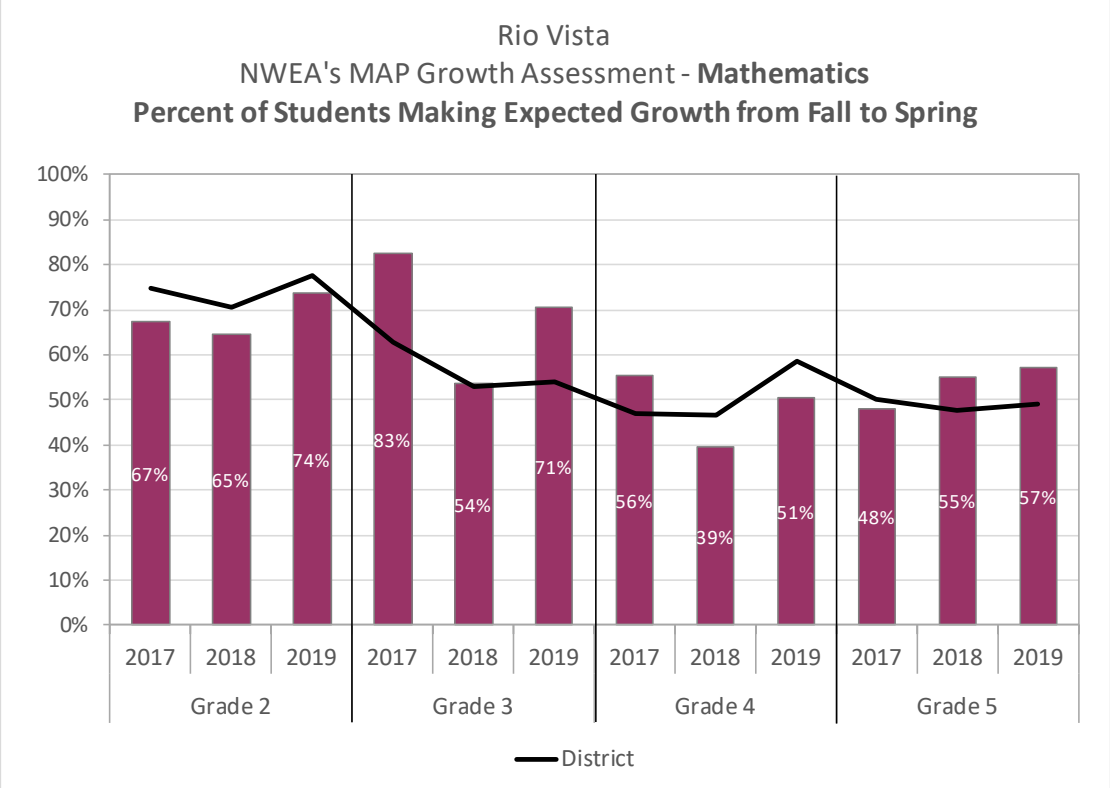

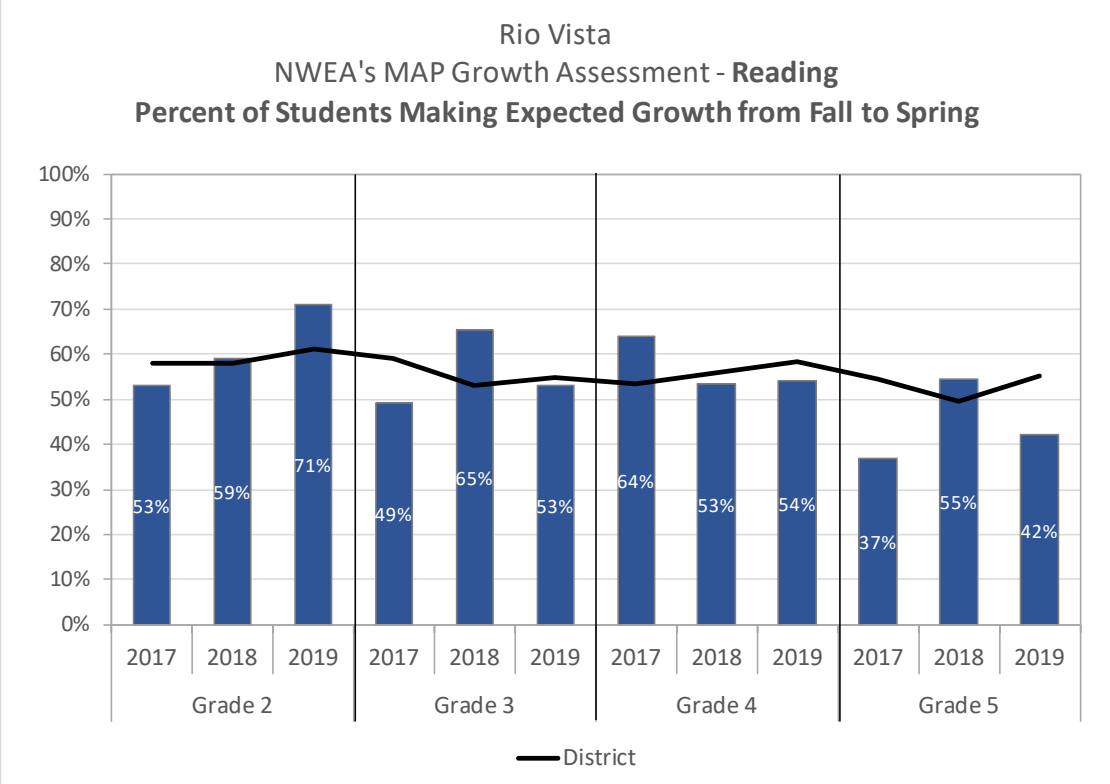

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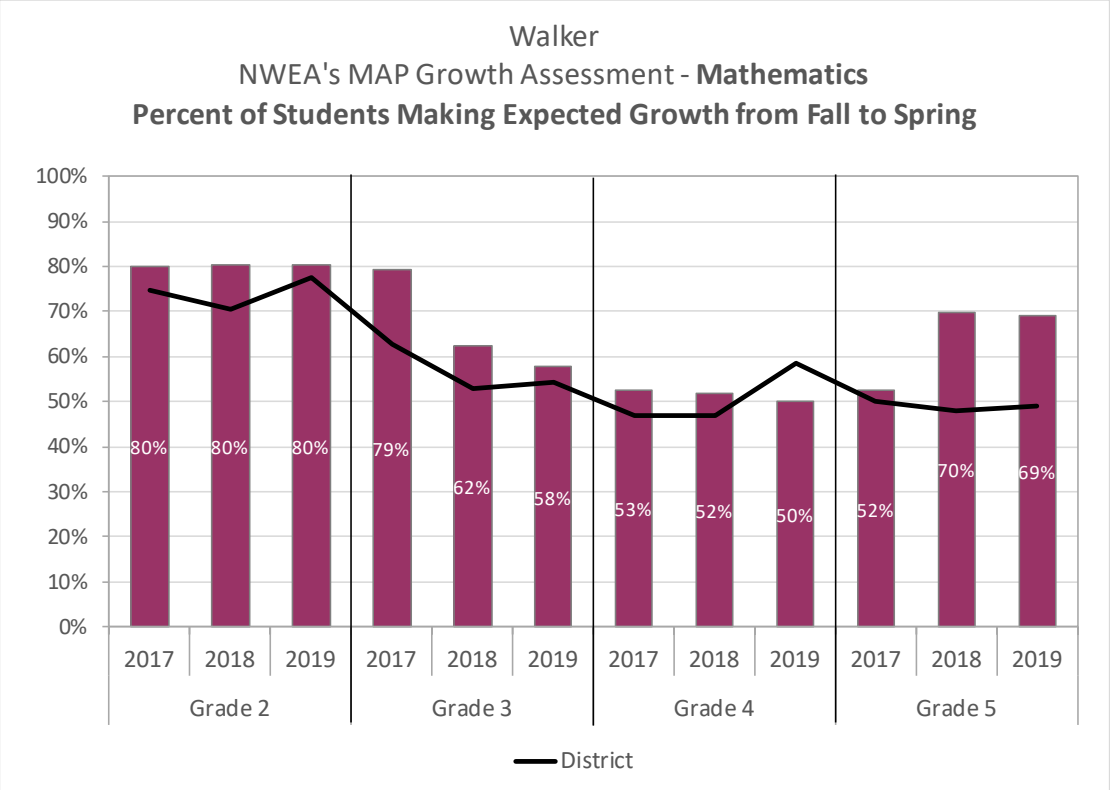

