



Data Book

2021-2022

District Overview

Vision, Mission, Values, and Beliefs	3
Portrait of a Graduate.....	4
Amphitheater Public Schools Facts.....	7
School District Spending (Source: Arizona Office of the Auditor General).....	8
Arizona A-F School Letter Grades and History (Source: Arizona Department of Education)	9

Who Attends Our Schools?

Race/Ethnic Distribution (Source: District Data Department)	13
Grade Level Distribution (Source: District Data Department).....	17
Title I School Enrollment (Source: District Data Department)	21
Free and Reduced Lunch Program Enrollment (Source: Food Services Department).....	22
REACH Gifted & Talented Program – Student Enrollment (Source: REACH Program)	24
English Language Learner (ELL) Services – Student Enrollment (Source: District Data Department)	27
Country of Birth for ELL Students (Source: District Data Department)	30
Reclassified Rate of ELL Students, by School of Enrollment (Source: Language Acquisition Department).....	31
Special Education Services – Student Enrollment (Source: District Data Department)	32

Who Works for Our District?

Personnel Profile (Source: Human Resources Department)	36
Principal Tenure (Source: Human Resources Department)	36
Teacher Turnover Rate & Reason Given for Leaving (Source: Human Resources/ District Data Department)	37

How Have Our Enrollment and Attendance Patterns Changed?

Enrollment on 100 th Day (Source: District Data Department).....	39
Average Daily Attendance: 1 st through 100 th Day (Source: District Data Department)	42
Average Daily Attendance: Year-End (Source: District Data Department).....	43

How Are Our Students Achieving?

Arizona’s Academic Standards Assessment (AASA) Results (Grades 3-8) (Source: District Data Department)	46
ACT Aspire® Results (Grade 9) (Source: District Data Department)	69
ACT® Results (Grade 11) (Source: District Data Department).....	71
AzSCI Results (Grades 5, 8, and 11) (Source: District Data Department)	73
MAP Growth Results (Grades 2-8) (Source: District Data Department)	75
Arizona English Language Learner Assessment (AZELLA) Growth (Source: Language Acquisition Department)	94

Are Our Students College and Career Ready?

Graduation Rate (Source: Arizona Department of Education)	96
Advanced Placement Testing and Trends (Source: District Data Department)	97
Career/ Technical Education (CTE) Program Enrollment and Successes (Source: CTE Program Administrator)	98

Other Student Indicators

Mobility Rate (Source: District Data Department).....	101
Serious Offenses (Source: District Data Department)	103
Dropout Rate (Source: Arizona Department of Education)	104

District Overview

Unless otherwise noted, all statistics were collected on the last day of the 2021-22 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





Amphiheater 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



Amphiheater 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 (2021-22)	\$1,658,280,681
Geographic Area.....	112 sq. miles
Estimated Population of School District	147,446

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2020

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	1,363
Part-Time Employees	469

Student Enrollment at Year End	12,172
Elementary	4,919
Secondary	7,253

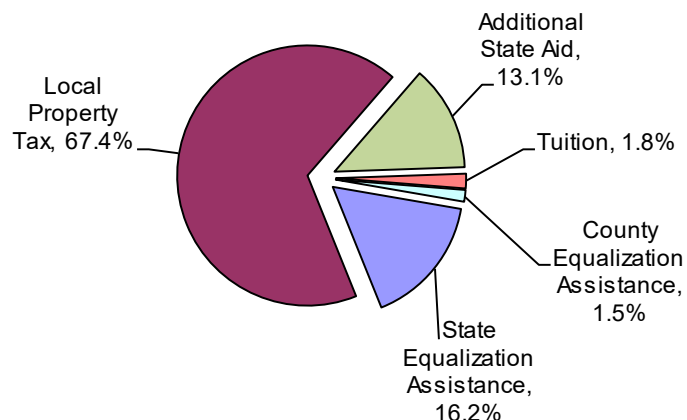
Race/Ethnicity Distribution

Asian	3.2%
Black	4.7%
Hispanic (of any Race)	43.6%
Native American/American Indian	1.7%
White (not of Hispanic origin)	43.5%
Multi-racial	3.3%

Number of Schools by AZ LEARNS Letter Grade (2022)

"A" Schools.....	10
"B" Schools.....	5
"C" Schools.....	5
"D" Schools	0
"F" Schools	0

General Fund M & O Revenue Sources (2021-22)



Percent of Students Eligible for

Free or Reduced Lunch.....	31.5%
Change from last year	+0.5%

Amphitheater Governing Board (as of January 2022)

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

School District Spending (Fiscal Year 2021)

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2021, March 2022, Report No 22-202

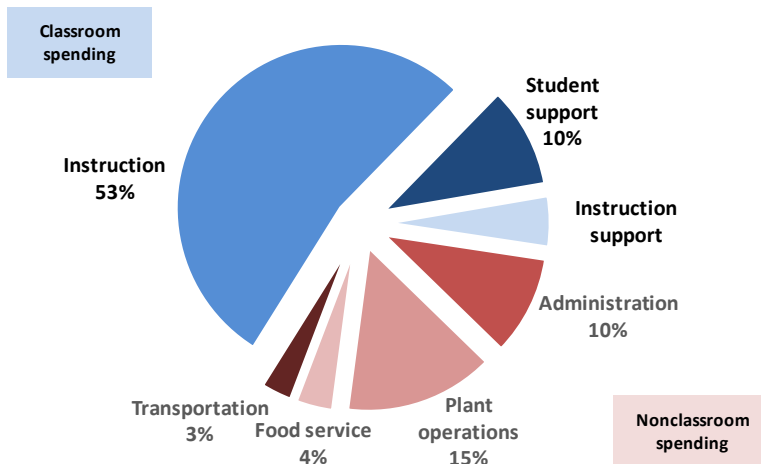
Per pupil spending

Spending by area		District		Peer average 2021
		2020	2021	
Classroom spending	Instruction	\$ 4,793	\$ 5,763	\$ 5,063
	Student Support	812	1,080	804
	Instruction Support	491	547	591
Nonclassroom spending	Administration	868	1,068	949
	Plant Operations	1,228	1,599	1,110
	Food Service	377	407	296
	Transportation	484	338	381
Total operational		\$ 9,053	\$ 10,802	\$ 9,194
Land and buildings		\$ 841	\$ 679	\$ 1,291
Equipment		406	783	810
Interest		310	298	374
Other		80	50	157
Total nonoperational		\$ 1,637	\$ 1,810	\$ 2,632
Total per pupil spending		\$ 10,690	\$ 12,612	\$ 11,826

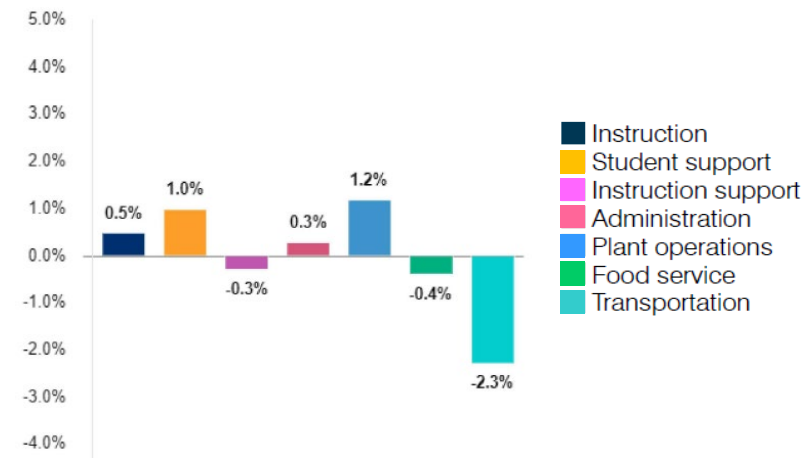
Operational measures relative to peer averages (Fiscal year 2021)

Operational area	Measure	District	Peer average	State average
Administration	Spending per pupil	\$1,068	\$949	\$1,041
	Students per administrative position	43	63	63
Plant Operations	Spending per square foot	\$6.77	\$7.01	\$6.84
	Square footage per student	236	160	171
Food Service	Spending per meal	\$3.29	\$3.38	\$3.54
	Meals per student	124	91	113
Transportation	Spending per mile	\$5.86	not available	\$7.22
	Spending per rider	\$2,434	not available	\$2,862

Amphitheater District spending by operational area Fiscal year 2021



Percentage point change in spending by operational area (fiscal year 2020 versus 2021)



Arizona LEARNS A-F Letter Grades

Arizona Revised Statutes §15-241 required 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 2022)											
		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	94%	7.68	41.43	4.0	10.0	63.11	63.11%	2	65.11	C
	Coronado K-8	99%	18.45	44.56	5.0	10.0	78.01	78.01%	4	81.51	B
	Cross Middle	99%	22.21	47.46	10.0	10.0	89.67	89.67%	4	93.17	A
	La Cima Middle	97%	10.58	43.02	9.0	10.0	72.60	72.60%	2	74.60	B
	Wilson K-8	98%	22.26	45.70	9.0	8.0	84.96	84.96%	4	88.46	A
Elementary Schools	Copper Creek Elem.	100%	19.82	44.77	NA	10.0	74.59	82.88%	4	86.38	A
	Donaldson Elem.	98%	17.14	38.72	8.0	10.0	73.86	73.86%	2	75.86	B
	Harelson Elem.	100%	22.99	47.78	NA	10.0	80.77	89.74%	4	93.24	A
	Holaway Elem.	97%	12.69	47.79	9.0	10.0	79.48	79.48%	4	82.98	B
	Innovation Academy	98%	28.66	39.29	NA	10.0	77.95	86.61%	2	88.61	A
	Keeling Elem.	95%	8.08	44.88	9.0	8.0	69.96	69.96%	2	71.96	C
	Mesa Verde Elem.	100%	20.99	44.73	9.0	8.0	82.72	82.72%	4	86.22	A
	Nash Elem.	98%	6.70	36.40	8.0	8.0	59.10	59.10%	2	61.10	C
	Painted Sky Elem.	100%	26.11	43.13	NA	10.0	79.24	88.04%	4	91.54	A
	Prince Elem.	97%	9.81	38.72	10.0	10.0	68.53	68.53%	2	70.53	C
	Rio Vista Elem.	98%	15.96	38.26	10.0	10.0	74.22	74.22%	2	76.22	B
	Walker Elem.	99%	20.81	47.83	10.0	10.0	88.64	88.64%	4	92.14	A

Total Score Needed For Each Letter Grade (FY2019-2022)

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 2022)				
		Amphitheater High School	Canyon del Oro High School	Ironwood Ridge High School
Percent Tested		93%	98%	99%
Proficiency Points (30% of Total Points)		9.83	22.98	21.23
Student Growth	ELA Proficiency Growth Points (10% of Total Points)	7.9	9.99	10.00
Percentile (SGP)	Math Proficiency Growth Points (10% of Total Points)	8.7	8.78	9.82
English Language Proficiency & Growth Points (10% of Total Points)		10.0	10.0	10.0
Graduation Rate	4-, 5-, 6-, 7-year Graduation Rate Points (10% of Total Points)	8.8	10.0	10.0
	4-year Graduation Rate Improvement (10% of Total Points)	0.0	10.0	5.0
College & Career Ready Self-Report Scaled Score (20% of Total Points)		11.2	17.6	16.5
Total Points (sum of the points so far)		56.42	89.34	82.73
Percentage Earned (If EL category is NA, Total Points is divided by 90, not 100)		56.42%	89.34%	82.73%
Bonus Points (for Special Education & Science Testing)		4.5	7.5	7.5
Total Score		60.9	96.8	90.2
Letter Grade		C	A	A

Total Score Needed For Each Letter Grade (FY2022)

A	B	C	D	F
83 - 100%	66 - 82%	49 - 65%	32 - 48%	< 31%

Arizona LEARNS A-F Letter Grades – History

	2011	2012	2013	2014- 2016	2017	2018	2019- 2021	2022
Amphitheater High School	D	C	D	B	C	C	C	C
Amphitheater Middle School	C	C	C	C	C	C	C	C
Canyon del Oro High School	B	A	A	A	C	A	A	A
Copper Creek Elementary	B	A	A	A	B	B	B	A
Coronado K-8 School	B	B	B	B	B	B	B	B
Cross Middle School	C	B	B	B	B	A	B	A
Donaldson Elementary	A	C	B	B	B	C	B	B
Harelson Elementary	A	A	A	A	A	A	A	A
Holaway Elementary	C	D	B	C	C	C	B	B
Innovation Academy	—	—	—	—	—	A	A	A
Ironwood Ridge High School	A	B	B	A	C	B	B	A
Keeling Elementary	B	C	C	C	C	C	C	C
La Cima Middle	C	B	B	B	A	C	B	B
Mesa Verde Elementary	B	A	A	A	B	A	B	A
Nash Elementary	C	B	C	C	C	C	C	C
Painted Sky Elementary	B	A	A	A	B	A	A	A
Prince Elementary	C	B	C	C	D	C	B	C
Rio Vista Elementary	B	B	A	B	C	B	C	B
Walker Elementary	B	B	B	B	B	B	A	A
Wilson K-8 School	B	B	A	B	B	A	A	A
Amphi Academy Online	—	—	—	—	—	—	—	B

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 and 2021 remained unchanged from 2019 due to COVID-19 school closures, affecting Spring 2020 testing.

About the A-F Letter Grades

Arizona Revised Statutes §15-241 required 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
2017-18	4.2%	5.0%	38.0%	1.5%	49.6%	1.7%
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%
2020-21	4.1%	4.1%	39.1%	1.6%	48.6%	2.5%
2021-22	3.2%	4.7%	43.6%	1.7%	43.5%	3.3%

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
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%
2020-21	4.4%	11.6%	65.0%	2.5%	15.0%	1.5%
2021-22	3.6%	11.0%	63.4%	4.2%	15.4%	2.3%

Canyon del Oro High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	4.8%	2.5%	32.5%	1.4%	56.2%	2.6%
2021-22	4.7%	2.3%	33.0%	1.4%	55.6%	3.1%

Ironwood Ridge High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	3.5%	1.8%	25.6%	0.4%	66.1%	2.6%
2021-22	3.1%	1.3%	28.8%	0.4%	63.4%	2.9%

Rillito (grades 9-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	5.6%	0.0%	27.8%	0.0%	66.7%	0.0%
2021-22	8.3%	0.0%	29.2%	4.2%	58.3%	0.0%

Amphi Academy Online (grades 6-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	3.5%	2.4%	44.7%	2.7%	43.3%	3.3%
2021-22	4.2%	3.5%	45.9%	2.8%	41.7%	1.8%

HIGH SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	4.1%	4.1%	39.1%	1.6%	48.6%	2.5%
2021-22	3.9%	4.0%	39.4%	1.8%	48.1%	2.8%

Race/Ethnic Distribution: Middle School

Amphitheater Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	1.8%	15.0%	58.8%	4.1%	15.5%	4.8%
2021-22	2.7%	12.7%	65.7%	3.9%	11.7%	3.3%

Coronado (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	1.2%	2.3%	41.6%	0.0%	52.0%	2.9%
2021-22	1.9%	1.1%	39.9%	0.0%	54.4%	2.7%

Cross Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.9%	2.3%	32.8%	1.1%	57.8%	3.2%
2021-22	3.1%	2.6%	32.7%	0.8%	57.5%	3.3%

La Cima Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.7%	4.8%	71.3%	3.7%	16.2%	1.3%
2021-22	3.6%	5.5%	70.0%	3.1%	16.1%	1.7%

Wilson (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.7%	2.3%	27.8%	0.4%	61.9%	4.9%
2021-22	2.1%	2.5%	29.0%	0.6%	61.7%	4.1%

Rillito (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	11.1%	0.0%	44.4%	5.6%	33.3%	5.6%
2021-22	6.3%	0.0%	37.5%	12.5%	37.5%	6.3%

MIDDLE SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.4%	5.6%	45.0%	1.9%	41.5%	3.6%
2021-22	2.8%	5.0%	46.1%	1.8%	41.3%	3.1%

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
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%
2020-21	1.6%	2.9%	29.7%	0.6%	60.6%	4.5%
2021-22	1.2%	3.0%	29.9%	0.6%	60.7%	4.7%

Coronado (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	1.1%	0.4%	54.9%	0.0%	42.9%	0.7%
2021-22	1.2%	0.3%	55.0%	0.3%	42.5%	0.6%

Donaldson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.0%	8.1%	48.8%	2.4%	36.2%	2.4%
2021-22	1.1%	9.2%	47.9%	1.9%	36.8%	3.1%

Harelson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	4.9%	0.7%	25.5%	0.0%	64.5%	4.4%
2021-22	4.2%	1.3%	26.7%	0.0%	63.6%	4.2%

Holaway Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	3.4%	6.5%	54.0%	2.4%	27.8%	5.8%
2021-22	2.8%	3.9%	56.2%	3.4%	29.2%	4.5%

Innovation Academy						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	1.9%	0.0%	25.1%	0.3%	67.1%	5.5%
2021-22	2.8%	0.2%	26.6%	0.7%	63.6%	6.1%

Keeling Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	3.6%	13.3%	63.4%	3.2%	11.8%	4.7%
2021-22	4.1%	15.5%	63.1%	2.2%	11.8%	3.3%

Mesa Verde Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	1.5%	0.9%	32.8%	0.0%	60.7%	4.0%
2021-22	0.9%	1.8%	37.6%	0.0%	57.3%	2.4%

Race/Ethnic Distribution: Elementary School (cont.)

Nash Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.5%	7.5%	73.8%	5.4%	8.8%	2.1%
2021-22	2.8%	8.1%	73.6%	3.7%	10.6%	1.2%

Painted Sky Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.8%	2.0%	25.8%	0.0%	63.0%	6.4%
2021-22	4.1%	1.3%	27.8%	0.0%	59.5%	7.3%

Prince Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	2.6%	17.8%	57.3%	4.8%	13.9%	3.5%
2021-22	2.5%	19.6%	57.1%	5.3%	11.6%	4.0%

Rio Vista Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	1.5%	5.4%	69.6%	1.9%	20.4%	1.2%
2021-22	2.4%	4.5%	69.9%	1.8%	19.4%	2.1%

Walker Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	3.7%	3.4%	57.6%	1.2%	31.4%	2.7%
2021-22	4.5%	3.8%	57.2%	1.9%	30.4%	2.2%

Wilson (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	5.0%	1.7%	27.4%	0.6%	60.3%	5.0%
2021-22	4.0%	1.6%	26.1%	1.3%	62.3%	4.7%

Rillito (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	4.8%	4.8%	57.1%	2.4%	28.6%	2.4%
2021-22	2.5%	5.0%	52.5%	0.0%	35.0%	5.0%

Amphi Academy Online (grades K-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2020-21	4.6%	4.1%	52.8%	1.1%	33.0%	4.4%
2021-22	6.0%	6.0%	59.0%	1.0%	23.0%	5.0%

ELEMENTARY SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2020-21	3.1%	5.0%	45.4%	1.5%	41.1%	4.0%
2021-22	2.9%	5.2%	45.9%	1.6%	40.5%	3.8%

Notes:

"Hispanic" 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
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%
2020-21	28.5%	24.9%	24.5%	22.1%
2021-22	28.9%	26.7%	21.9%	22.5%

Canyon del Oro High School				
	9th	10th	11th	12th
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%
2020-21	29.9%	24.3%	22.1%	23.8%
2021-22	28.7%	26.6%	23.6%	21.1%

Ironwood Ridge High School				
	9th	10th	11th	12th
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%
2020-21	25.6%	23.2%	26.8%	24.4%
2021-22	26.1%	24.4%	23.2%	26.2%

*Rillito School (grades 9-12)				
	9th	10th	11th	12th
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%
2020-21	22.2%	0.0%	16.7%	61.1%
2021-22	20.8%	20.8%	0.0%	58.3%

**Amphi Academy Online				
	9th	10th	11th	12th
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%
2020-21	18.7%	24.7%	25.6%	31.0%
2021-22	14.4%	21.2%	22.1%	42.3%

GRADE DISTRIBUTION: DISTRICT				
	9th	10th	11th	12th
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%
2020-21	9.3%	8.4%	8.6%	8.6%
2021-22	9.7%	9.1%	8.2%	8.7%

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

** Amphi Academy Online is an online school.

Grade Level Distribution: Middle School

Amphitheater Middle School			
	6th	7th	8th
2017-18	39.0%	28.9%	32.1%
2018-19	35.6%	35.7%	28.7%
2019-20	30.4%	34.4%	35.2%
2020-21	29.3%	31.8%	38.9%
2021-22	34.1%	32.4%	33.6%

**Coronado (grades 6-8)			
	6th	7th	8th
2017-18	30.8%	32.8%	36.4%
2018-19	33.0%	33.8%	33.2%
2019-20	31.7%	33.1%	35.2%
2020-21	29.9%	34.0%	36.0%
2021-22	31.3%	34.8%	34.0%

Cross Middle School			
	6th	7th	8th
2017-18	29.2%	34.8%	36.0%
2018-19	28.7%	37.9%	33.4%
2019-20	31.0%	33.1%	35.8%
2020-21	27.9%	36.6%	35.5%
2021-22	29.0%	35.8%	35.2%

La Cima Middle School			
	6th	7th	8th
2017-18	33.0%	36.3%	30.8%
2018-19	34.9%	31.7%	33.4%
2019-20	32.3%	34.9%	32.8%
2020-21	32.7%	33.0%	34.3%
2021-22	32.3%	32.8%	34.9%

*Rillito School (grades 6-8)			
	6th	7th	8th
2017-18	42.9%	28.6%	28.6%
2018-19	41.7%	33.3%	25.0%
2019-20	42.9%	28.6%	28.6%
2020-21	50.0%	27.8%	22.2%
2021-22	18.8%	50.0%	31.3%

**Wilson (grades 6-8)			
	6th	7th	8th
2017-18	29.4%	33.2%	37.4%
2018-19	34.7%	31.9%	33.4%
2019-20	27.8%	36.9%	35.3%
2020-21	28.8%	30.5%	40.7%
2021-22	35.0%	31.7%	33.3%

***Amphi Academy Online			
	6th	7th	8th
2017-18	13.3%	20.0%	66.7%
2018-19	25.0%	12.5%	62.5%
2019-20	12.0%	48.0%	40.0%
2020-21	33.0%	35.2%	31.8%
2021-22	28.0%	29.3%	42.7%

GRADE DISTRIBUTION: DISTRICT			
	6th	7th	8th
2017-18	7.6%	7.2%	7.7%
2018-19	7.8%	7.7%	7.2%
2019-20	7.2%	7.7%	7.9%
2020-21	7.0%	7.5%	8.2%
2021-22	7.4%	7.4%	7.6%

* 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.

Grade Level Distribution: Elementary School

Copper Creek Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	11.3%	12.3%	13.9%	13.9%	14.8%	15.2%	18.7%
2021-22	8.3%	10.1%	16.0%	16.9%	14.2%	16.6%	18.0%

**Coronado (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	0.4%	12.1%	12.1%	19.0%	15.4%	19.8%	21.2%
2021-22	0.3%	15.8%	14.0%	14.0%	18.0%	17.7%	20.2%

Donaldson Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	11.0%	10.6%	15.9%	15.4%	14.2%	15.0%	17.9%
2021-22	10.7%	14.9%	16.0%	13.0%	16.8%	13.4%	15.3%

Harelson Elementary								
	PS	KG	1st	2nd	3rd	4th	5th	6th
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%
2020-21	0.2%	11.8%	14.6%	13.9%	14.4%	18.1%	18.1%	8.8%
2021-22	0.2%	10.9%	13.9%	16.2%	13.5%	15.8%	19.4%	10.1%

Holaway Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	13.7%	14.8%	15.8%	15.1%	14.1%	12.7%	13.7%
2021-22	14.0%	15.7%	14.3%	16.0%	15.7%	13.8%	10.4%

Innovation Academy							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	6.6%	16.0%	16.3%	14.9%	16.3%	14.6%	15.2%
2021-22	5.9%	14.7%	16.6%	16.8%	16.8%	15.9%	13.3%

Keeling Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	0.4%	15.4%	15.8%	14.7%	19.7%	15.1%	19.0%
2021-22	0.0%	12.2%	15.5%	17.3%	16.6%	20.7%	17.7%

Mesa Verde Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	0.3%	13.2%	16.9%	18.1%	18.4%	14.7%	18.4%
2021-22	0.6%	15.8%	15.5%	16.7%	17.9%	16.7%	17.0%

Grade Level Distribution: Elementary School (cont.)

Nash Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	0.0%	12.5%	13.8%	12.9%	21.7%	19.6%	19.6%
2021-22	0.0%	16.5%	18.3%	13.4%	15.5%	18.9%	17.4%

Painted Sky Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	10.4%	12.6%	12.9%	17.9%	14.0%	14.6%	17.6%
2021-22	13.8%	12.8%	13.1%	15.1%	18.0%	13.8%	13.3%

Prince Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	0.4%	16.1%	15.6%	18.5%	14.1%	15.4%	19.8%
2021-22	0.2%	15.2%	17.9%	15.2%	18.3%	16.8%	16.4%

*Rillito School (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	26.2%	19.0%	23.8%	11.9%	9.5%	7.1%	2.4%
2021-22	25.0%	12.5%	12.5%	20.0%	10.0%	12.5%	7.5%

Rio Vista Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	0.8%	11.9%	17.7%	20.4%	11.9%	20.0%	17.3%
2021-22	0.3%	16.0%	16.6%	18.4%	17.5%	12.3%	19.0%

Walker Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	10.1%	15.5%	18.6%	16.8%	12.2%	13.1%	13.7%
2021-22	12.2%	14.6%	16.8%	14.1%	16.5%	11.8%	13.9%

** Wilson (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	1.1%	13.4%	13.7%	14.5%	17.9%	14.5%	24.9%
2021-22	1.6%	11.6%	15.8%	14.0%	18.5%	18.2%	20.3%

***Amphi Academy (grades K-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2020-21	0.0%	14.4%	15.5%	16.8%	16.5%	17.2%	19.6%
2021-22	0.0%	10.0%	14.0%	18.0%	18.0%	14.0%	26.0%

GRADE DISTRIBUTION: DISTRICT							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2020-21	2.0%	5.9%	6.6%	6.9%	6.7%	6.8%	7.8%
2021-22	2.3%	5.8%	6.6%	6.5%	7.0%	6.6%	7.0%

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

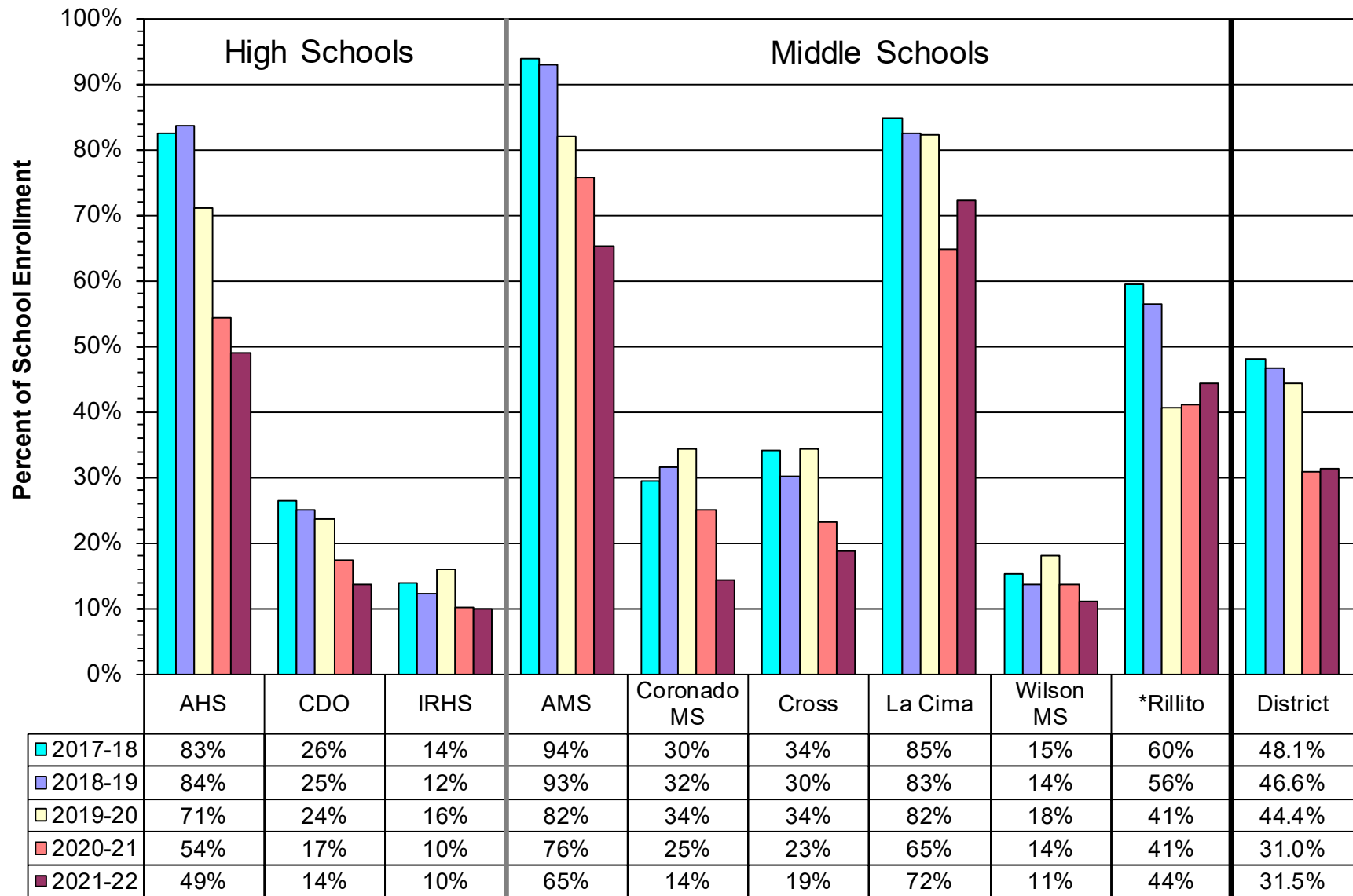
** Both Coronado and Wilson serve students in pre-school through 8th grade.

*** Amphi Academy Online is an online school. Elementary grades were added in 2020-21.

Title I School Enrollment

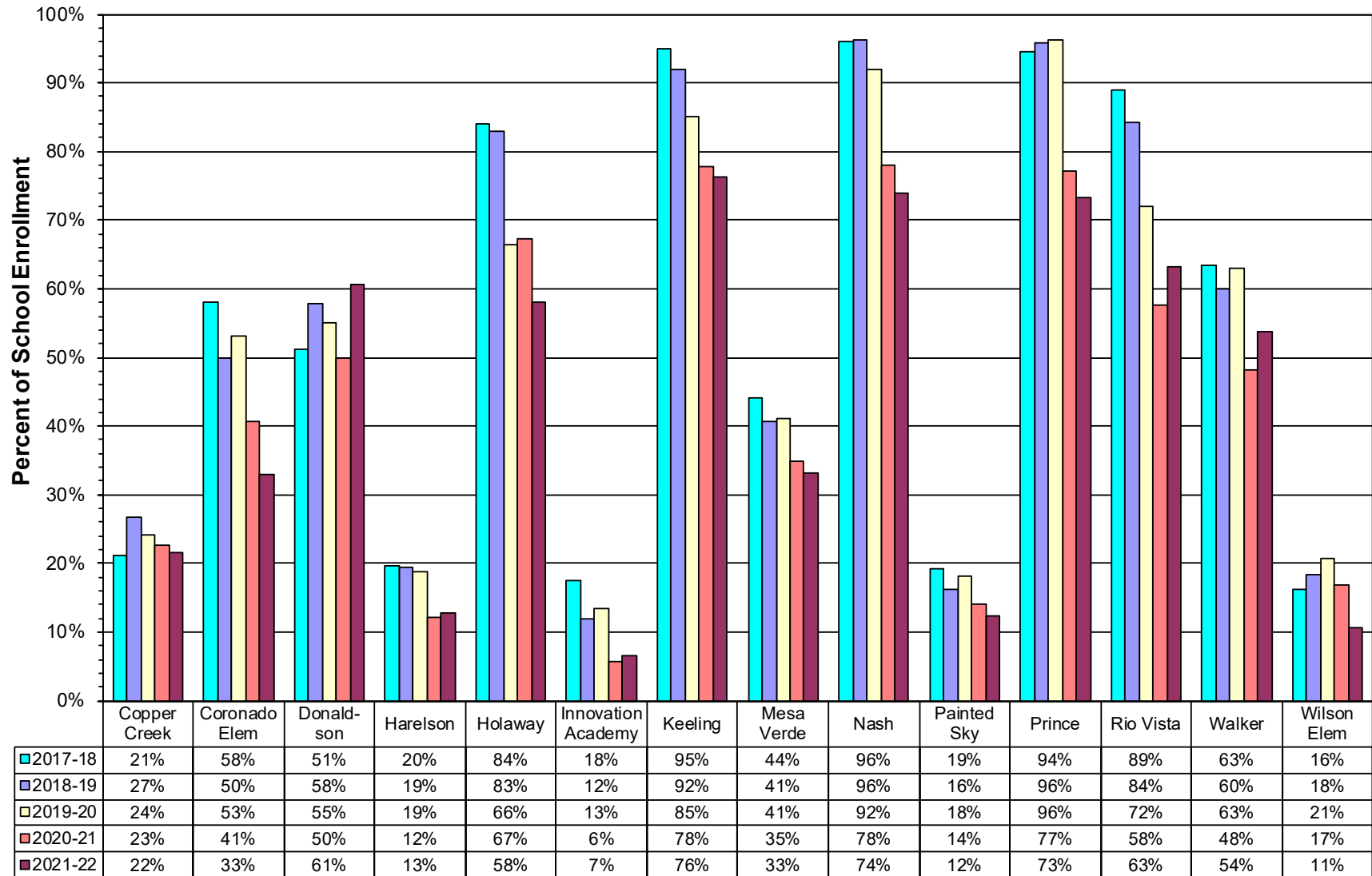
	2017-18	2018-19	2019-20	2020-21	2021-22
Amphitheater High	1,159	1,154	1,154	913	1,059
Amphitheater Middle	769	750	738	560	584
Coronado K-8	887	834	791	617	692
Donaldson Elementary	351	347	330	246	234
Holaway Elementary	439	405	384	291	306
Keeling Elementary	401	389	356	279	271
La Cima Middle	455	482	461	376	418
Mesa Verde Elementary	367	363	378	326	328
Nash Elementary	381	393	374	240	322
Prince Elementary	617	587	555	454	474
Rio Vista Elementary	468	453	410	260	331
Walker Elementary	475	470	480	328	366
Title I Year End Enrollment	6,769	6,627	6,411	4,890	5,385
Year End District Enrollment	13,871	13,765	13,500	12,105	12,172
% of Title I Enrollment	48.8%	48.1%	47.5%	40.4%	44.2%

Free and Reduced Lunch Program Enrollment

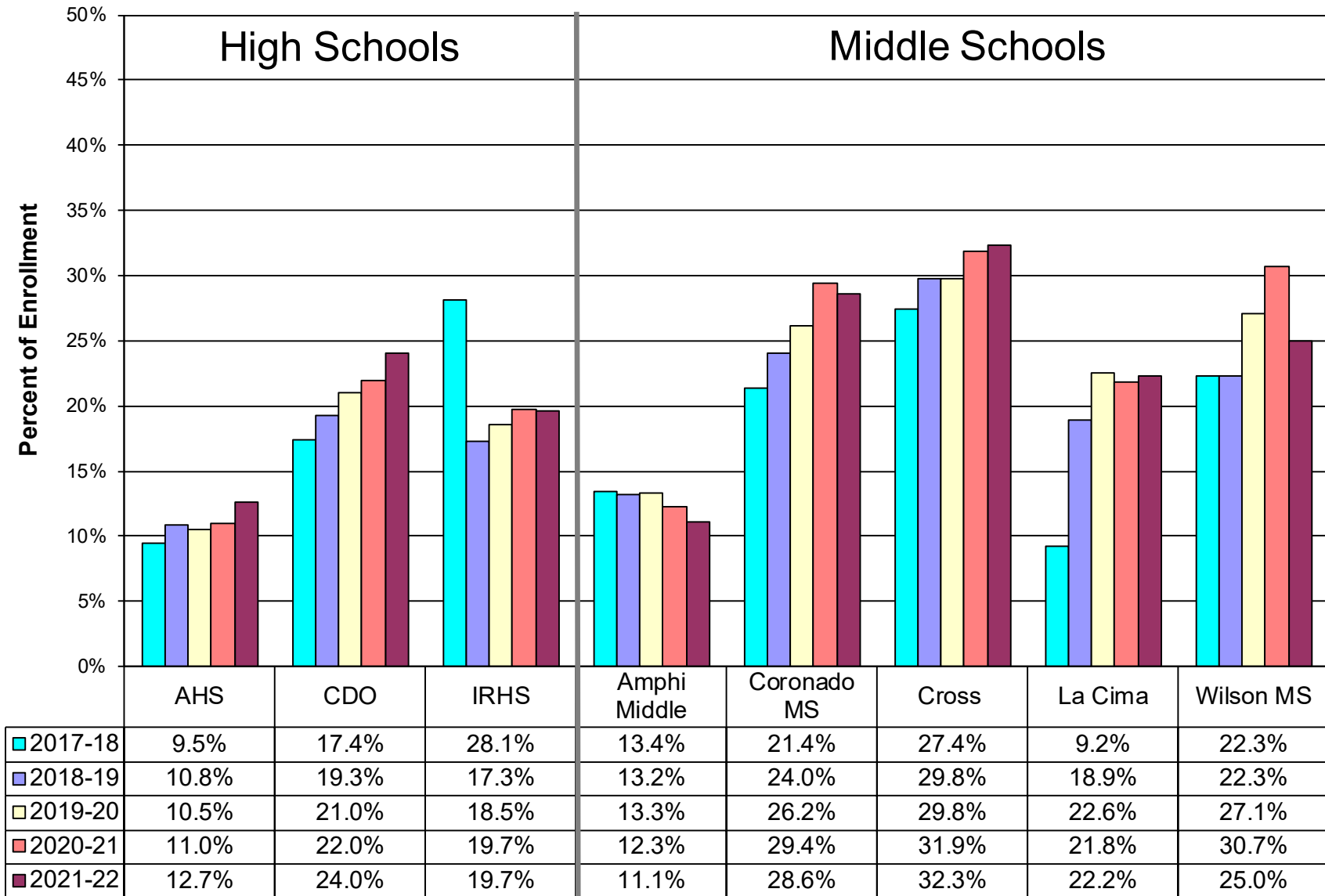


Note: Rillito School is a Special Education School serving pre-school through 12th grade.

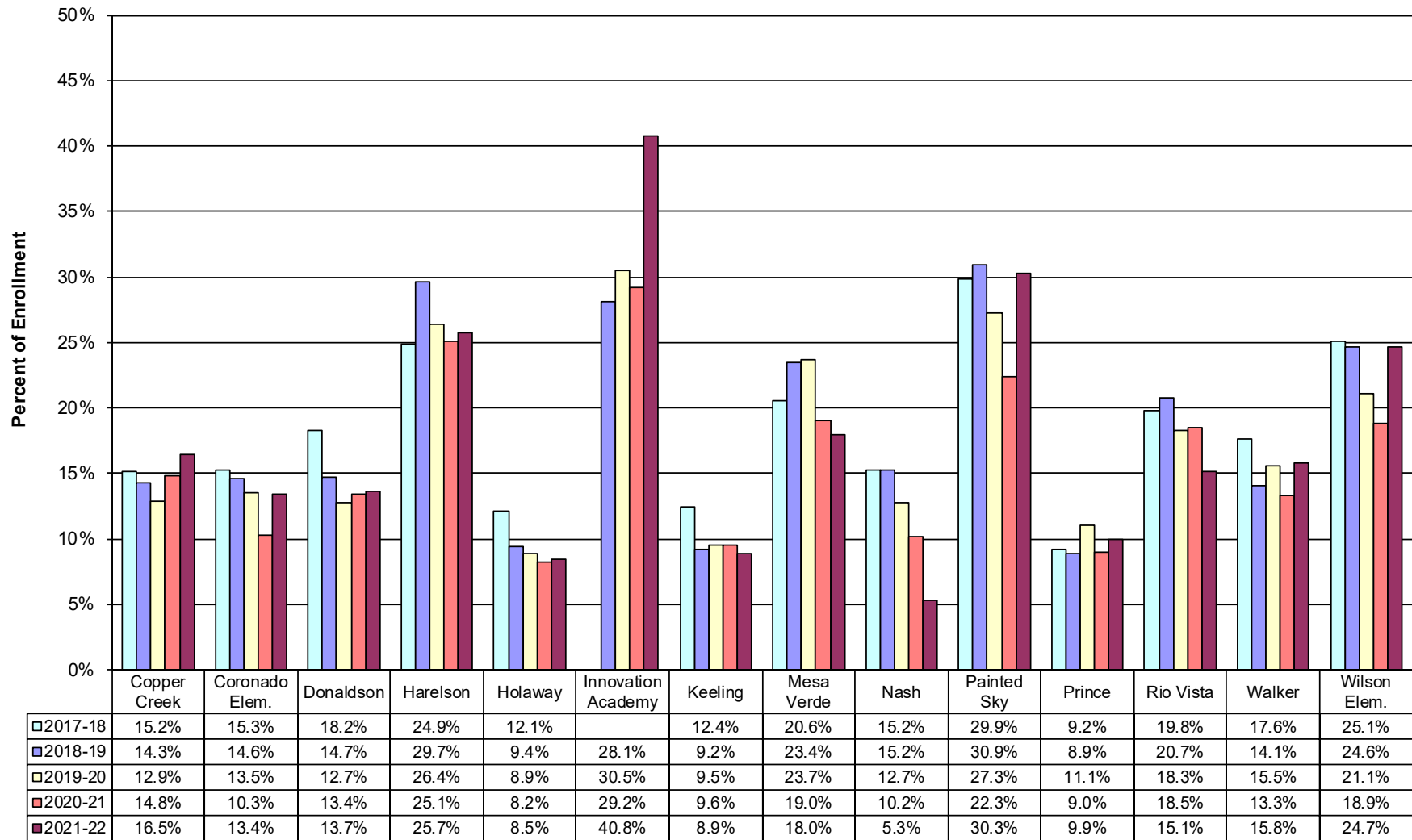
Free and Reduced Lunch Program Enrollment (cont.)