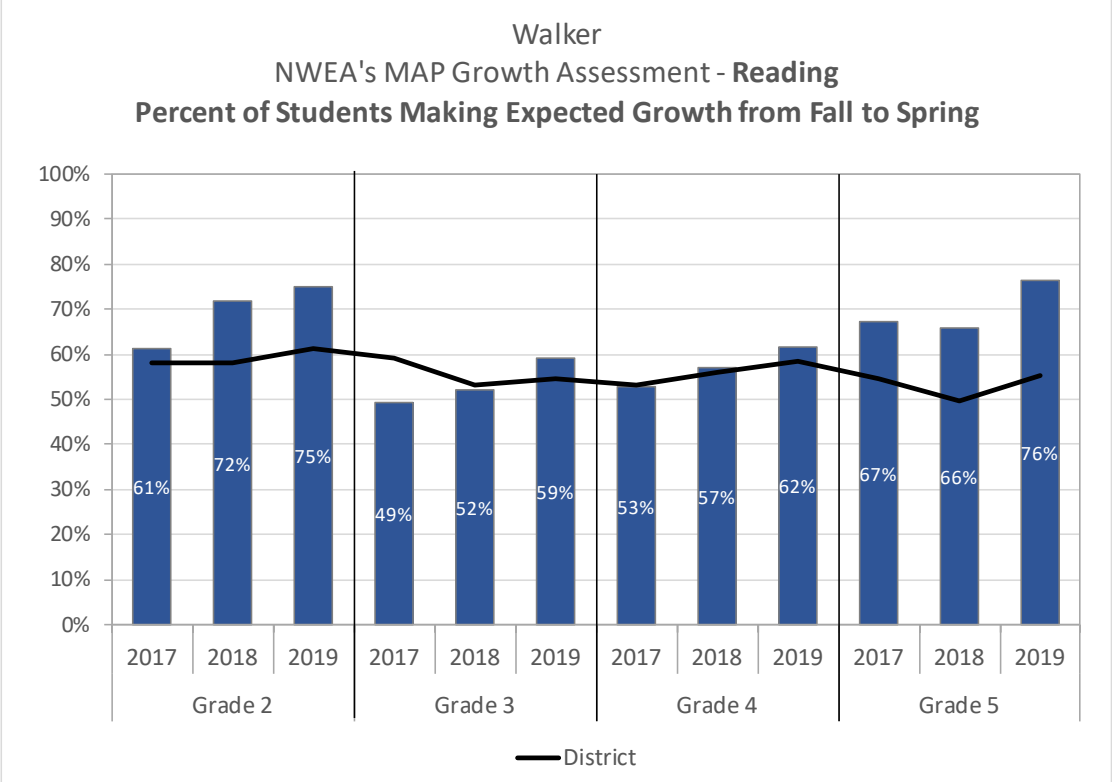

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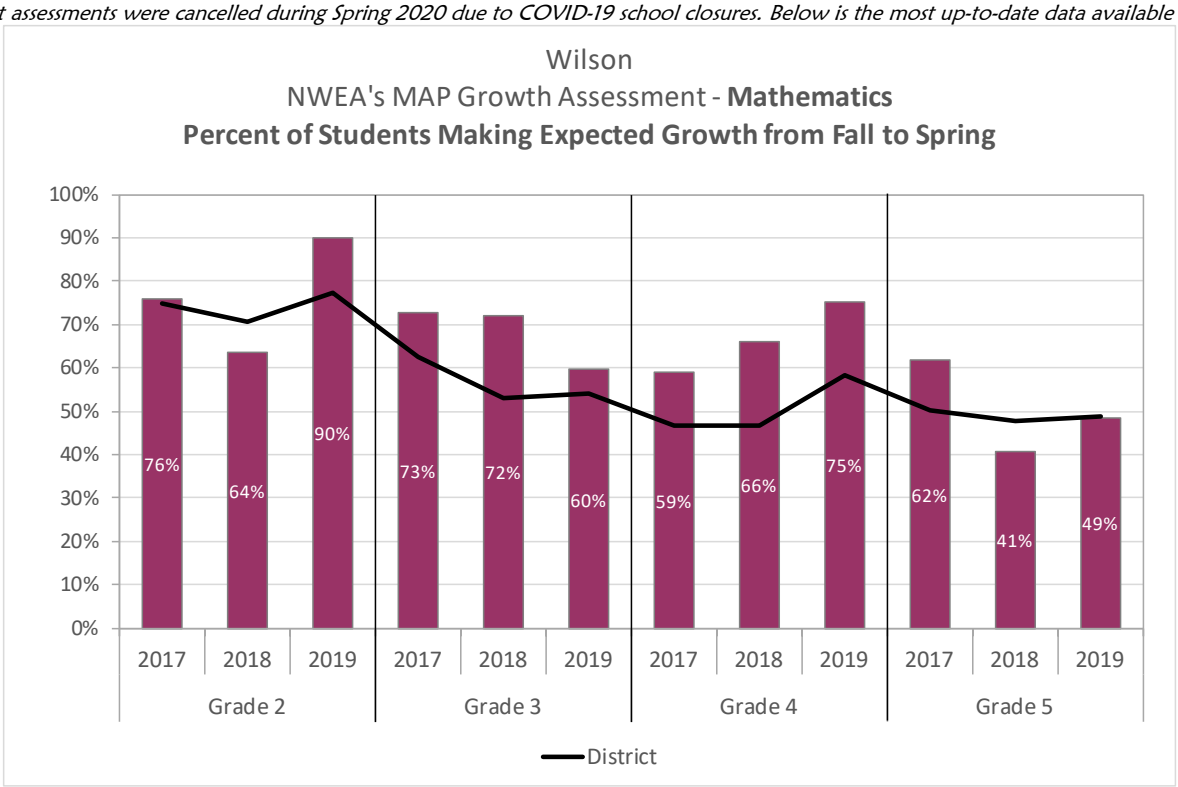

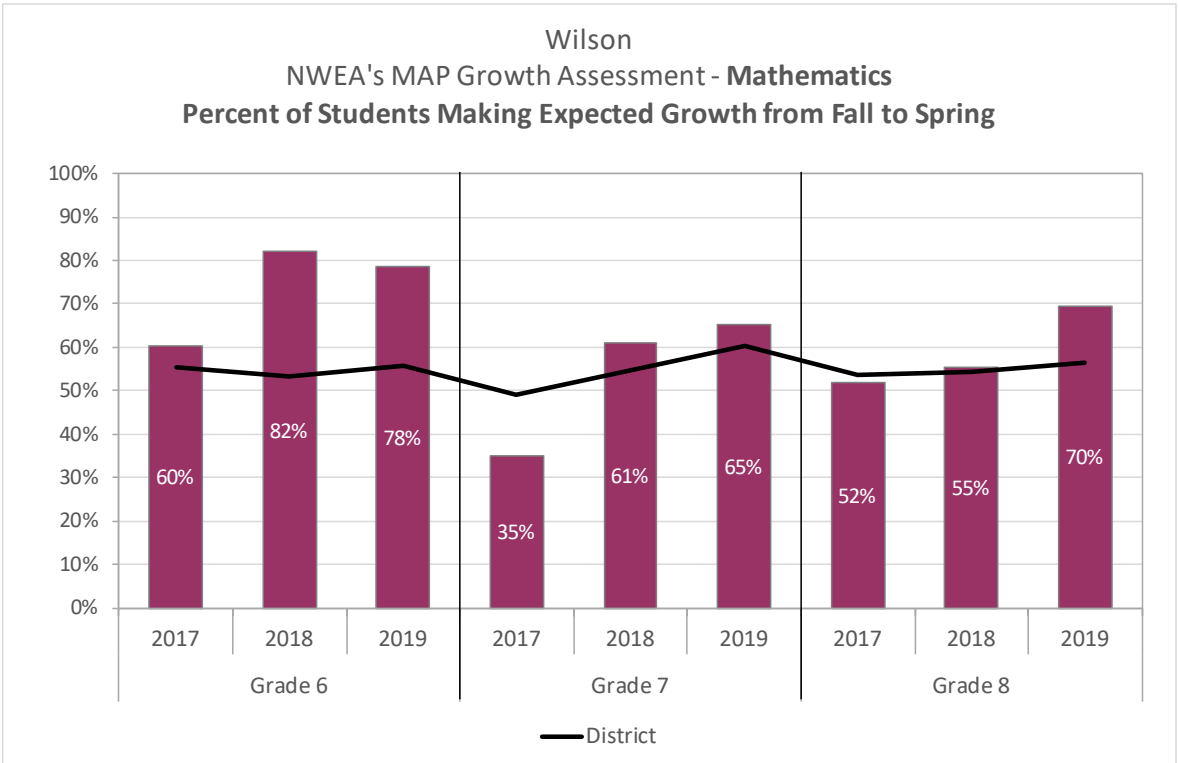

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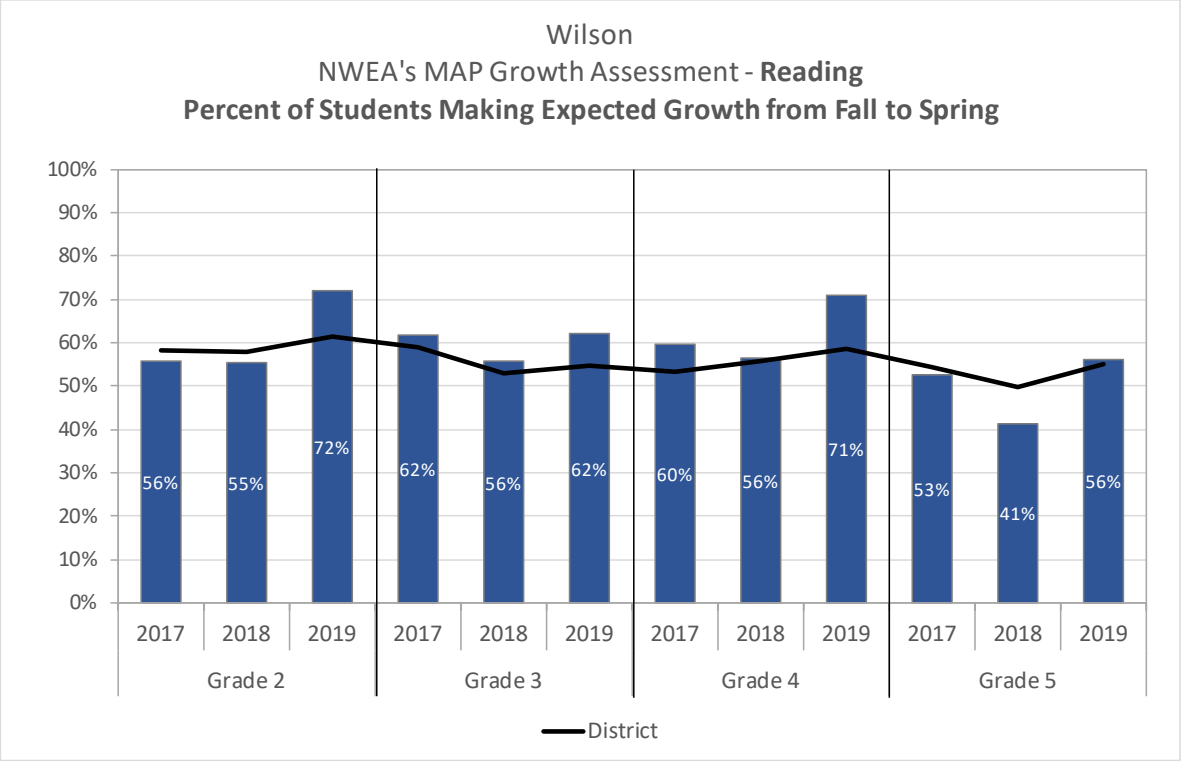

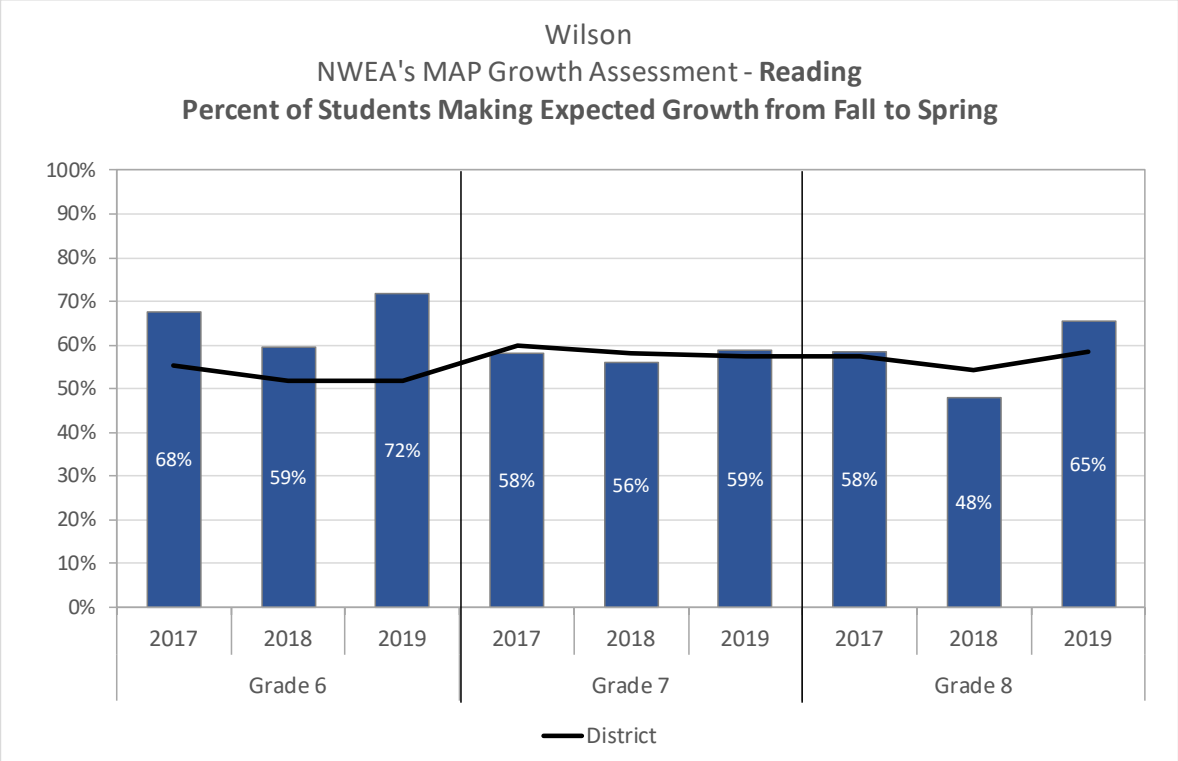

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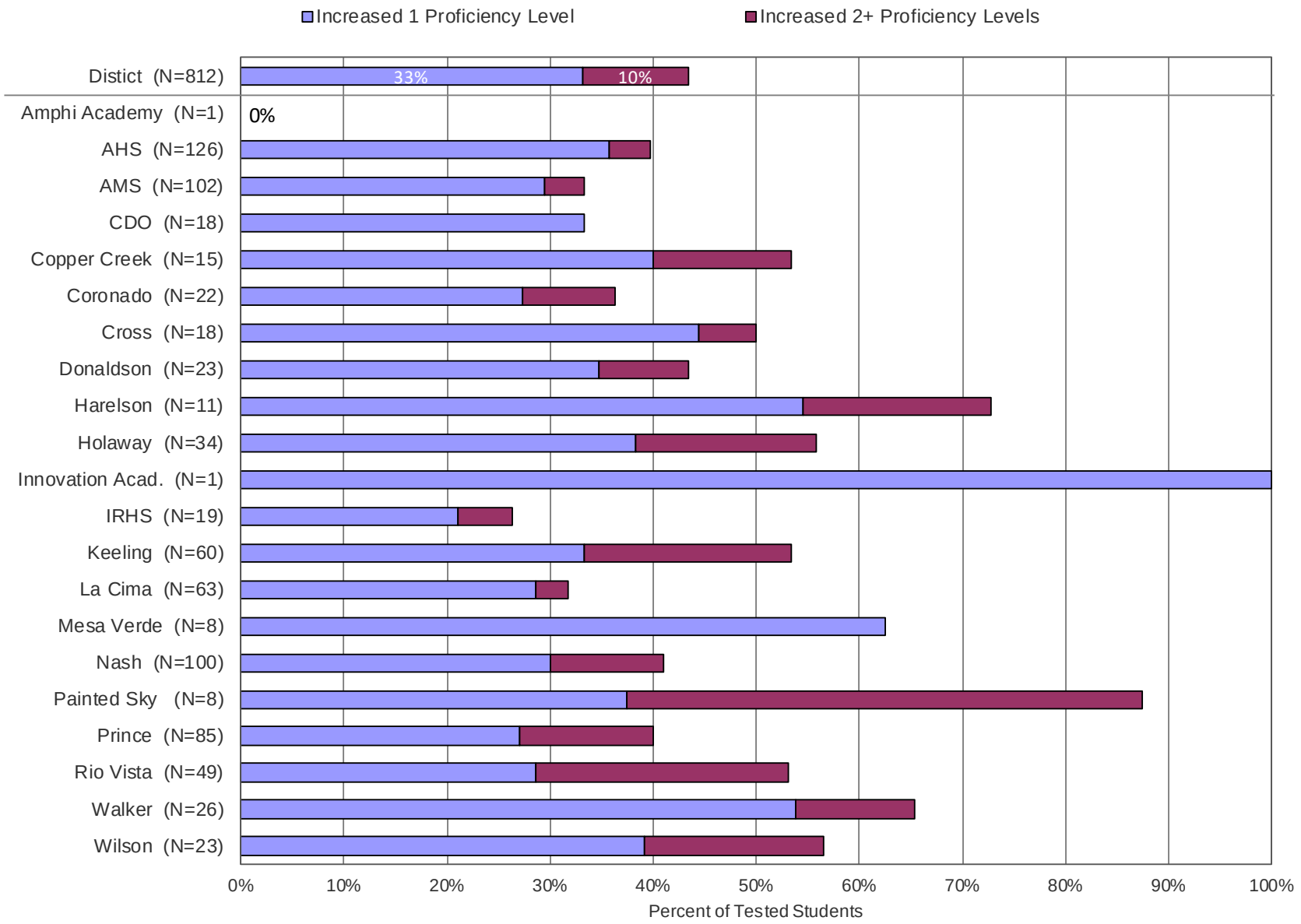
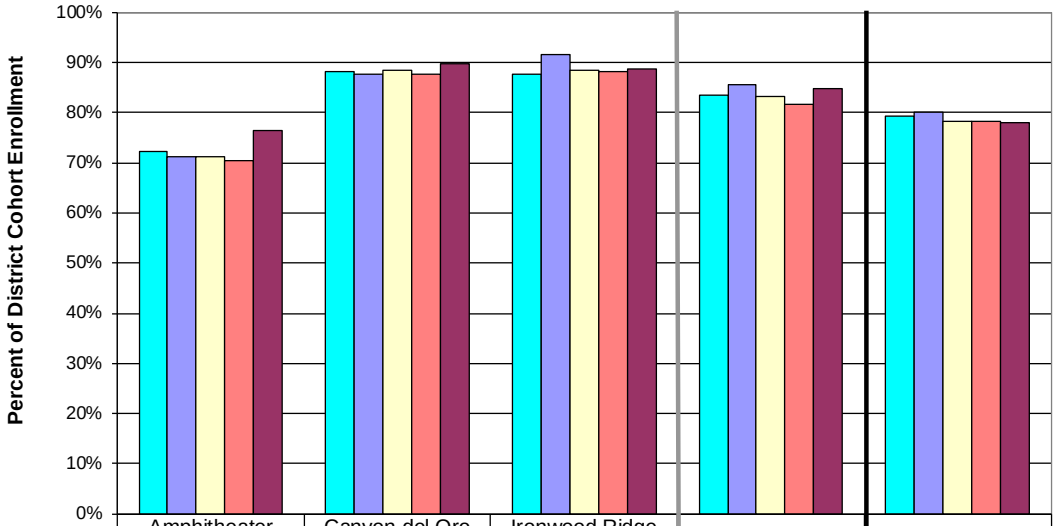
Arizona English Language Learner Assessment (AZELLA) Growth – 2019-20