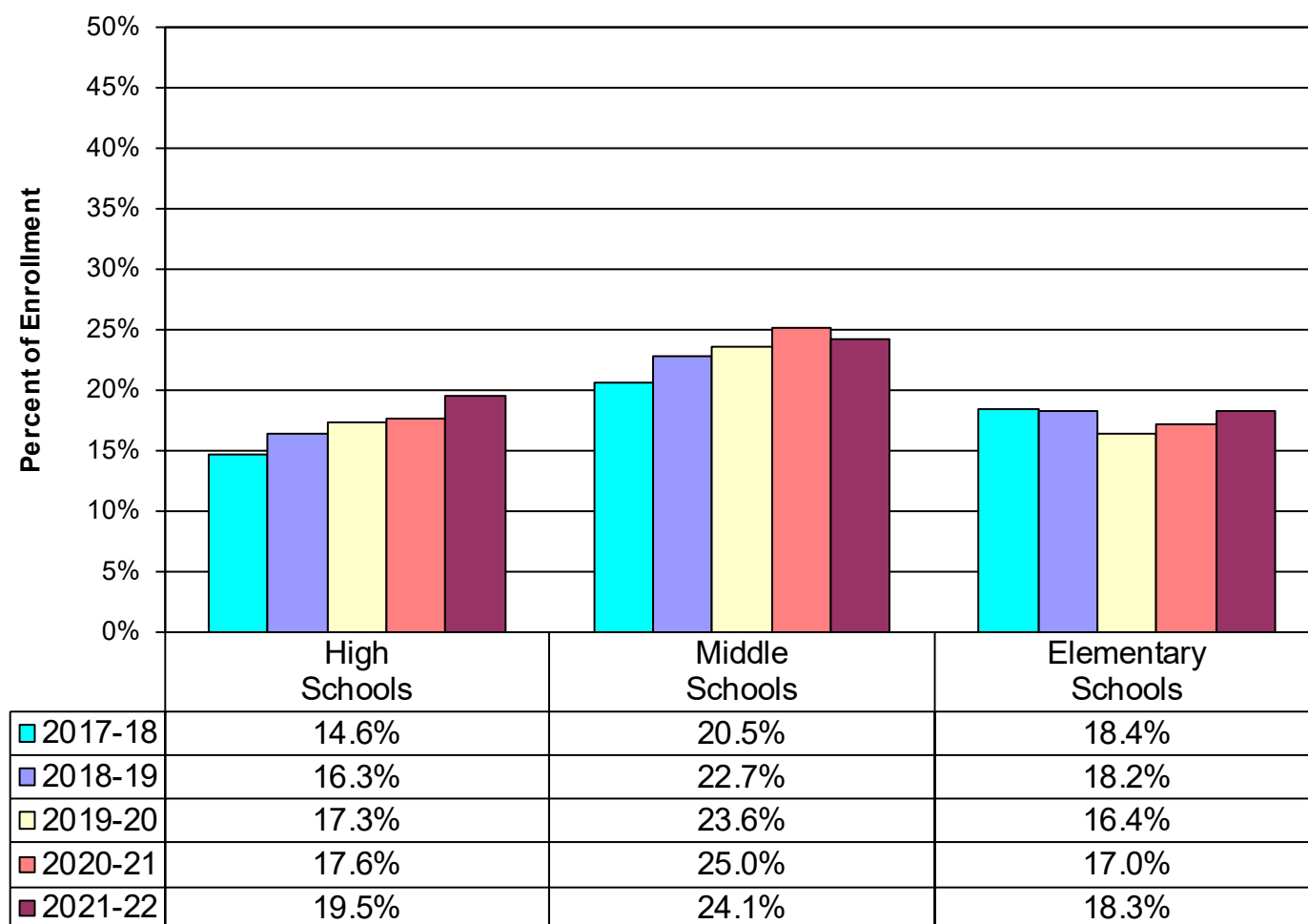
REACH Gifted & Talented Program – Student Enrollment



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



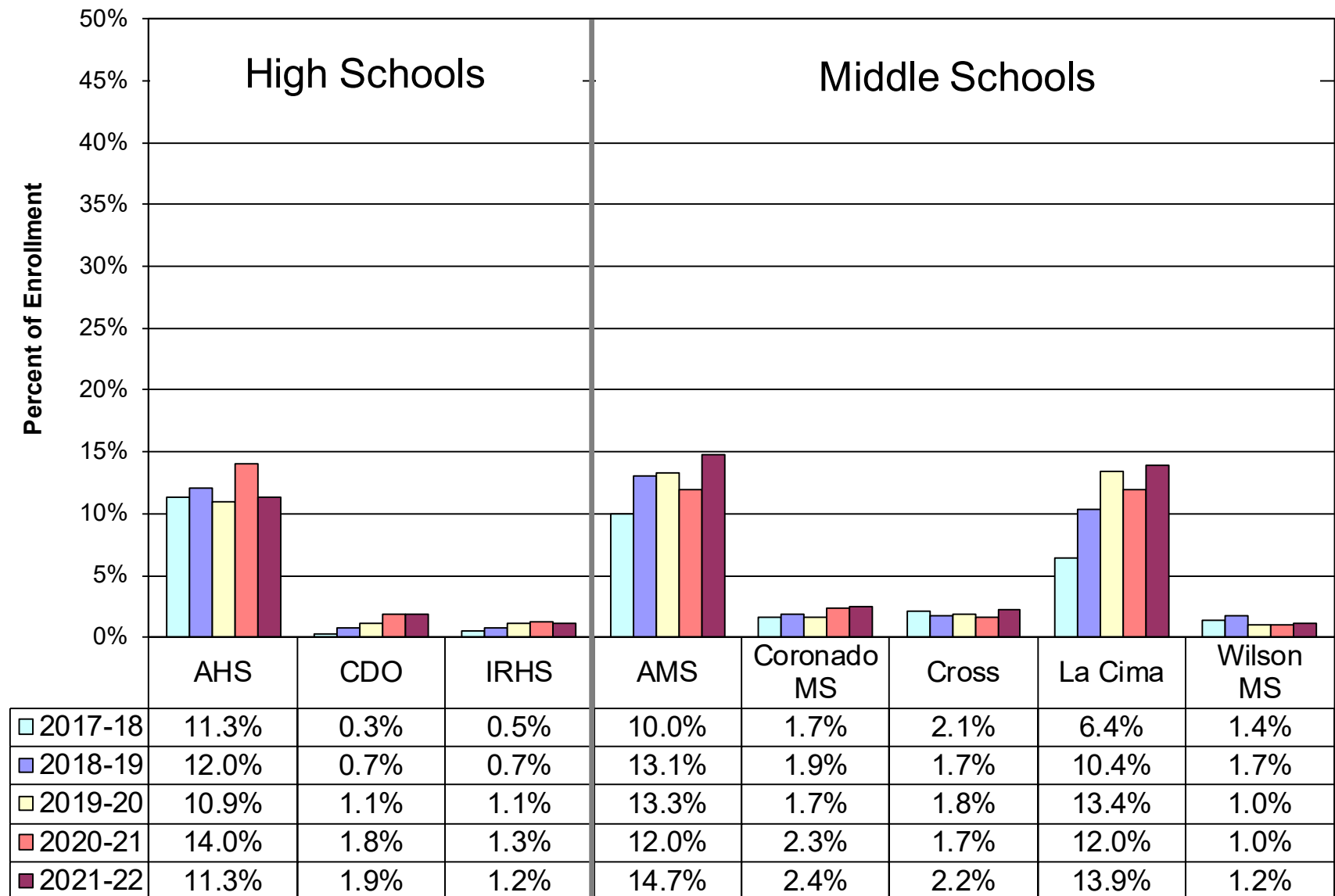
REACH Gifted & Talented Program – Student Enrollment (cont.)



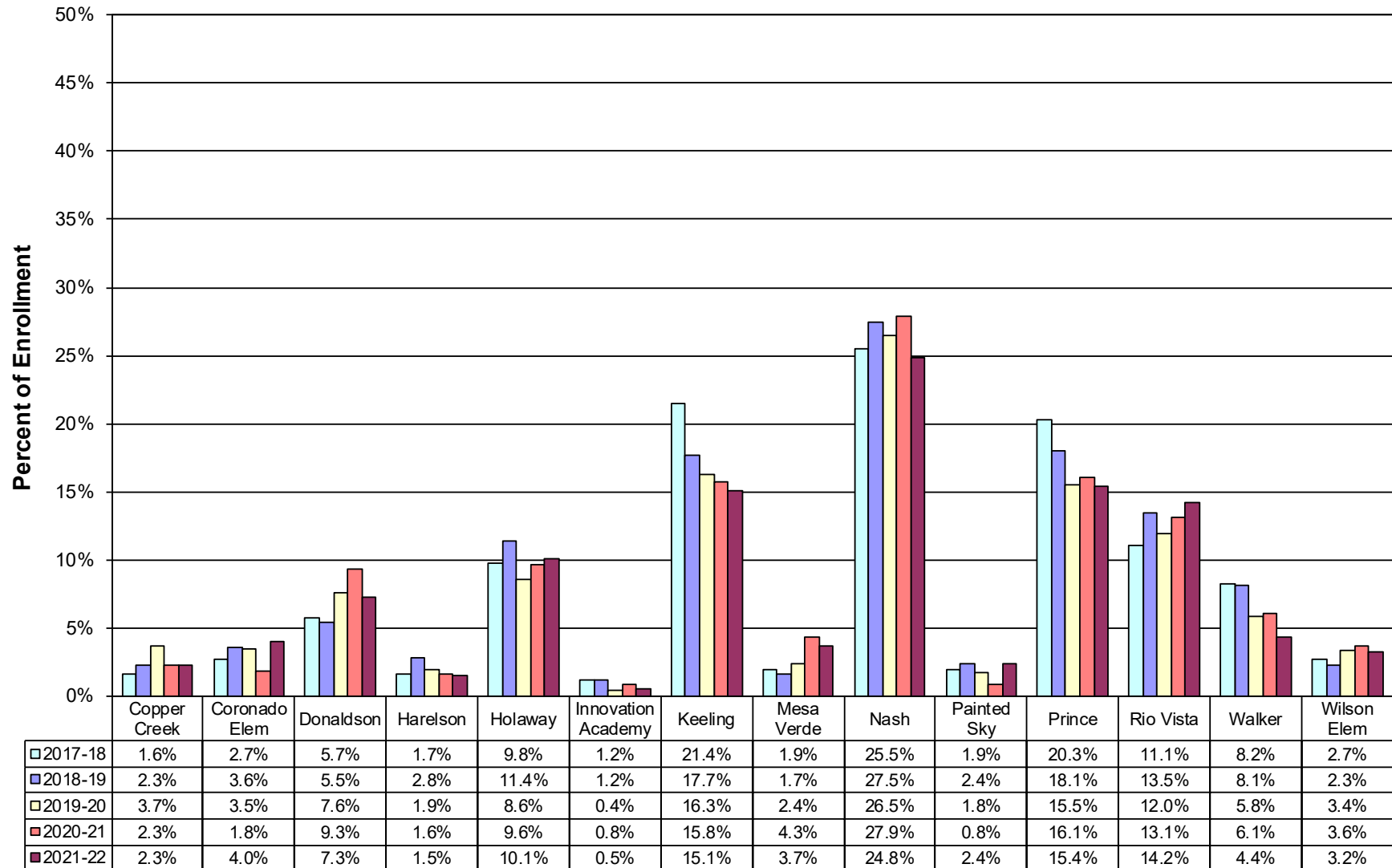
Total Enrollment in the REACH Gifted & Talented Program

	2017-18	2018-19	2019-20	2020-21	2021-22
REACH Enrollment	2,417	2,520	2,429	2,287	2,391
Year End District Enrollment	13,871	13,765	13,500	12,105	12,172
% of District Enrollment	17.4%	18.6%	18.3%	18.9%	19.6%

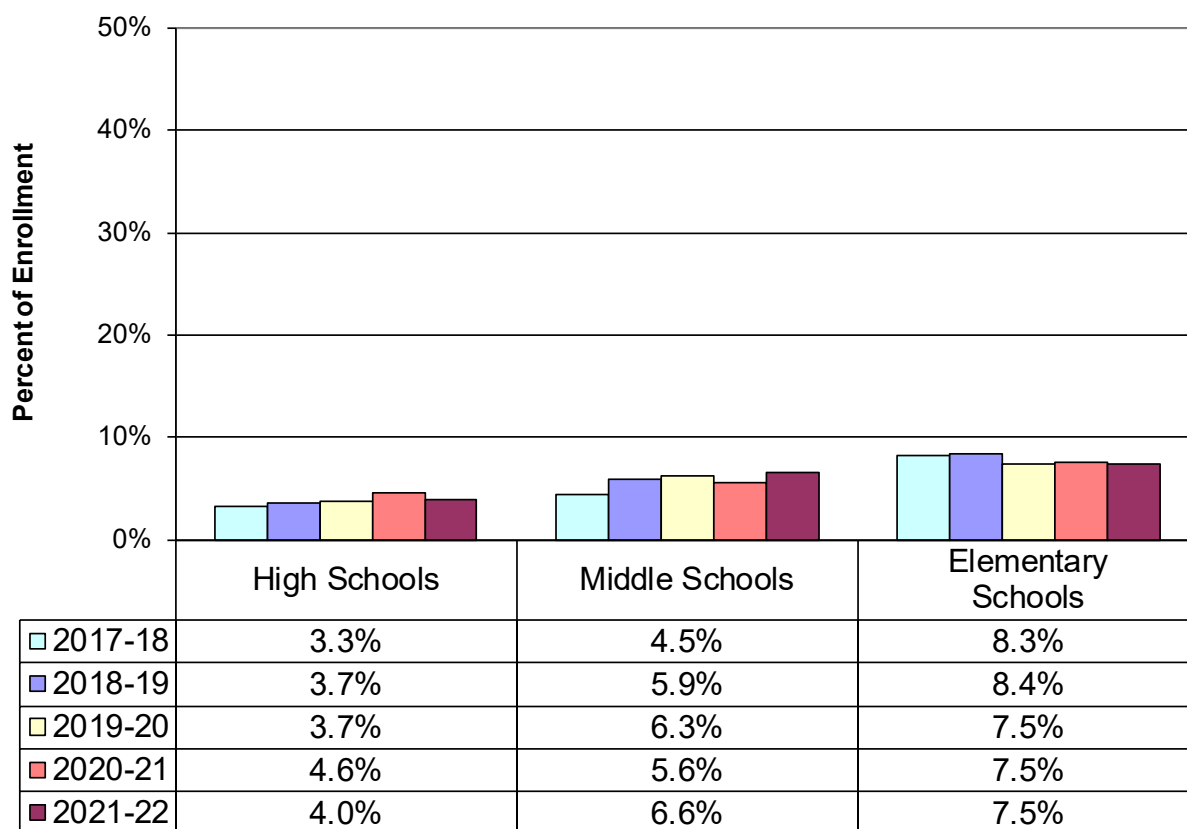
English Language Learner (ELL) Services – Student Enrollment



ELL Services – Student Enrollment (cont.)



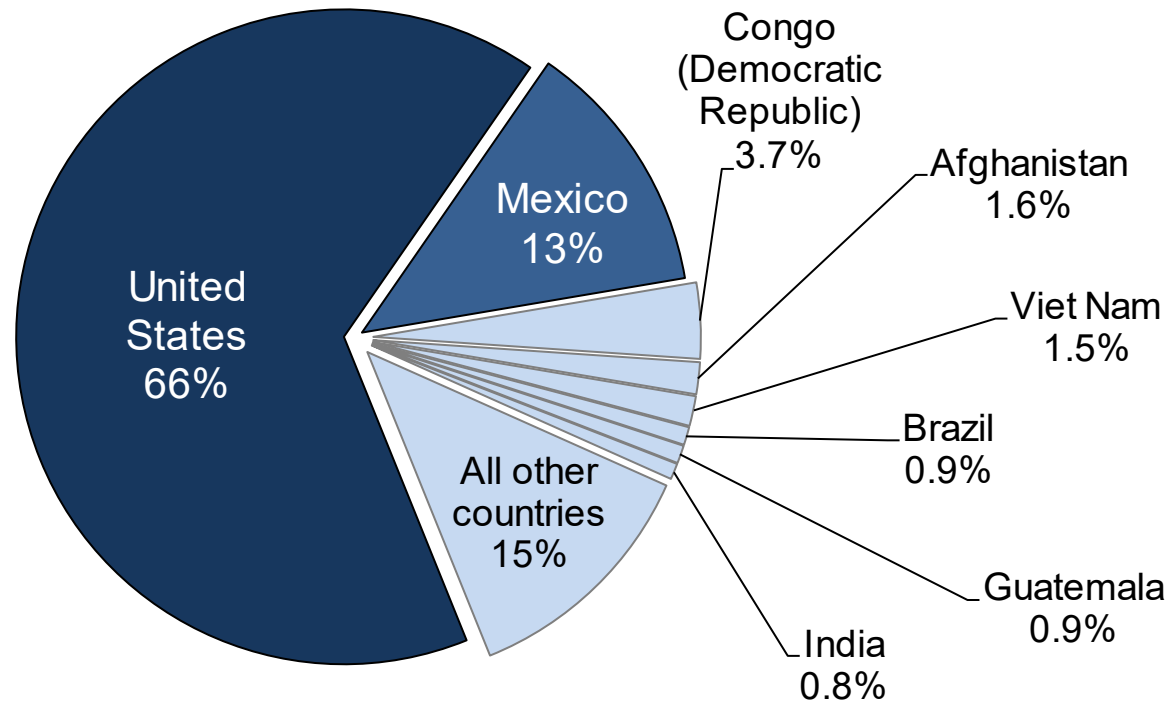
ELL Services – Student Enrollment: District



Total Enrollment in ELL Services

	2017-18	2018-19	2019-20	2020-21	2021-22
ELL Year End Enrollment	808	860	799	708	728
Year End District Enrollment	13,871	13,765	13,500	12,105	12,172
% of District Enrollment	5.9%	6.3%	6.0%	5.8%	6.0%

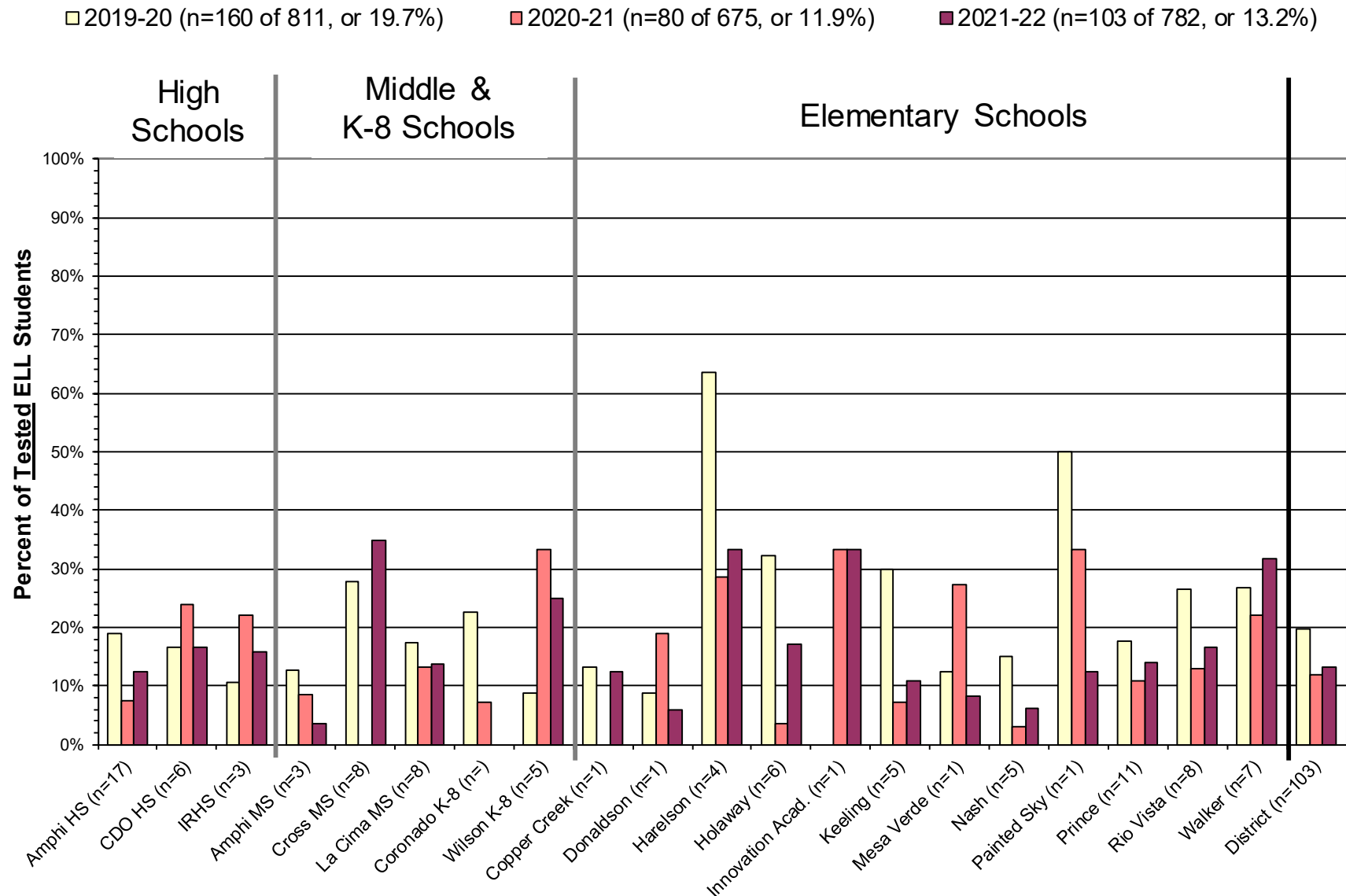
Country of Birth for ELL Students – 2021-22



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

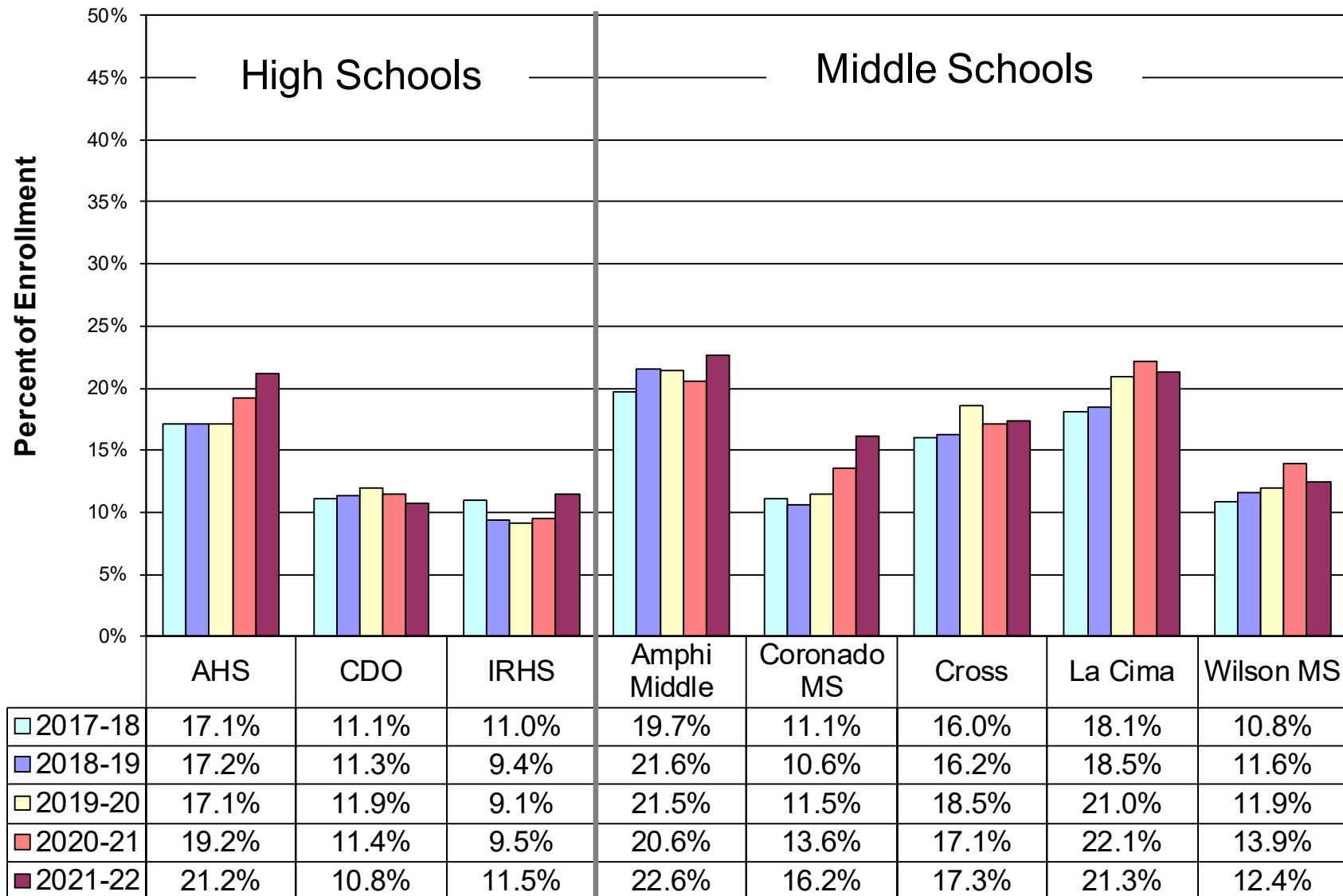
“All other countries” consists of countries and territories with eight (8) or fewer students. They are: Bahrain, Burundi, Cameroon, Central African Republic, Chile, China, Colombia, Congo (Republic), Cuba, Dominican Republic, Egypt, El Salvador, Eritrea, Ethiopia, Gambia, Guyana, Honduras, Iran (Islamic Republic Of), Iraq, Japan, Jordan, Korea (Republic Of), Malawi, Marshall Islands, Nepal, Nicaragua, Pakistan, Peru, Philippines, Puerto Rico, Rwanda, Saudi Arabia, Singapore, South Africa, Sudan, Syrian Arab Republic, Tanzania (United Republic Of), Thailand, Tonga, Turkey, Uganda, United Arab Emirates, Venezuela, and Zambia.

Reclassified Rate of ELL Students, by School of Enrollment

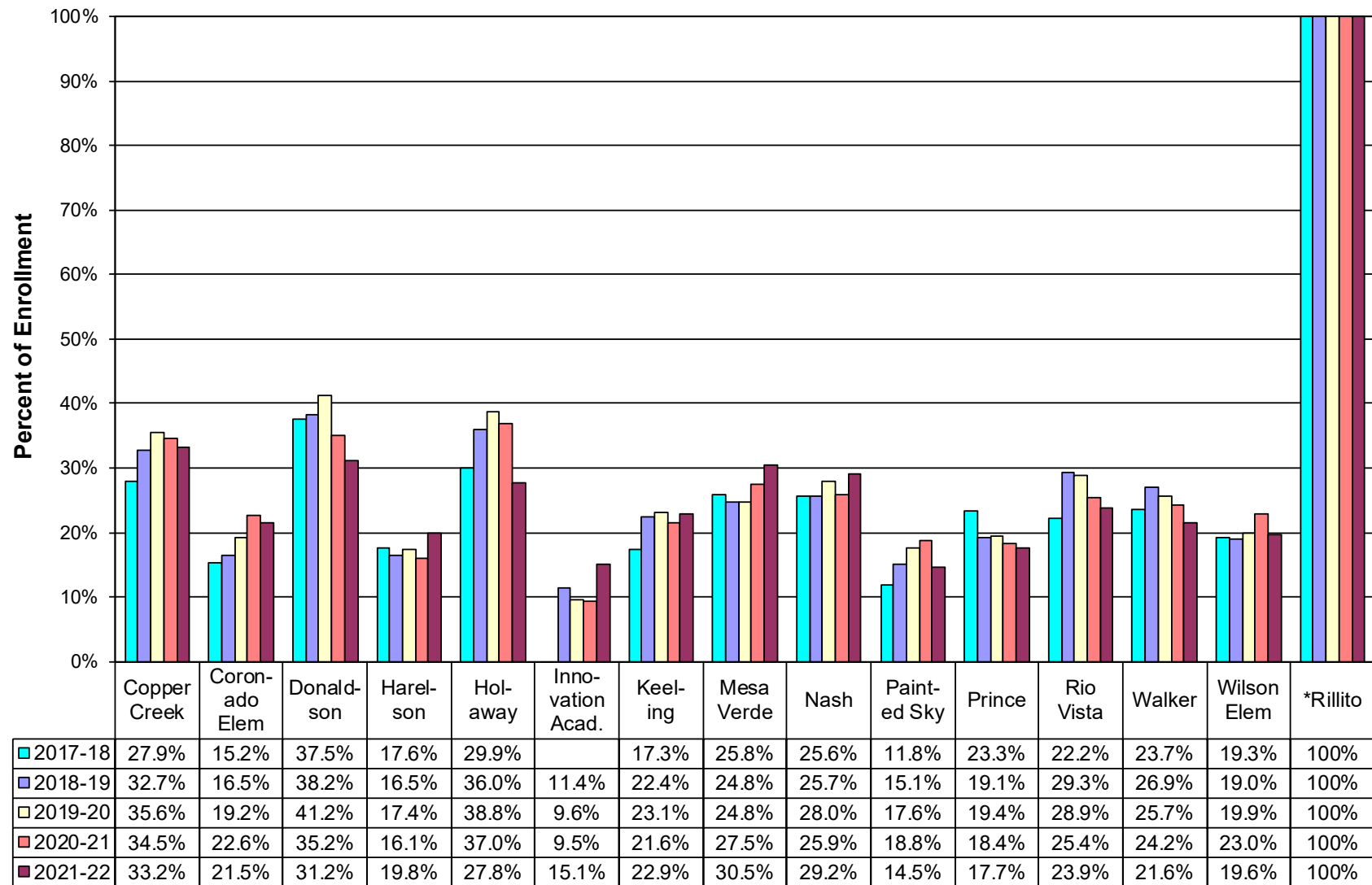


Note: Percentages are based on the number of ELL students who took the Arizona English Language Learner Assessment (AZELLA).

Special Education Services – Student Enrollment

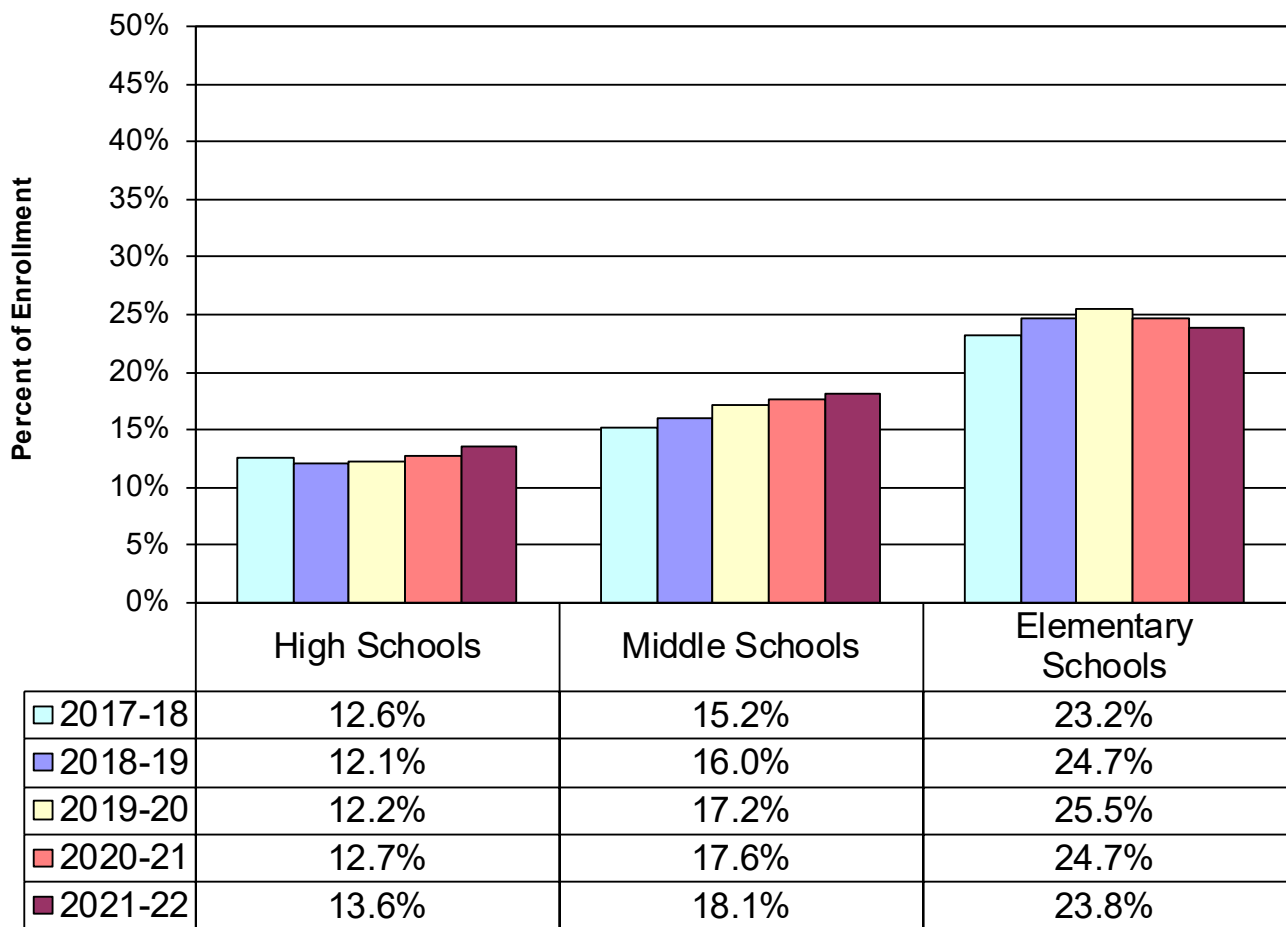


Special Education Services – Student Enrollment (cont.)



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

Special Education Services – Student Enrollment (cont.)

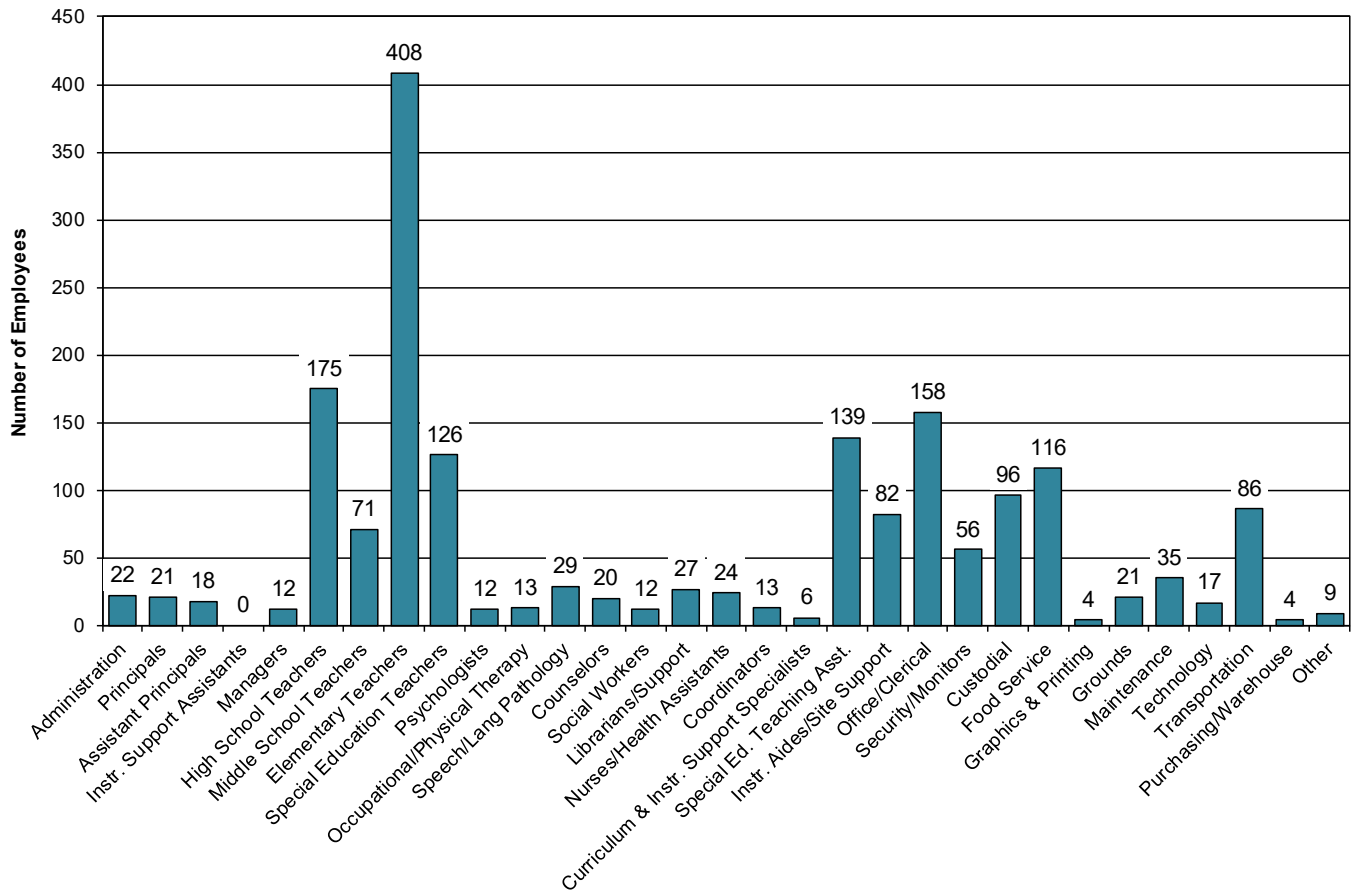


Total Enrollment in Special Education Services

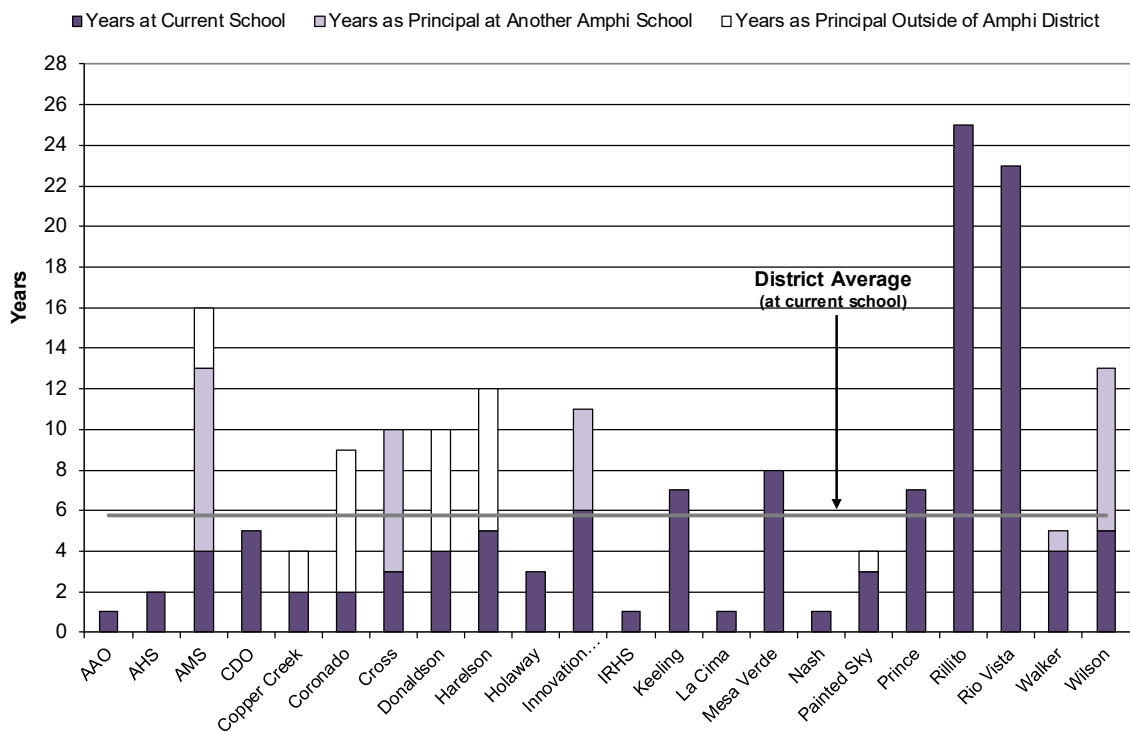
	2017-18	2018-19	2019-20	2020-21	2021-22
Special Education Year End Enrollment	2,590	2,631	2,571	2,362	2,290
Year End District Enrollment	13,871	13,765	13,500	12,105	12,172
% of District Enrollment	18.7%	19.1%	19.0%	19.5%	18.8%

Who Works for Our District?

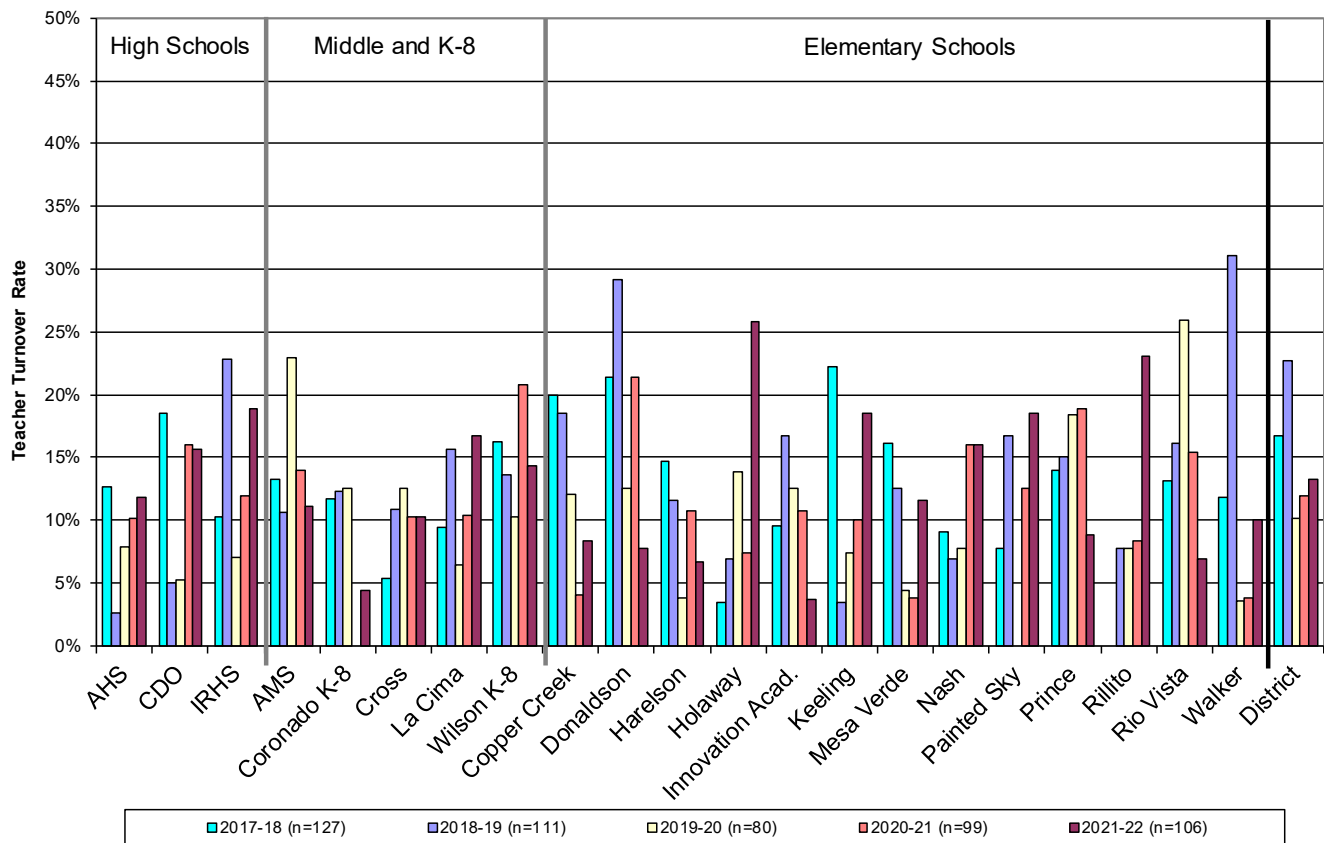
Personnel Profile (2021-22)



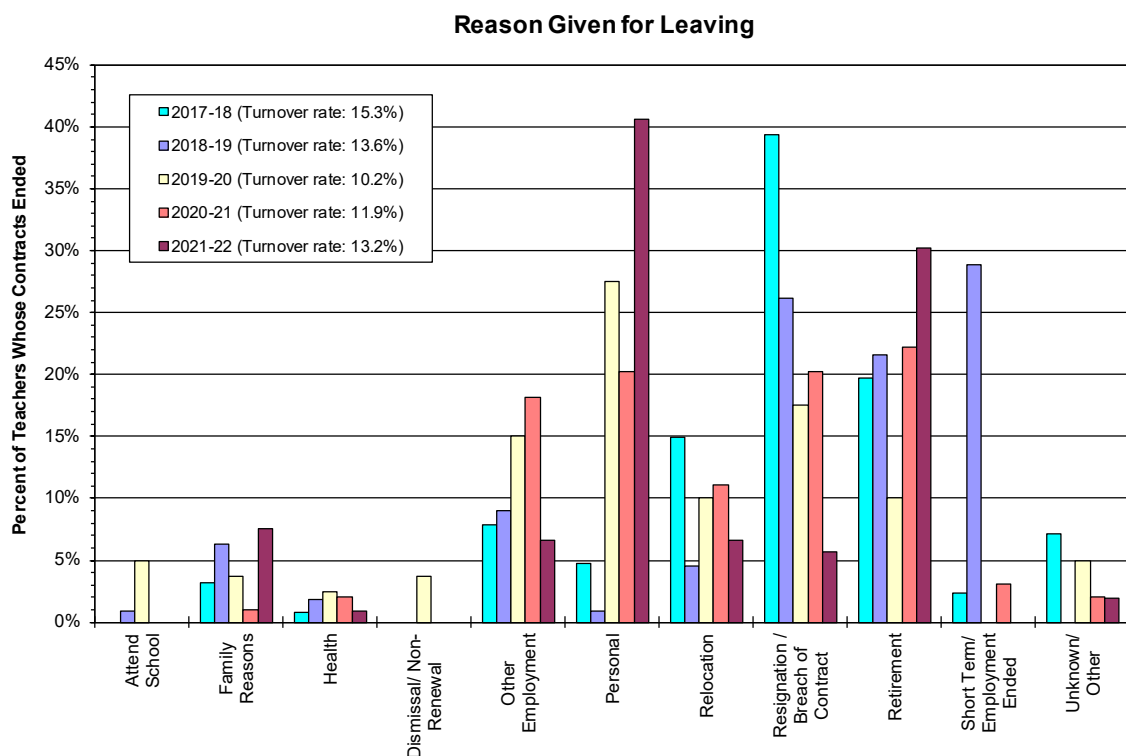
Principal Tenure (2021-22)



Teacher Turnover Rate & Reason Given for Leaving

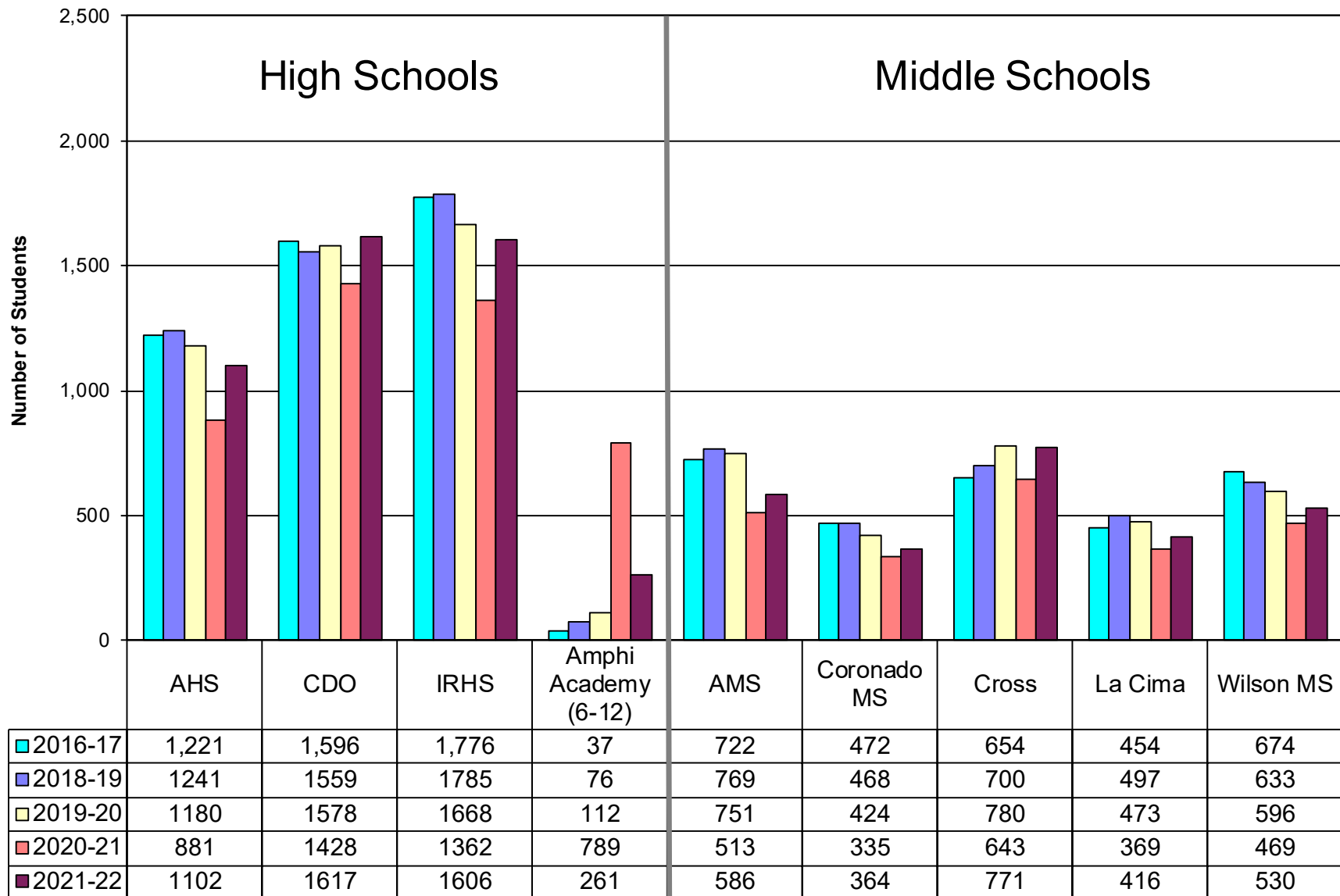


Note: The Teacher Turnover Rate is calculated by dividing the number of terminated contracts by the total number of teachers, regardless of FTE status. Statistics are collected on the last day of the school year and may not reflect the contract renewals that occur during the summer.