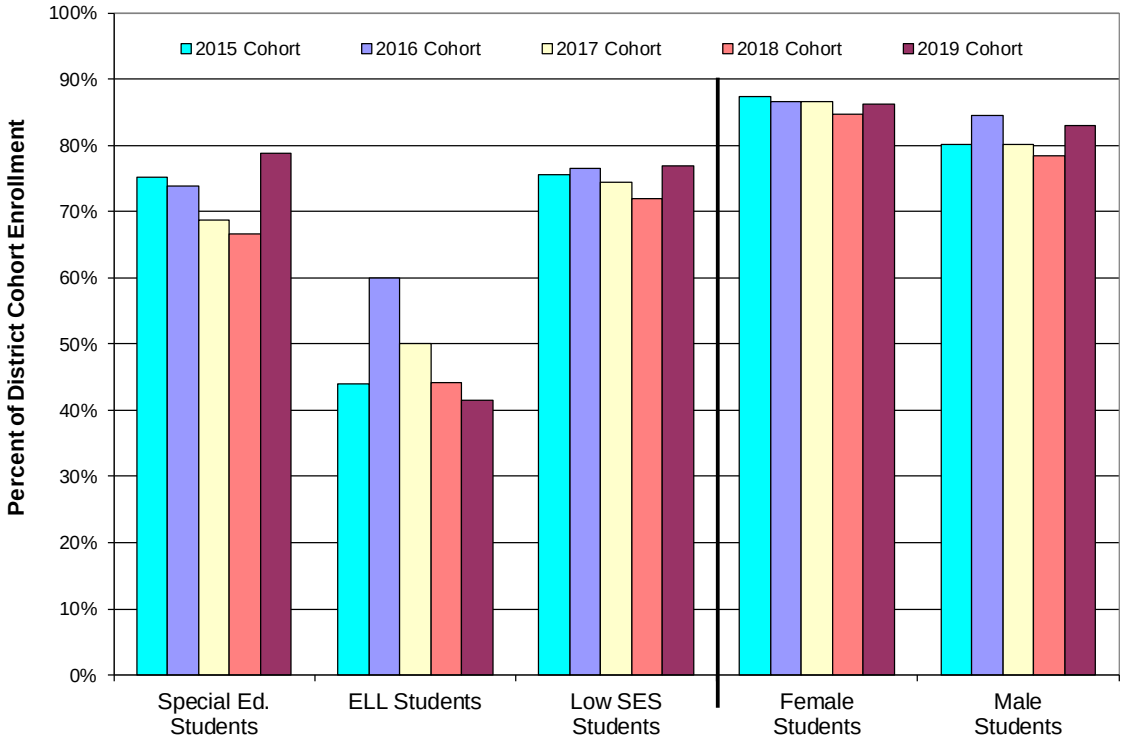


Are Our Students Career and College Ready?

Graduation Rate: By School and Special Program Membership



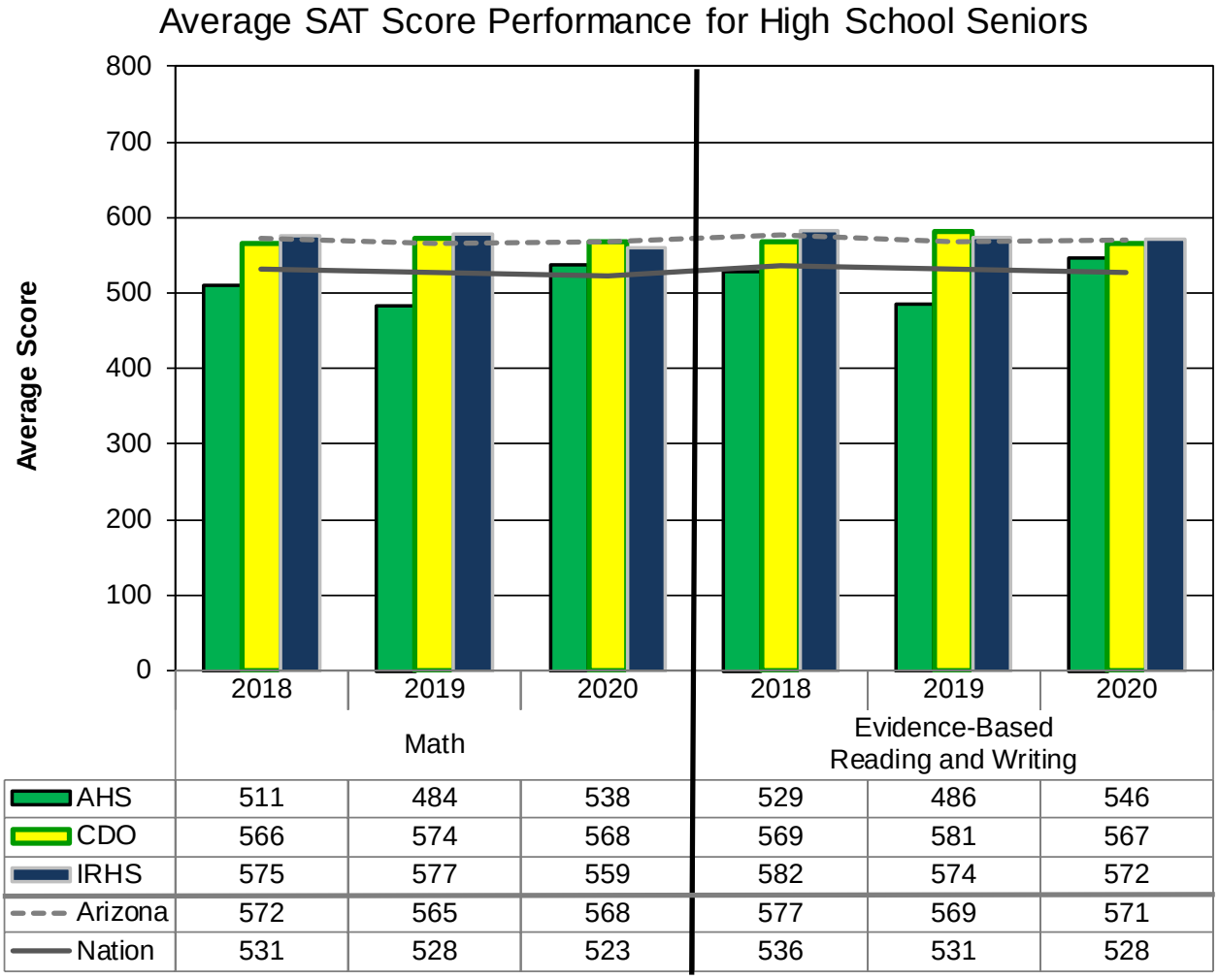
	Amphitheater HS	Canyon del Oro HS	Ironwood Ridge HS	District	State
2015 Cohort	72.4%	88.3%	87.7%	83.6%	79%
2016 Cohort	71.1%	87.7%	91.5%	85.5%	80%
2017 Cohort	71.1%	88.5%	88.4%	83.2%	78%
2018 Cohort	70.4%	87.8%	88.2%	81.5%	78%
2019 Cohort	76.5%	89.7%	88.8%	84.7%	78%



Note: Data provided is the 4-year graduation rate. Graduation data for Cohort 2019 is preliminary and may change. Graduation data for Cohort 2020 was not finalized in time to be included in this report.

SAT Testing and Performance *(Seniors Only)*

	2017-18		2018-19		2019-20	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	57	21%	48	18%	30	11%
Canyon del Oro HS	157	43%	155	44%	99	28%
Ironwood Ridge HS	155	40%	164	37%	111	27%

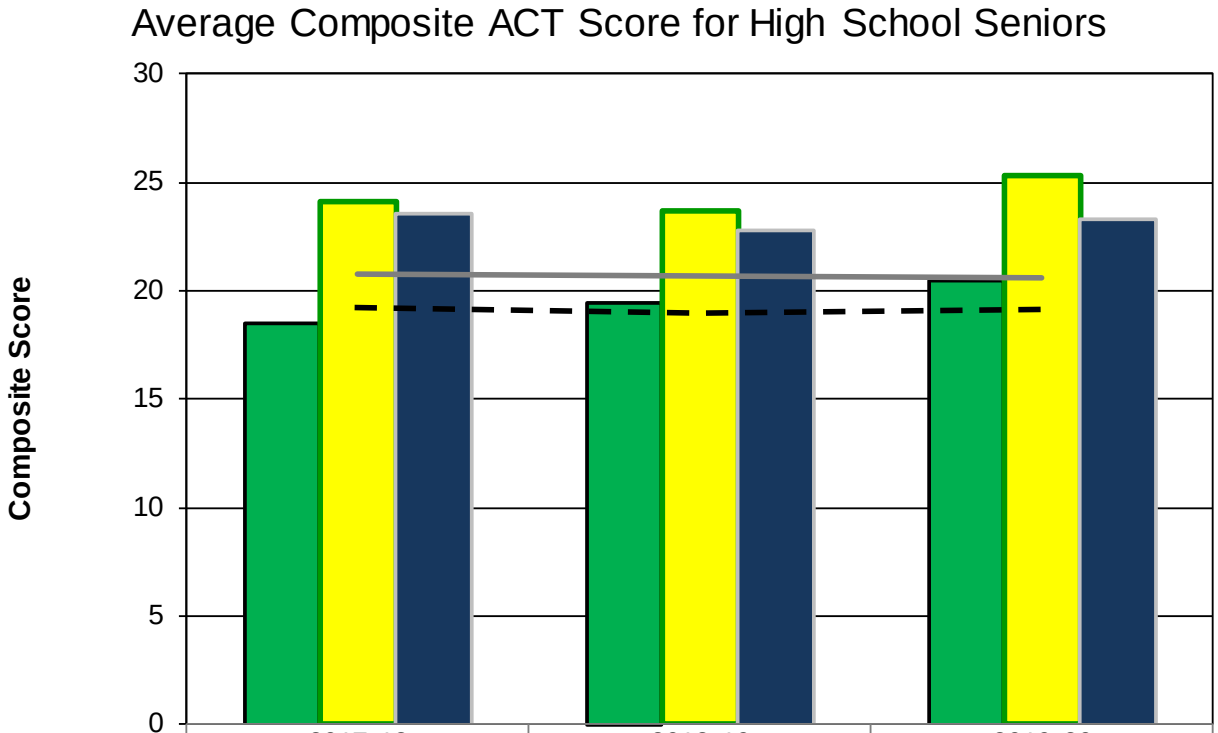


	Math			Evidence-Based Reading and Writing		
	2018	2019	2020	2018	2019	2020
AHS	511	484	538	529	486	546
CDO	566	574	568	569	581	567
IRHS	575	577	559	582	574	572
Arizona	572	565	568	577	569	571
Nation	531	528	523	536	531	528

Note: The SAT was redesigned in March 2016. SAT results from tests administered before March 2016 are not comparable to results from the redesigned SAT. The above data represents seniors only to allow for comparison to state and national averages.

ACT Testing and Performance *(Seniors Only)*

	2017-18		2018-19		2019-20	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	20	7%	12	5%	4	2%
Canyon del Oro HS	54	15%	39	11%	27	8%
Ironwood Ridge HS	102	26%	66	15%	52	13%



	2017-18	2018-19	2019-20
AHS	18.5	19.4	20.5
CDO	24.1	23.7	25.3
IRHS	23.5	22.8	23.3
Arizona	19.2	19.0	19.1
Nation	20.8	20.7	20.6

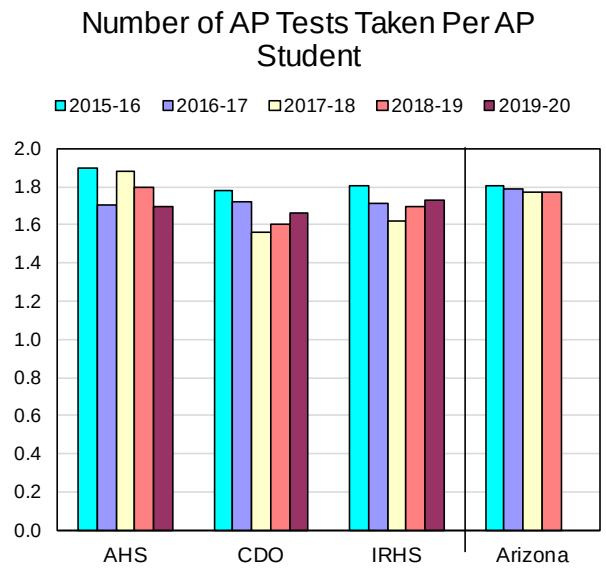
Note: Above data represents seniors only to allow for comparison to state and national averages.

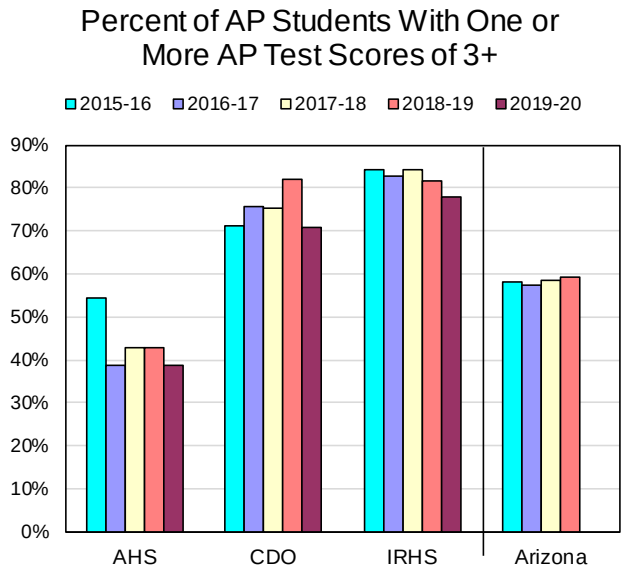
Advanced Placement Testing

2018-19	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	243	372	408	1,023
Number of students taking at least one (1) AP test	145	283	245	673
High School enrollment (2018-19)	1,154	1,536	1,752	4,442
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	**21%**	**24%**	**23%**	**23%**
AP student testing rate (% of AP students taking at least one (1) AP test)	**58%**	**76%**	**60%**	**65%**
Number of AP tests administered	259	459	407	1,125
Average number of tests taken per tested student	1.8	1.6	1.7	1.7
Number of AP tests passed (score of 3+)	62	232	200	494
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	**43%**	**82%**	**82%**	**73%**

2019-20	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	330	413	531	1,274
Number of students taking at least one (1) AP test	106	219	217	542
High School enrollment (2019-20)	1,154	1,567	1,656	4,377
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	**29%**	**26%**	**32%**	**29%**
AP student testing rate (% of AP students taking at least one (1) AP test)	**32%**	**53%**	**41%**	**43%**
Number of AP tests administered	180	365	376	921
Average number of tests taken per tested student	1.7	1.67	1.73	1.7
Number of AP tests passed (score of 3+)	41	155	169	365
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	**39%**	**71%**	**78%**	**67%**

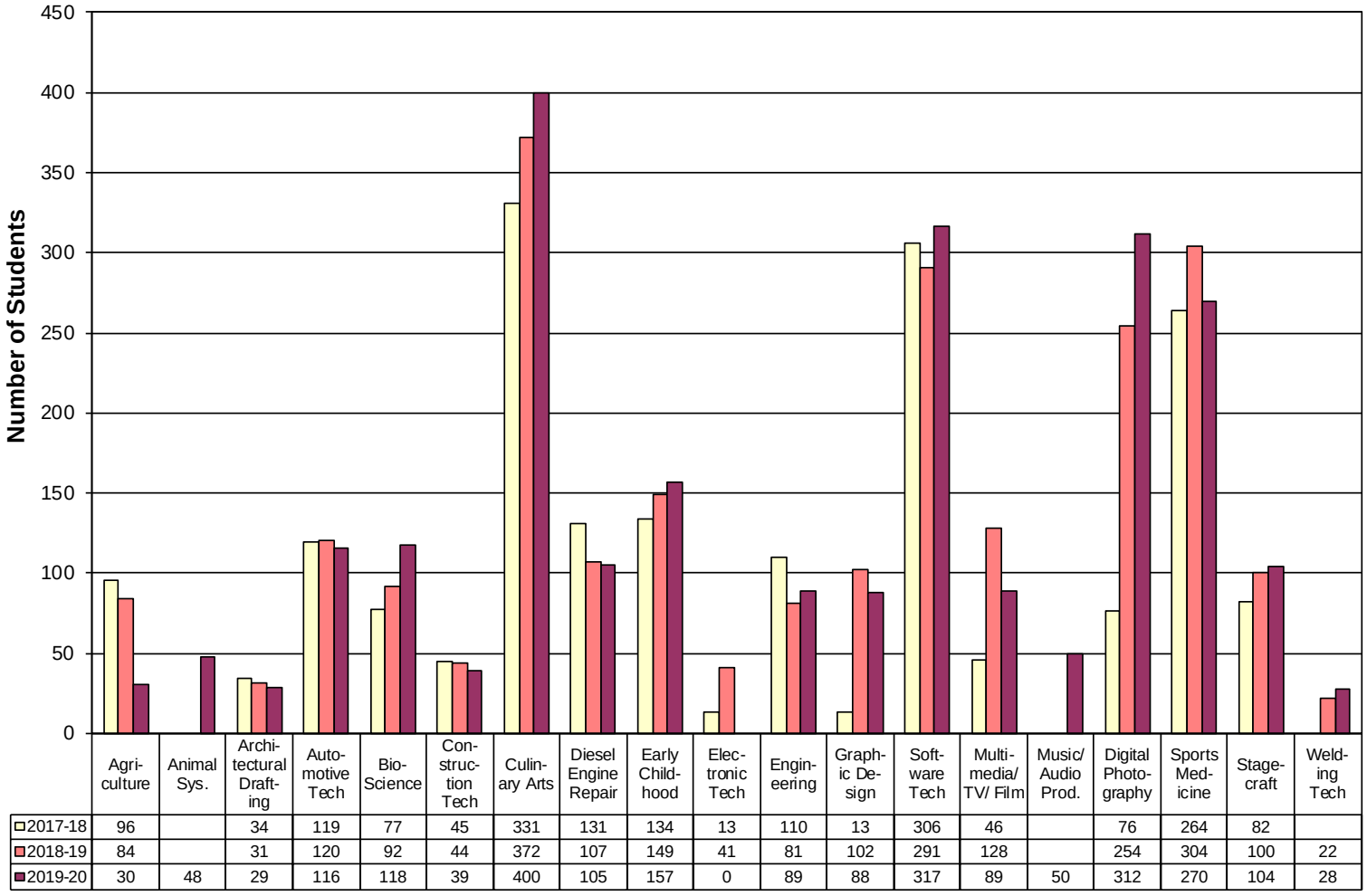
Advanced Placement Testing: 5-year Trends





Note: State data not available for 2020.