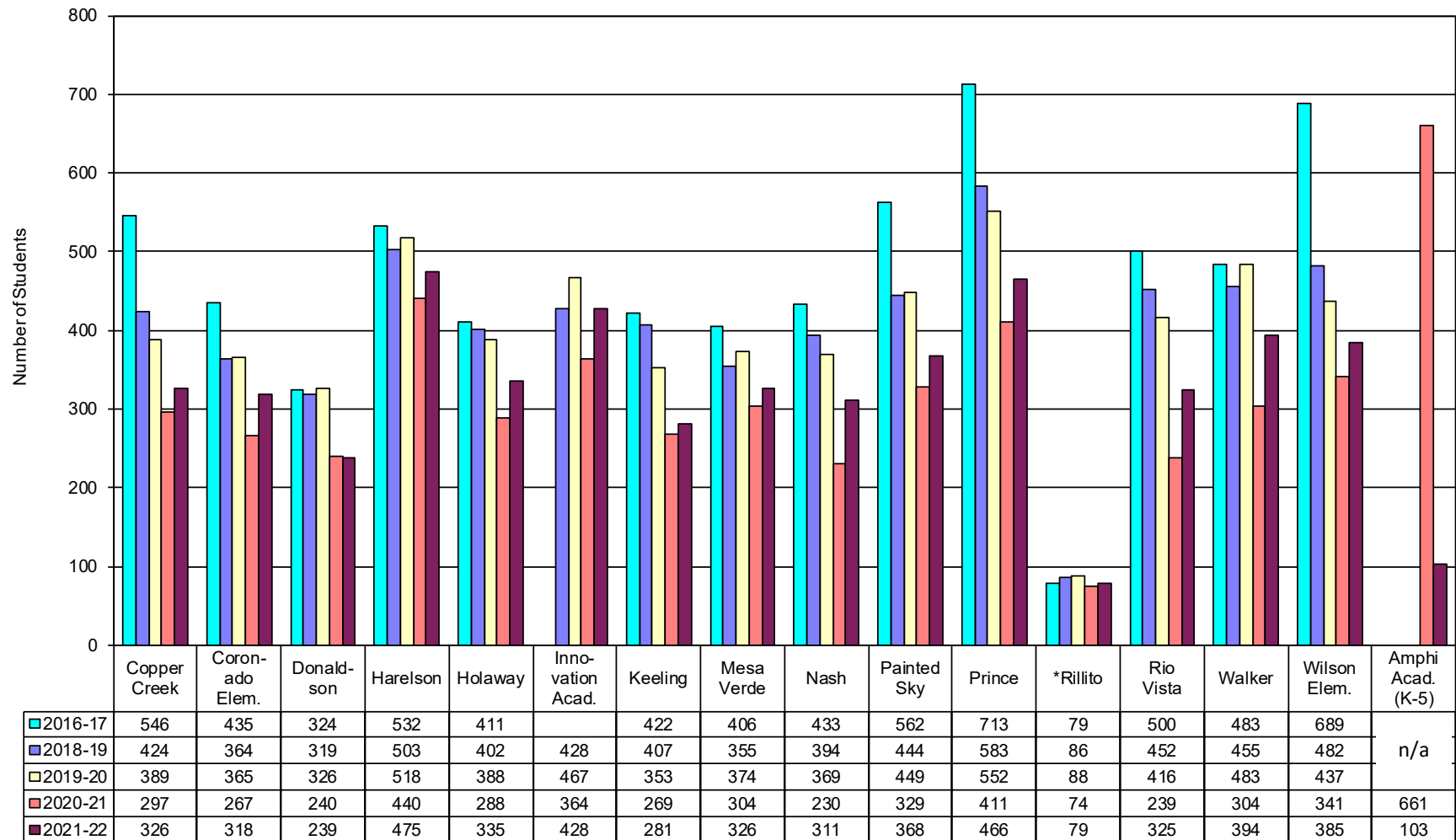
*How Have Our
Attendance
Patterns Changed?*

Enrollment on the 100th Day



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

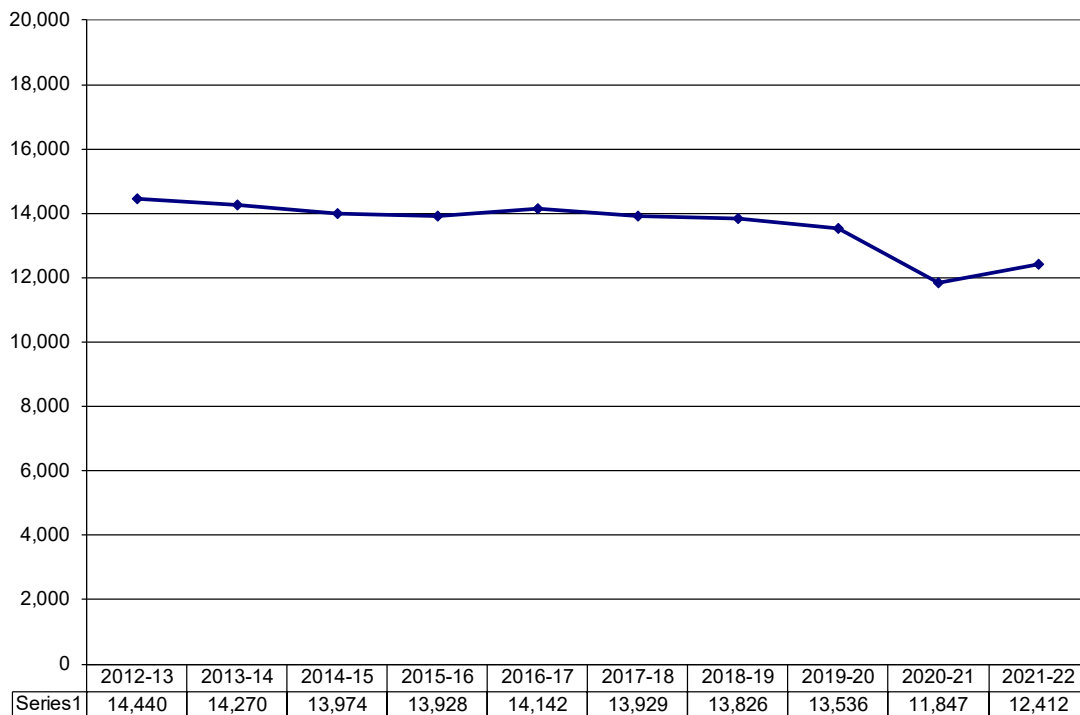
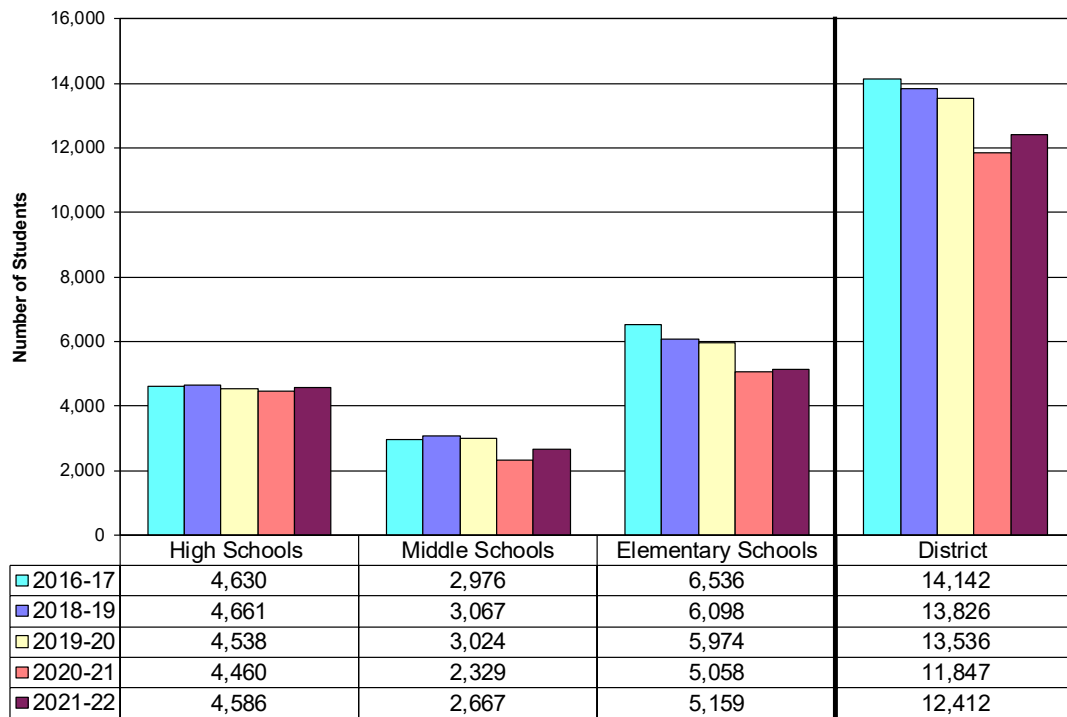
Enrollment on the 100th Day (cont.)



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.

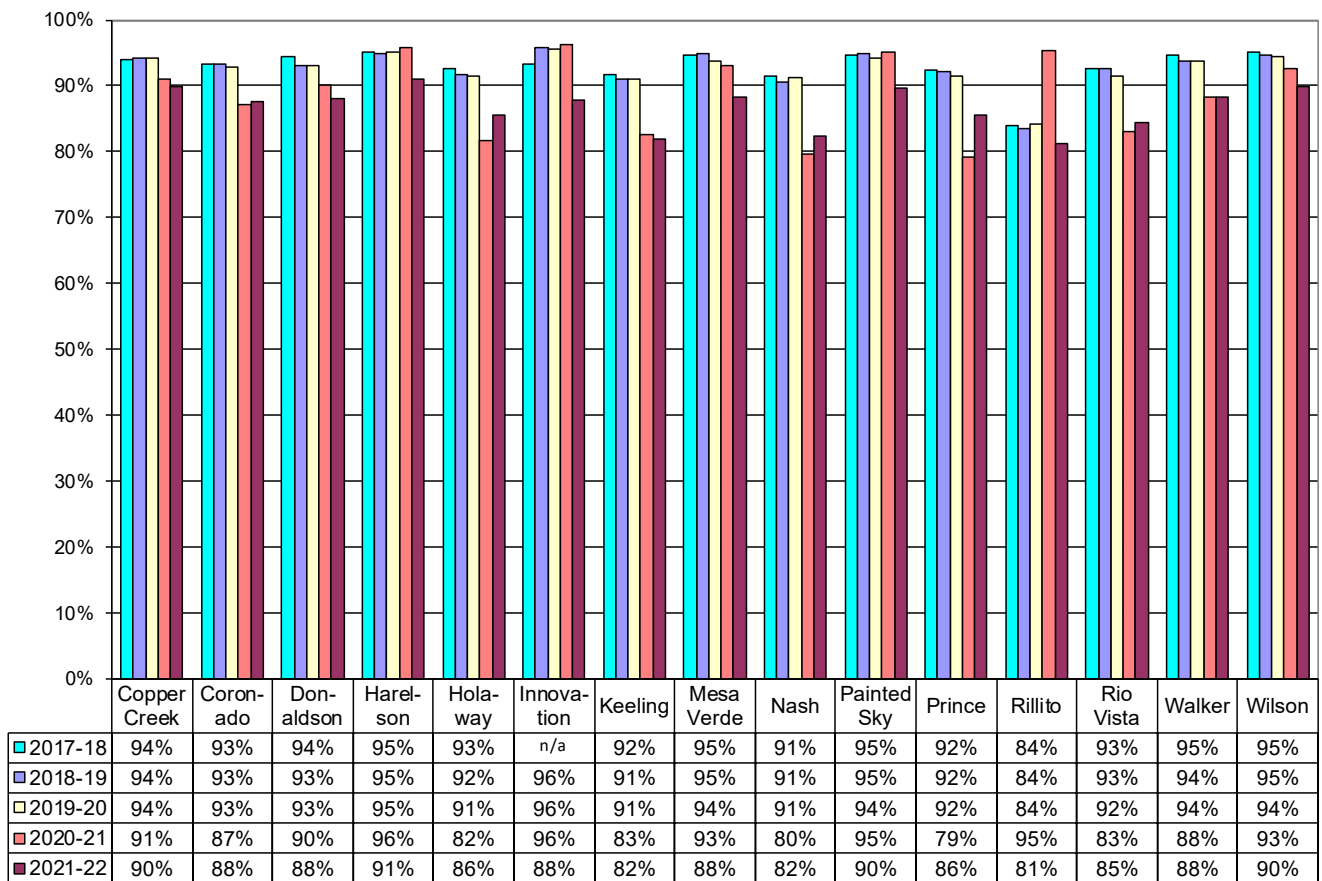
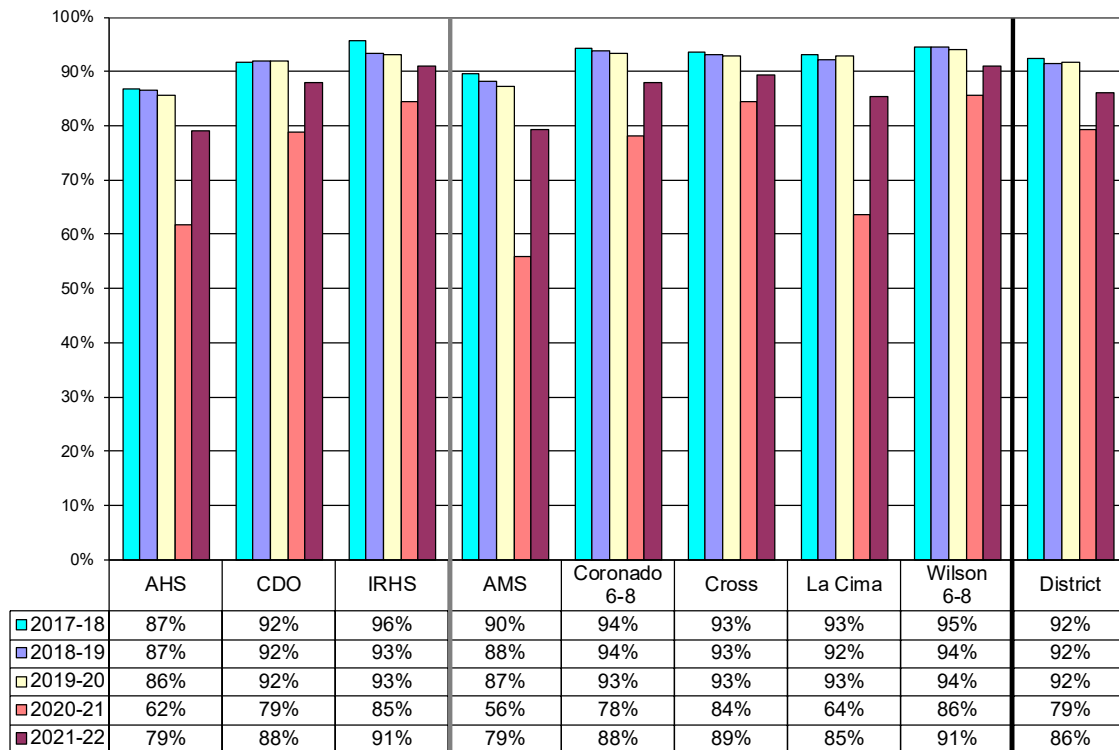
Enrollment on 100th Day & Historical Trend



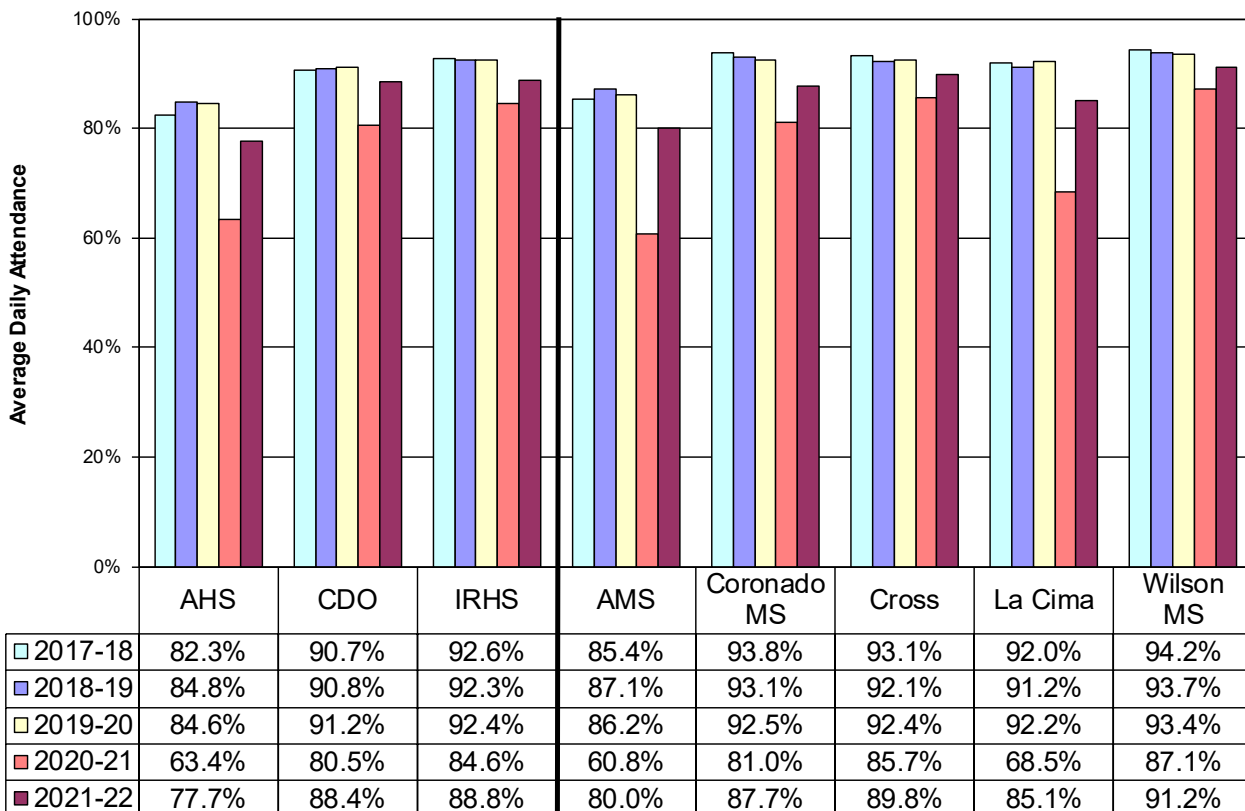
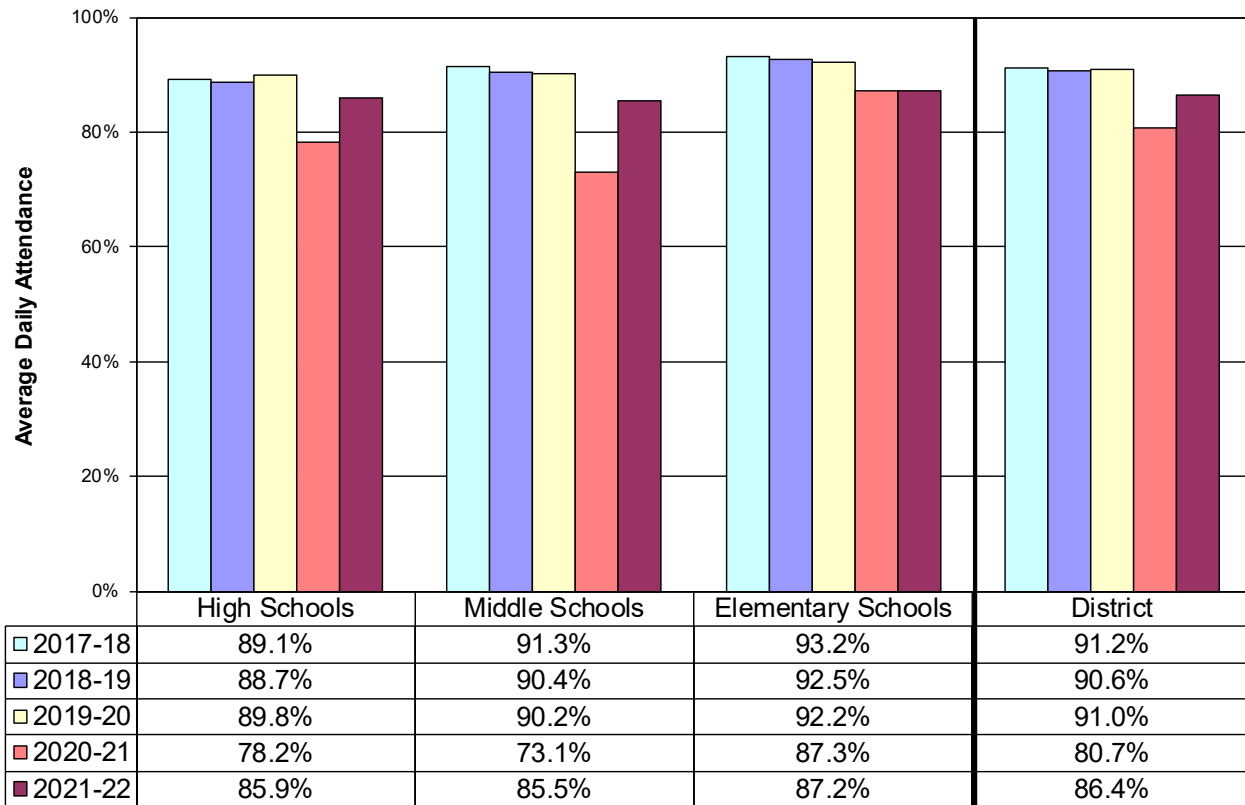
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Change From the Previous Year	-0.5%	-1.2%	-2.1%	-0.3%	1.5%	-1.5%	-0.7%	-2.1%	-14.3%	4.6%

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

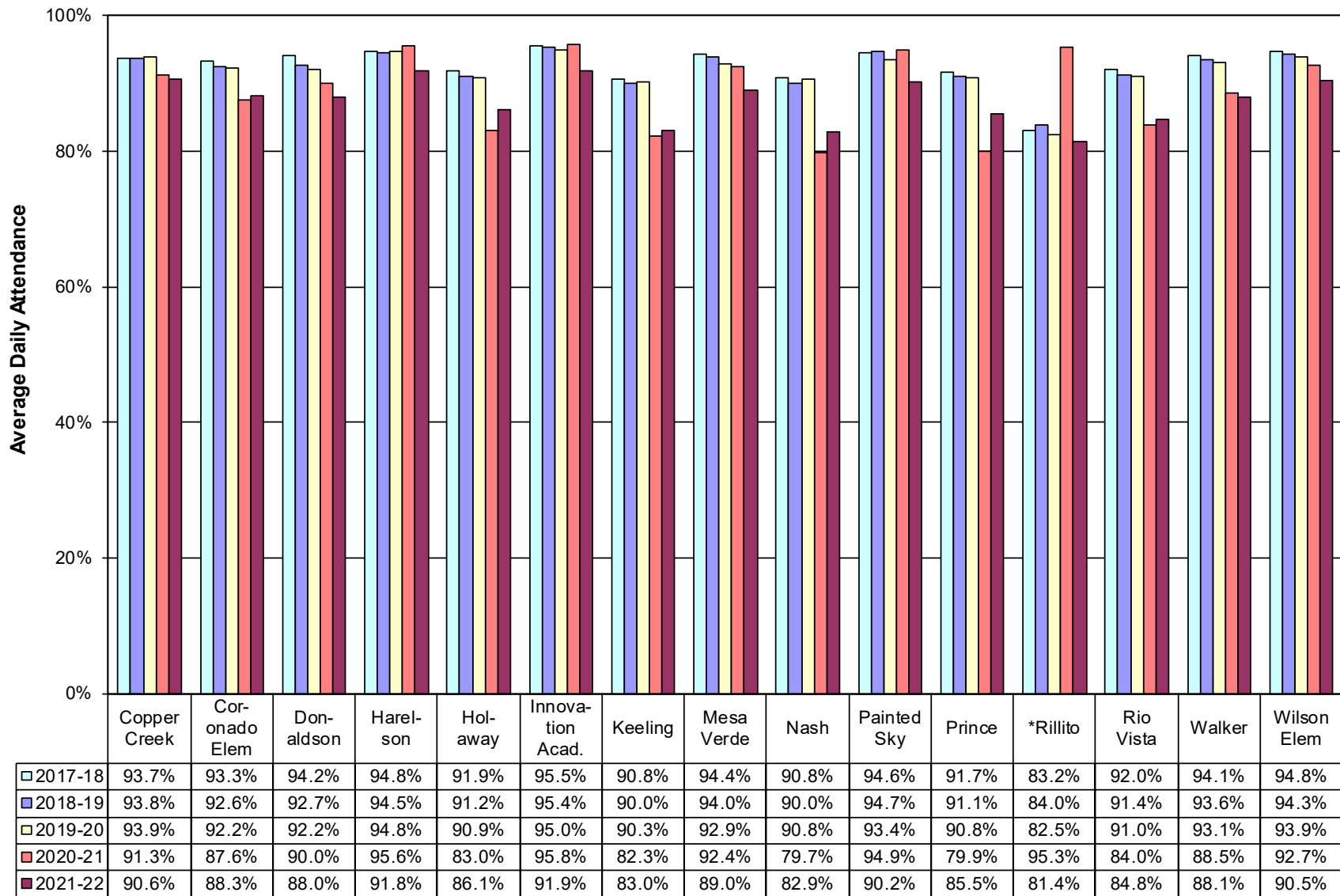
Average Daily Attendance – 1st through 100th Day



Average Daily Attendance – Year-End



Average Daily Attendance – Year-End (cont.)



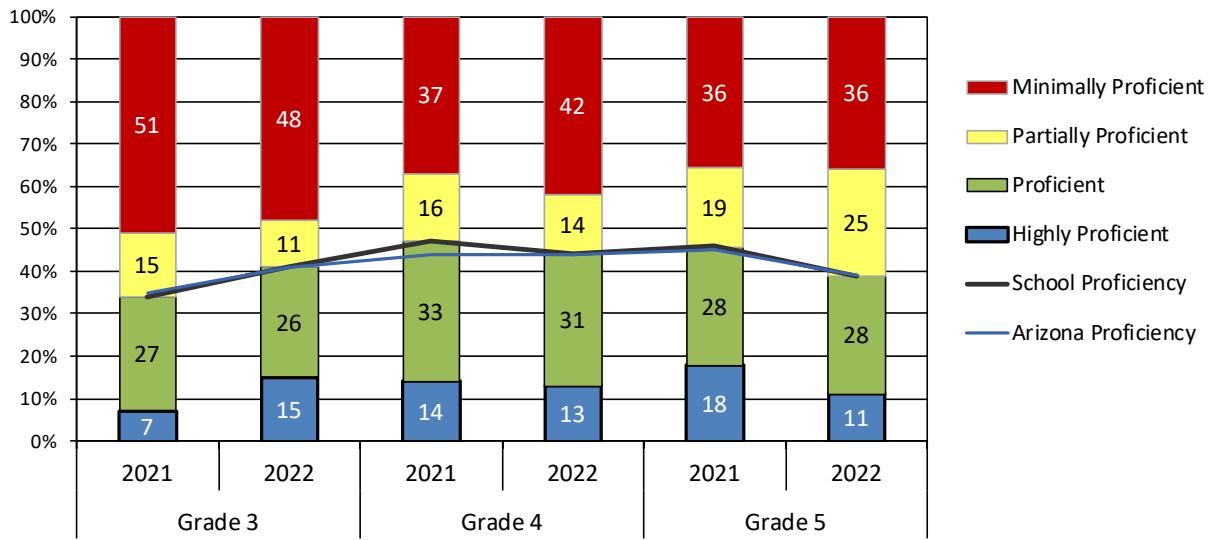
* Rillito School is a Special Education School serving pre-school through 12th grade.

*How Are
Our Students
Achieving?*

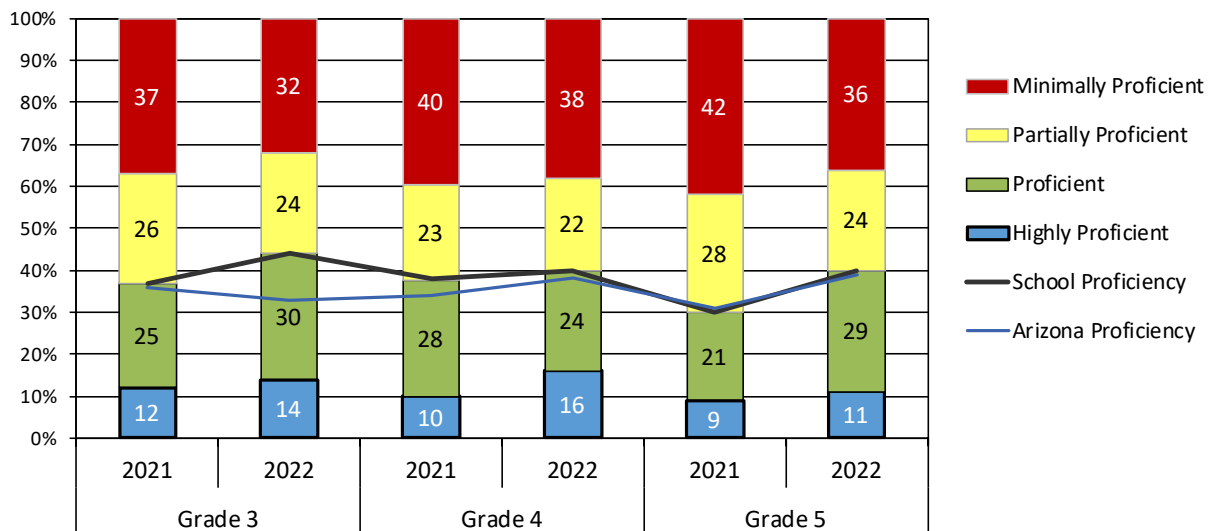
Performance on the AASA – District

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Amphitheater Public Schools (Elementary) English Language Arts

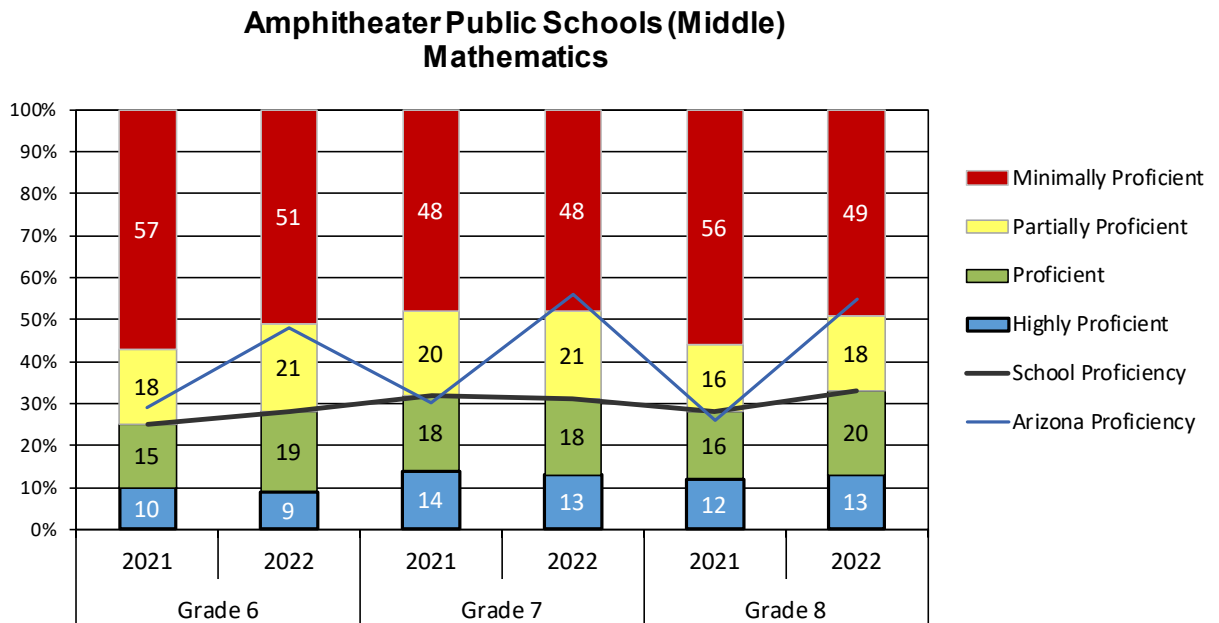
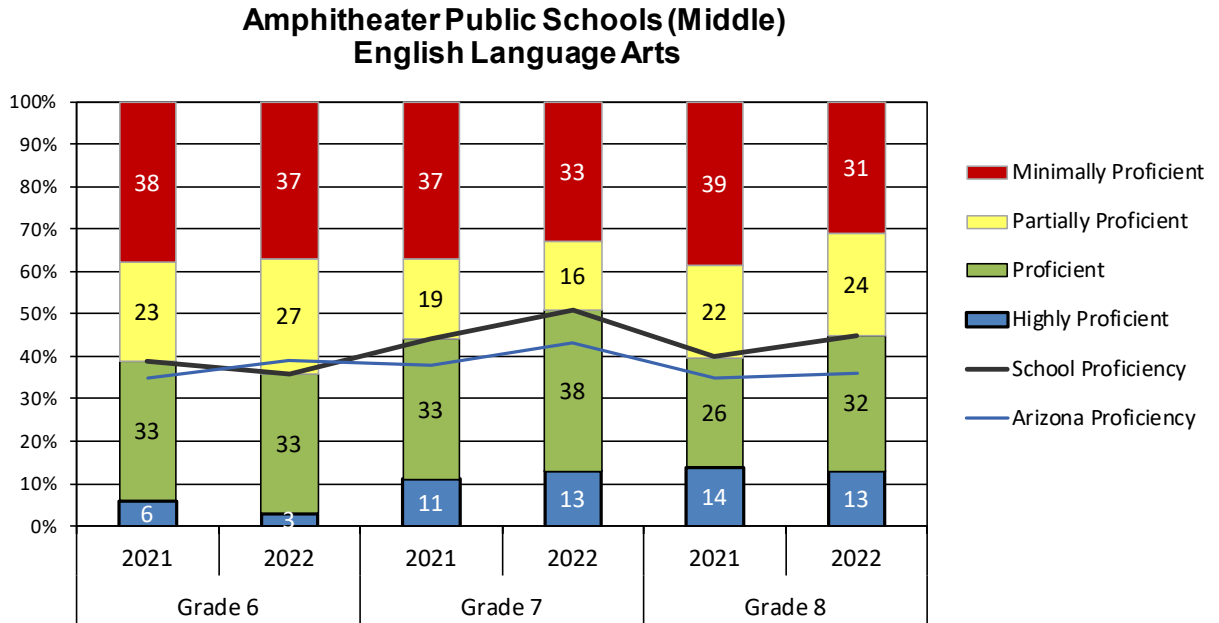


Amphitheater Public Schools (Elementary) Mathematics



Performance on the AASA – District (cont.)

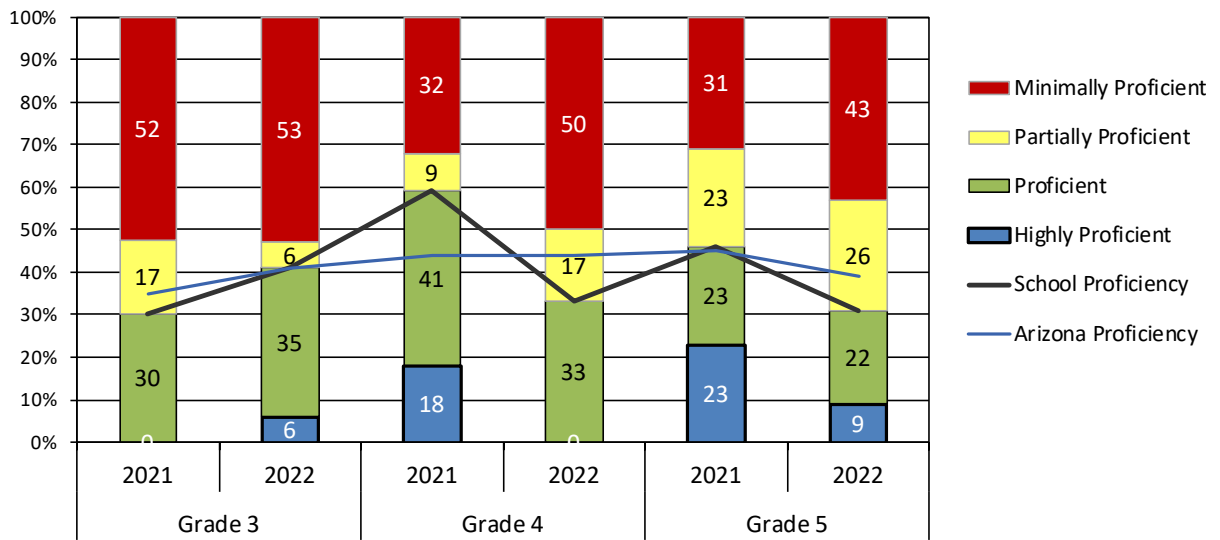
Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.



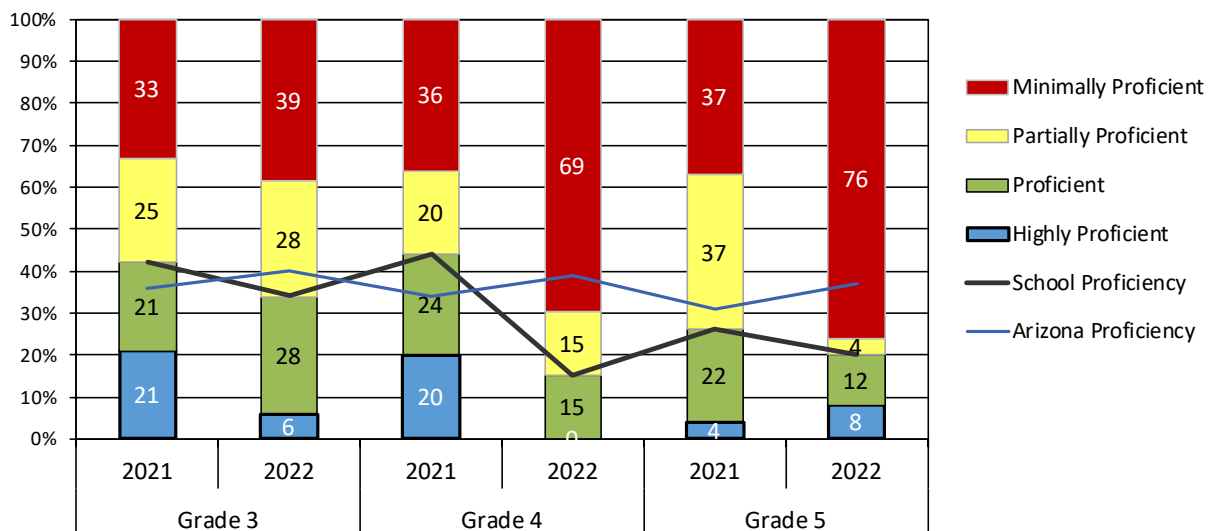
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Amphi Academy Online (Elementary) English Language Arts



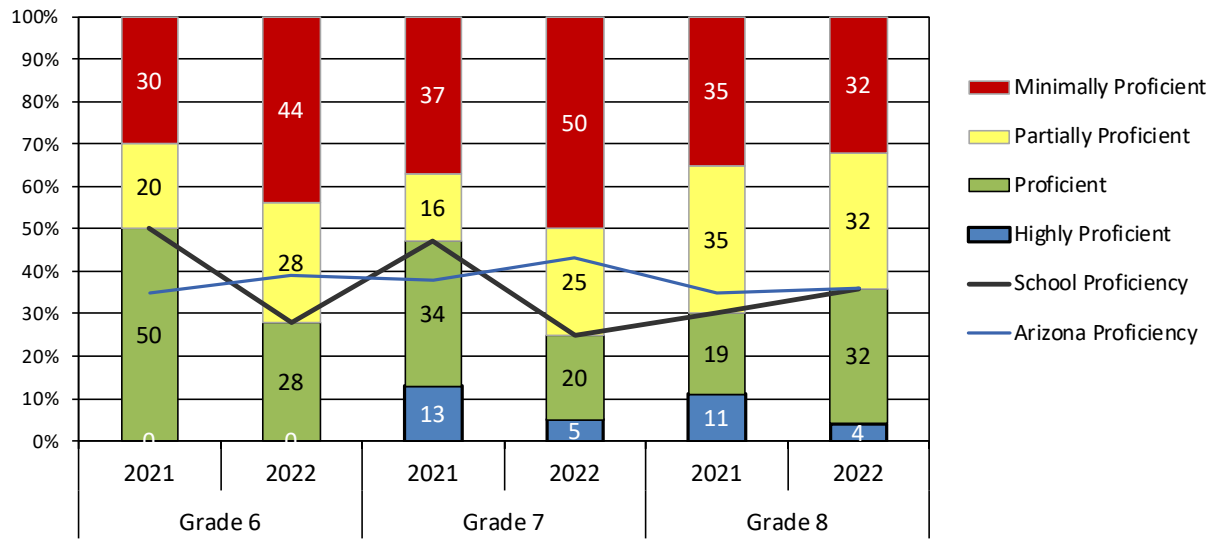
Amphi Academy Online (Elementary) Mathematics



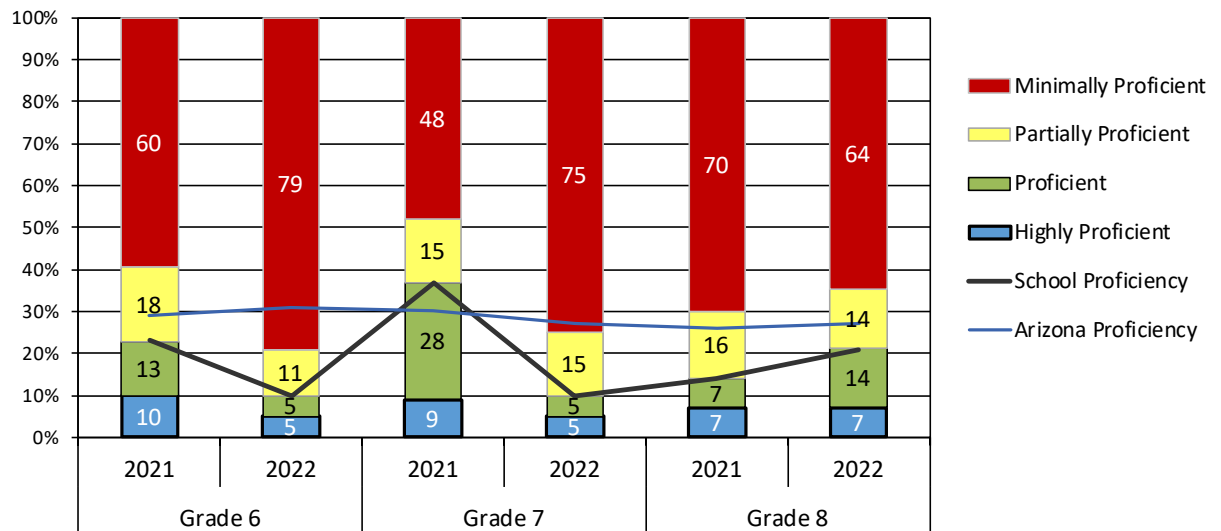
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Amphi Academy Online (Middle) English Language Arts



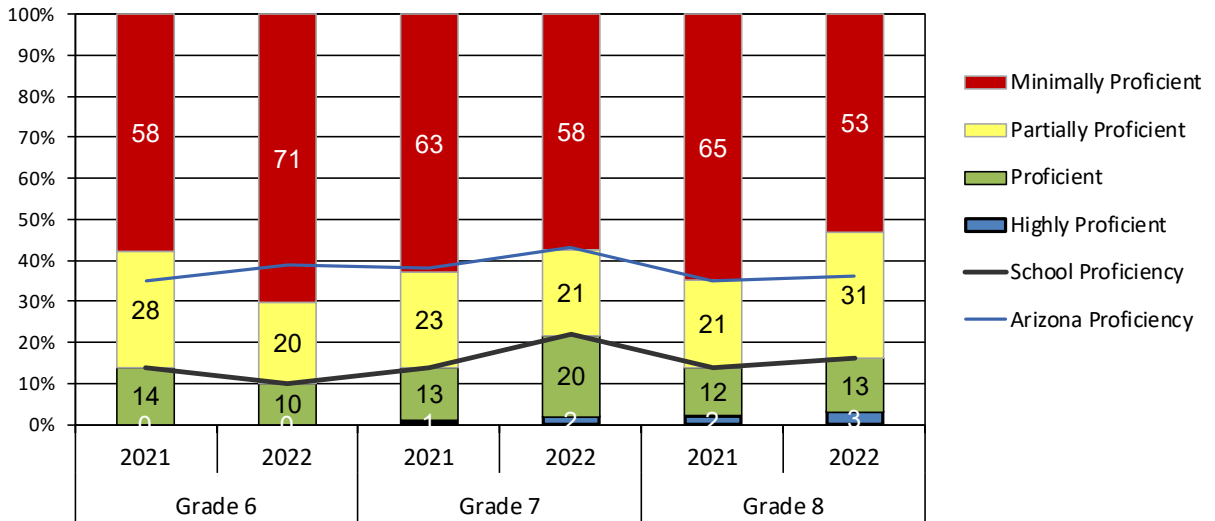
Amphi Academy Online (Middle) Mathematics



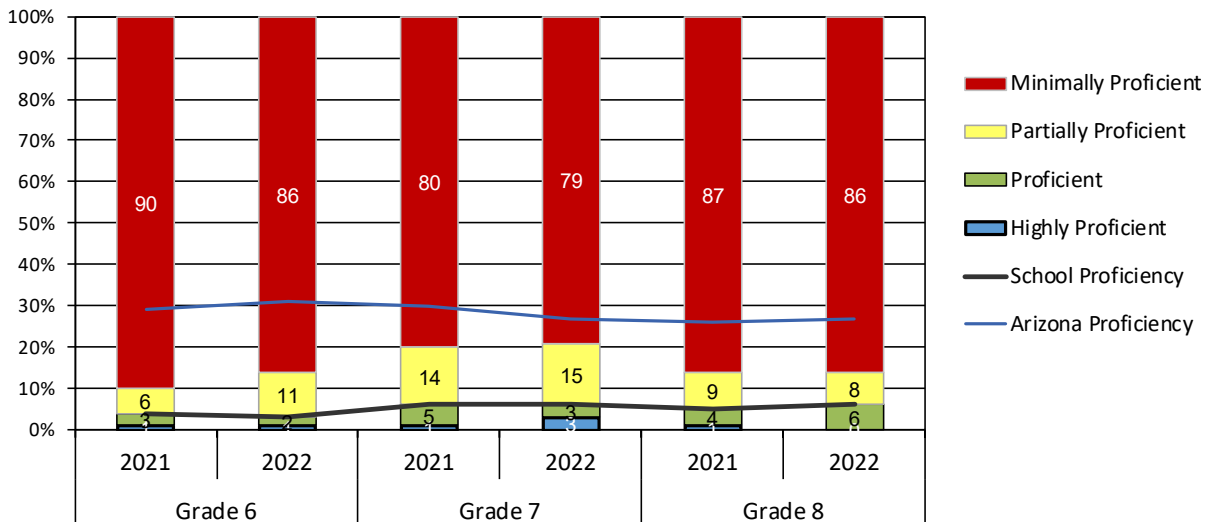
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Amphitheater Middle School English / Language Arts



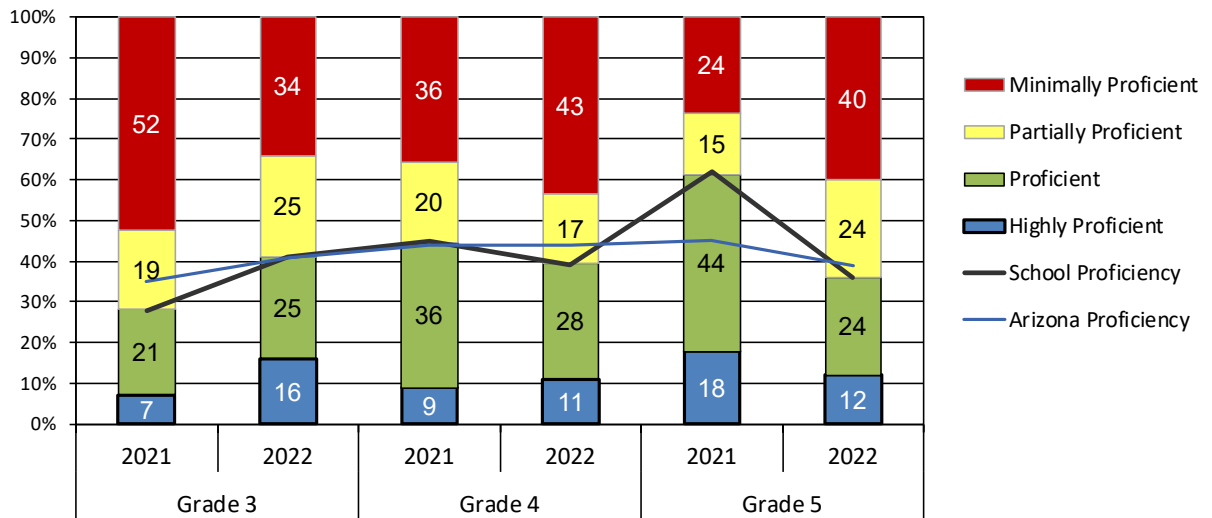
Amphitheater Middle School Mathematics



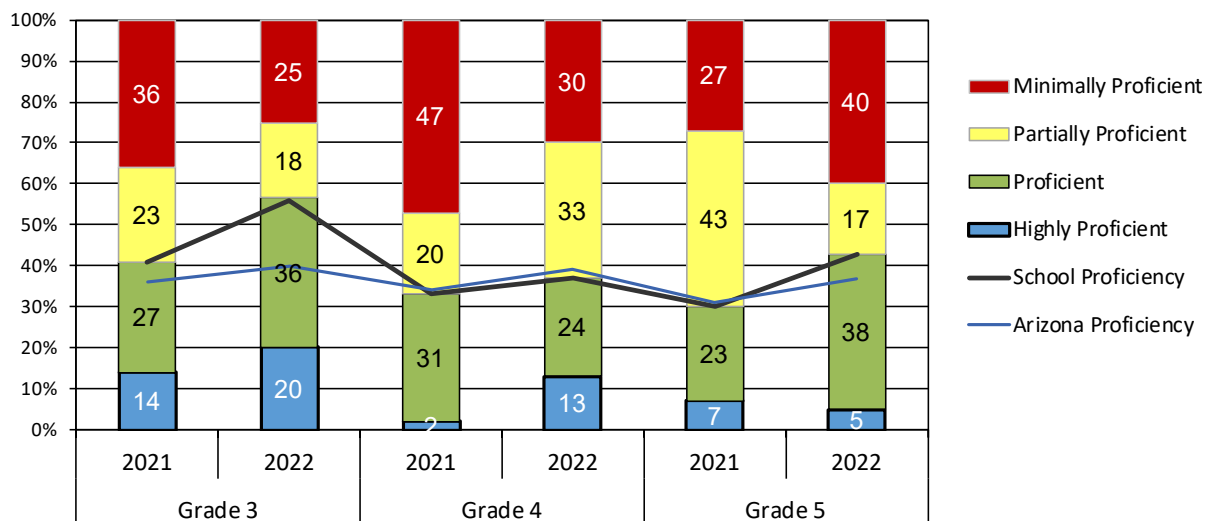
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Copper Creek Elementary English / Language Arts



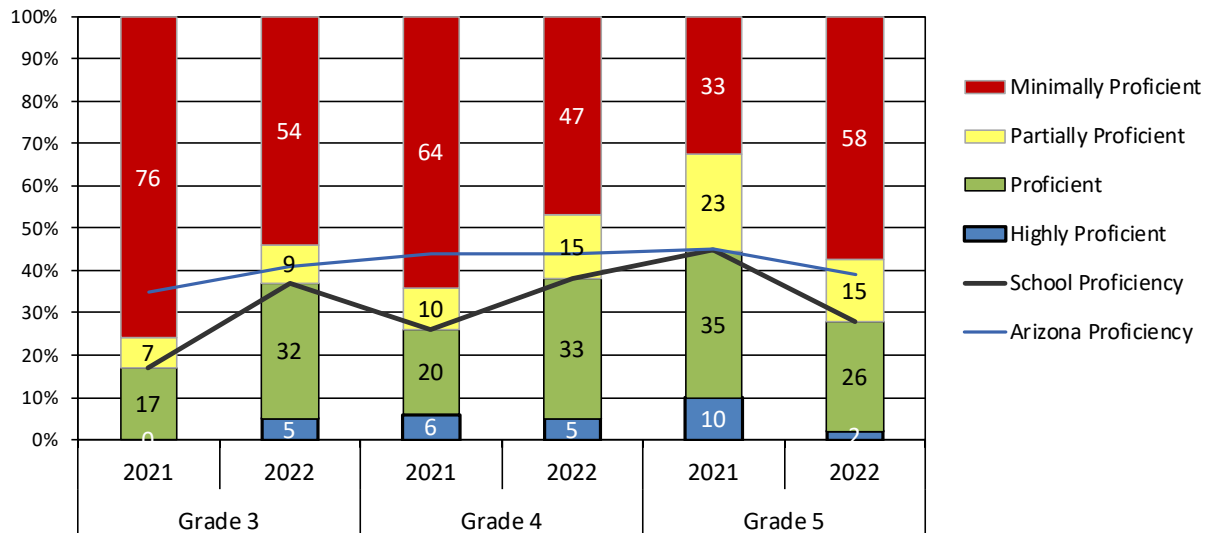
Copper Creek Elementary Mathematics



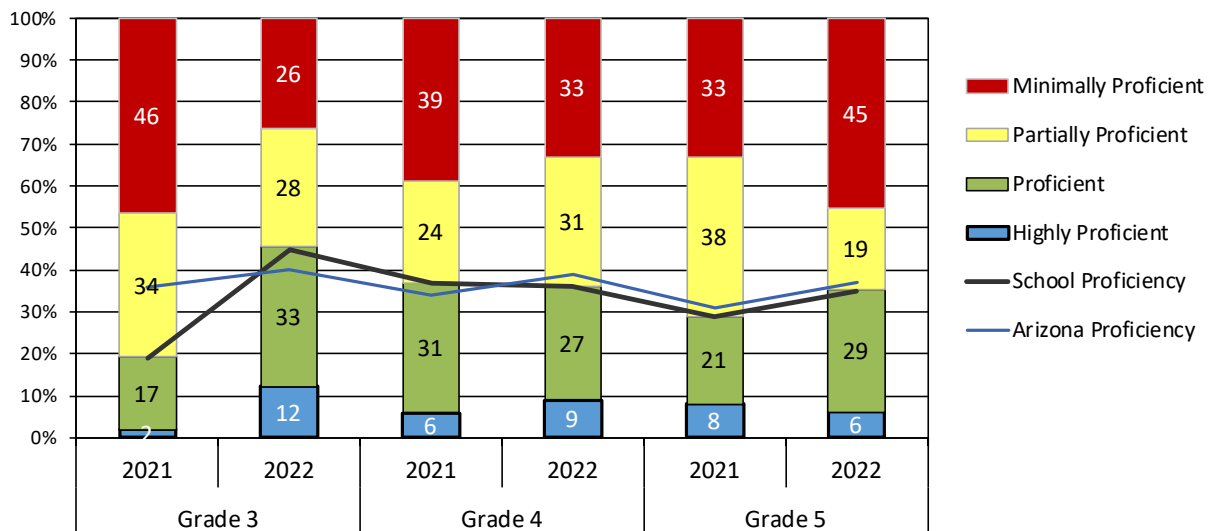
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Coronado K-8 (Elementary) English Language Arts



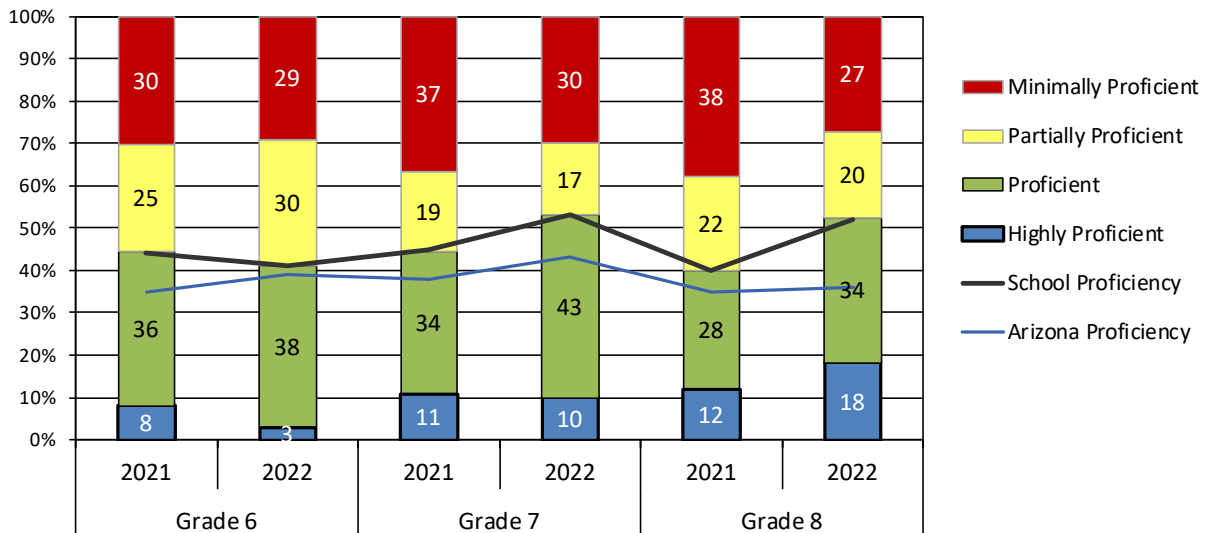
Coronado K-8 (Elementary) Mathematics



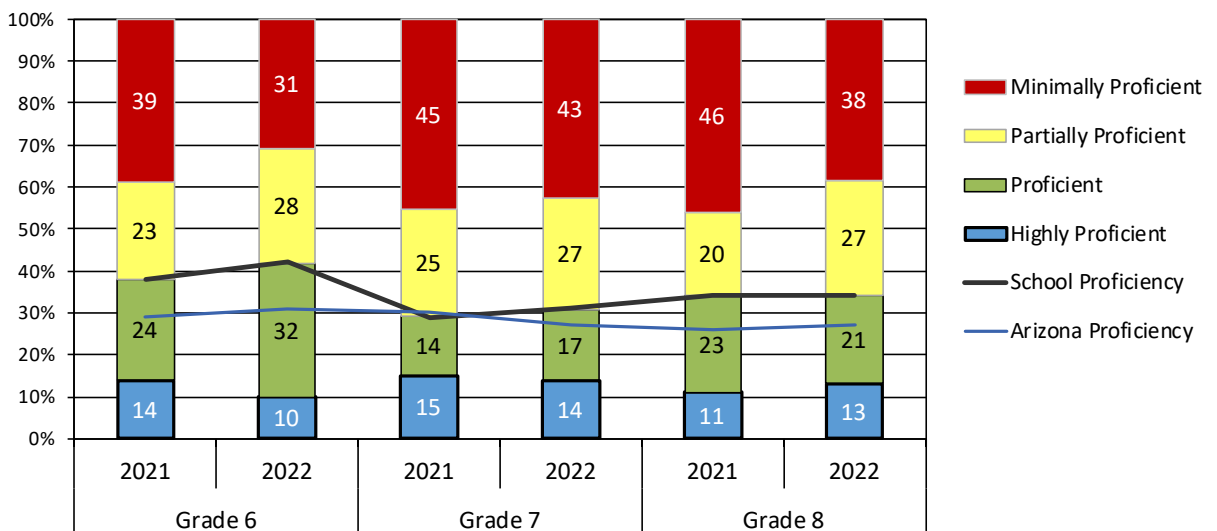
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Coronado K-8 (Middle) English Language Arts



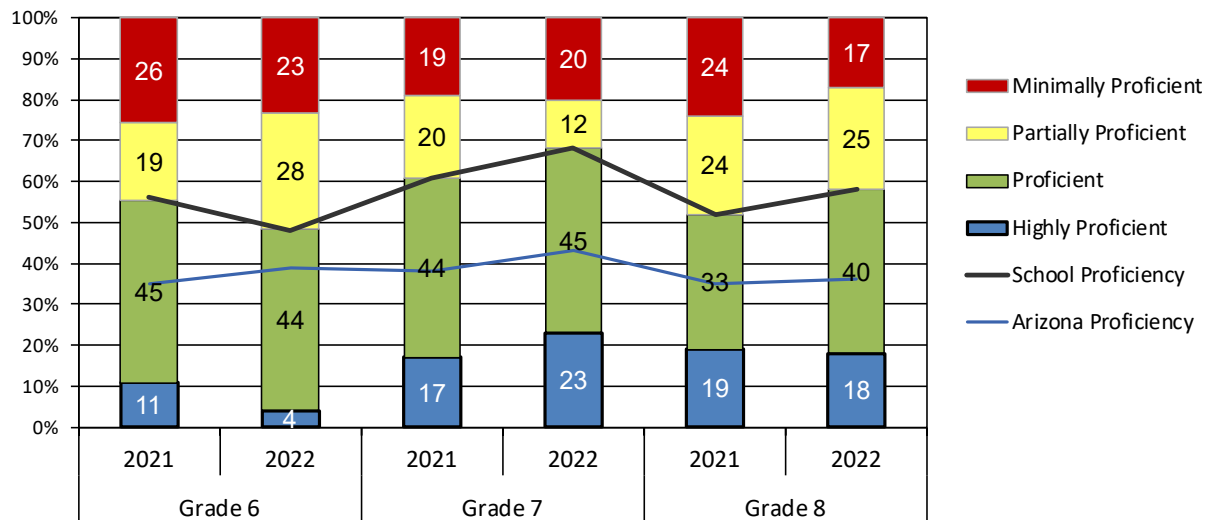
Coronado K-8 (Middle) Mathematics



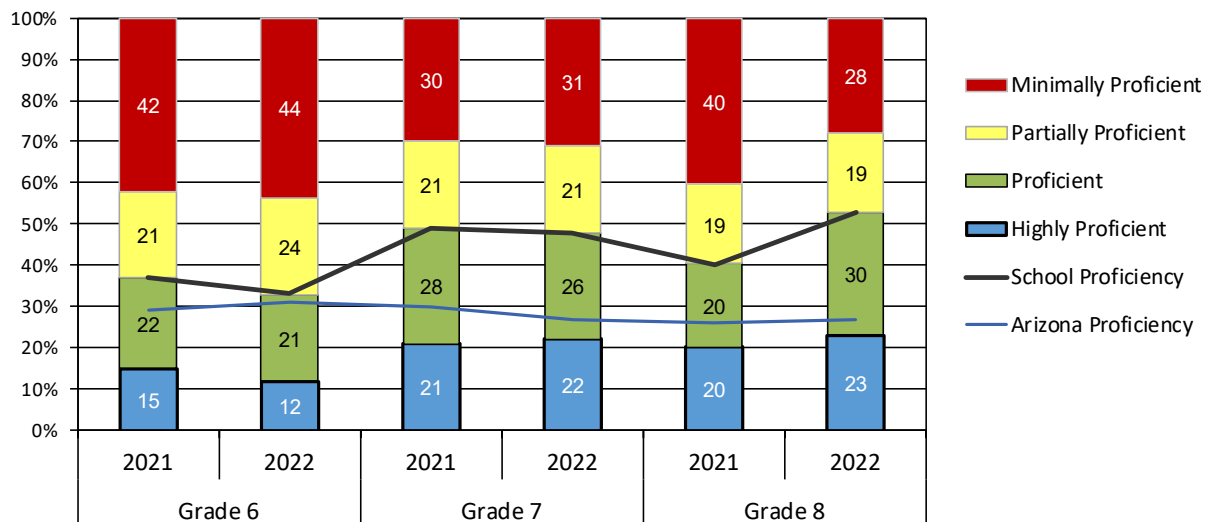
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Cross Middle School English / Language Arts



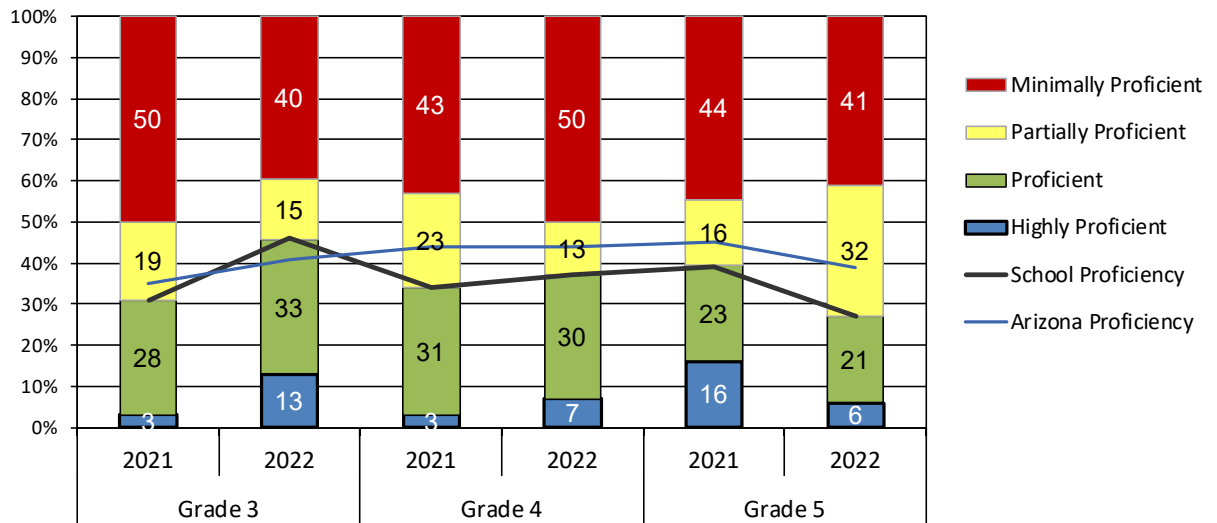
Cross Middle School Mathematics



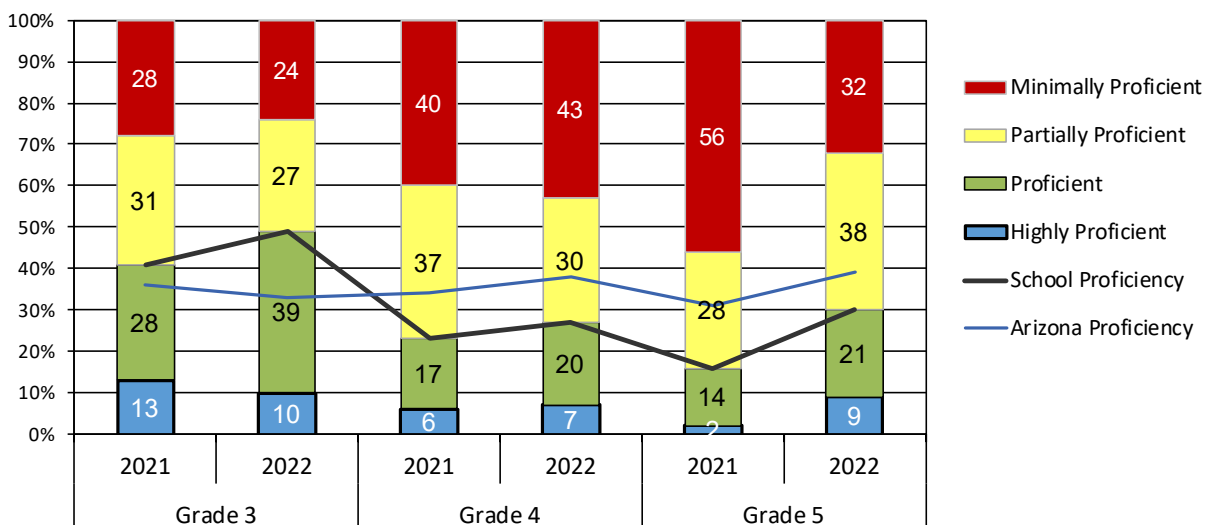
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

**Donaldson Elementary
English / Language Arts**



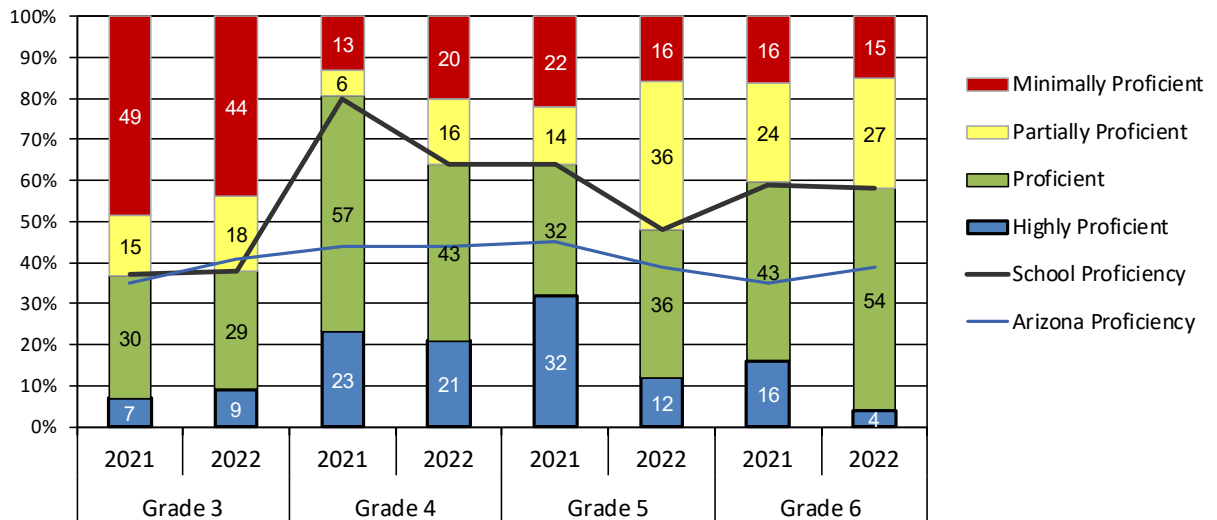
**Donaldson Elementary
Mathematics**



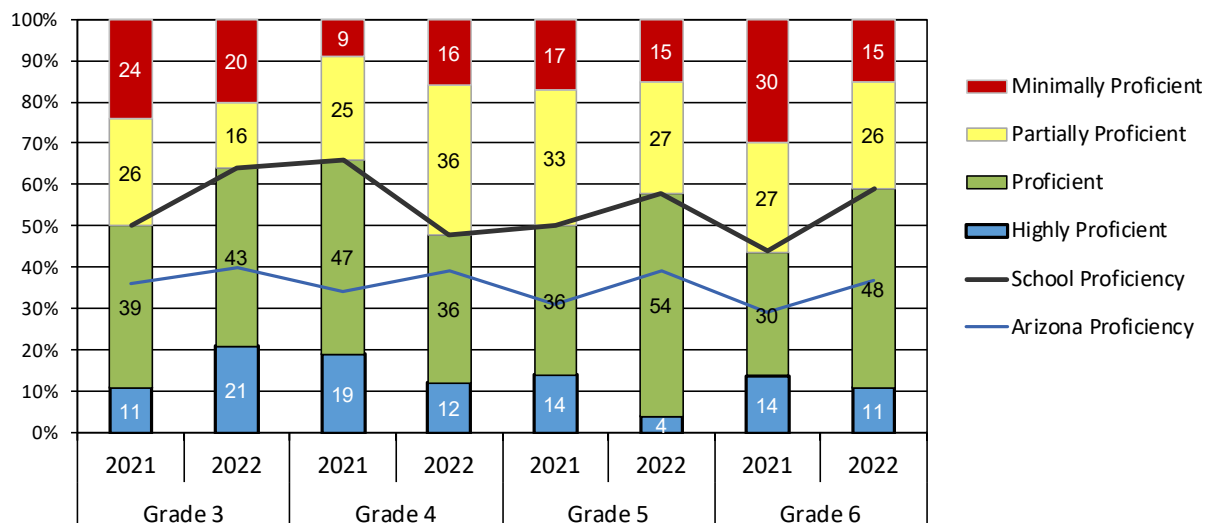
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

**Harelson Elementary
English / Language Arts**

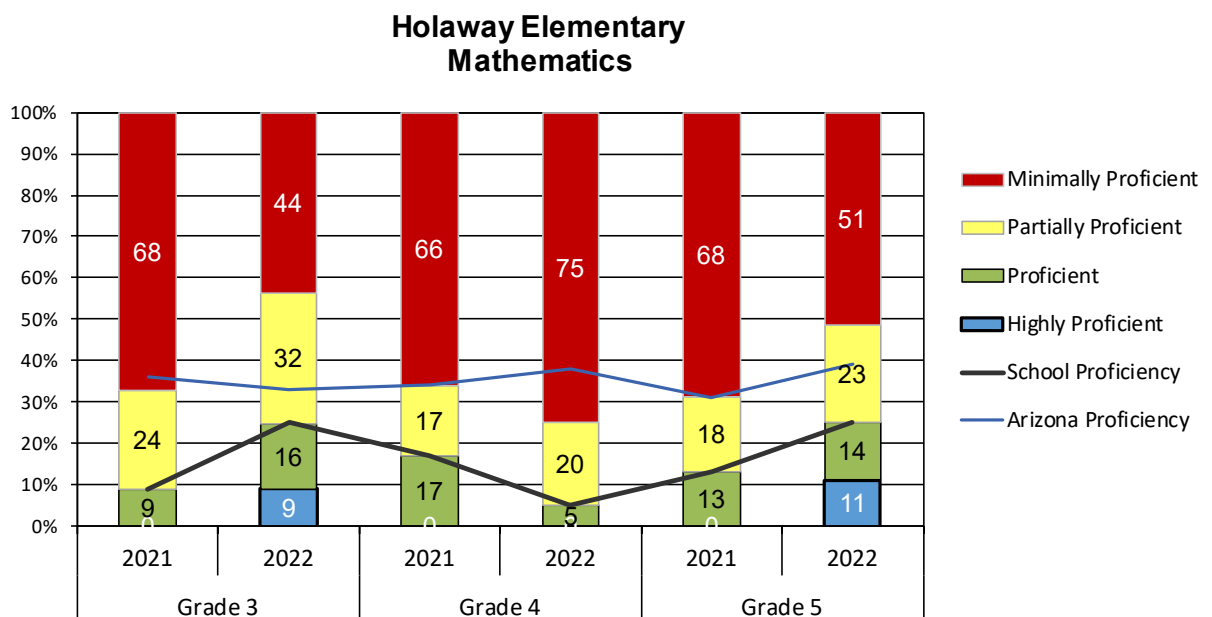
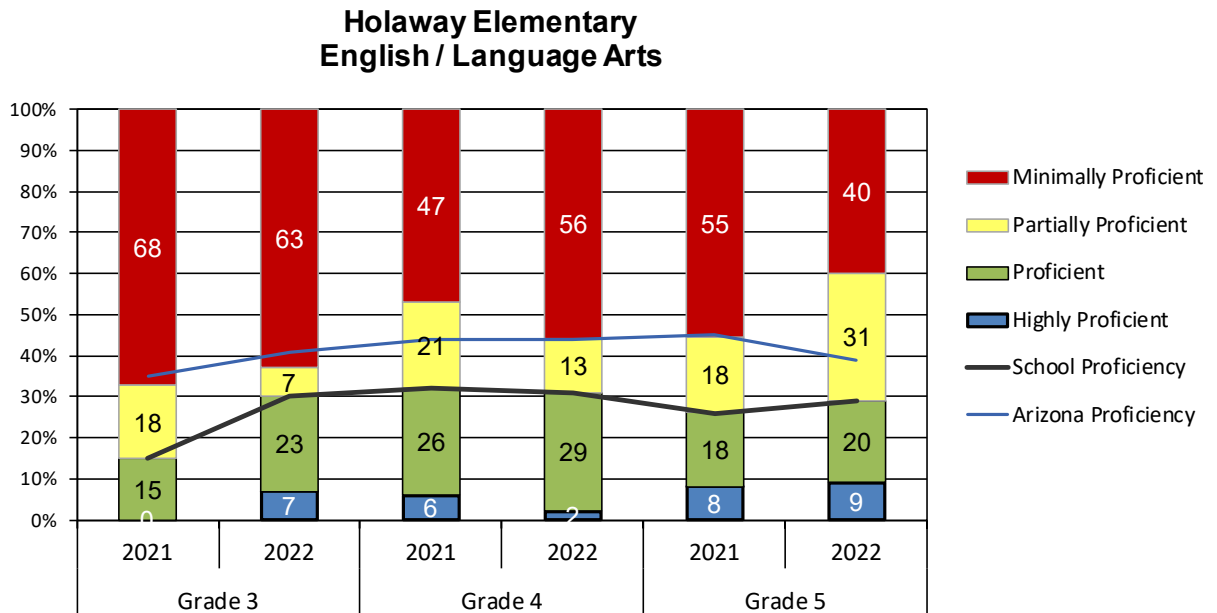


**Harelson Elementary
Mathematics**



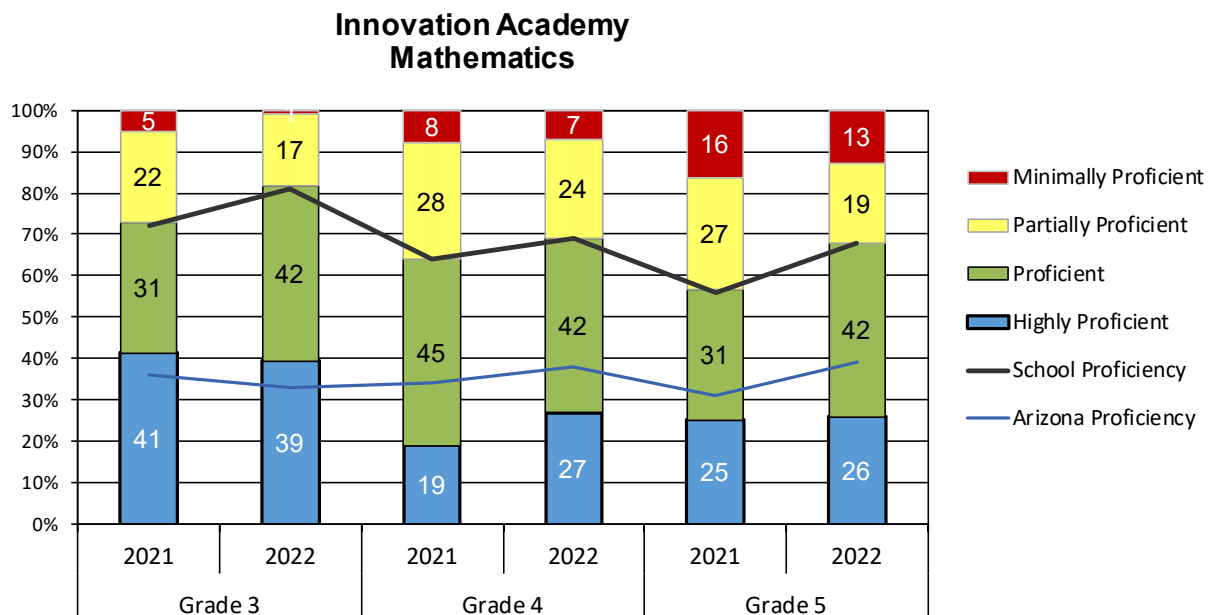
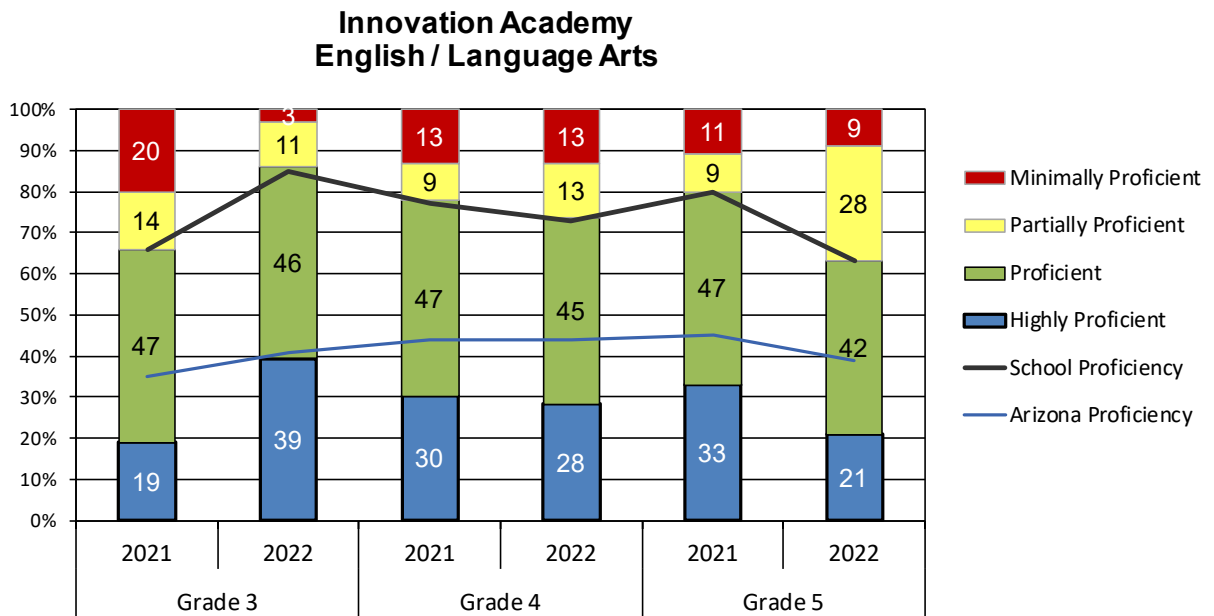
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.



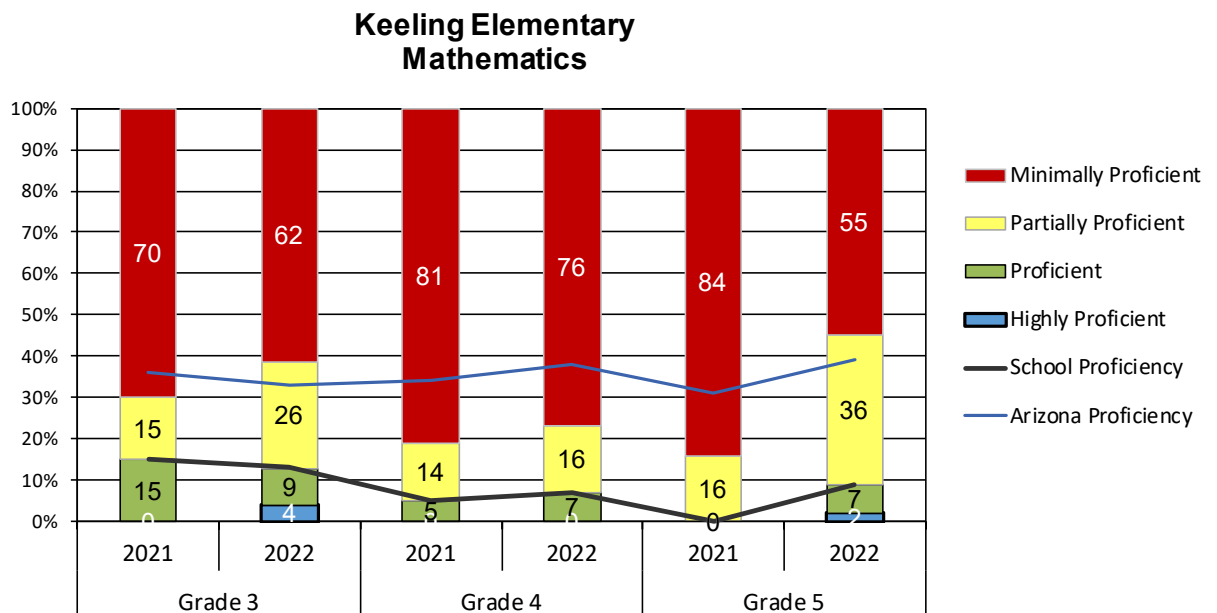
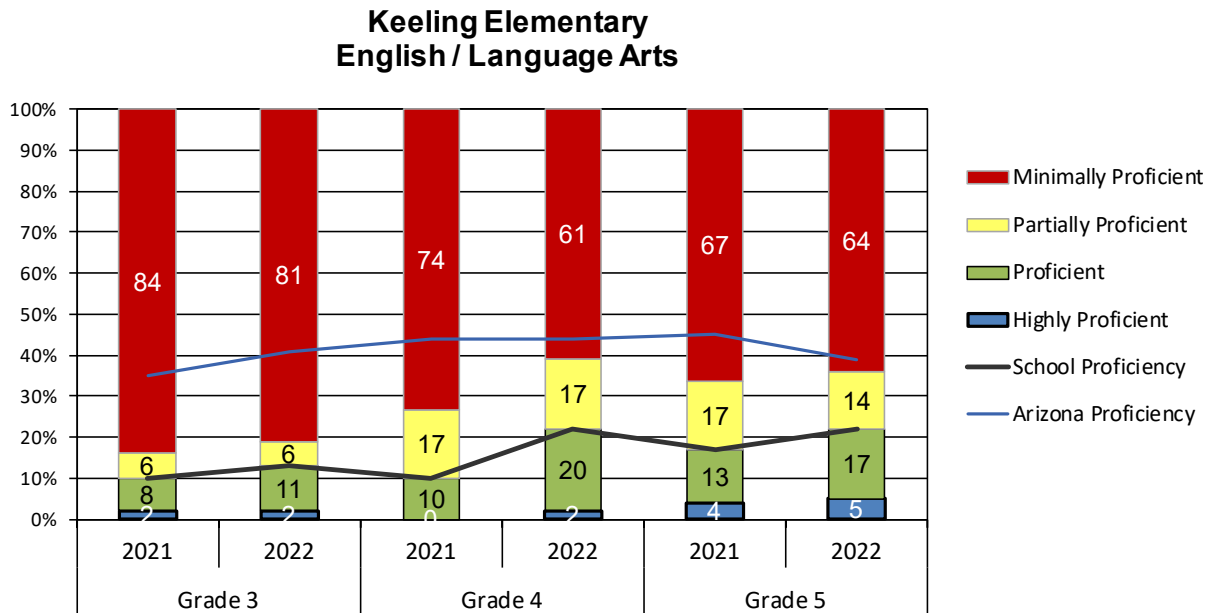
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.