Career/ Technical Education Program Enrollment – 100th Day (2019-20)

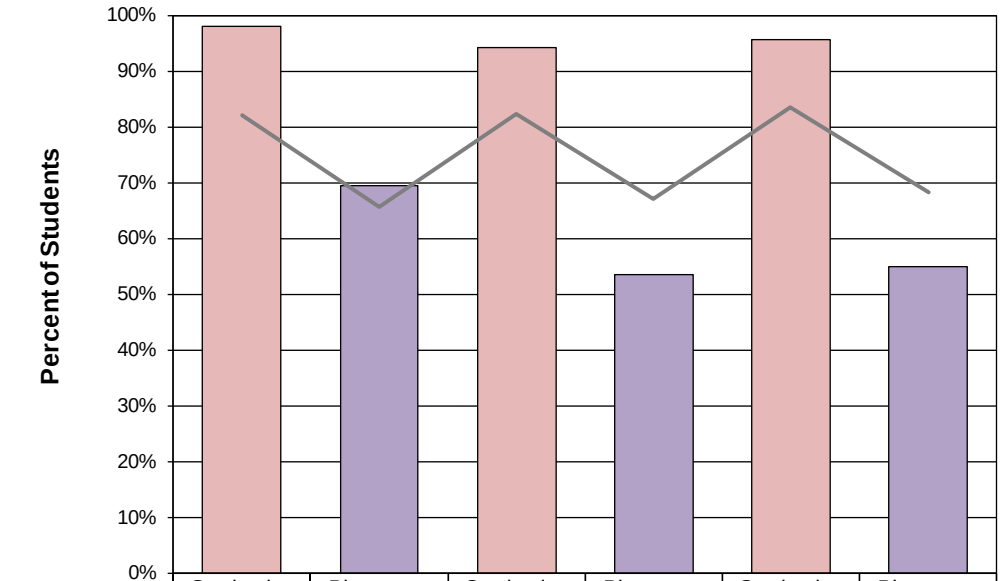


	Agri-culture	Animal Sys.	Archi-tectural Draft-ing	Auto-motive Tech	Bio-Science	Con-struc-tion Tech	Culin-ary Arts	Diesel Engine Repair	Early Child-hood	Elec-tronic Tech	Engin-eering	Graph-ic De-sign	Soft-ware Tech	Multi-media/ TV/ Film	Music/ Audio Prod.	Digital Photo-graphy	Sports Med-icine	Stage-craft	Weld-ing Tech
2017-18	96		34	119	77	45	331	131	134	13	110	13	306	46		76	264	82	
2018-19	84		31	120	92	44	372	107	149	41	81	102	291	128		254	304	100	22
2019-20	30	48	29	116	118	39	400	105	157	0	89	88	317	89	50	312	270	104	28

100th Day CTE Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
Amphitheater High School	566	548	577	606	578
Canyon del Oro High School	1,094	951	914	952	1,028
Ironwood Ridge High School	891	729	747	764	783

Career/ Technical Education Program Success (2018-19)

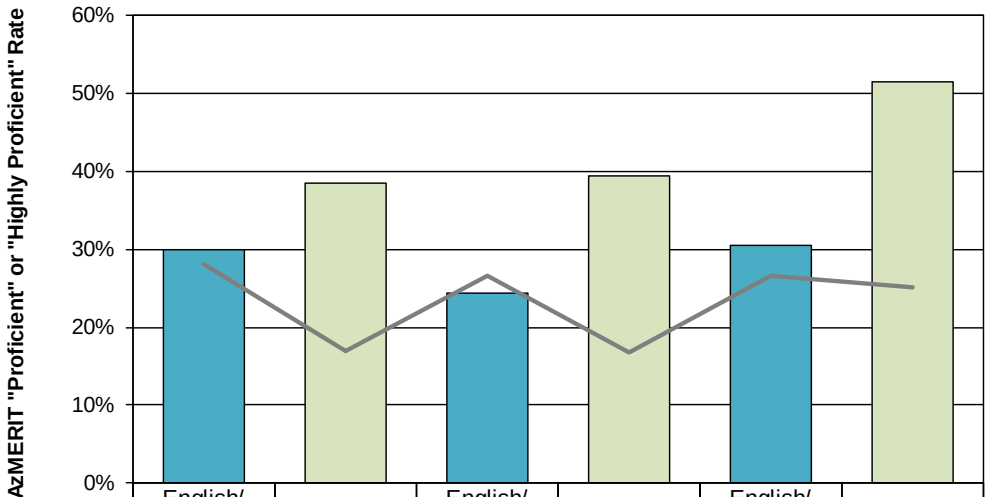
Graduation and Job Placement Rates for CTE Program Concentrators



	Graduation	Placement	Graduation	Placement	Graduation	Placement
	2016-17		2017-18		2018-19	
District CTE	98.0%	69.5%	94.2%	53.6%	95.7%	55.0%
Arizona CTE	82%	66%	82%	67%	83%	68%

Note: "Concentrators" are students who were enrolled in CTE program classes for 2 years. "Placement" refers to graduated Concentrators who are working or attending school in their field, or who have enlisted in the military. Data for 2019-20 was not available in time to be included in this report.

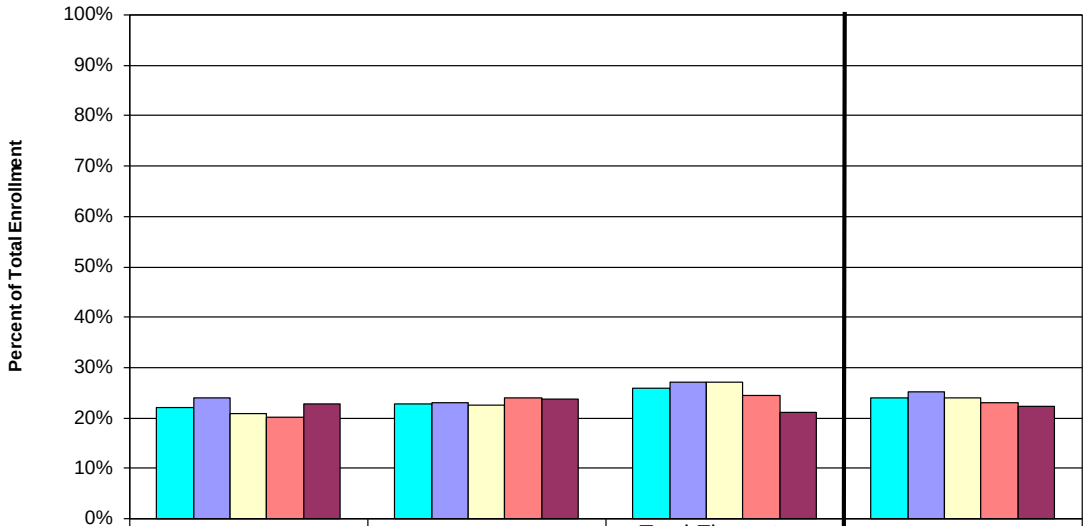
AzMERIT Proficiency Rate for CTE Program Concentrators



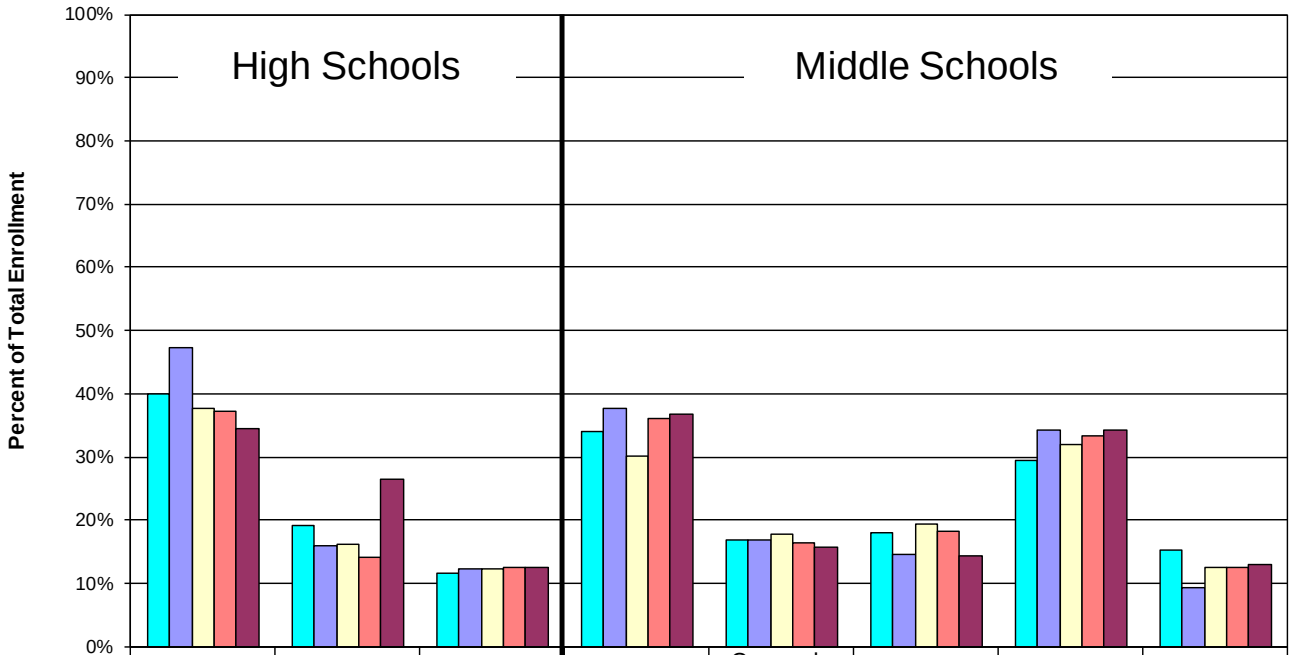
	English/ Language Arts 11	Algebra II	English/ Language Arts 11	Algebra II	English/ Language Arts 11	Algebra II
	2016-17		2017-18		2018-19	
District CTE	29.9%	38.5%	24.4%	39.4%	30.5%	51.4%
Arizona CTE	28%	17%	27%	17%	27%	25%

Other Student Indicators

Mobility Rate



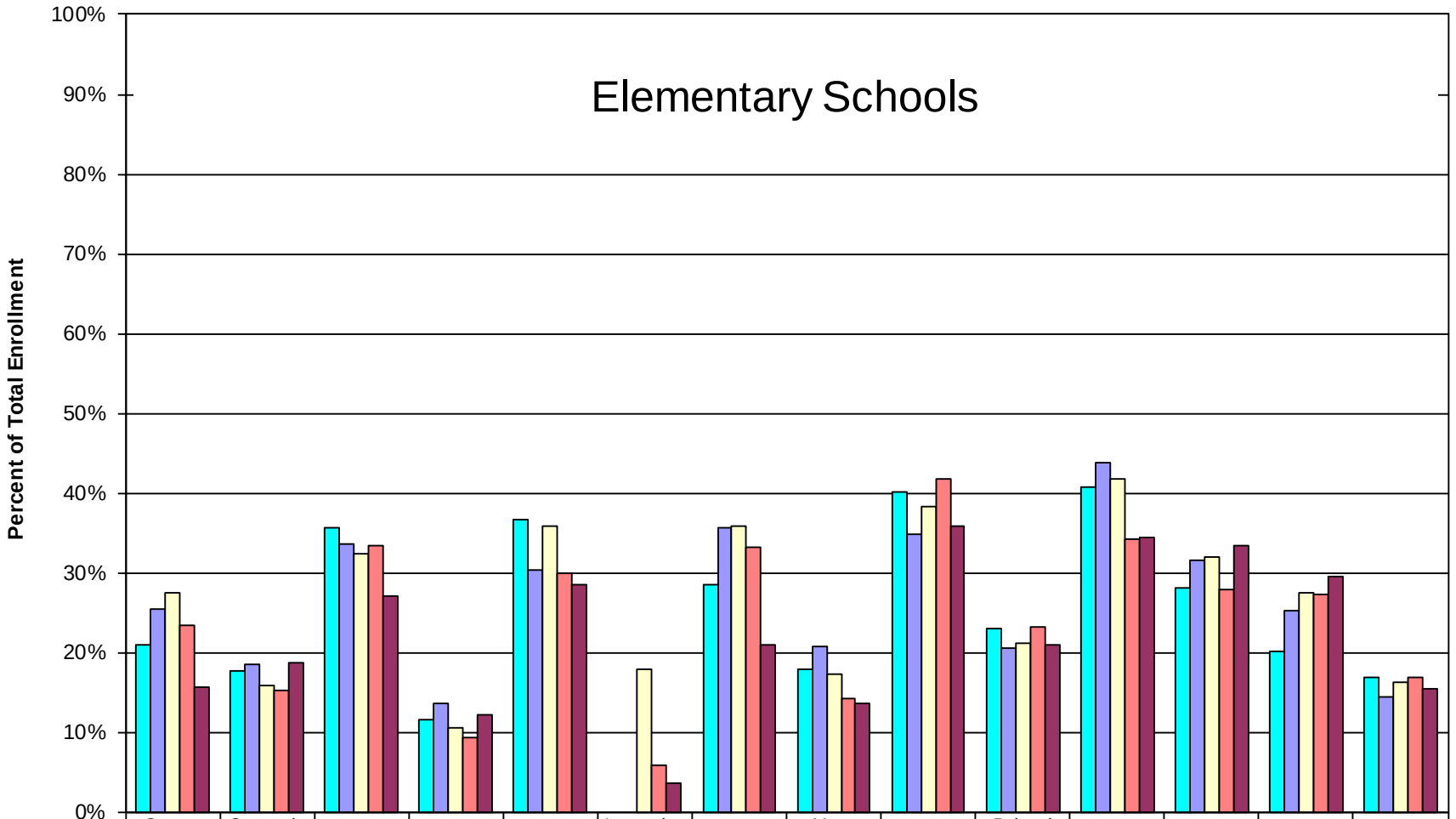
	Total High Schools	Total Middle Schools	Total Elementary Schools	DISTRICT
2015-16	22.1%	22.8%	26.0%	24.1%
2016-17	23.9%	23.0%	27.0%	25.2%
2017-18	20.9%	22.5%	27.0%	24.1%
2018-19	20.3%	24.1%	24.4%	23.0%
2019-20	22.7%	23.7%	21.2%	22.3%



	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS
2015-16	40.0%	19.1%	11.6%	34.1%	16.8%	18.1%	29.6%	15.4%
2016-17	47.4%	16.0%	12.3%	37.7%	17.0%	14.6%	34.2%	9.4%
2017-18	37.8%	16.3%	12.2%	30.1%	17.7%	19.4%	32.1%	12.6%
2018-19	37.3%	14.3%	12.5%	36.1%	16.5%	18.3%	33.3%	12.5%
2019-20	34.5%	26.5%	12.6%	36.8%	15.8%	14.3%	34.3%	13.0%

Note: Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) x 100.

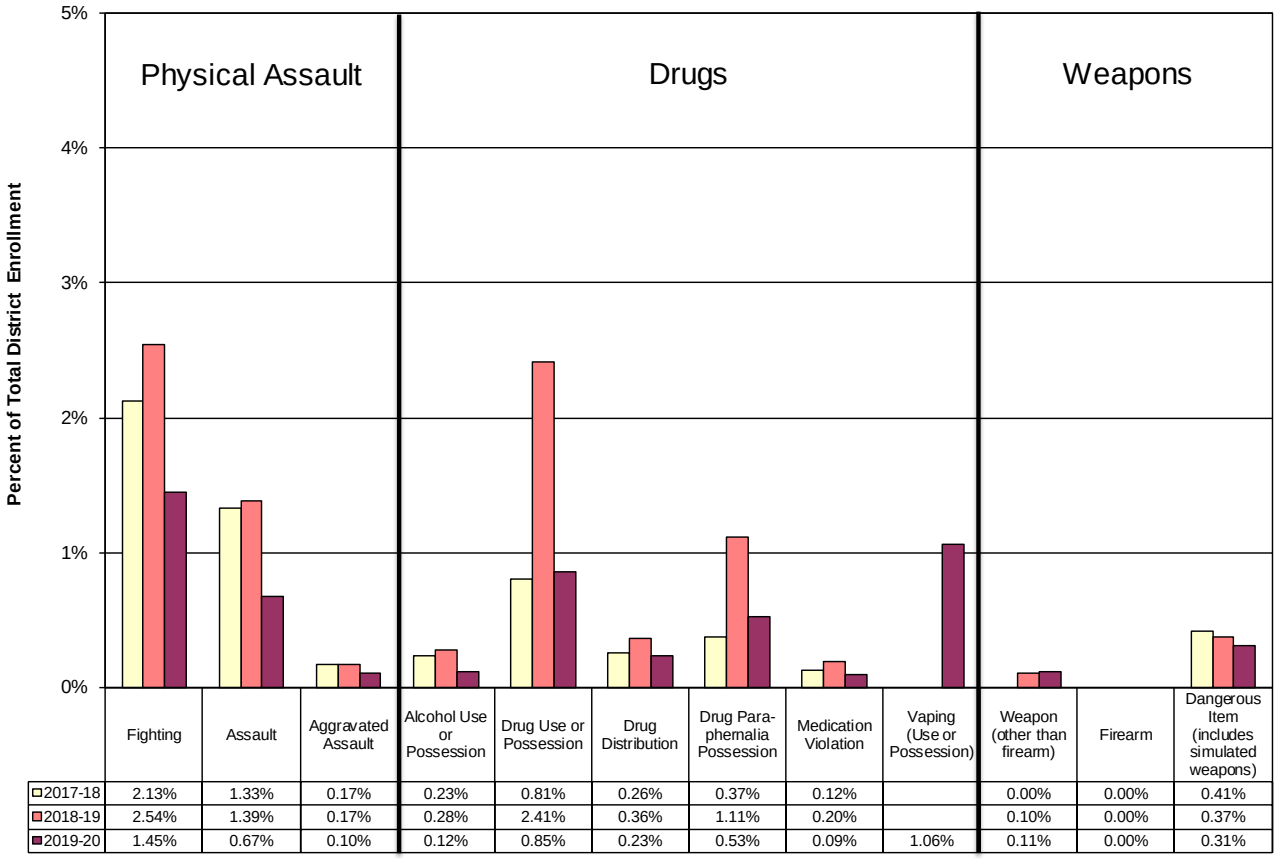
Mobility Rate (cont.)