Performance on the AASA – Grades 3-8 (cont.)

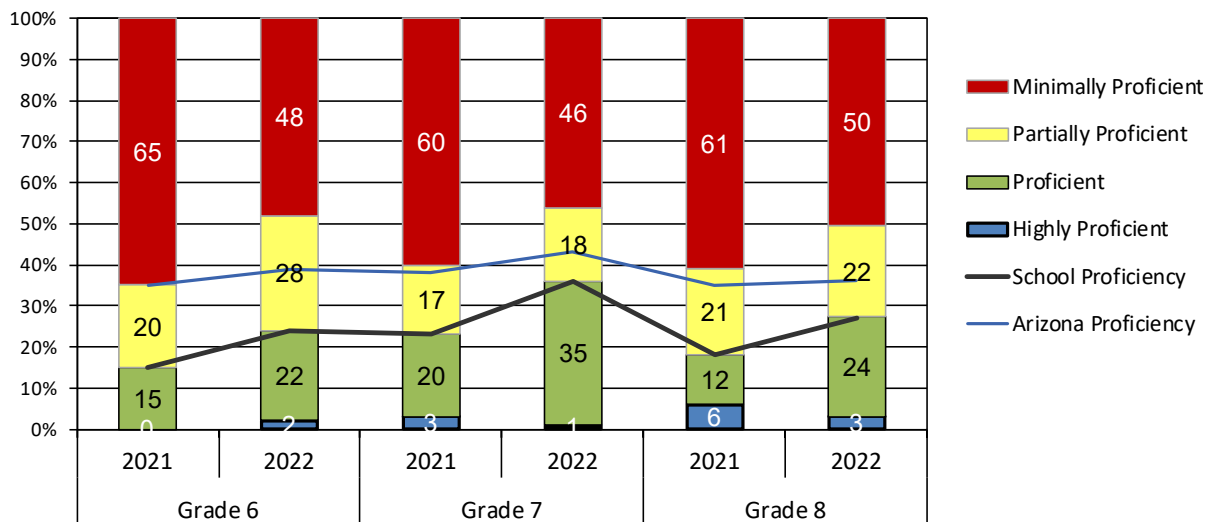
Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.



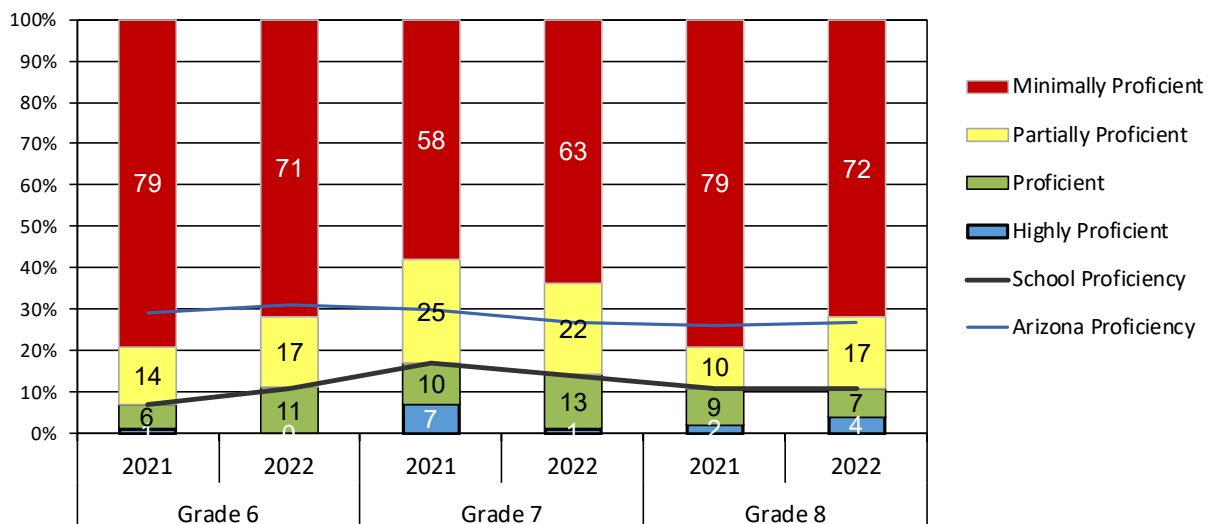
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

La Cima Middle School English / Language Arts



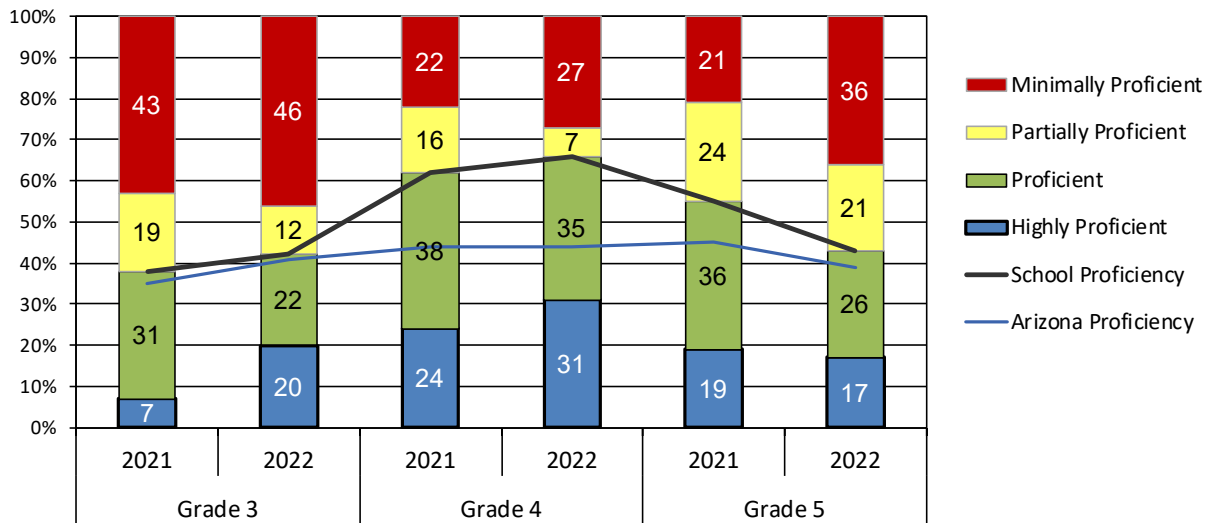
La Cima Middle School Mathematics



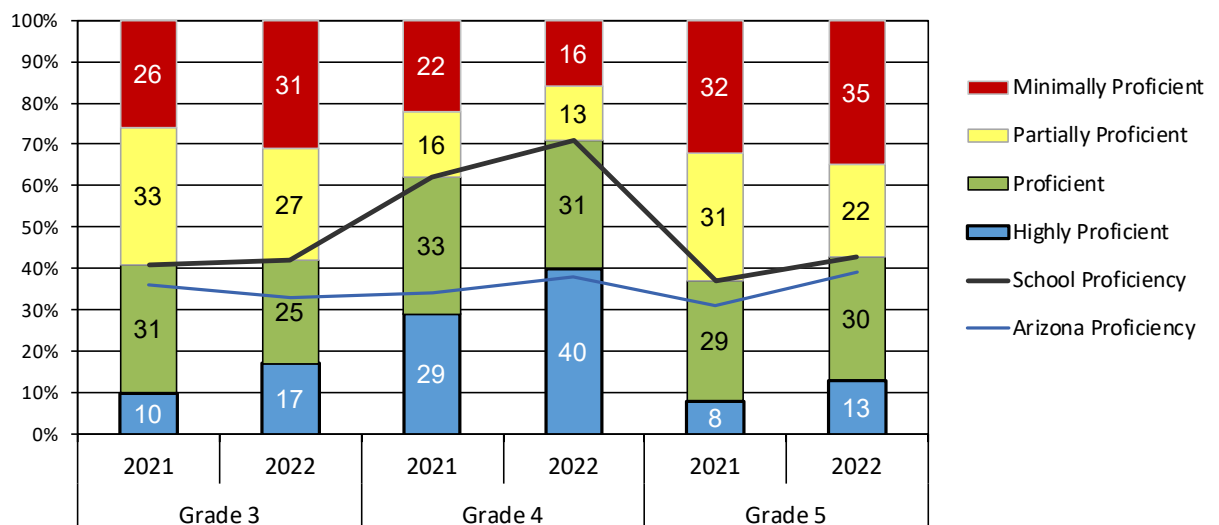
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Mesa Verde Elementary English / Language Arts



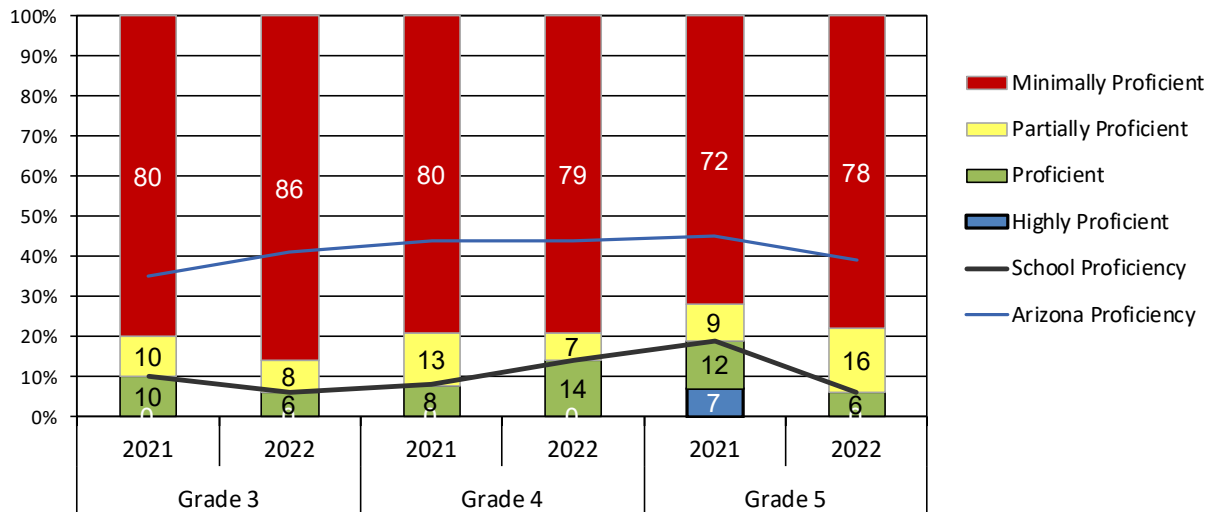
Mesa Verde Elementary Mathematics



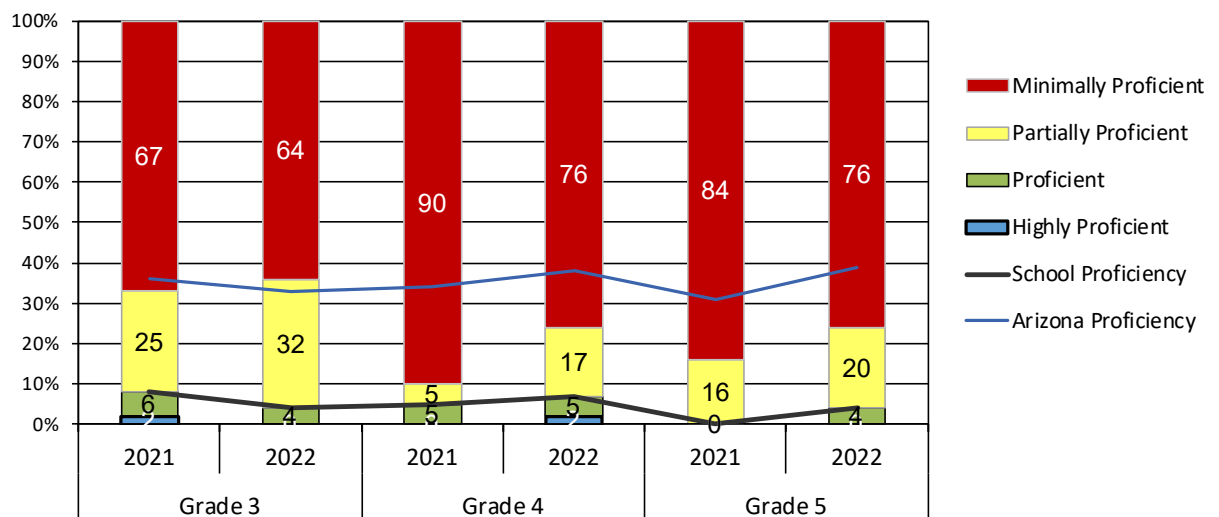
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Nash Elementary English / Language Arts



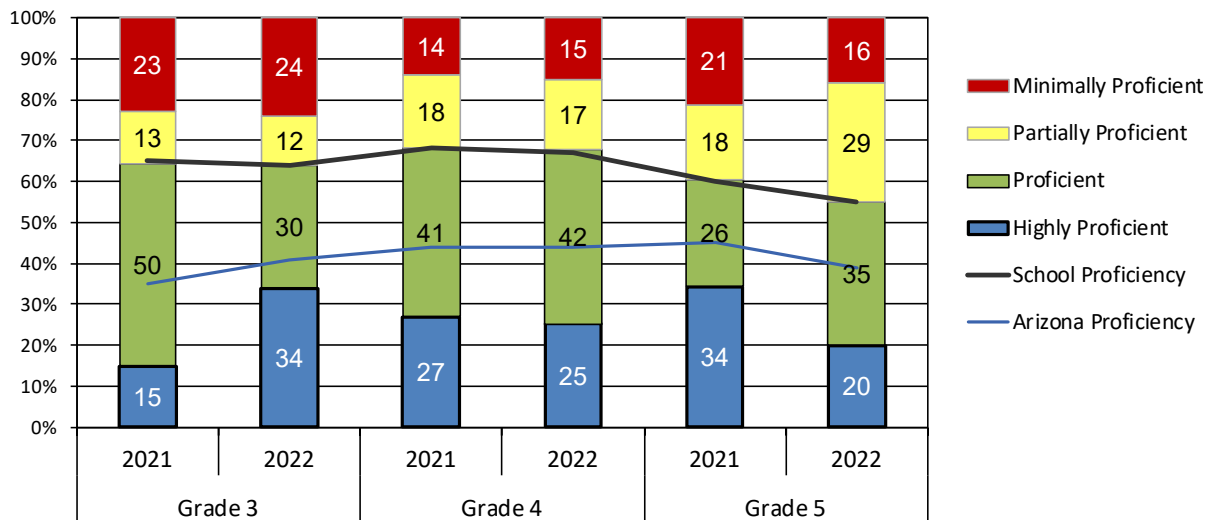
Nash Elementary Mathematics



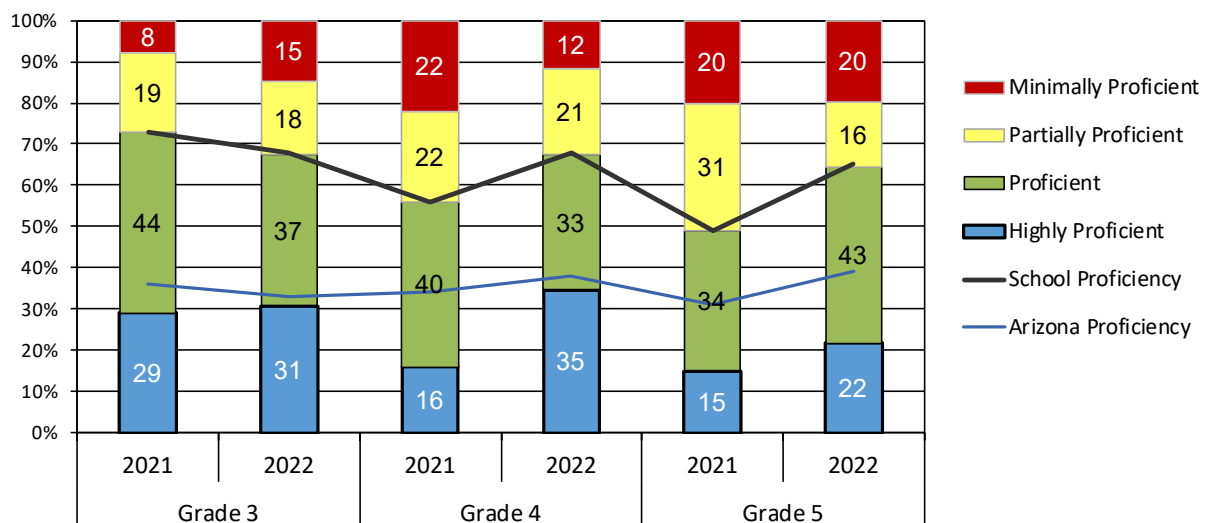
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Painted Sky Elementary English / Language Arts

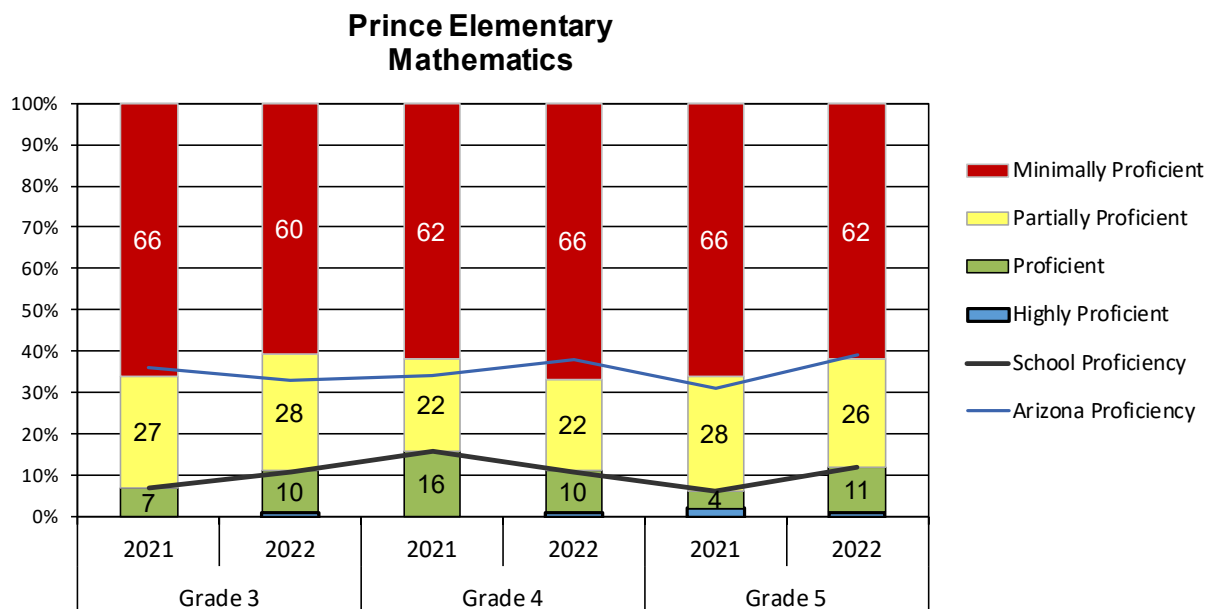
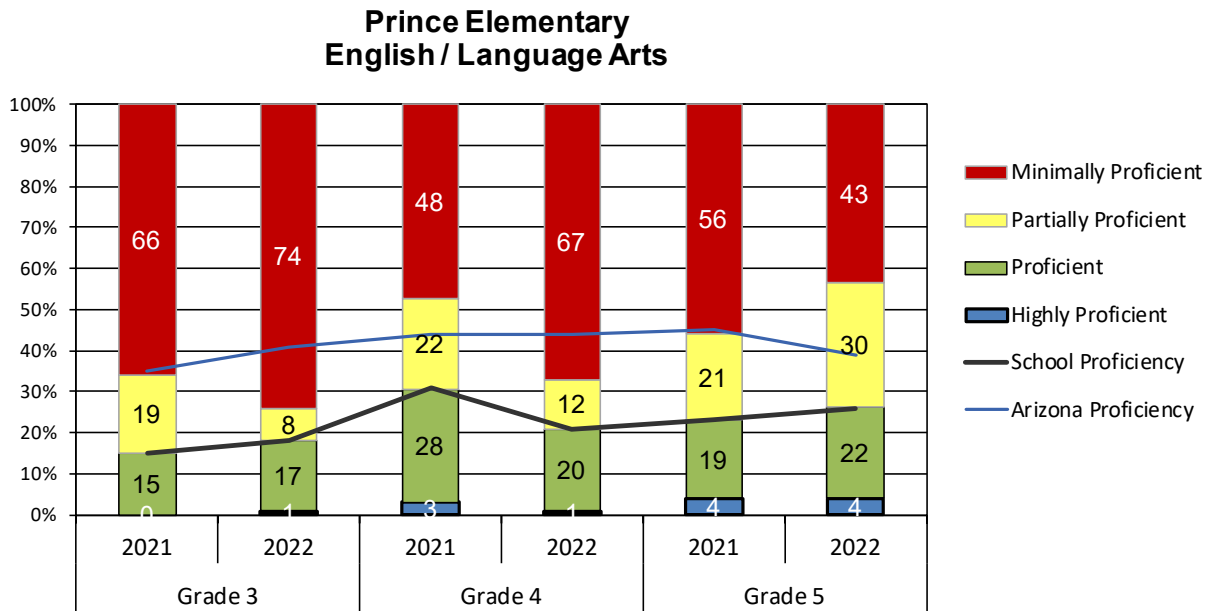


Painted Sky Elementary Mathematics



Performance on the AASA – Grades 3-8 (cont.)

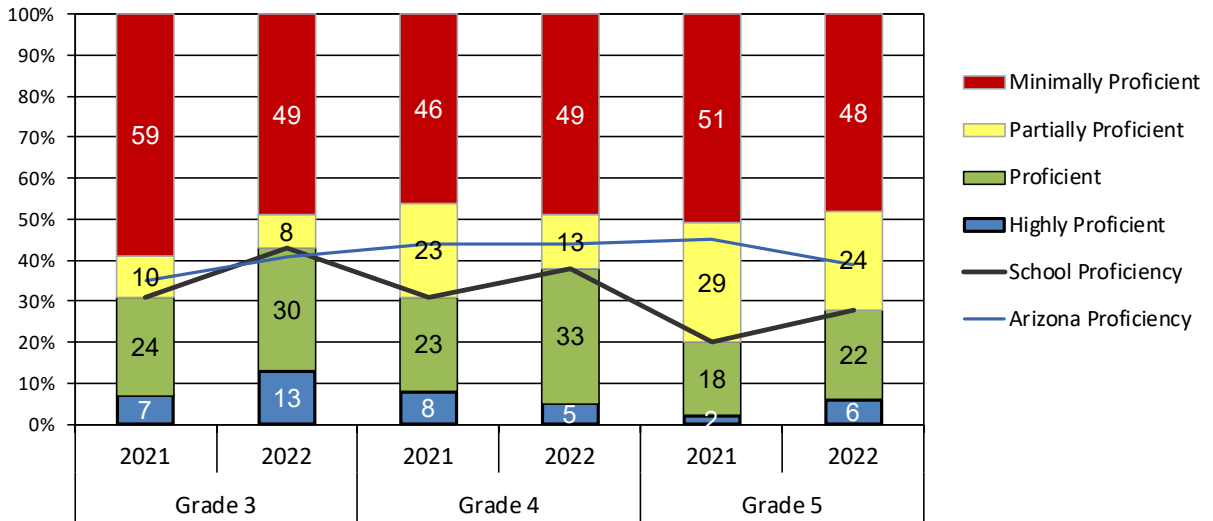
Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.



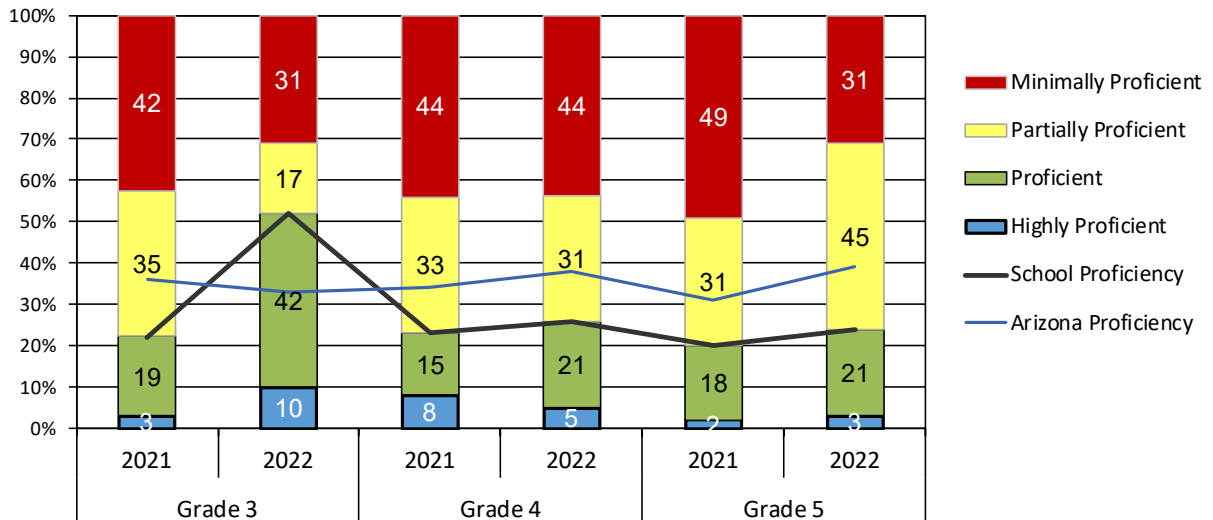
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Rio Vista Elementary English / Language Arts



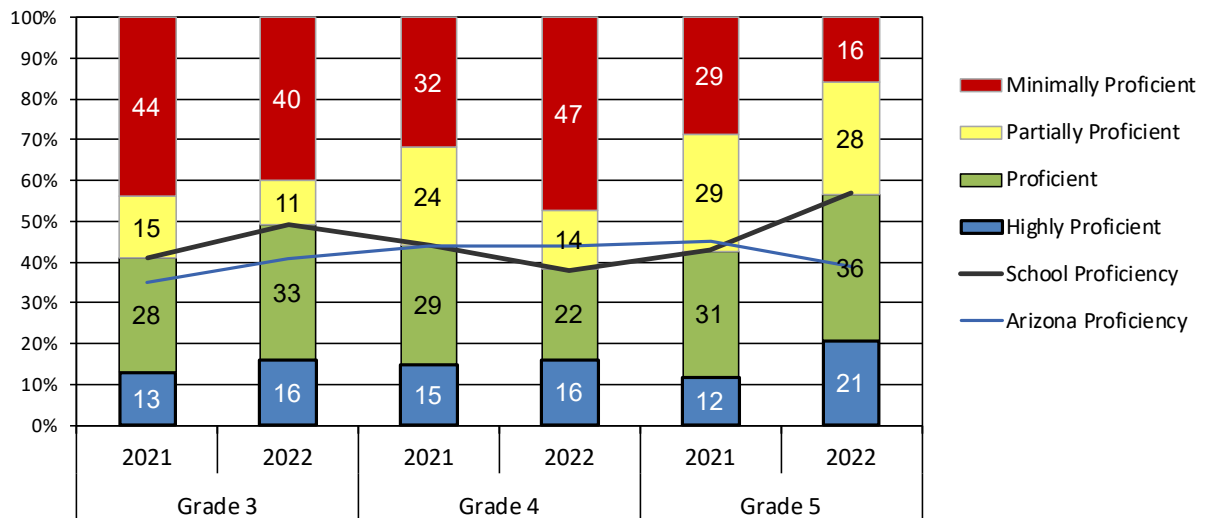
Rio Vista Elementary Mathematics



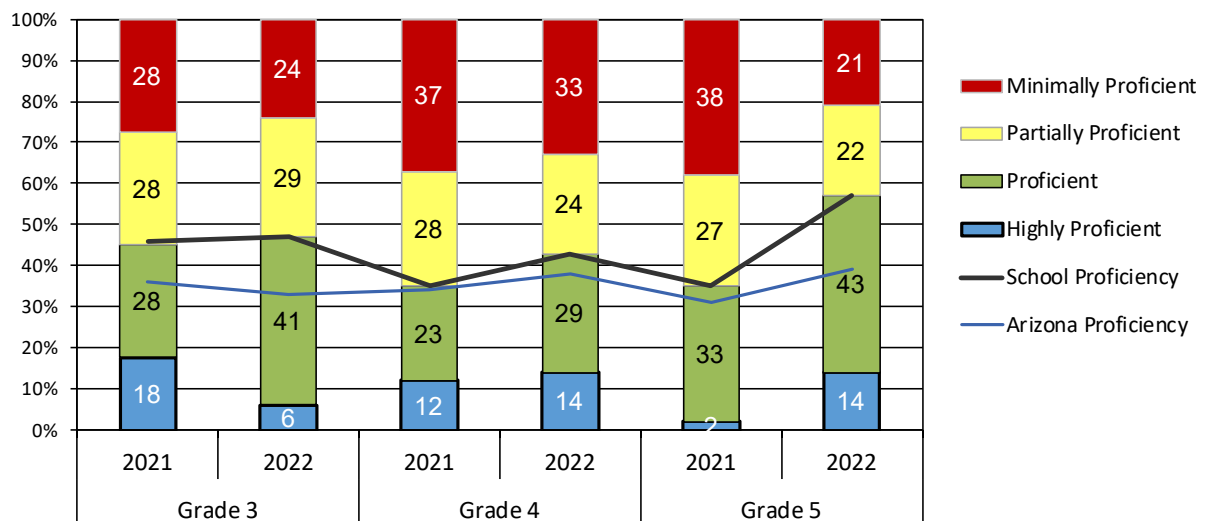
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

Walker Elementary English / Language Arts



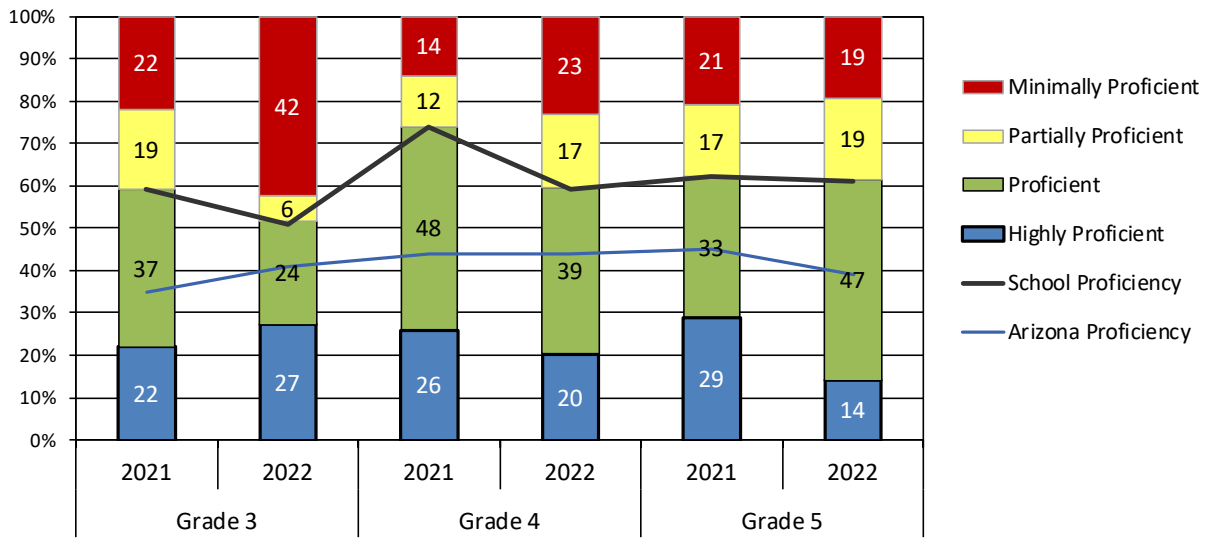
Walker Elementary Mathematics



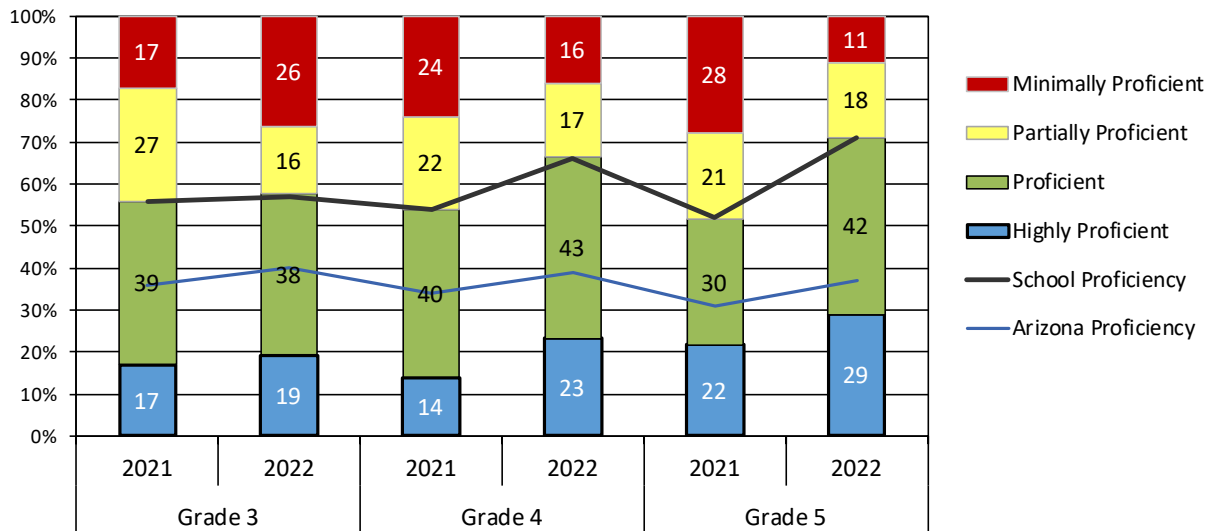
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

**Wilson K-8 (Elementary)
English Language Arts**



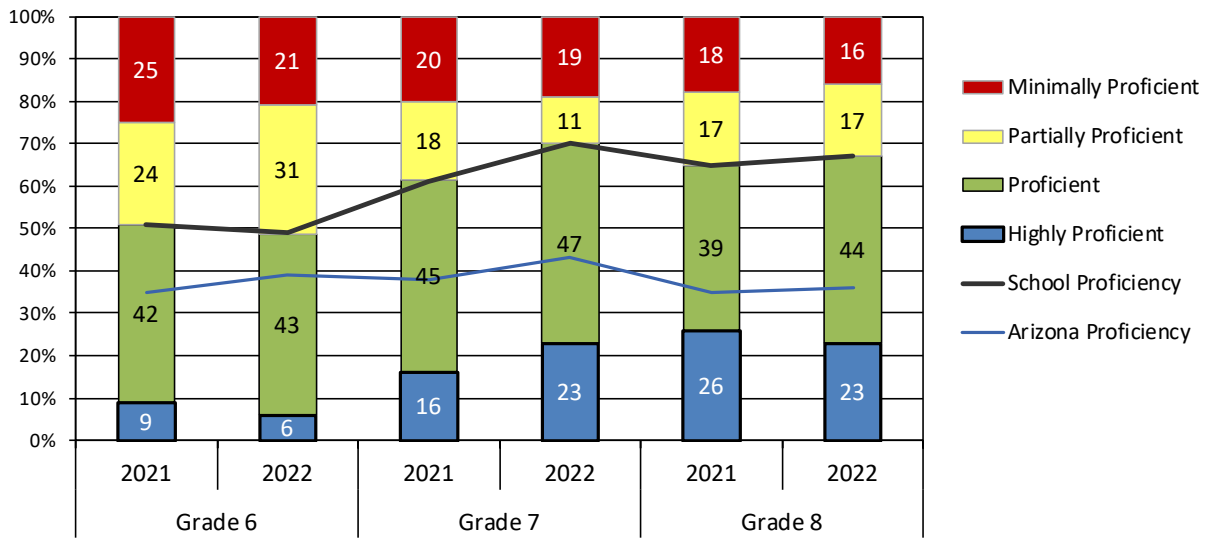
**Wilson K-8 School (Elementary)
Mathematics**



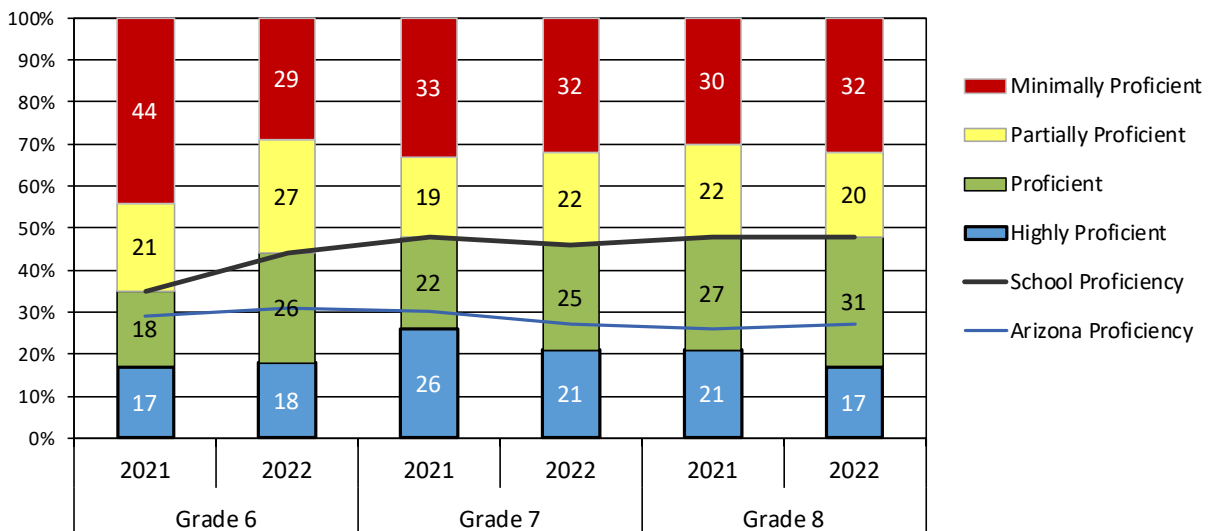
Performance on the AASA – Grades 3-8 (cont.)

Between the school years 2020-21 and 2021-22, Arizona changed the mandatory state assessment for Grades 3 through 8 from the AzM2 (based on the AzMERIT) to the AASA (Arizona's Academic Standards Assessment). Information about the Arizona assessments for Grades 3-8 is available at <https://www.azed.gov/assessment>. Caution should be used when comparing the two assessments.

**Wilson K-8 (Middle)
English Language Arts**

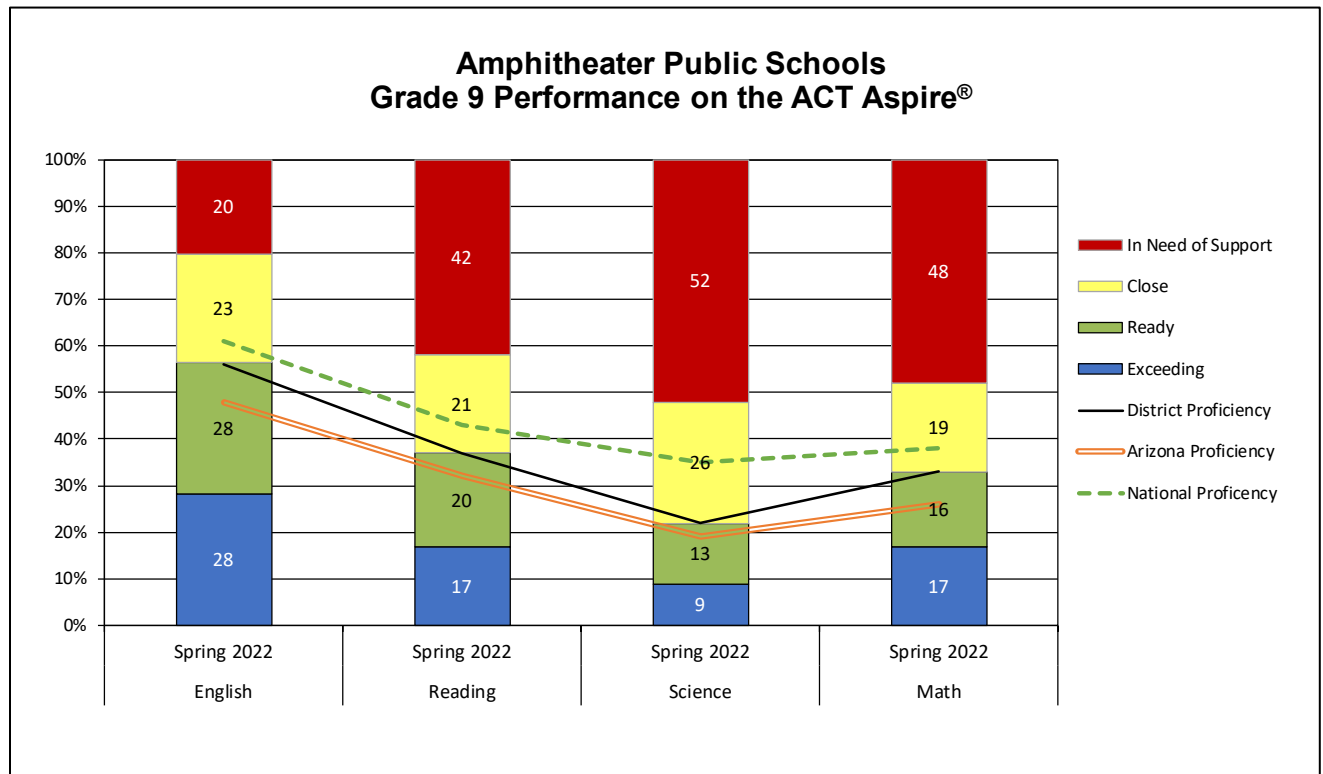


**Wilson K-8 School (Middle)
Mathematics**

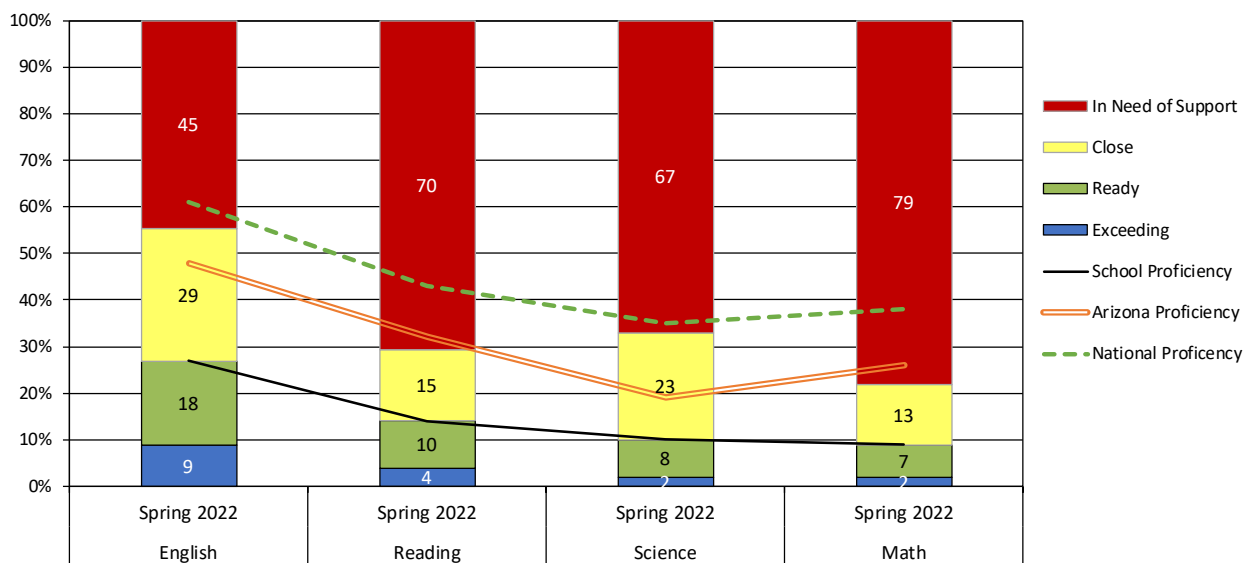


Performance on the ACT Aspire® – Grade 9

In school year 2021-22, Arizona changed the mandatory state assessment for Grade 9 from the AzMERIT to the ACT Aspire®. Students are assessed on four subjects, each one generating one of four performance levels. For comparison purposes, the “proficiency” category combines both the “Exceeding” and the “Ready” performance levels.



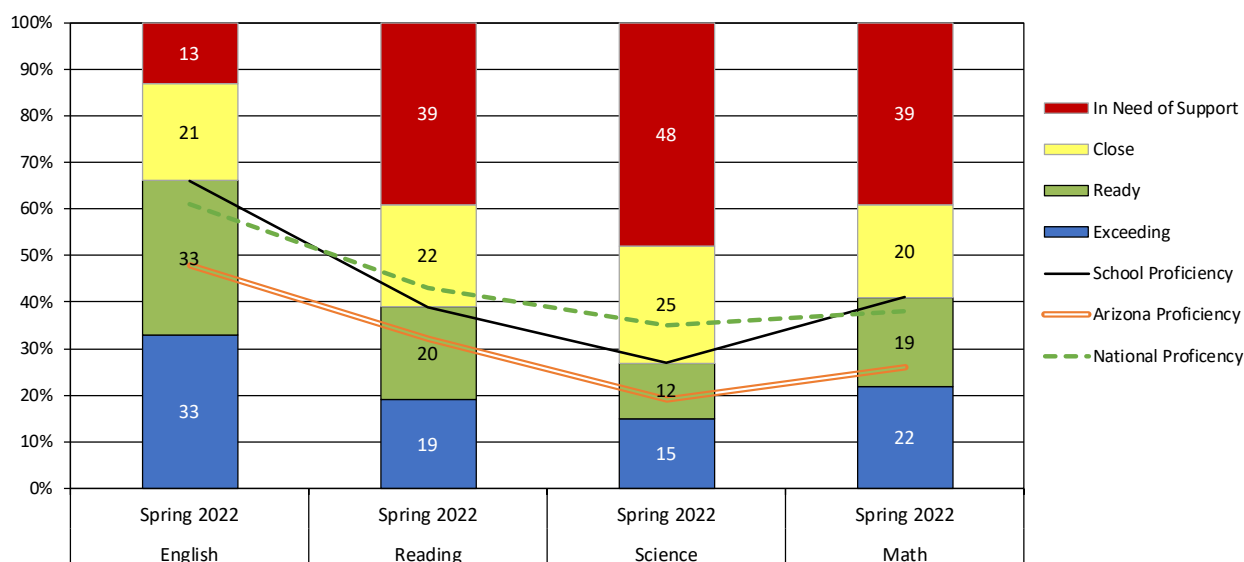
Amphitheater High School Grade 9 Performance on the ACT Aspire®



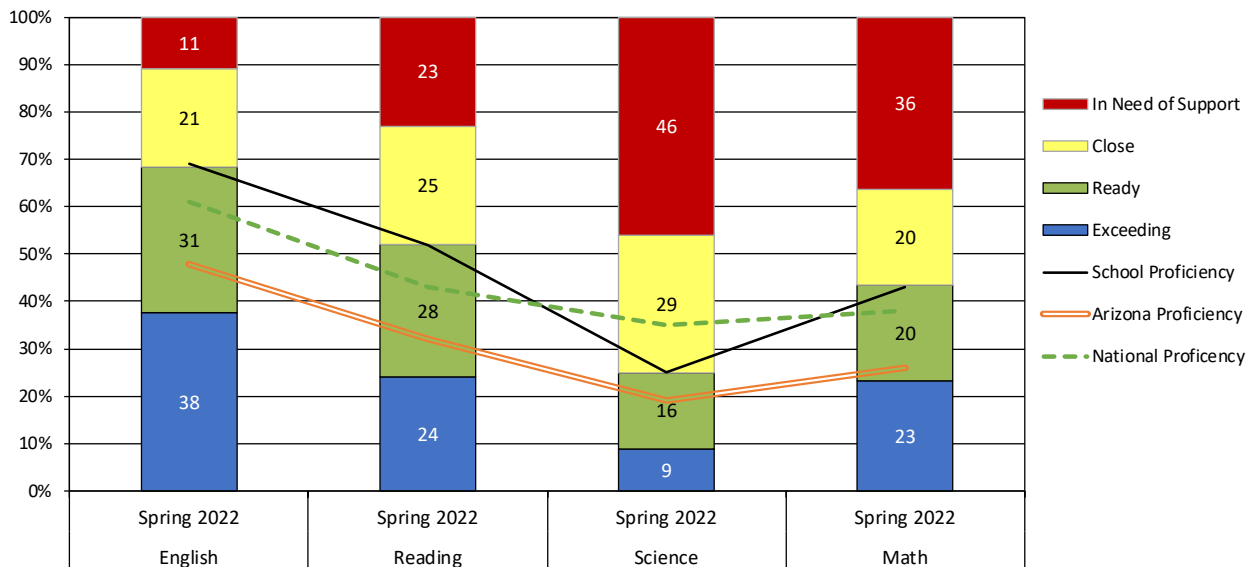
Performance on the ACT Aspire® – Grade 9 (cont.)

In school year 2021-22, Arizona changed the mandatory state assessment for Grade 9 from the AzMERIT to the ACT Aspire®. Students are assessed on four subjects, each one generating one of four performance levels. For comparison purposes, the “proficiency” category combines both the “Exceeding” and the “Ready” performance levels.

Canyon del Oro High School Grade 9 Performance on the ACT Aspire®

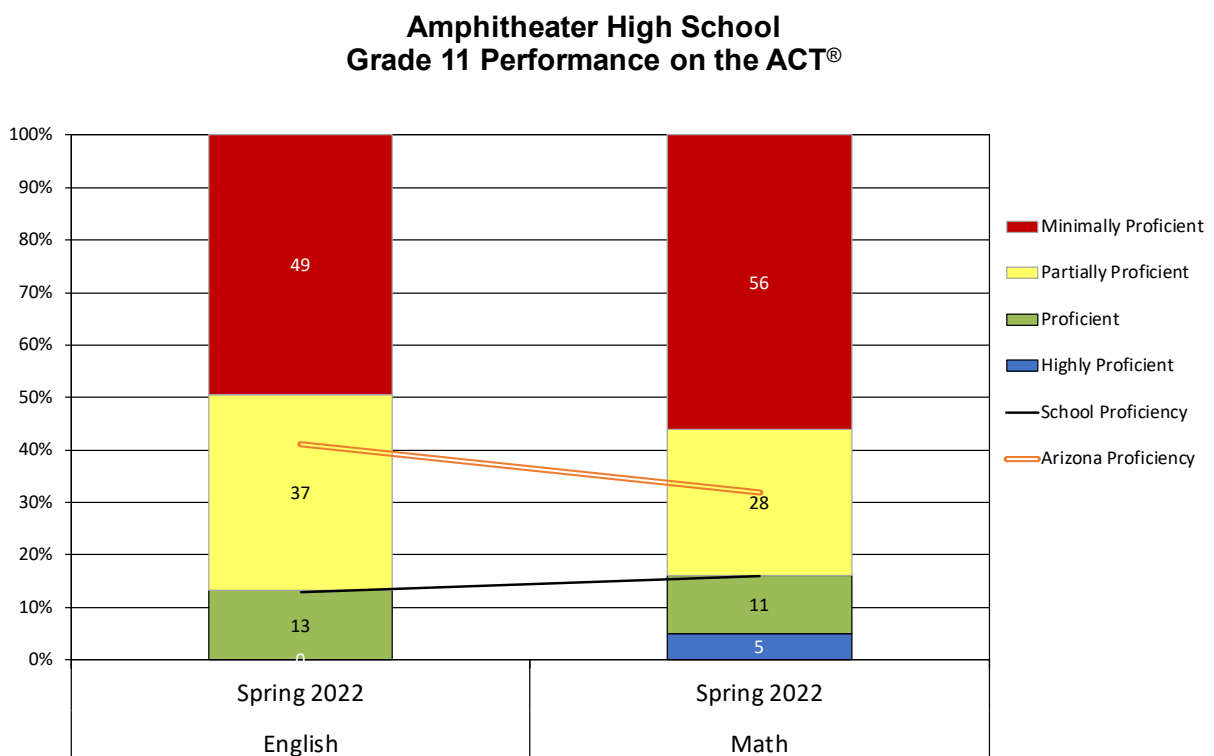
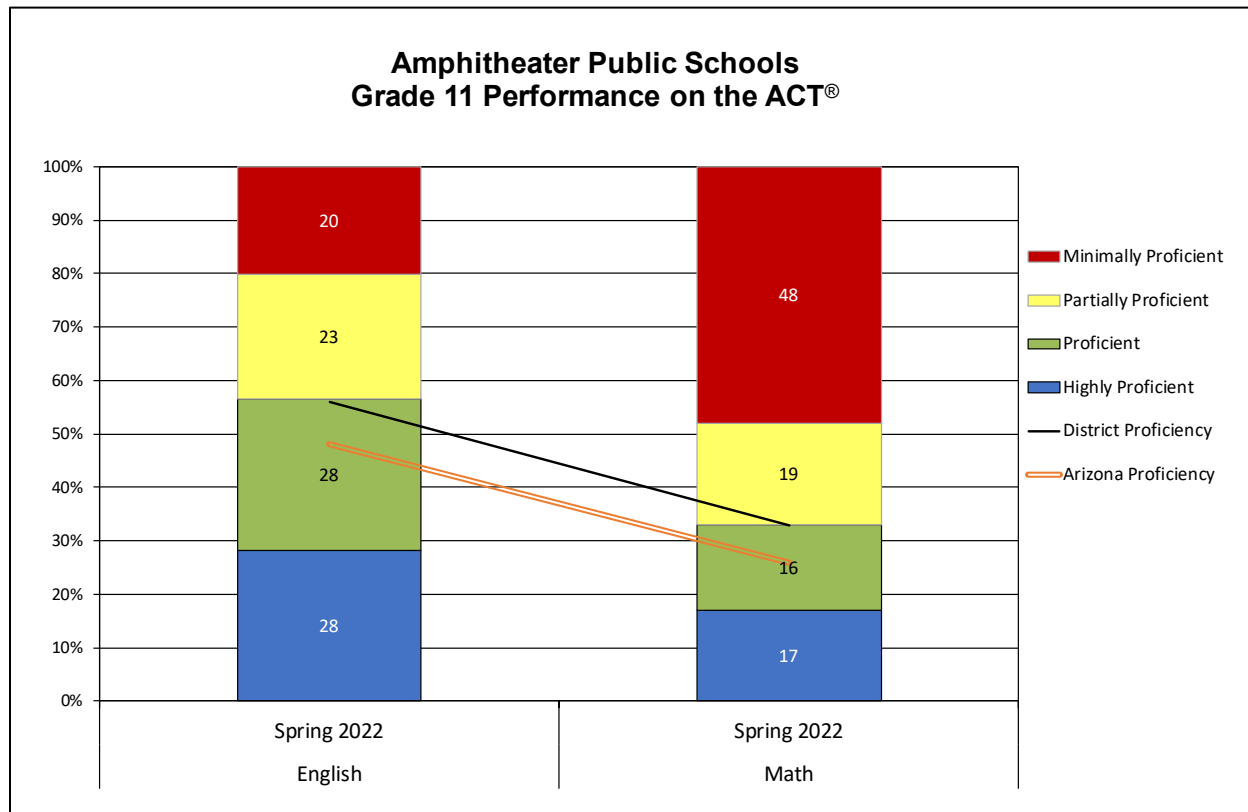


Ironwood Ridge High School Grade 9 Performance on the ACT Aspire®



Performance on the ACT® – Grade 11

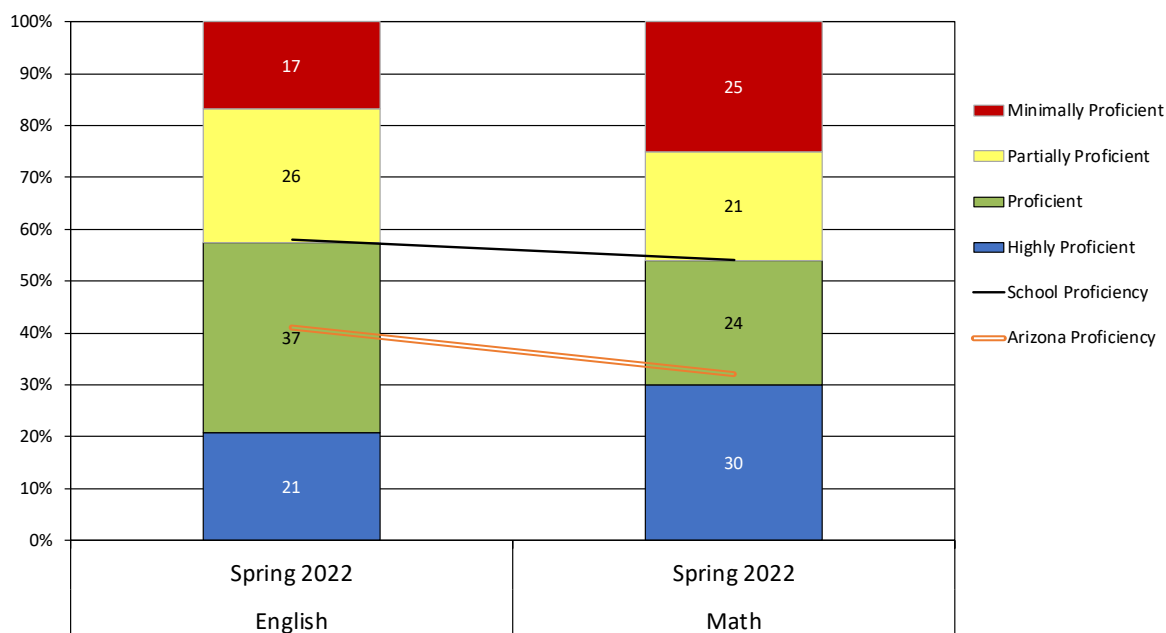
In school year 2021-22, Arizona changed the mandatory state assessment for Grade 11 from the AzMERIT to the ACT®. Students are assessed on five subjects, each one generating a score ranging from 1 to 36. For the purposes of the Arizona Accountability System, the ELA and Math summary scores were converted to reflect the AASA performance levels. For more information about the ACT® test, as well as the cut scores used to determine the performance levels, please visit: <https://www.azed.gov/assessment/high-school-assessments-act-and-act-aspire>.



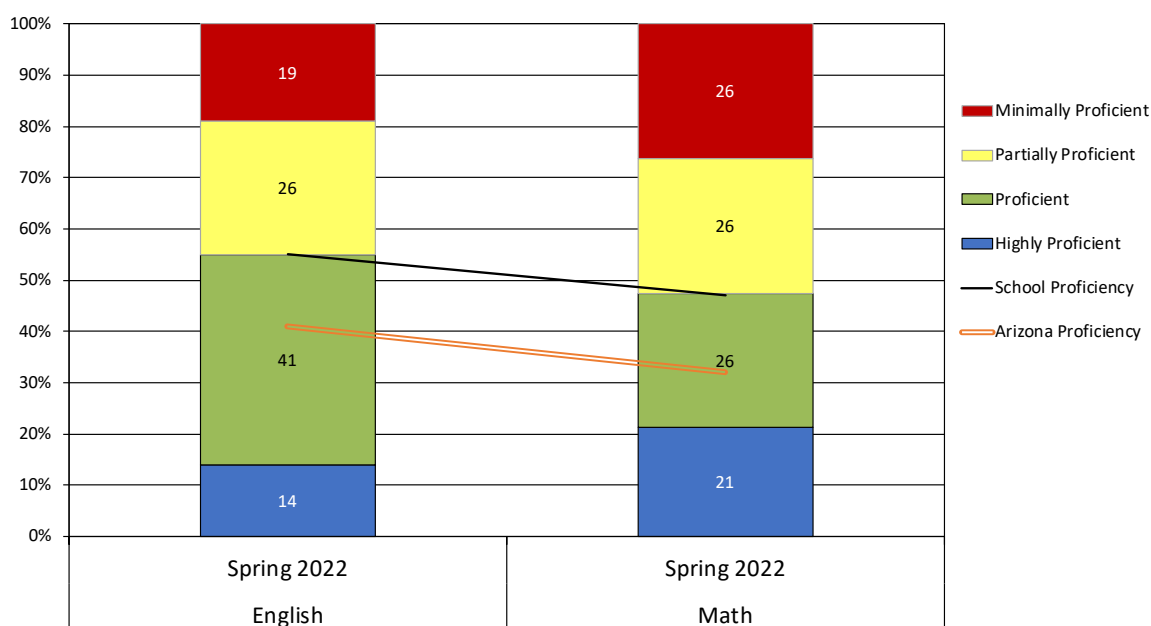
Performance on the ACT® – Grade 11 (cont.)

In school year 2021-22, Arizona changed the mandatory state assessment for Grade 11 from the AzMERIT to the ACT®. Students are assessed on five subjects, each one generating a score ranging from 1 to 36. For the purposes of the Arizona Accountability System, the ELA and Math summary scores were converted to reflect the AASA performance levels. For more information about the ACT® test, as well as the cut scores used to determine the performance levels, please visit: <https://www.azed.gov/assessment/high-school-assessments-act-and-act-aspire>.

Canyon del Oro High School Grade 11 Performance on the ACT®

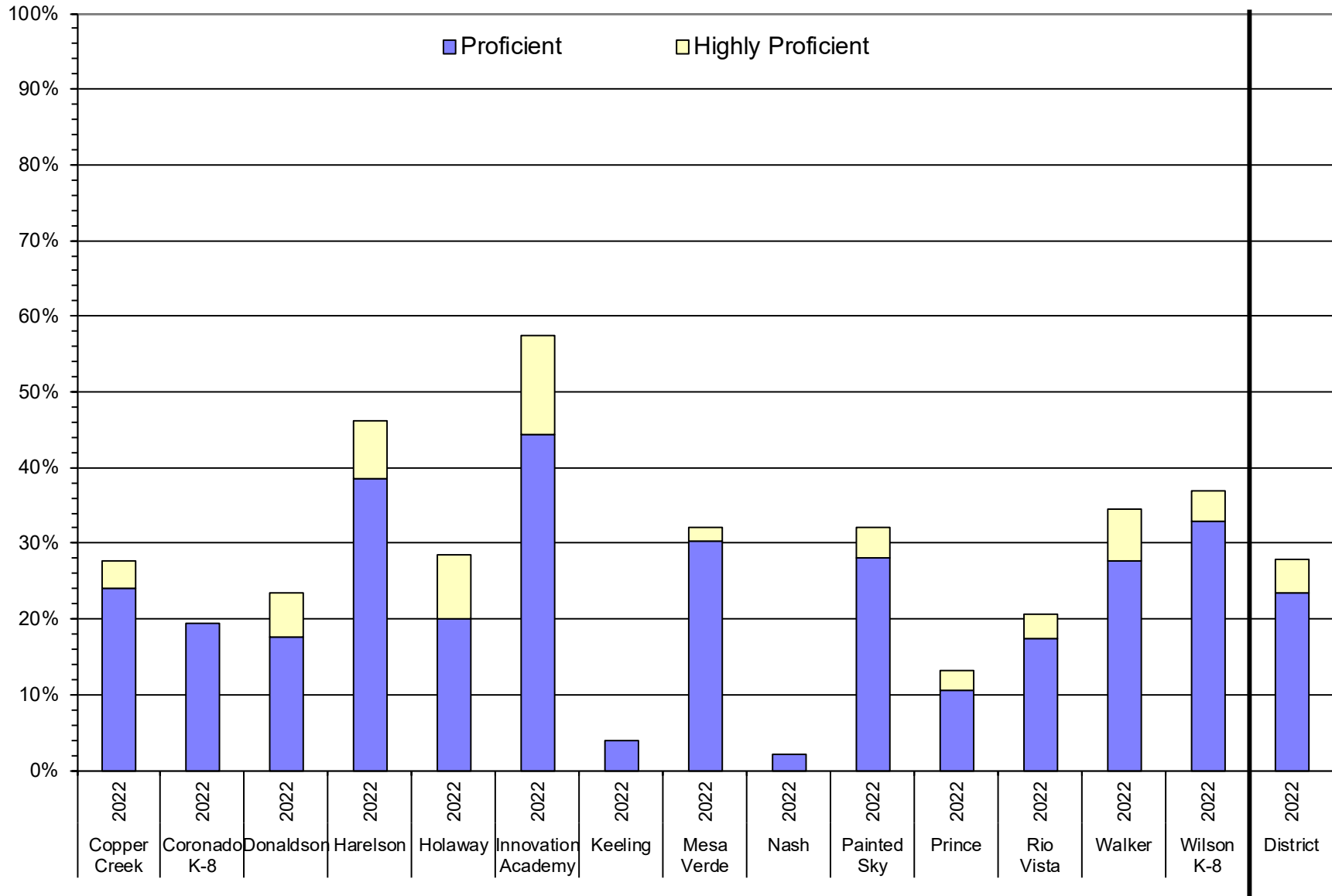


Ironwood Ridge High School Grade 11 Performance on the ACT®



Proficiency Rates on the AzSCI – 5th Grade

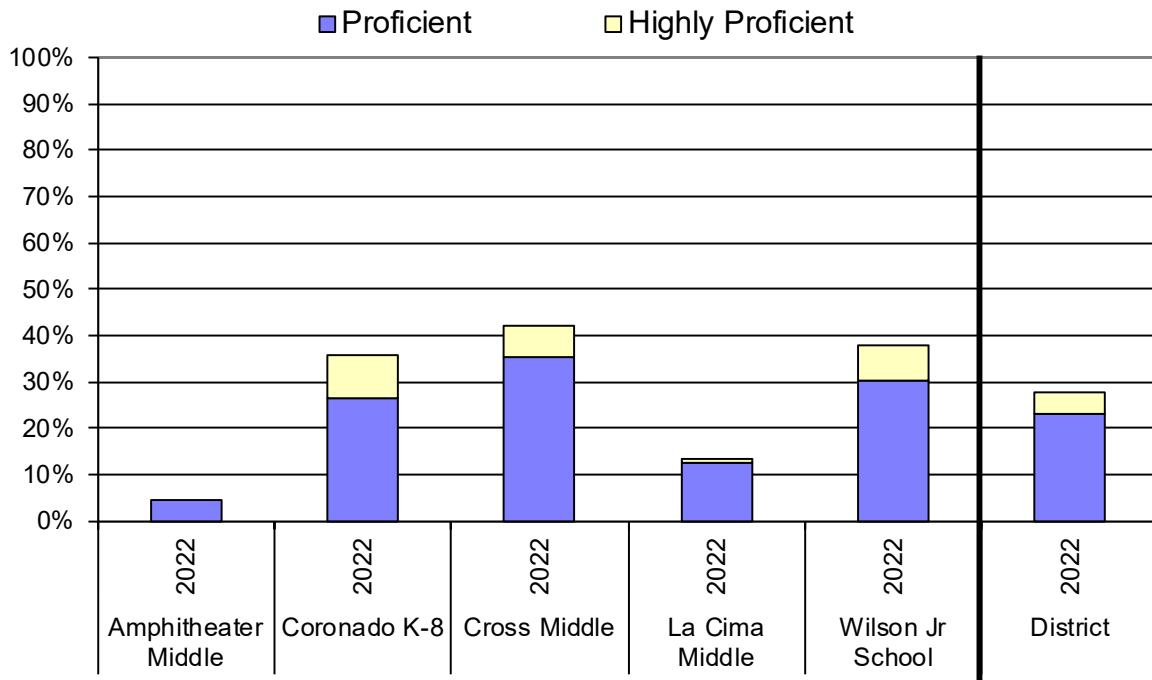
The AzSCI is the new Arizona assessment for Science. It was first administered in Spring 2022. Information about the state assessment for Science is available at <https://www.azed.gov/assessment/sci>.



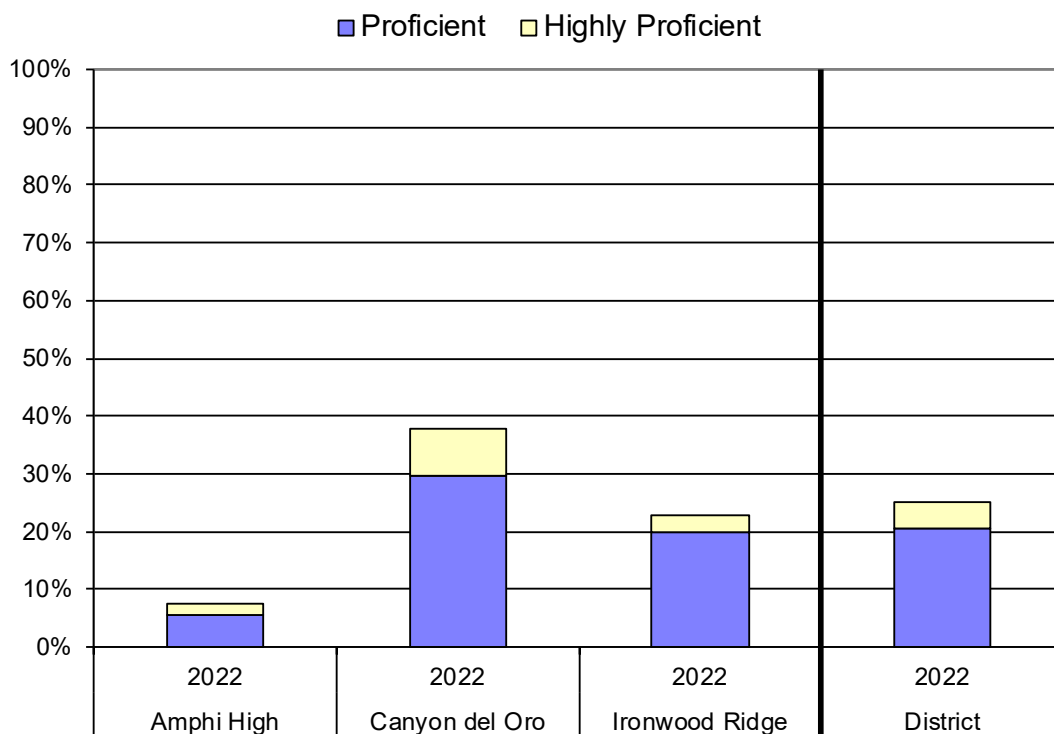
Proficiency Rates on the AzSCI (con't)

The AzSCI is the new Arizona assessment for Science. It was first administered in Spring 2022. Information about the state assessment for Science is available at <https://www.azed.gov/assessment/sci>.

8th Grade

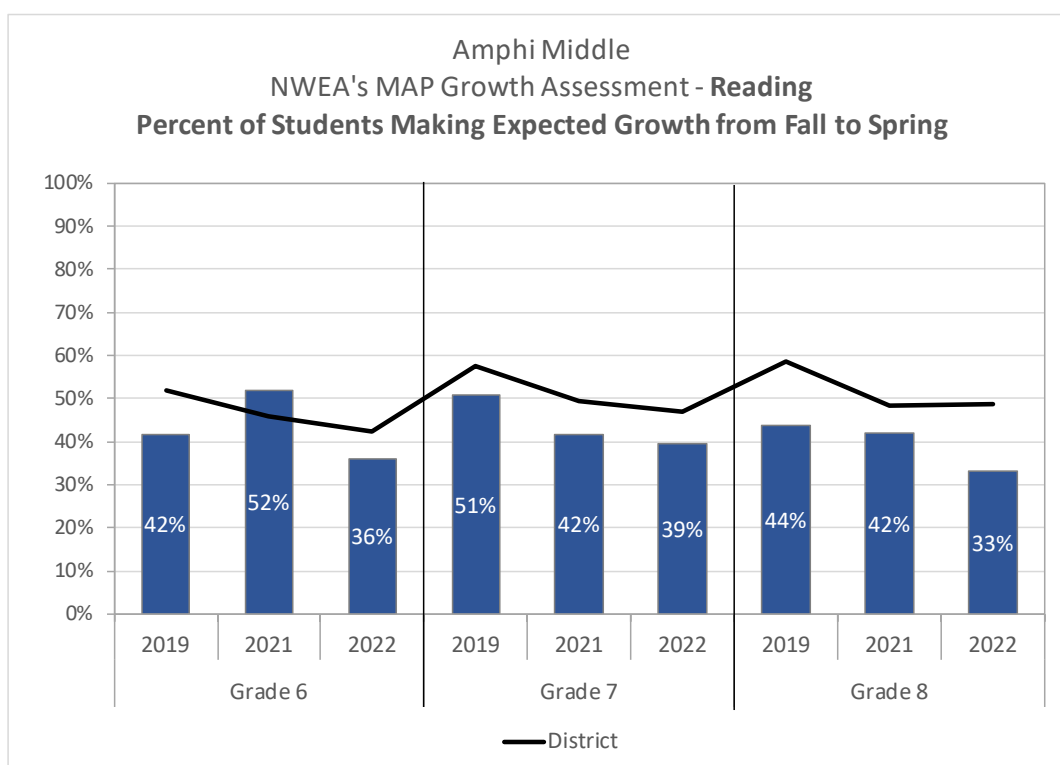
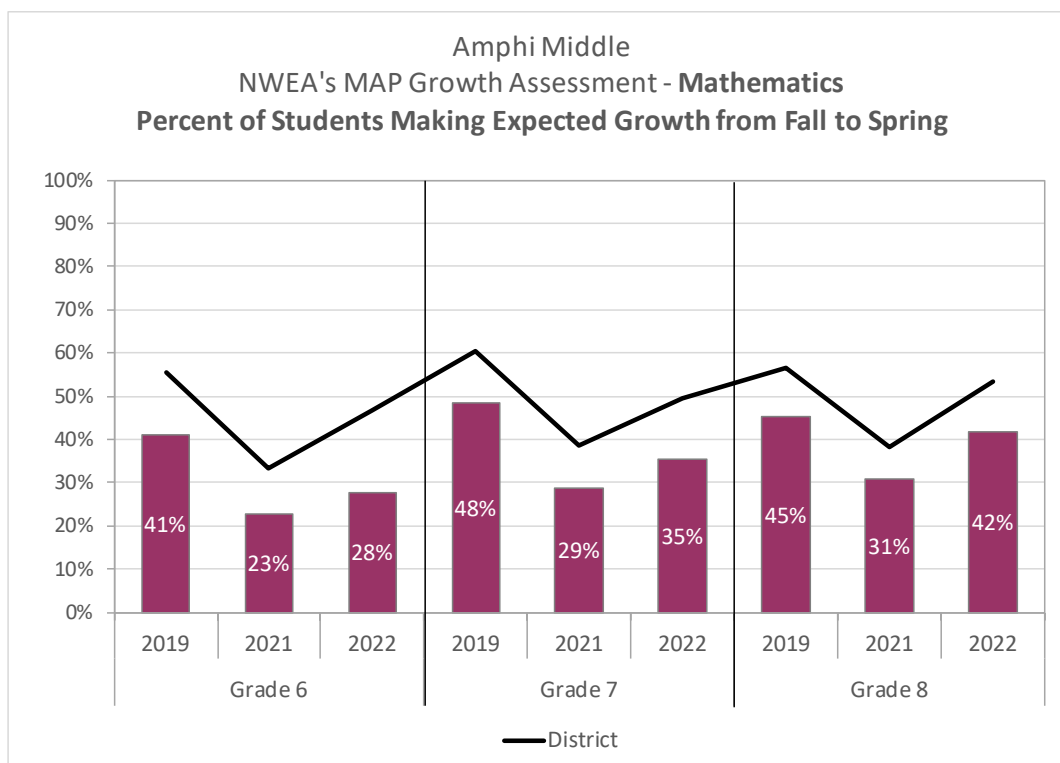


High School



MAP Growth Results: Percent Making Expected Growth

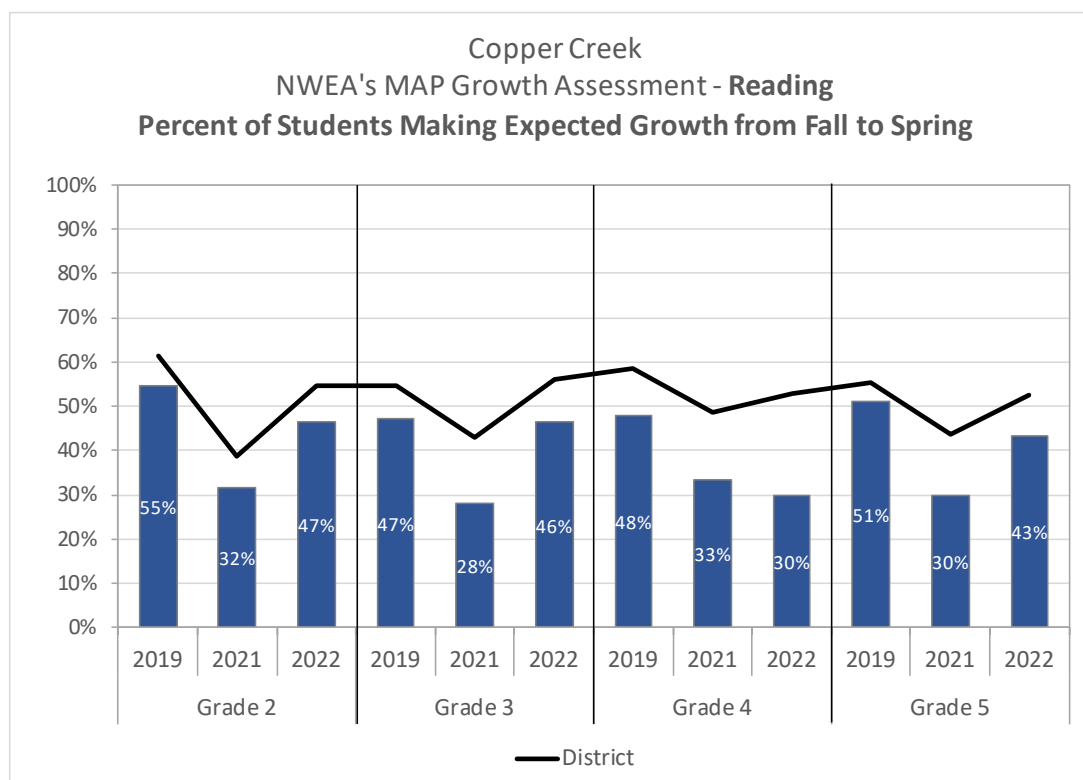
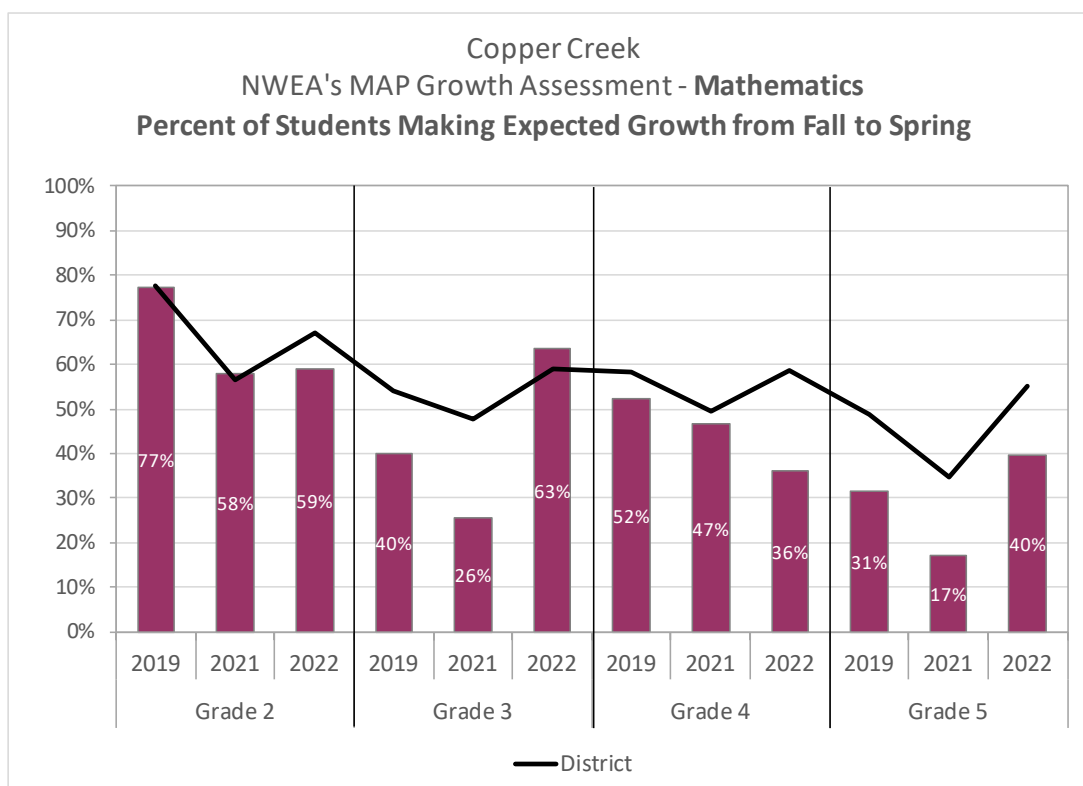
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

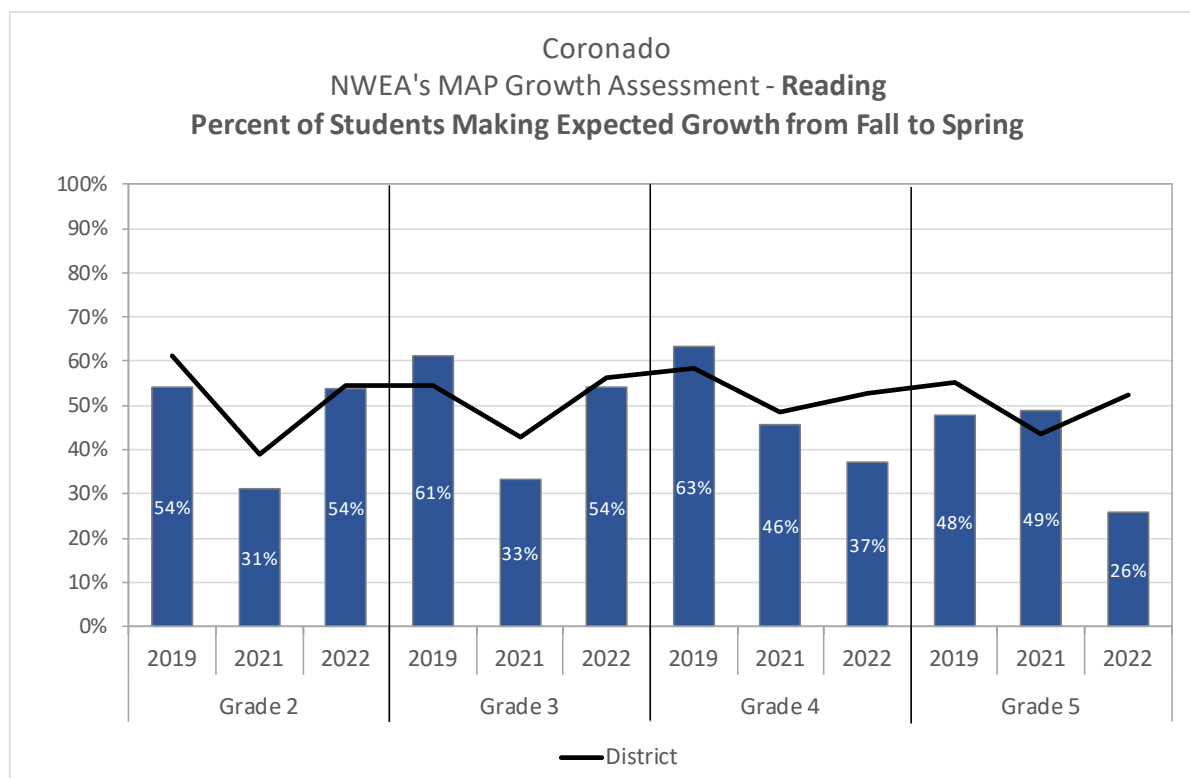
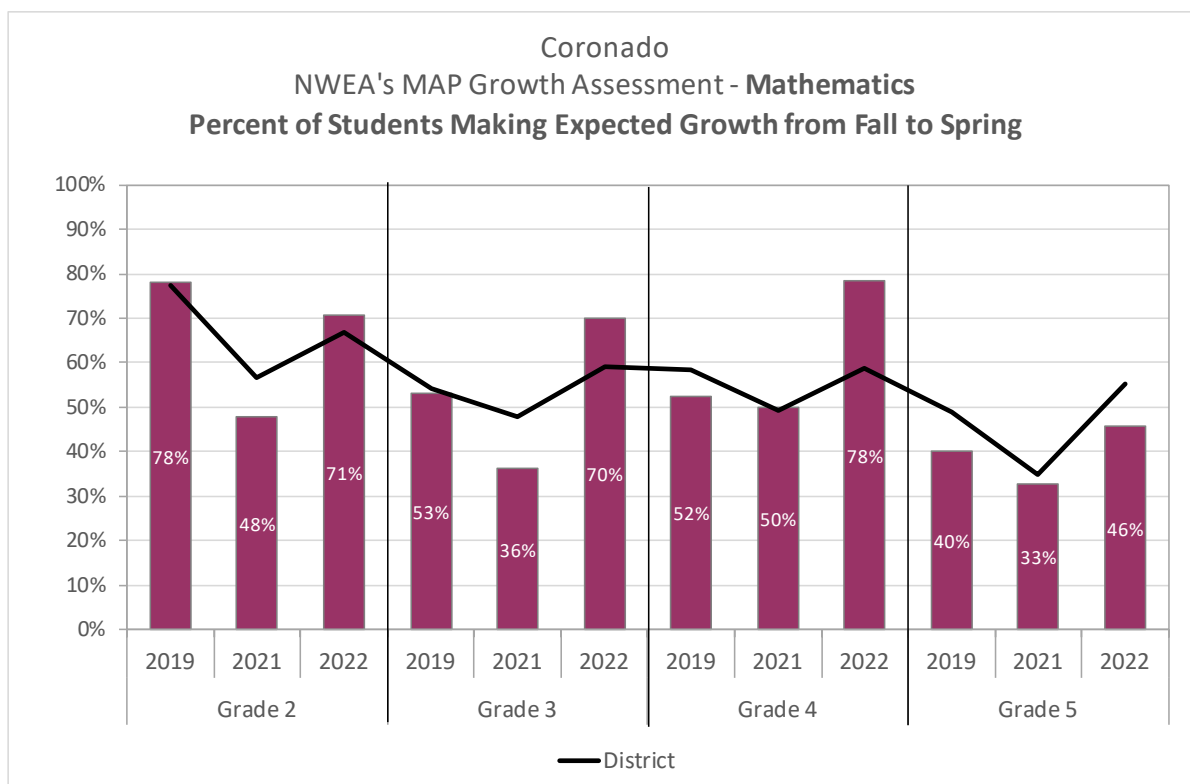
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