	Copper Creek	Coronado ES	Donaldson	Harelson	Holaway	Innovation Acad.	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson ES
2015-16	20.9%	17.8%	35.6%	11.5%	36.6%	n/a	28.5%	18.0%	40.1%	23.1%	40.8%	28.2%	20.2%	16.9%
2016-17	25.5%	18.4%	33.6%	13.6%	30.4%		35.7%	20.9%	34.8%	20.6%	43.8%	31.6%	25.2%	14.4%
2017-18	27.6%	15.9%	32.3%	10.5%	35.9%	17.8%	35.9%	17.4%	38.2%	21.2%	41.8%	32.0%	27.5%	16.2%
2018-19	23.3%	15.3%	33.5%	9.4%	29.9%	5.9%	33.2%	14.3%	41.7%	23.3%	34.3%	28.0%	27.4%	16.9%
2019-20	15.8%	18.7%	27.1%	12.1%	28.4%	3.6%	21.0%	13.6%	35.9%	21.0%	34.5%	33.5%	29.5%	15.5%

Note: Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) x 100.

Reports of Serious Offenses



	Fighting	Assault	Aggravated Assault	Alcohol Use or Possession	Drug Use or Possession	Drug Distribution	Drug Para-phernalia Possession	Medication Violation	Vaping (Use or Possession)	Weapon (other than firearm)	Firearm	Dangerous Item (includes simulated weapons)
2017-18	2.13%	1.33%	0.17%	0.23%	0.81%	0.26%	0.37%	0.12%		0.00%	0.00%	0.41%
2018-19	2.54%	1.39%	0.17%	0.28%	2.41%	0.36%	1.11%	0.20%		0.10%	0.00%	0.37%
2019-20	1.45%	0.67%	0.10%	0.12%	0.85%	0.23%	0.53%	0.09%	1.06%	0.11%	0.00%	0.31%

Note: In 2019-20, a new violation code was added to the Drugs category: Vaping, which is defined as "Use/possession of an inhalant product from a vapor-releasing device. Inhalant includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device." Prior to 2019-20, Vaping violations were captured under Drug Use/Possession and Drug Paraphernalia Possession.

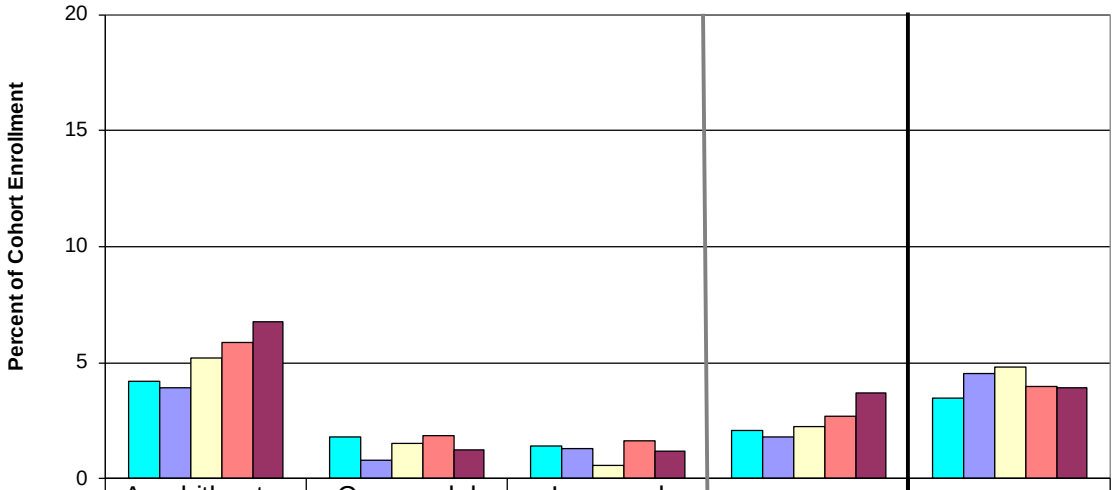
Historical Trend (as a Percent of Total Enrollment)

	Physical Assault		Drugs		Weapons		Total Serious Offenses	
2015-16	313	2.2%	162	1.2%	43	0.3%	536	3.8%
2016-17	331	2.4%	234	1.7%	74	0.5%	639	4.6%
2017-18	502	3.6%	249	1.8%	57	0.4%	808	5.8%
2018-19	564	4.1%	600	4.4%	65	0.5%	1,229	8.9%
2019-20	301	2.2%	388	2.9%	57	0.4%	746	5.5%

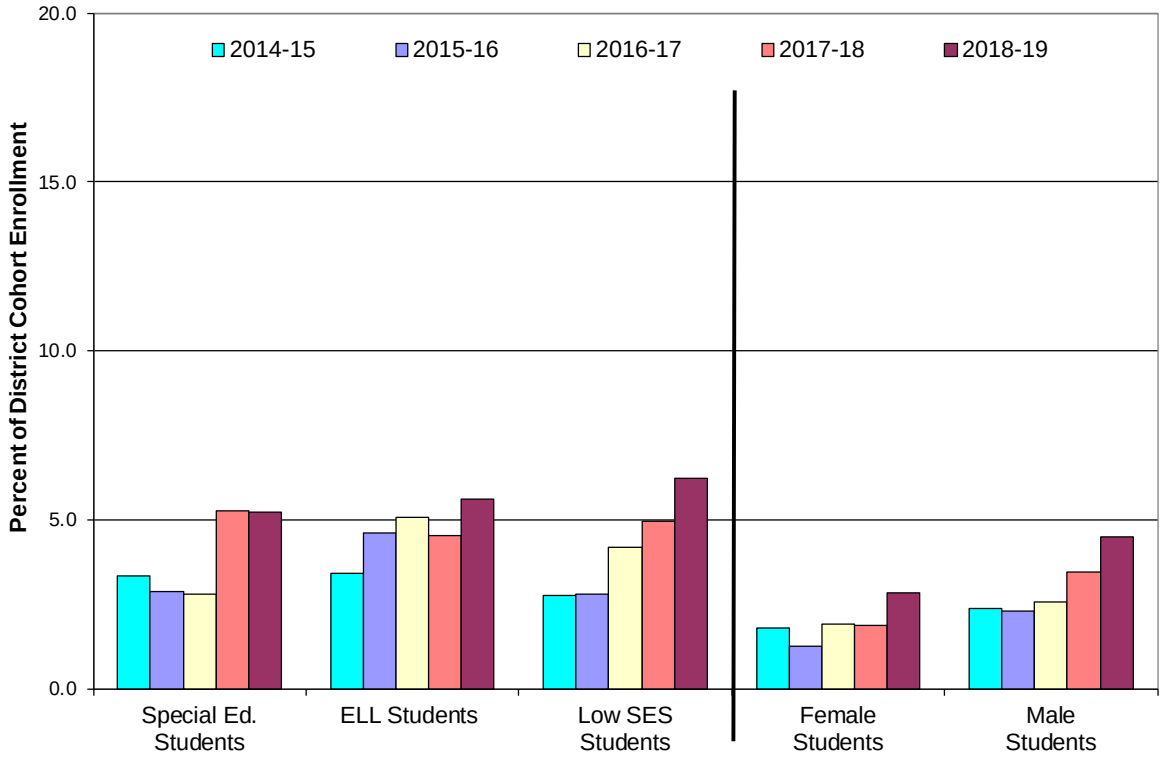
Physical Assault includes the following categories: Fighting, Assault, and Aggravated Assault.
Drugs includes the following categories: Alcohol Use or Possession, Alcohol Distribution, Drug Use or Possession, Drug Distribution, Paraphernalia Possession, Medication Violation, and Vaping.
Weapons includes the following categories: Weapons (other than firearms), Firearms, and Dangerous Items (which also includes simulated weapons).

Prohibited behavior categories, rules, and definitions are found in the Student Code of Conduct, available at www.amphi.com under the "Parent & Students" link.

Dropout Rate: By School and Special Program Membership



	Amphitheater HS	Canyon del Oro HS	Ironwood Ridge HS	District	State
2014-15	4.2	1.8	1.4	2.1	3.5
2015-16	3.9	0.8	1.3	1.8	4.5
2016-17	5.2	1.5	0.6	2.2	4.8
2017-18	5.9	1.9	1.6	2.7	3.9
2018-19	6.8	1.2	1.2	3.7	3.9



Note: The dropout rate includes students from grade levels 9-12 who have withdrawn from our schools, but for whom we have not received a transcript or records request. Students who have transferred to another school, who have moved to another country, who are out of school due to illness, or who are deceased, are not considered dropouts. Dropout rate calculations will not align with the graduation rate calculations (which are cohort-based). Data for 2019-20 was not available in time to be included in this report.