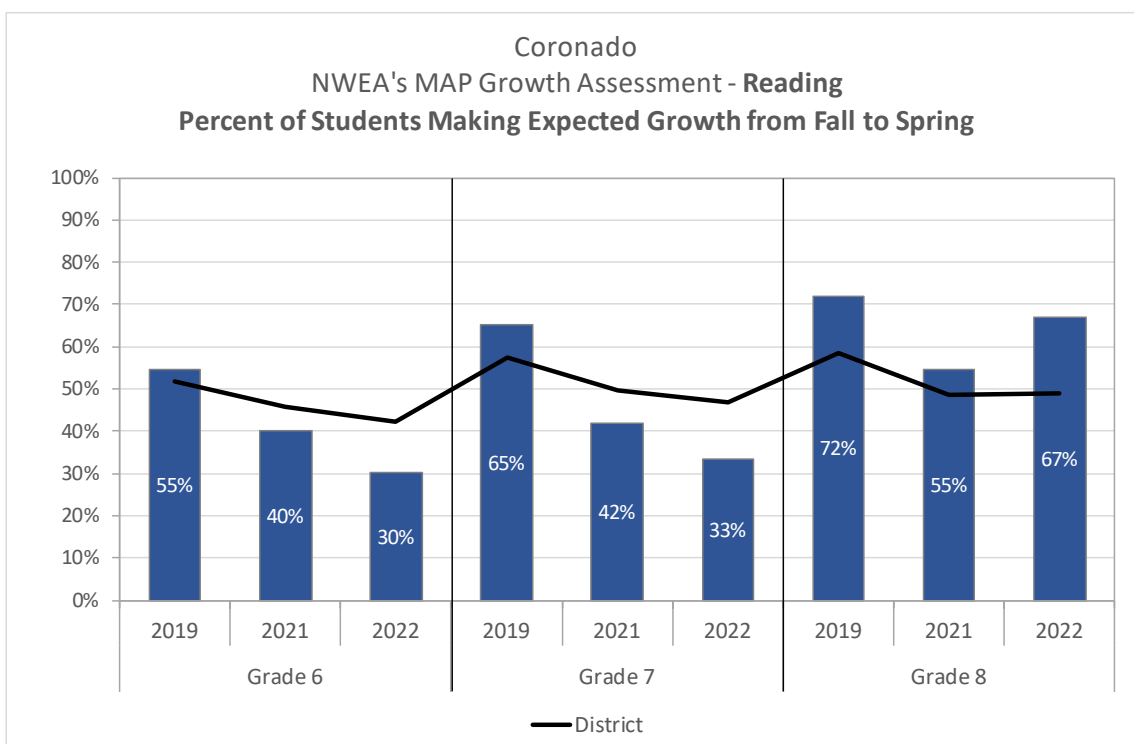
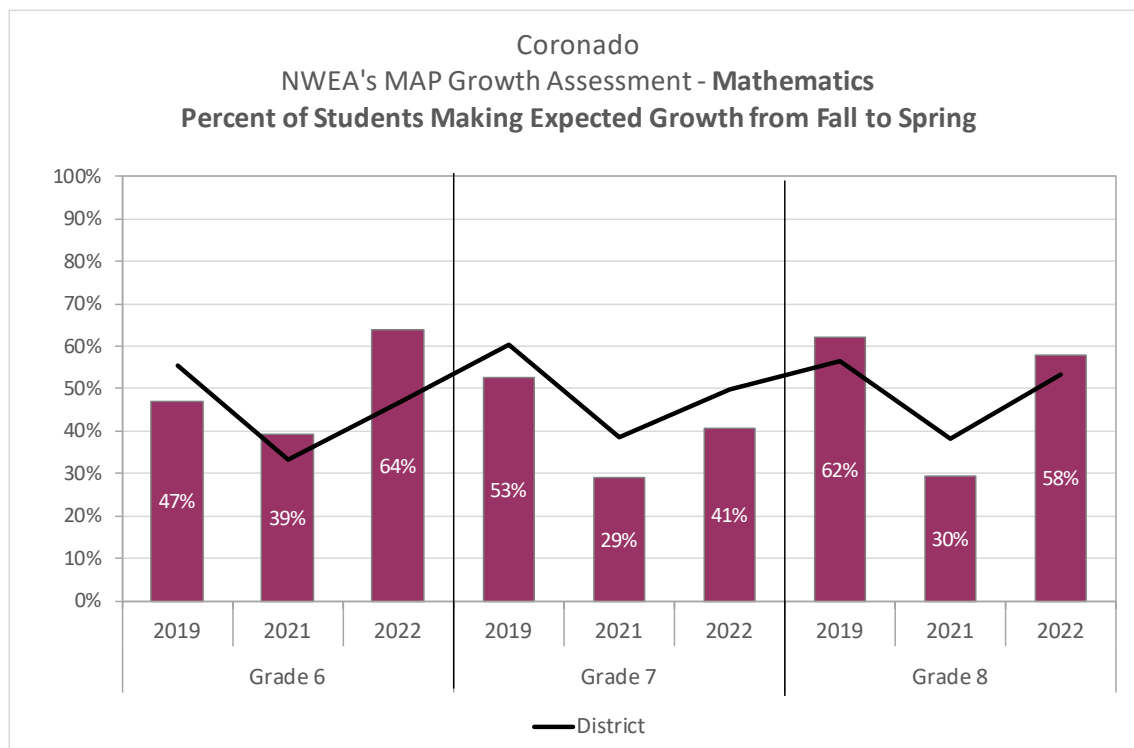
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

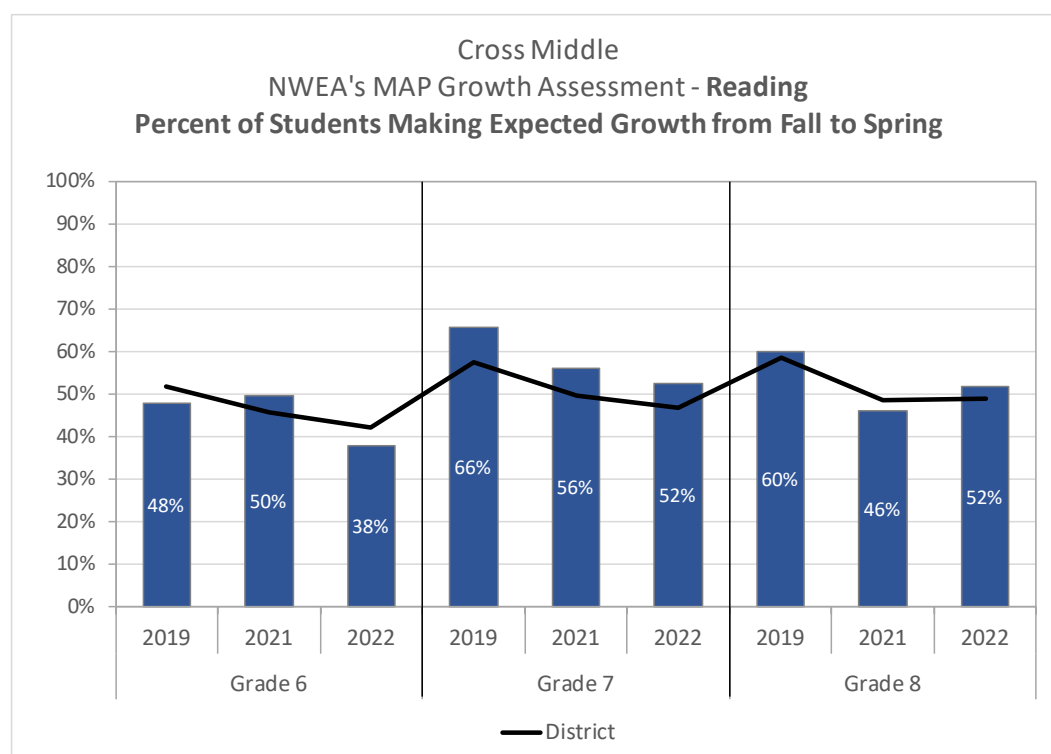
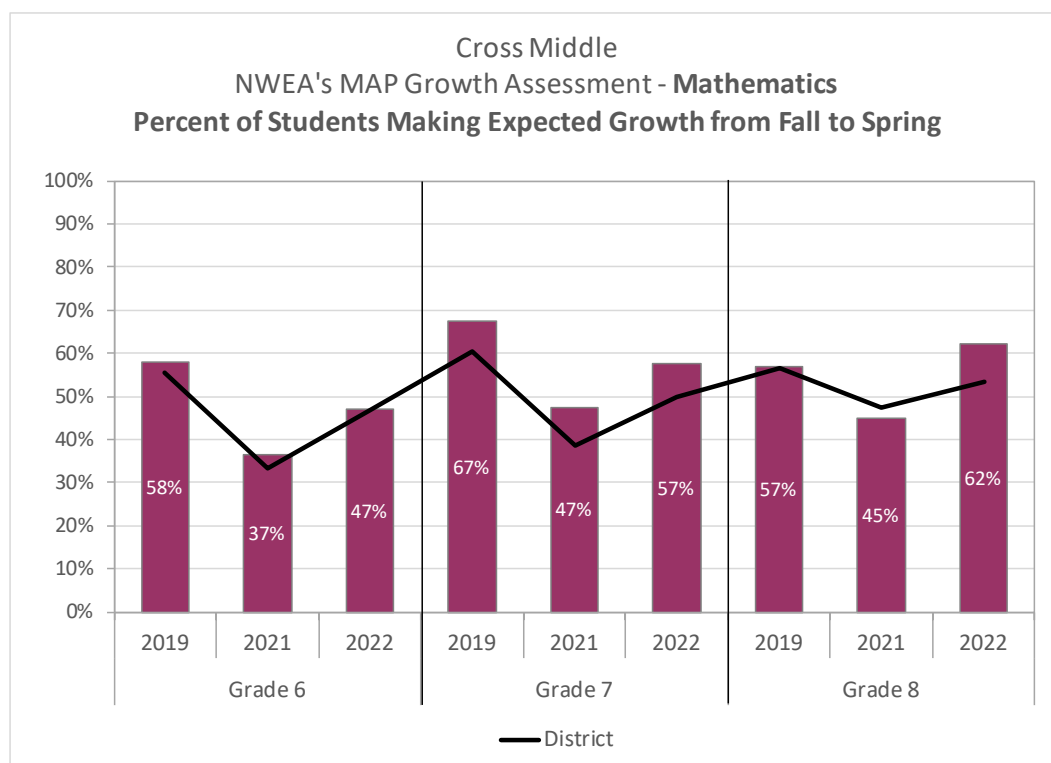
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

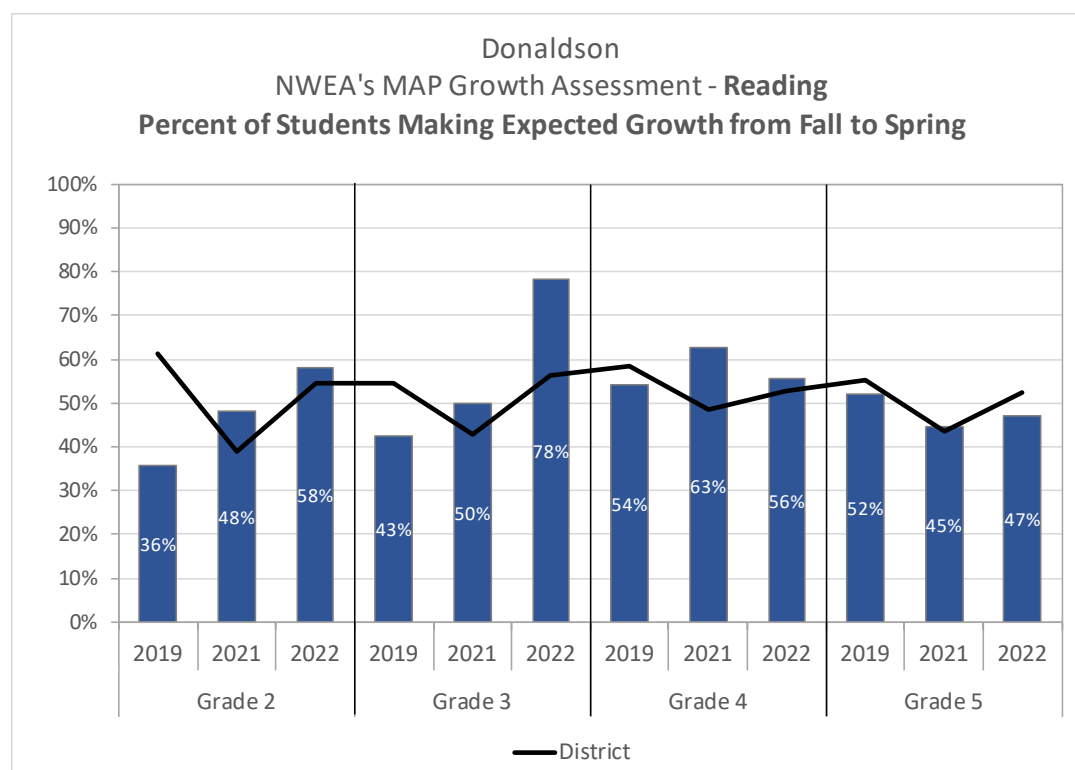
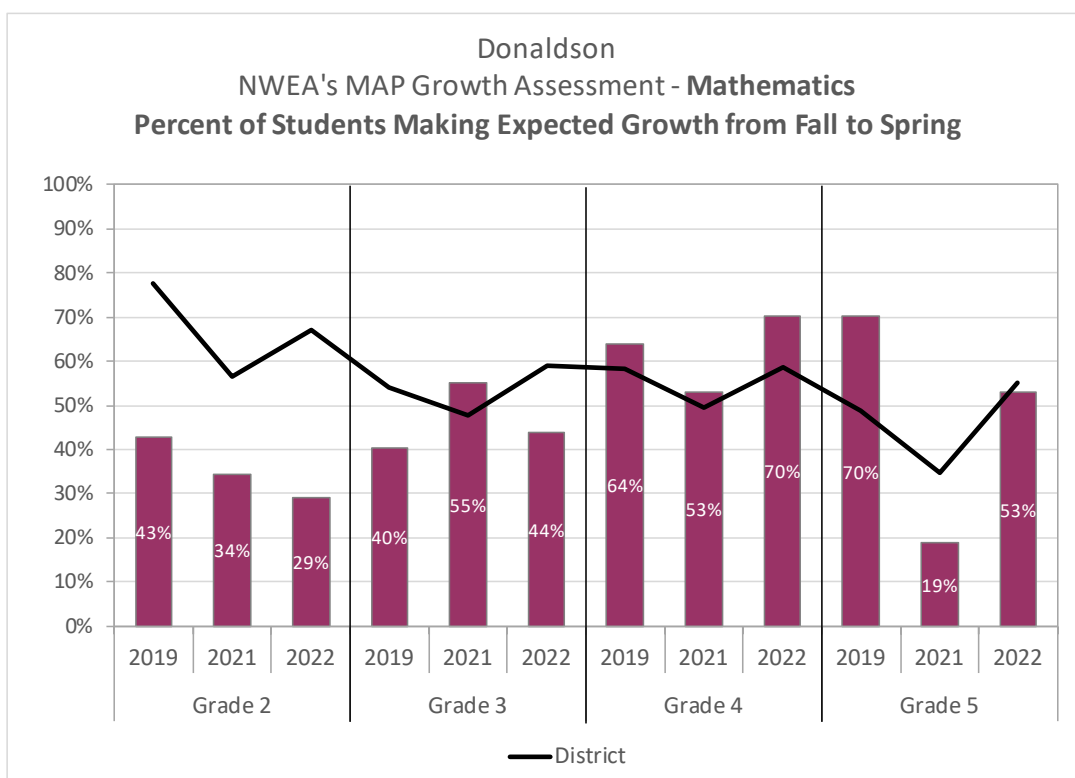
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

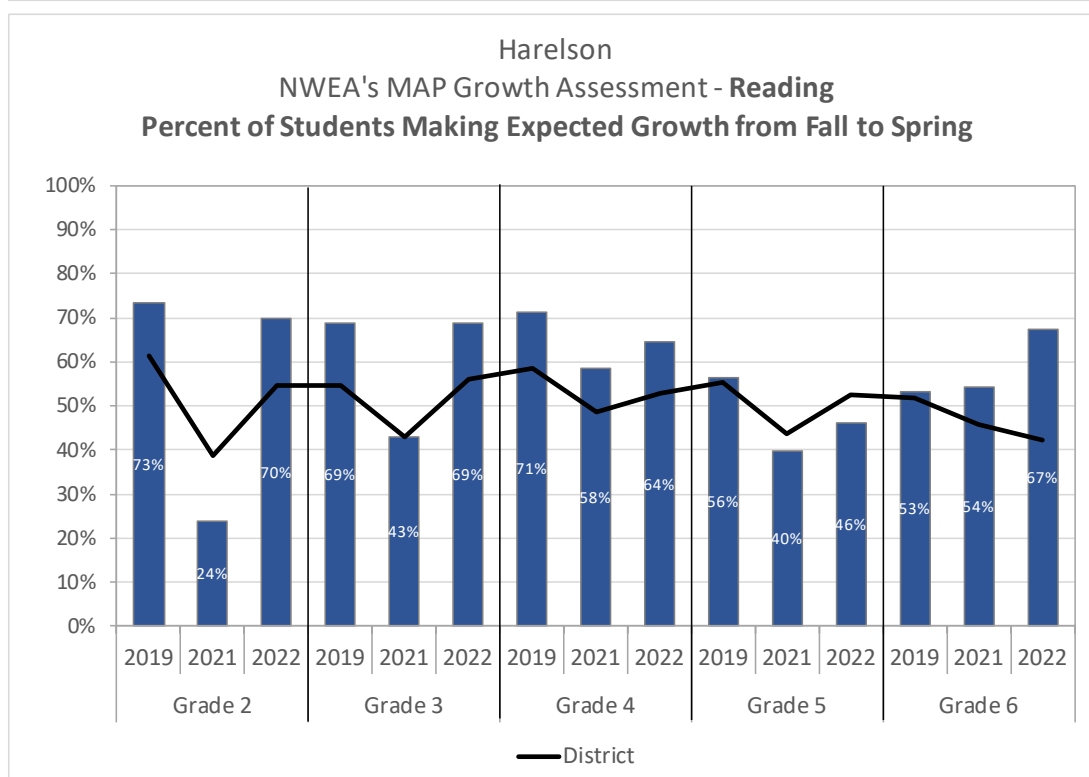
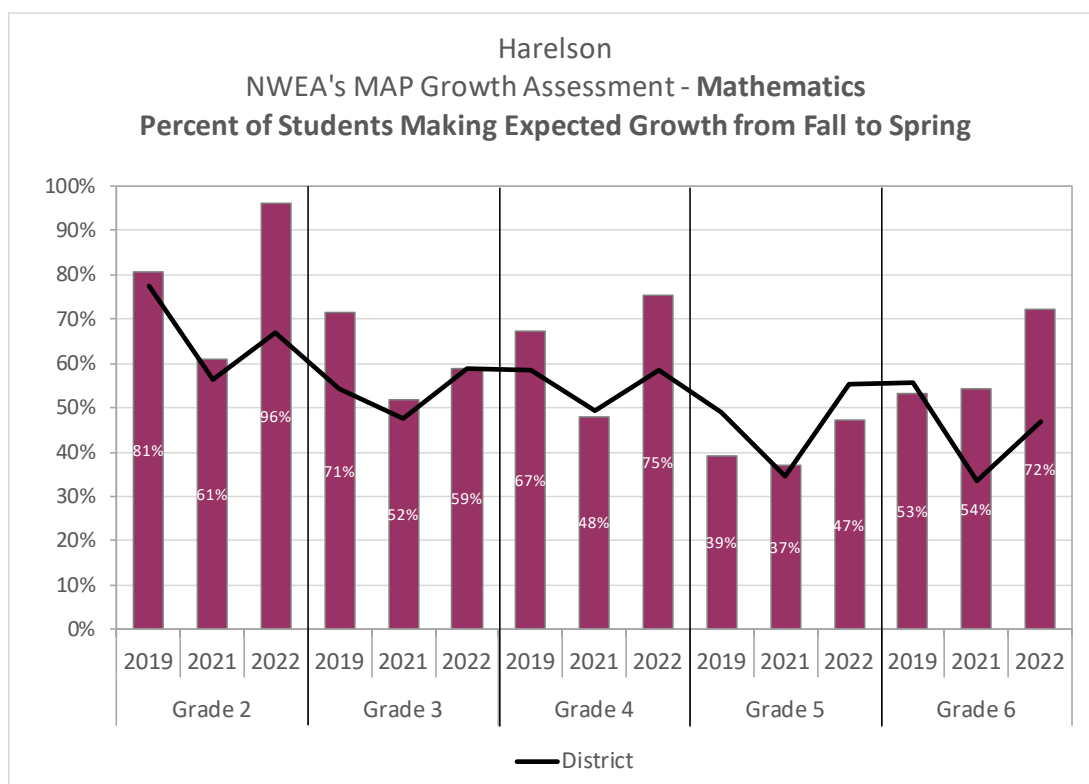
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

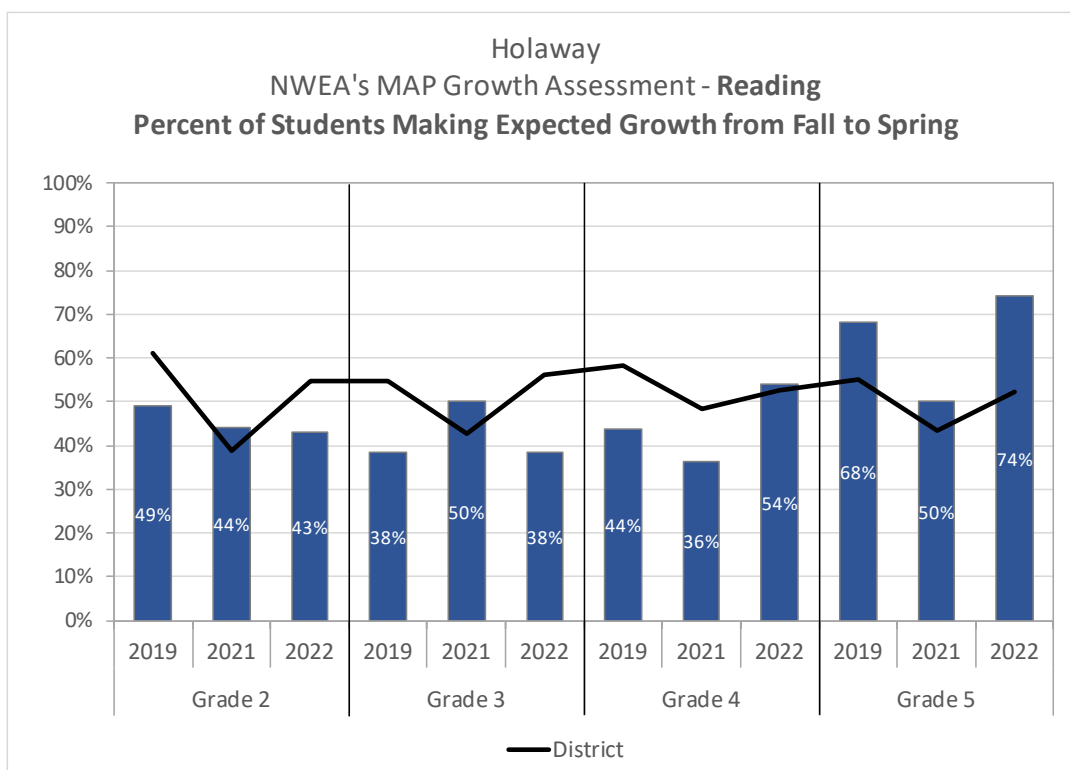
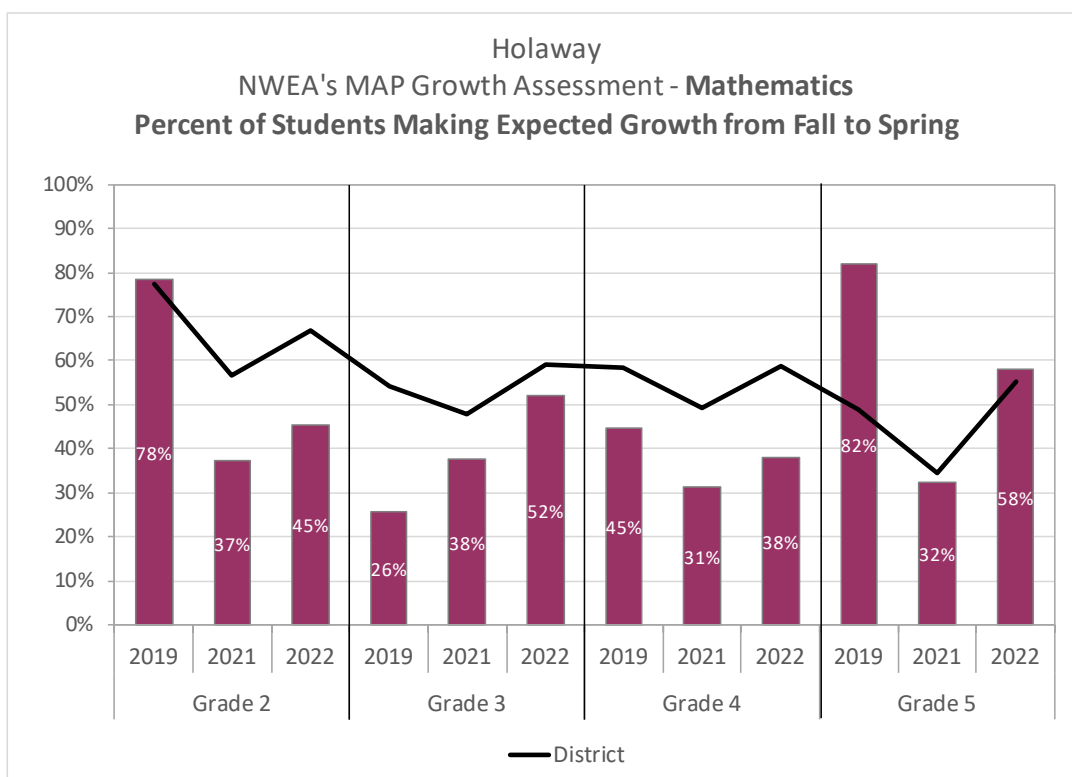
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

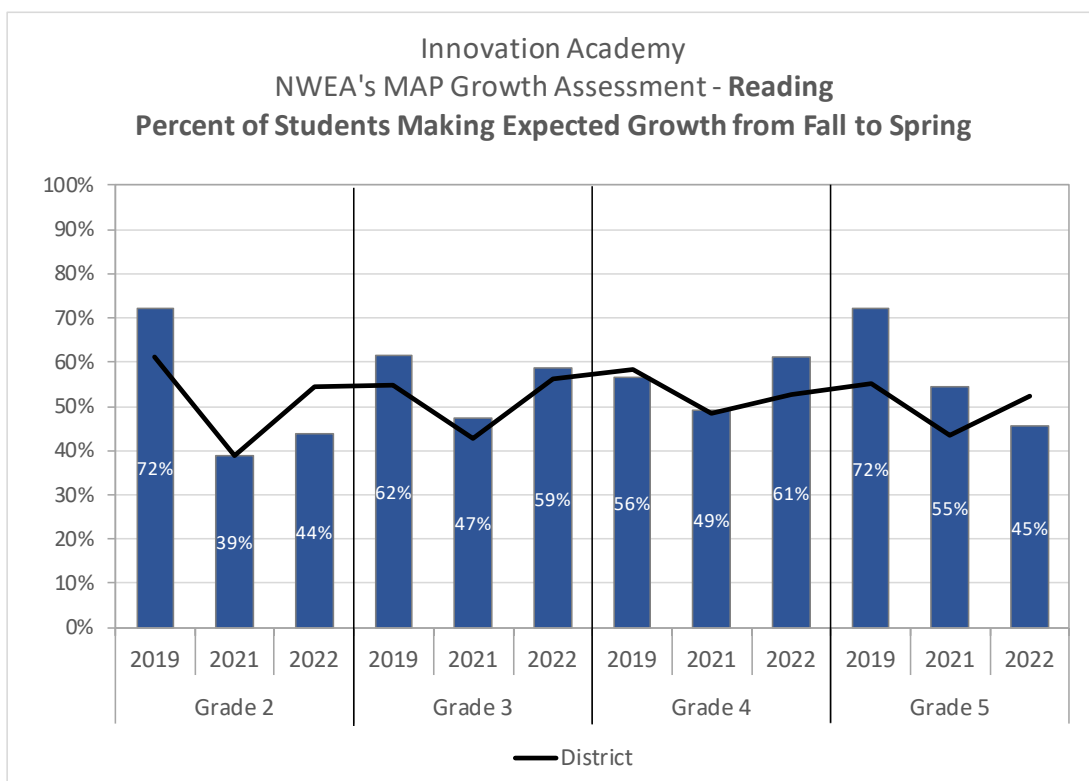
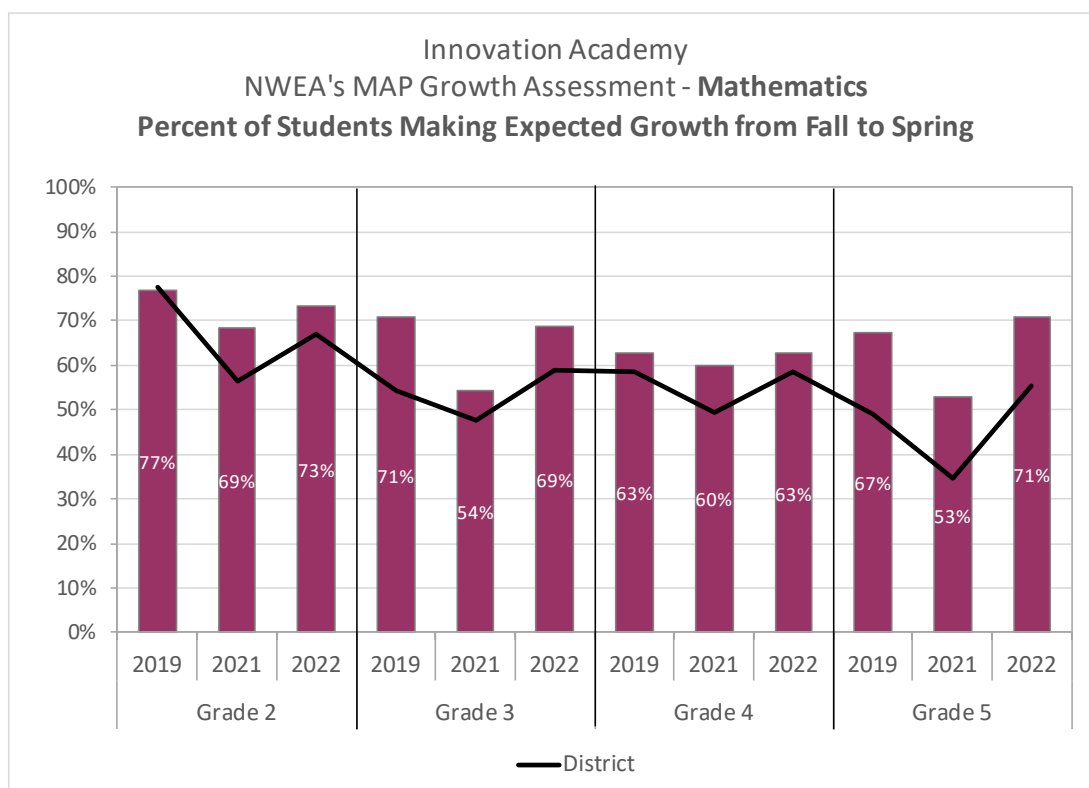
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

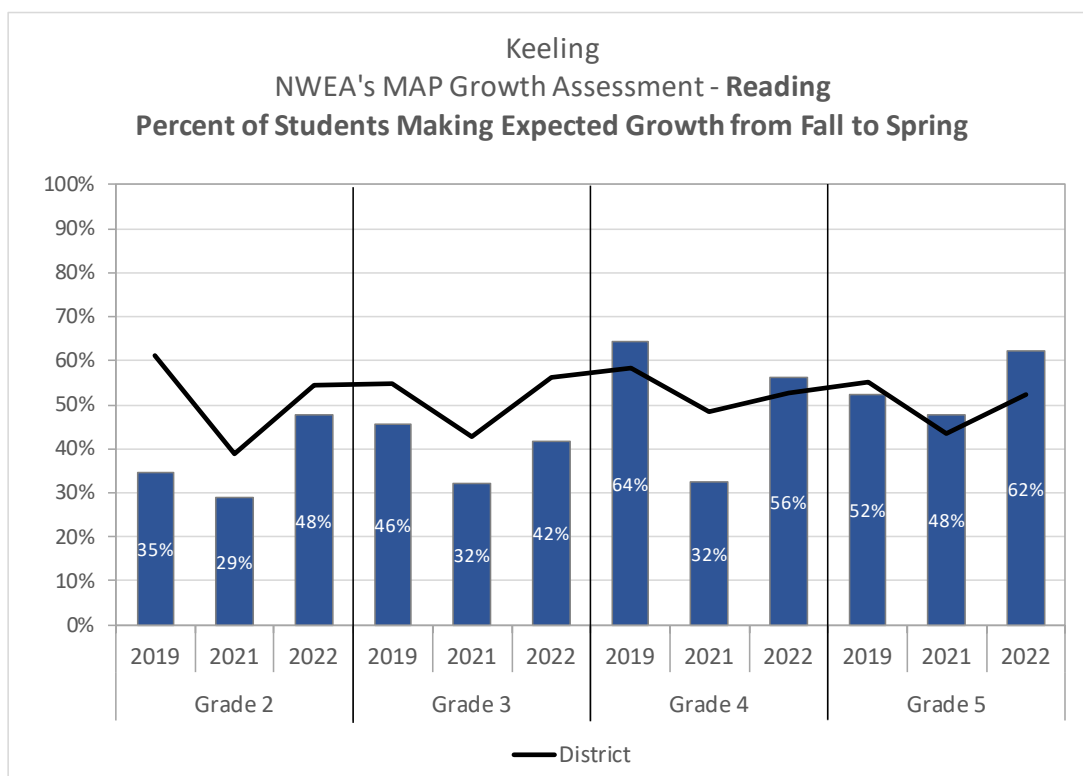
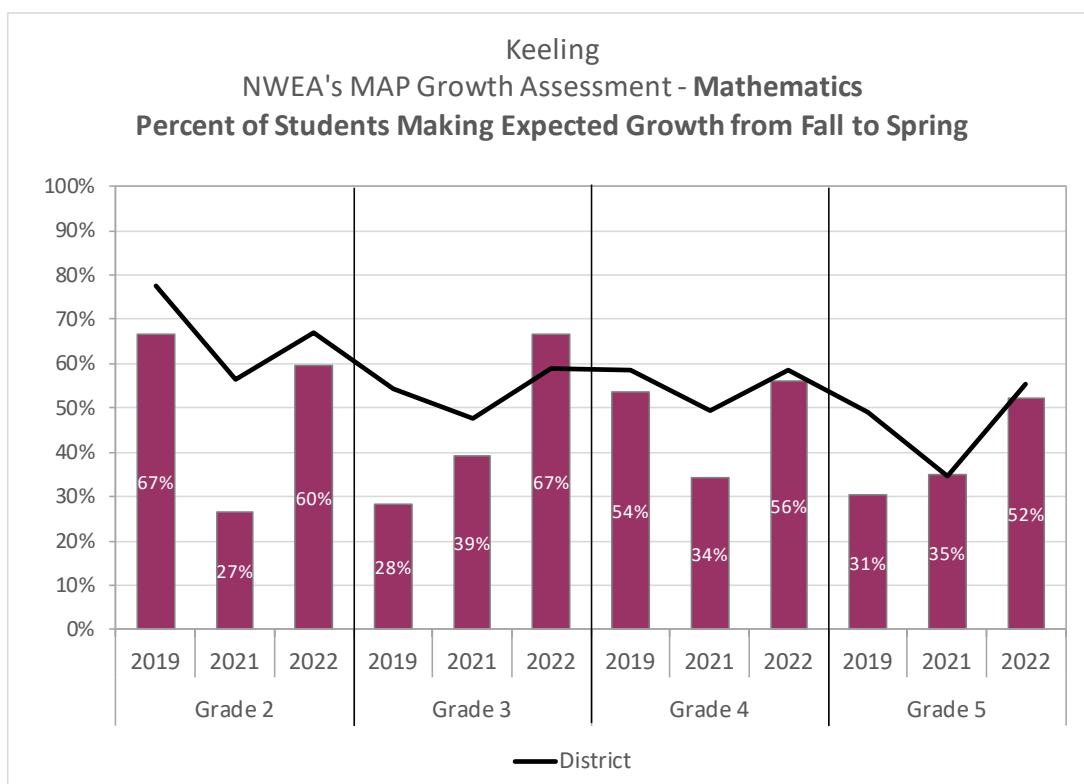
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

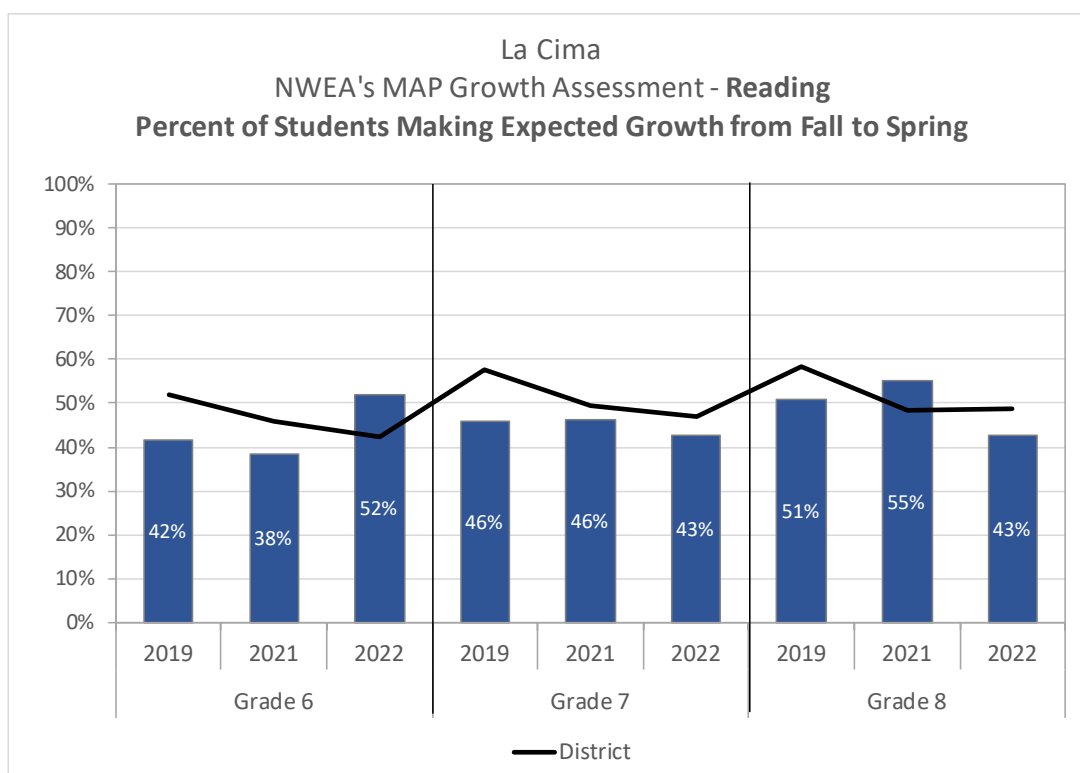
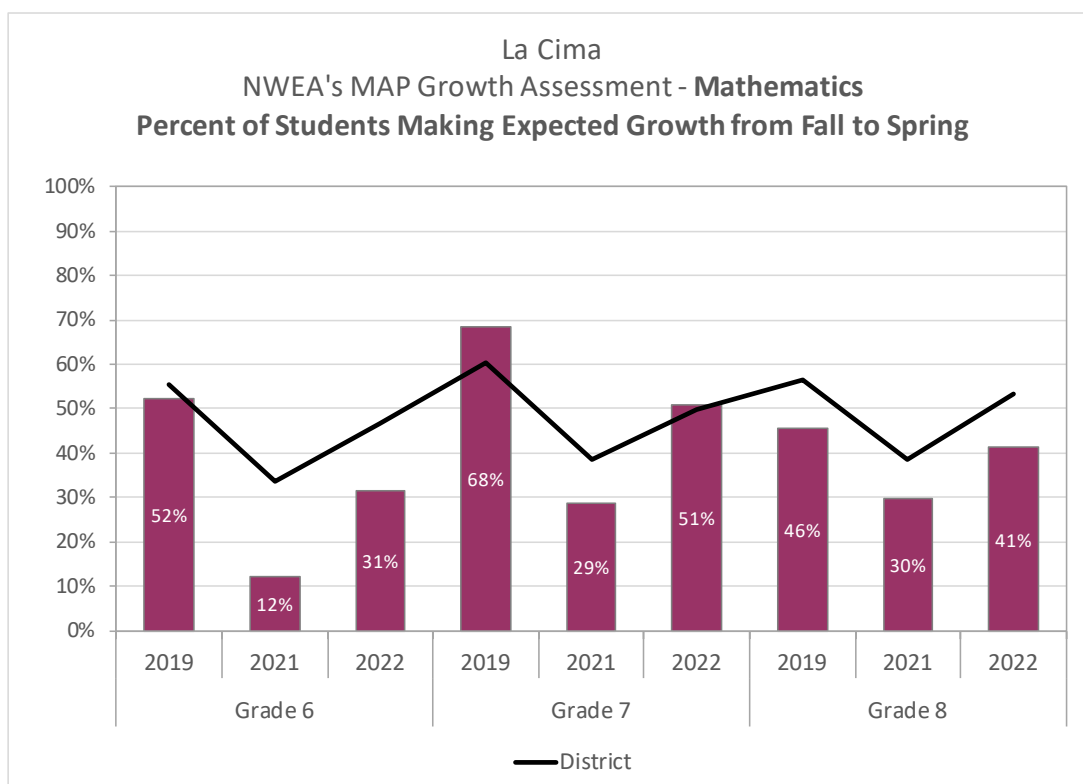
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

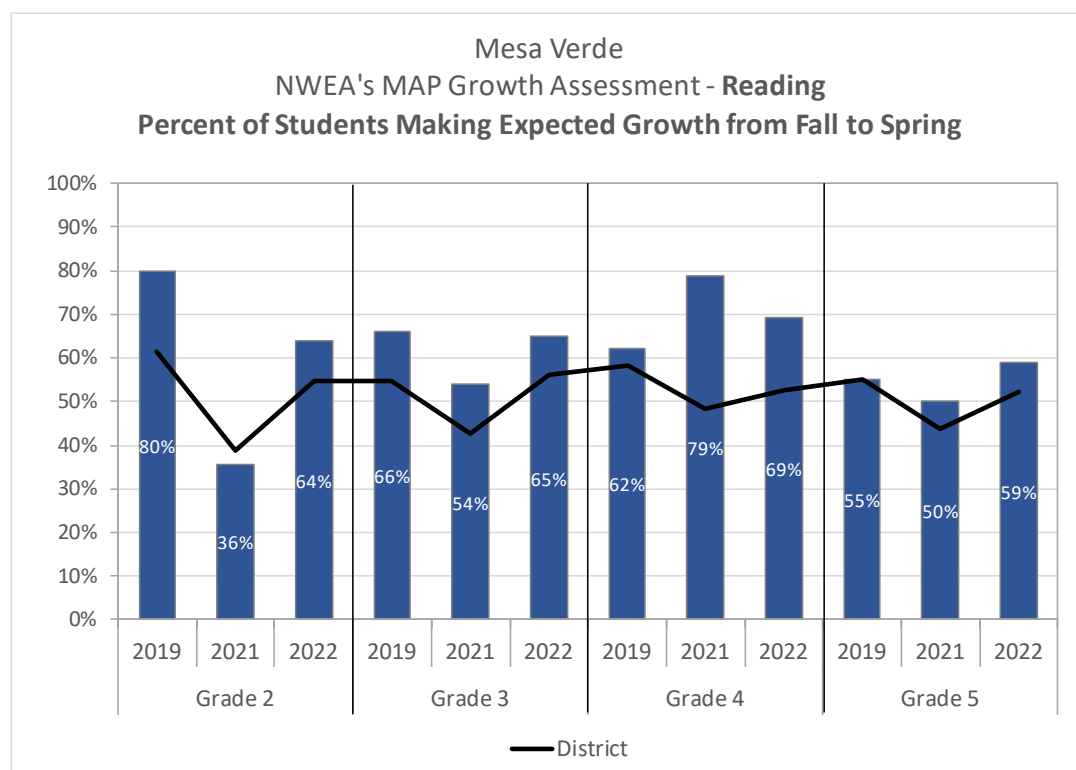
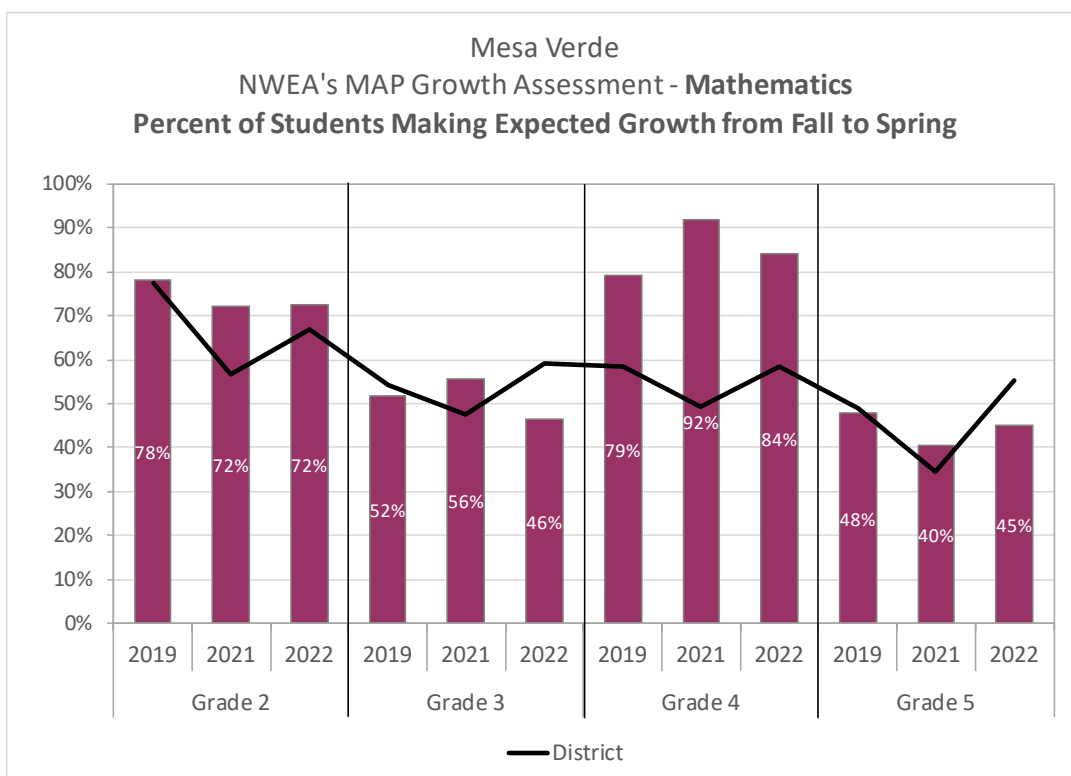
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

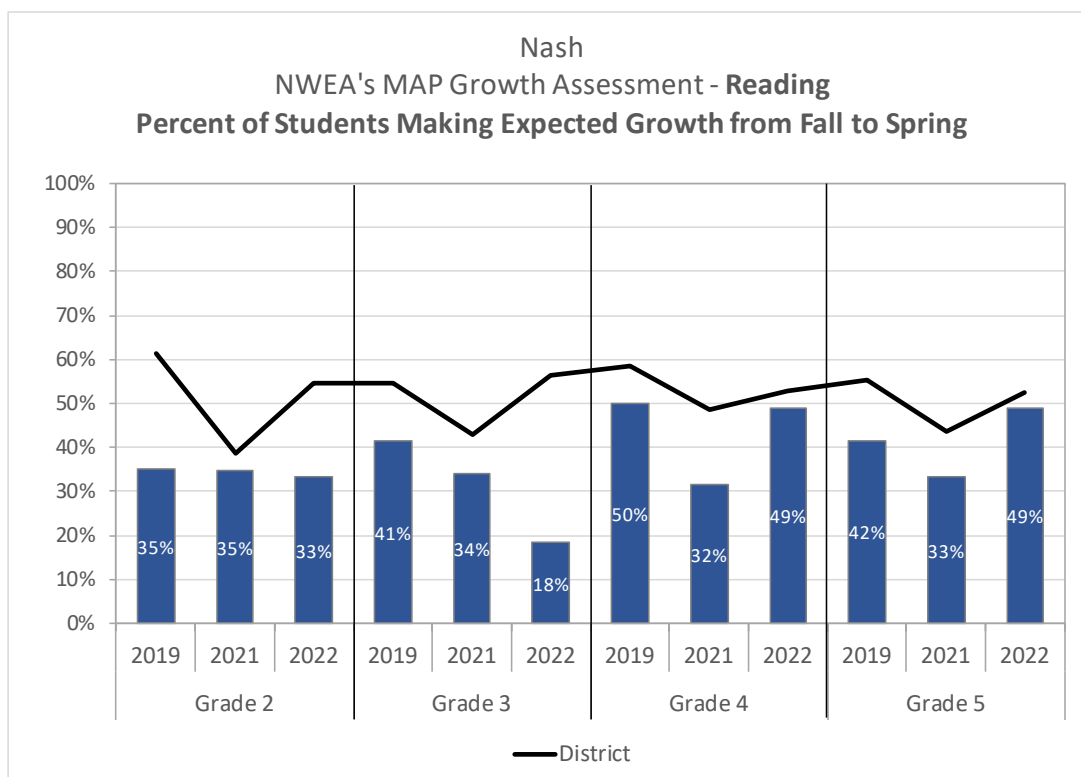
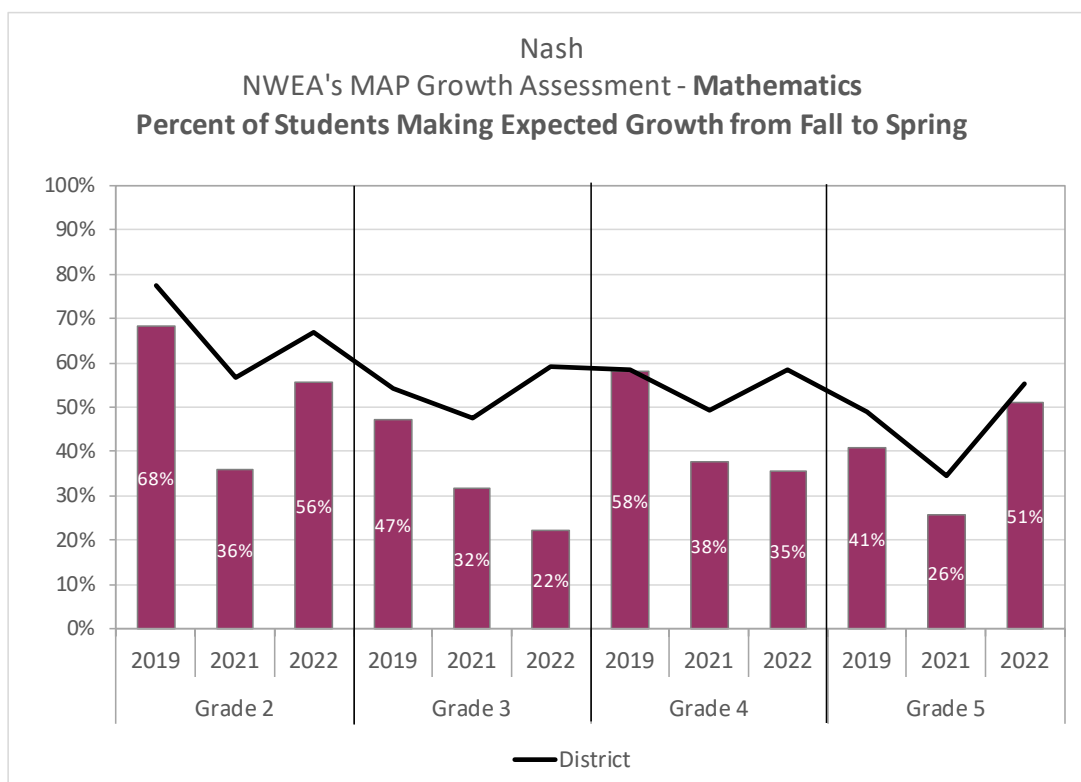
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

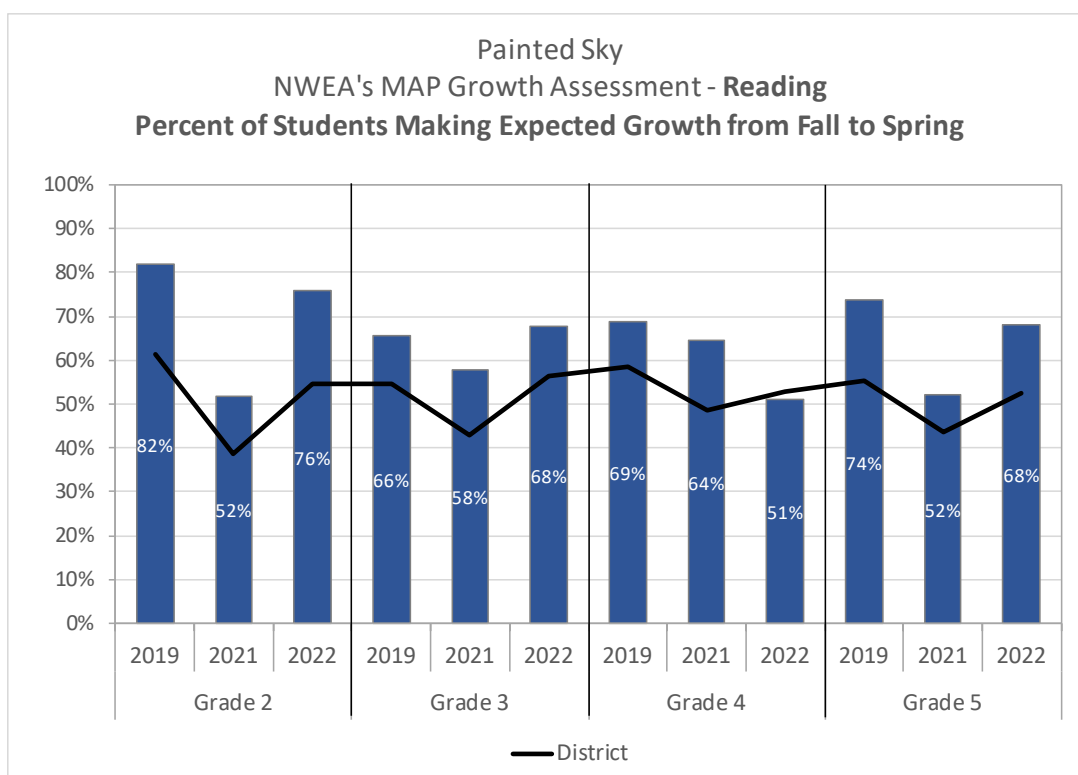
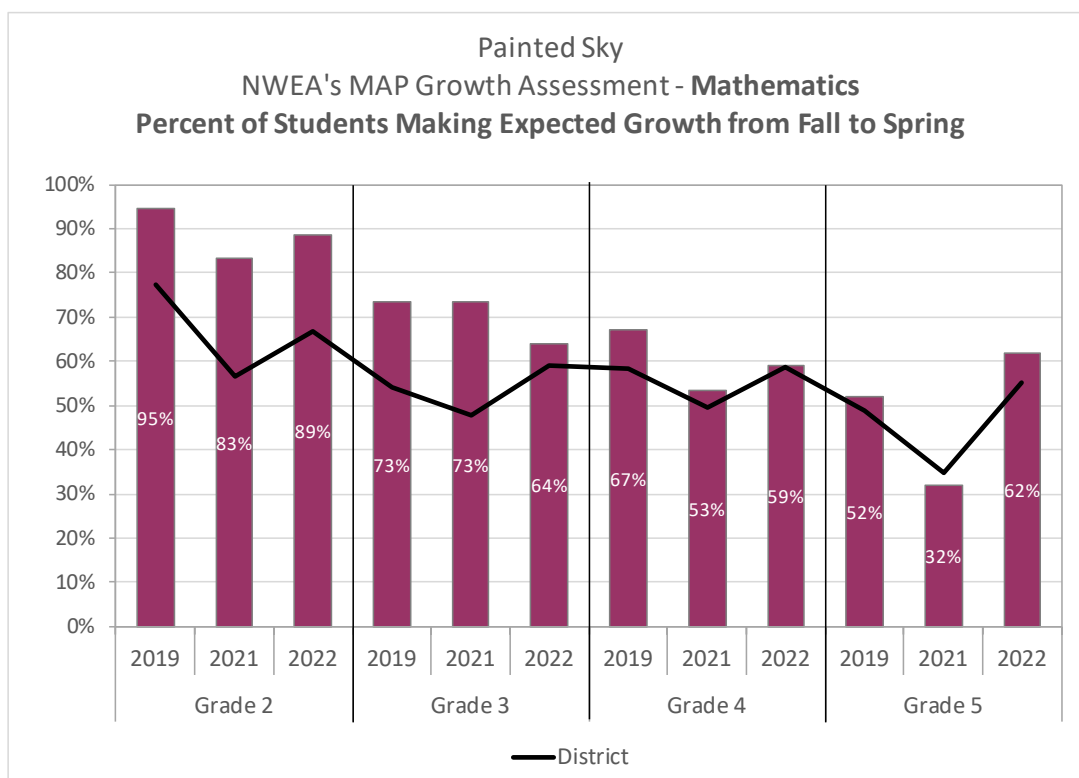
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

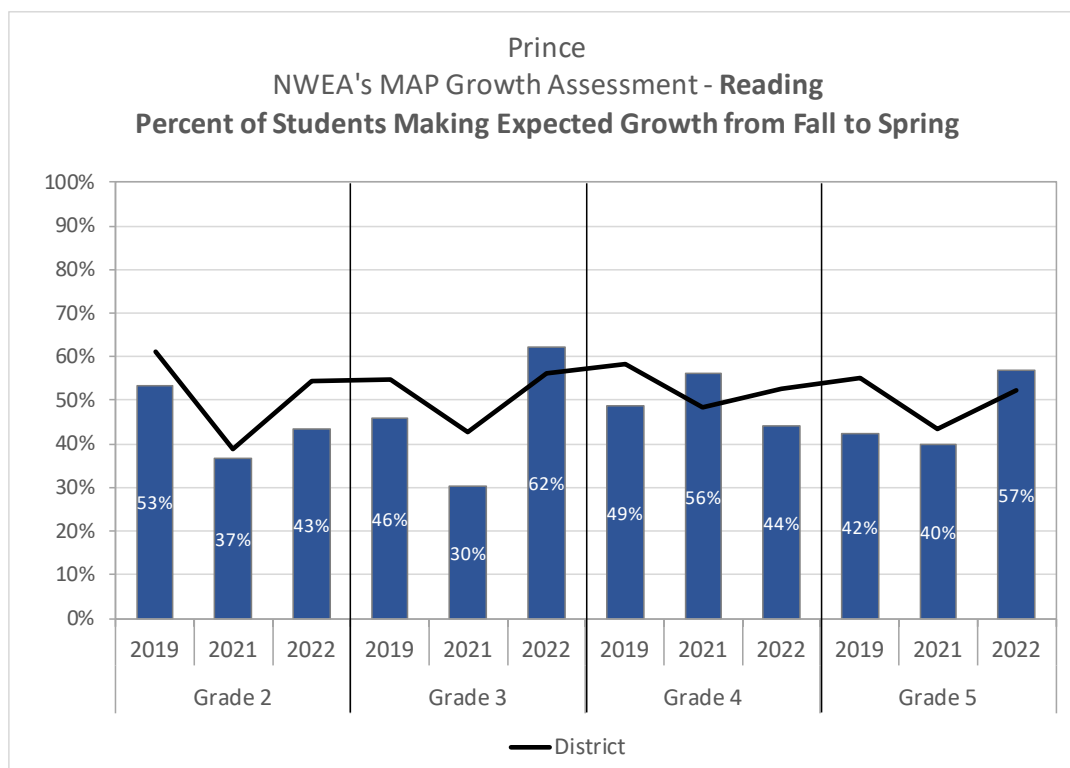
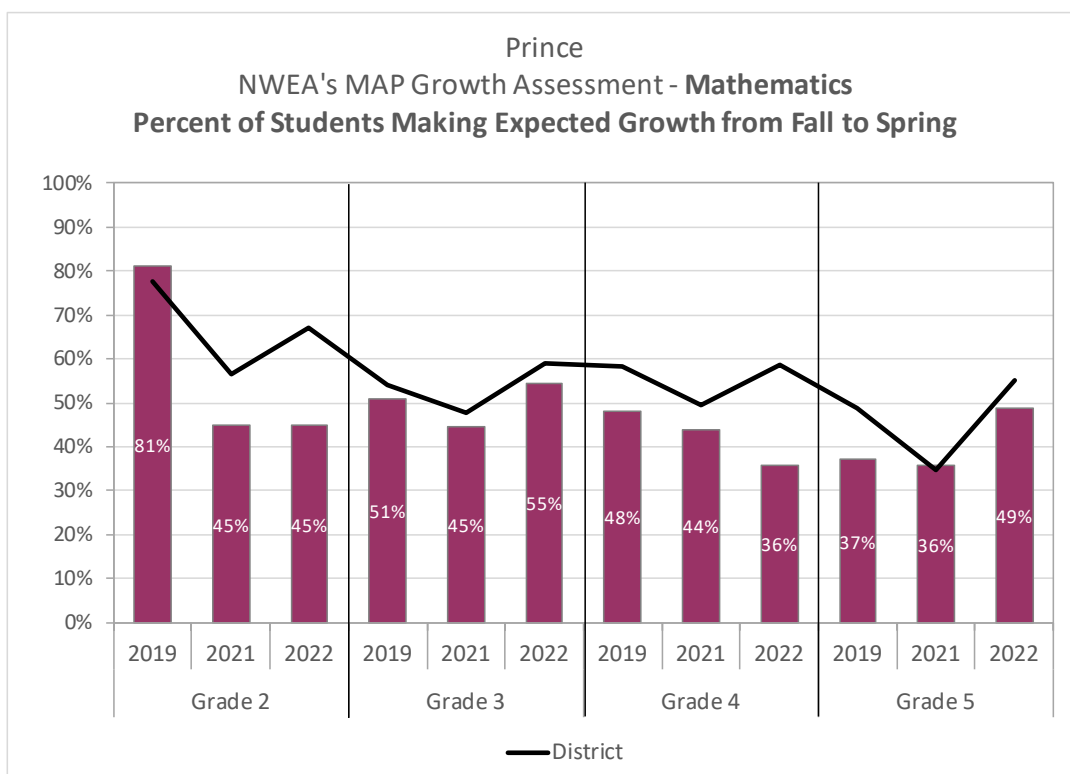
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

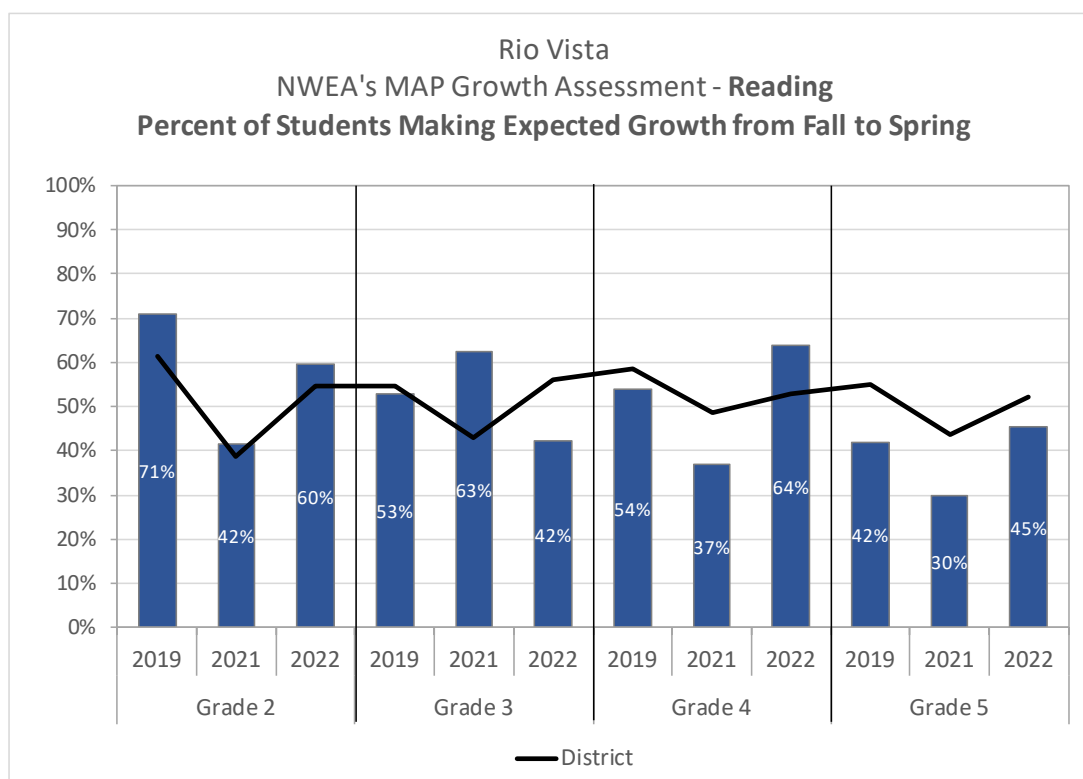
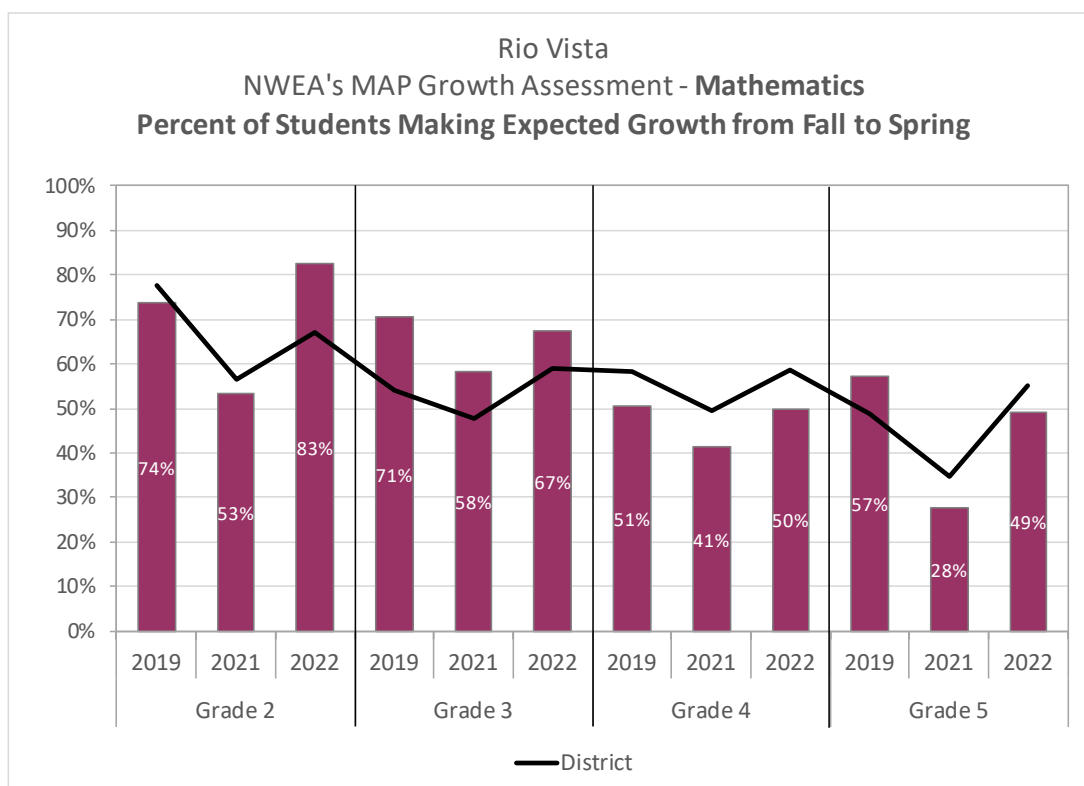
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

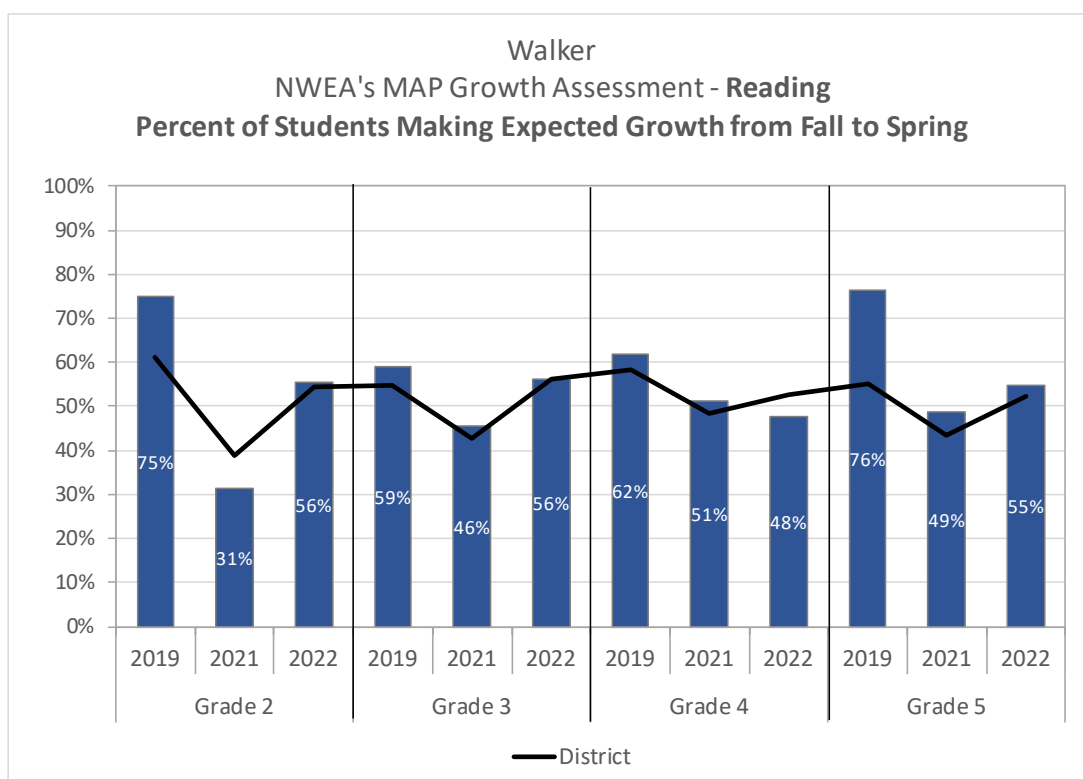
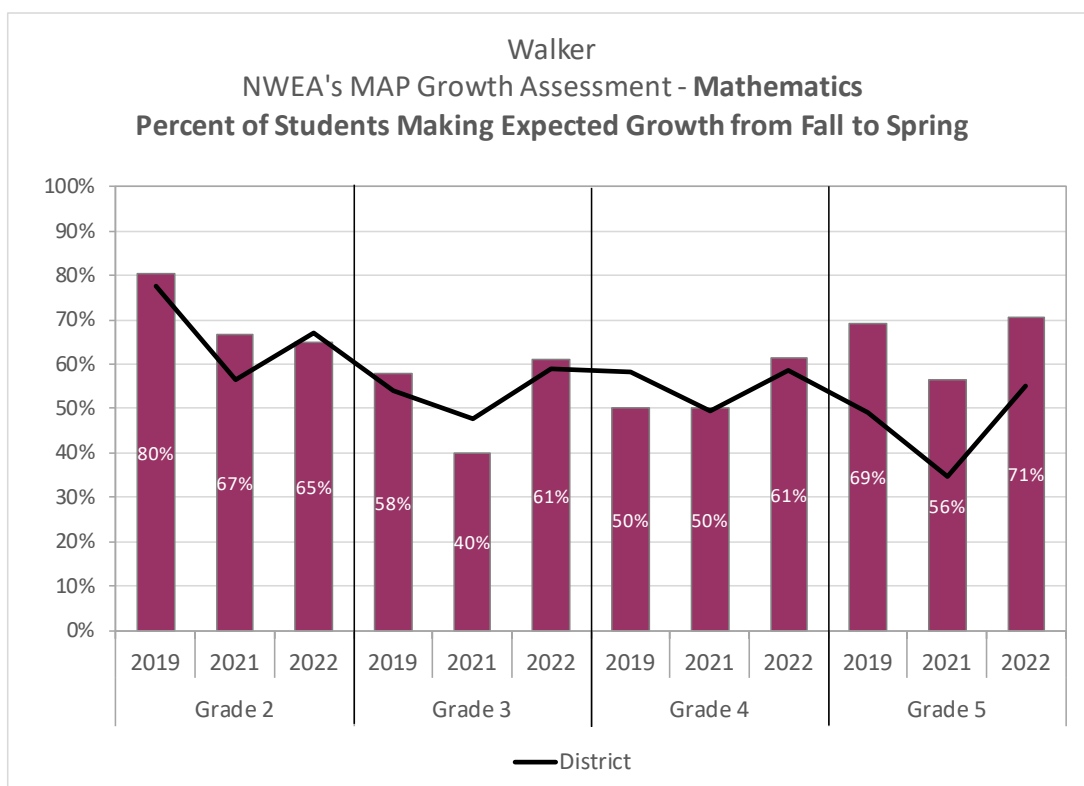
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

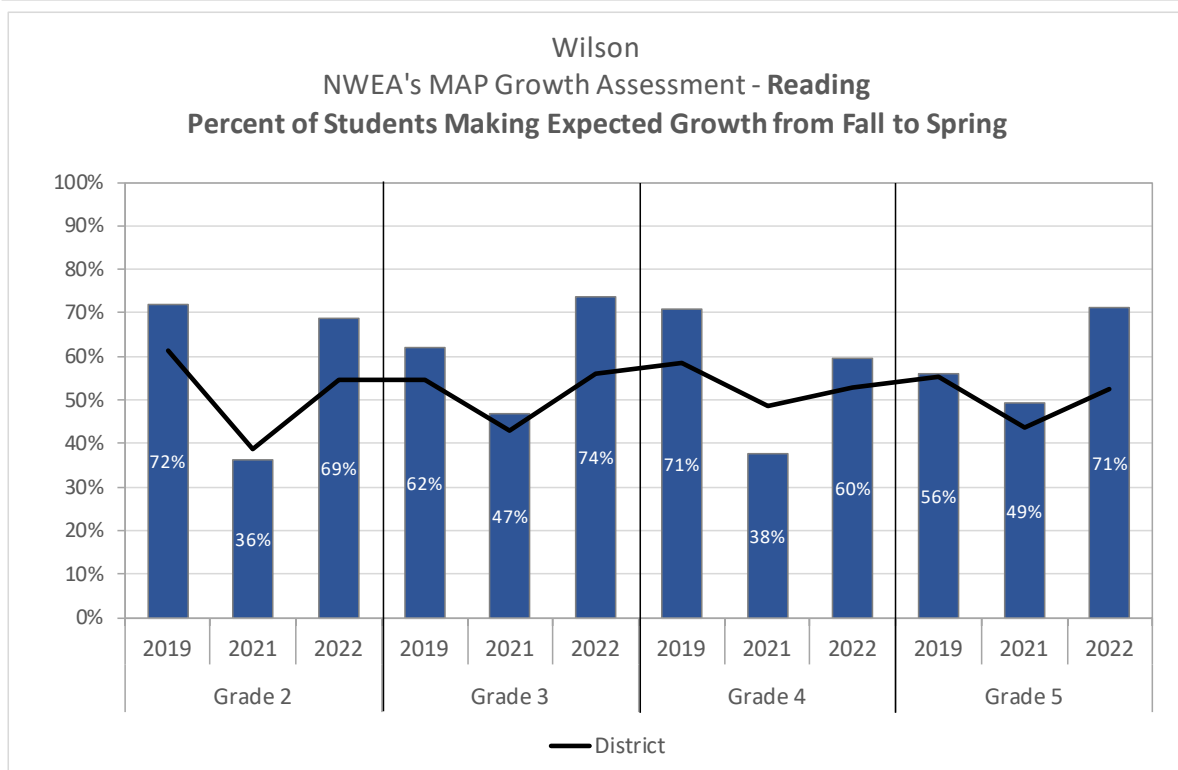
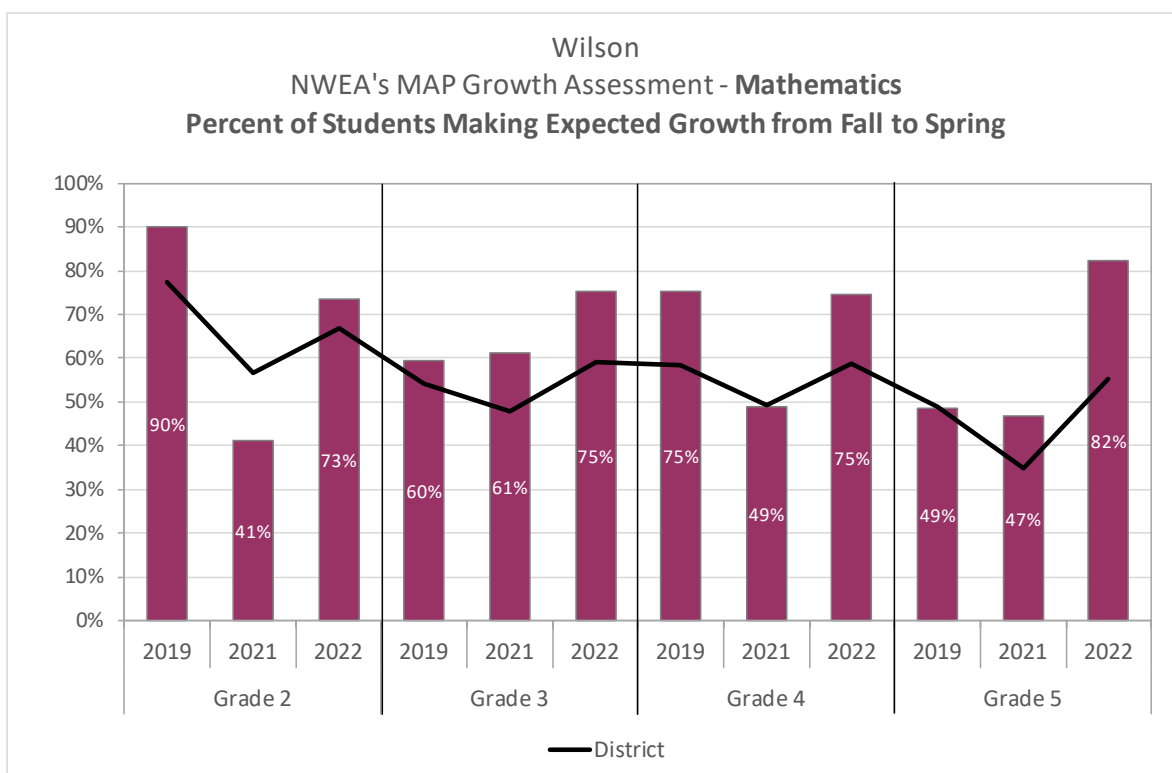
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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 Growth Results: Percent Making Expected Growth (cont.)

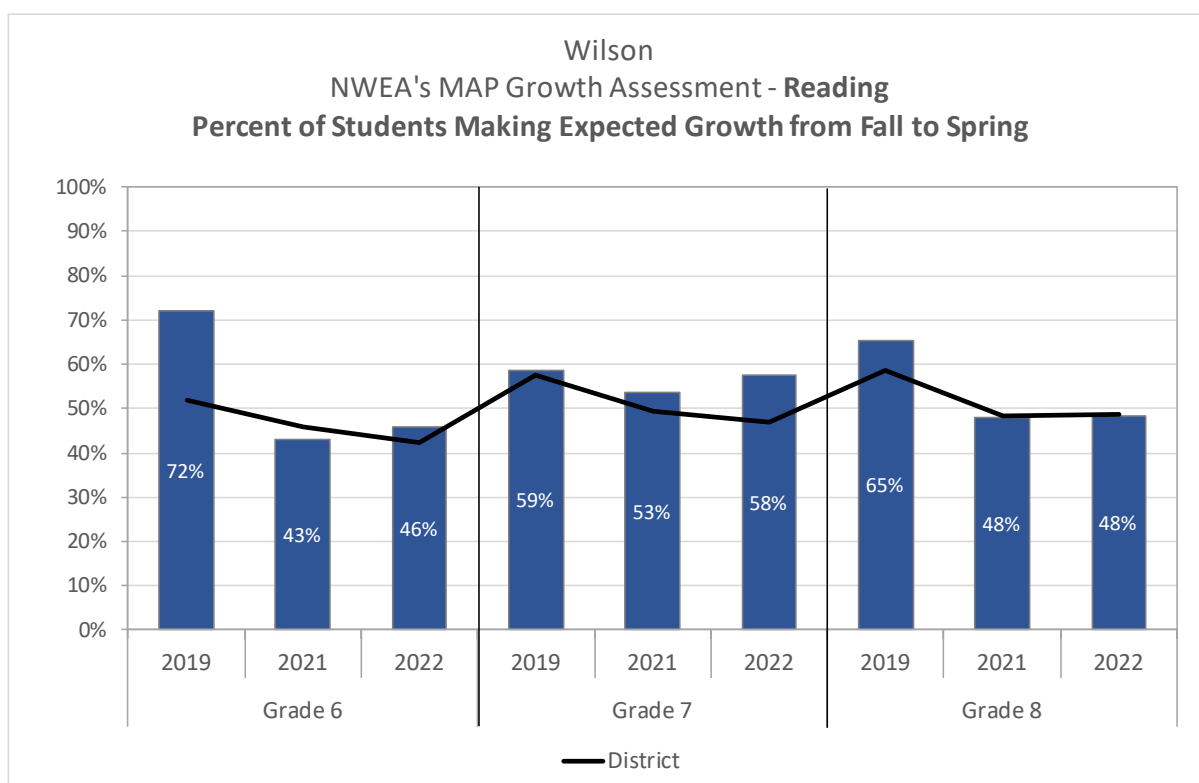
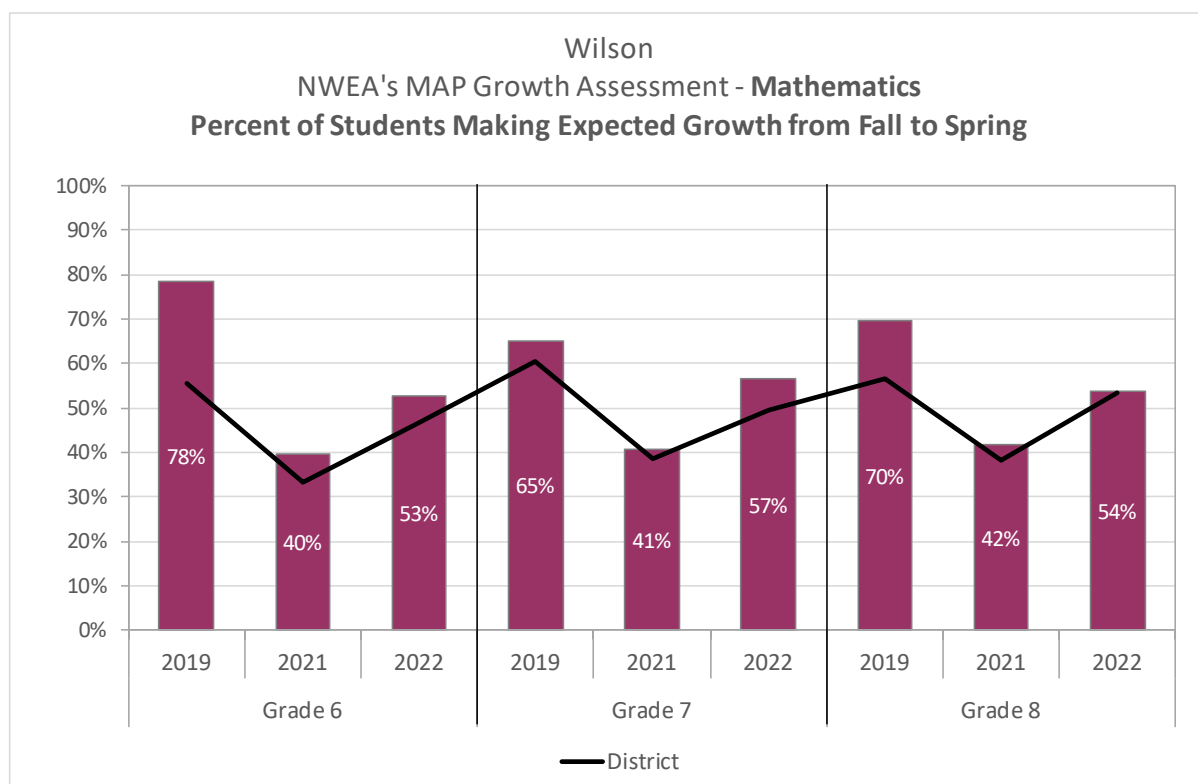
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



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) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state 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.

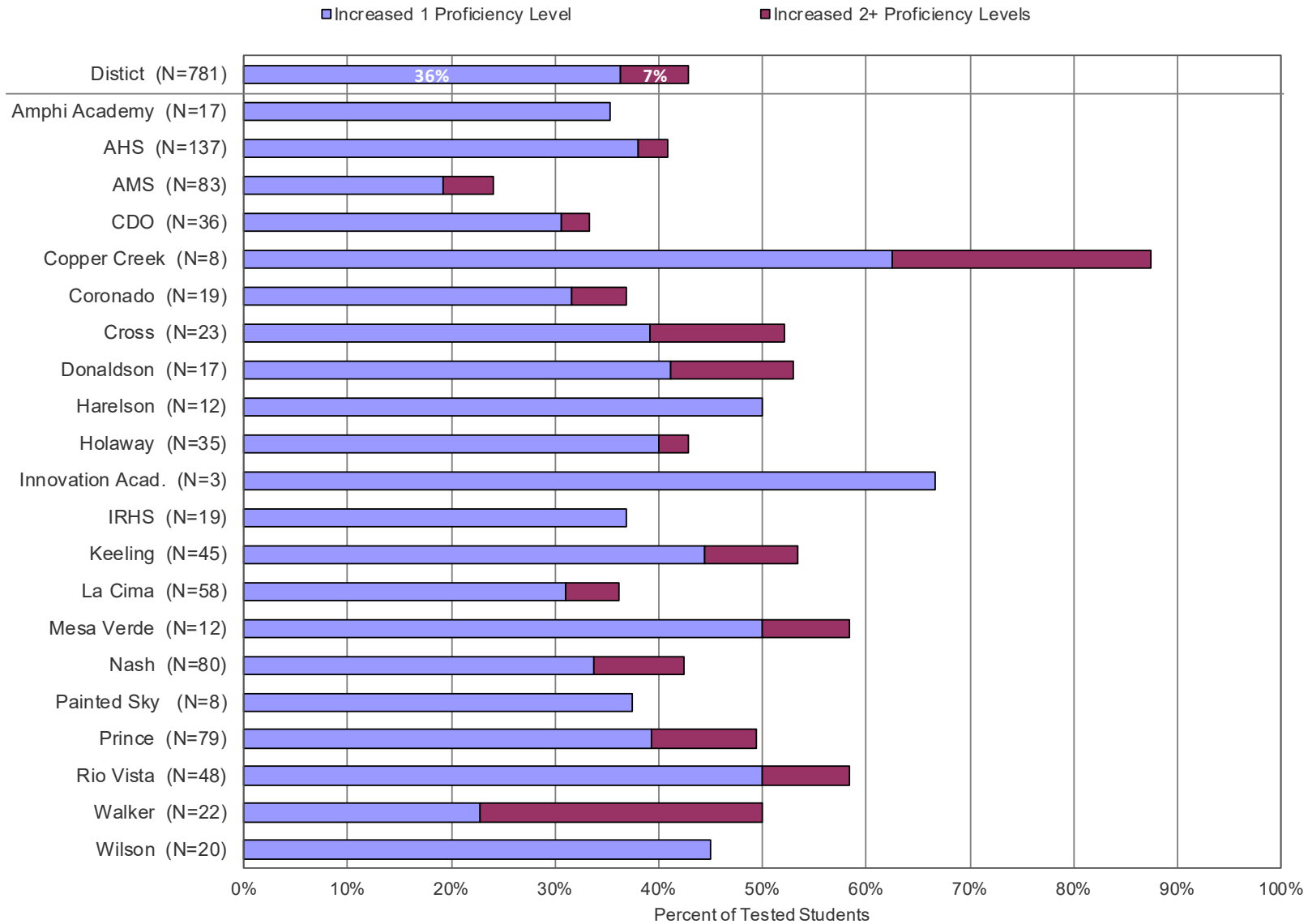
MAP Growth Results: Percent Making Expected Growth (cont.)

District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



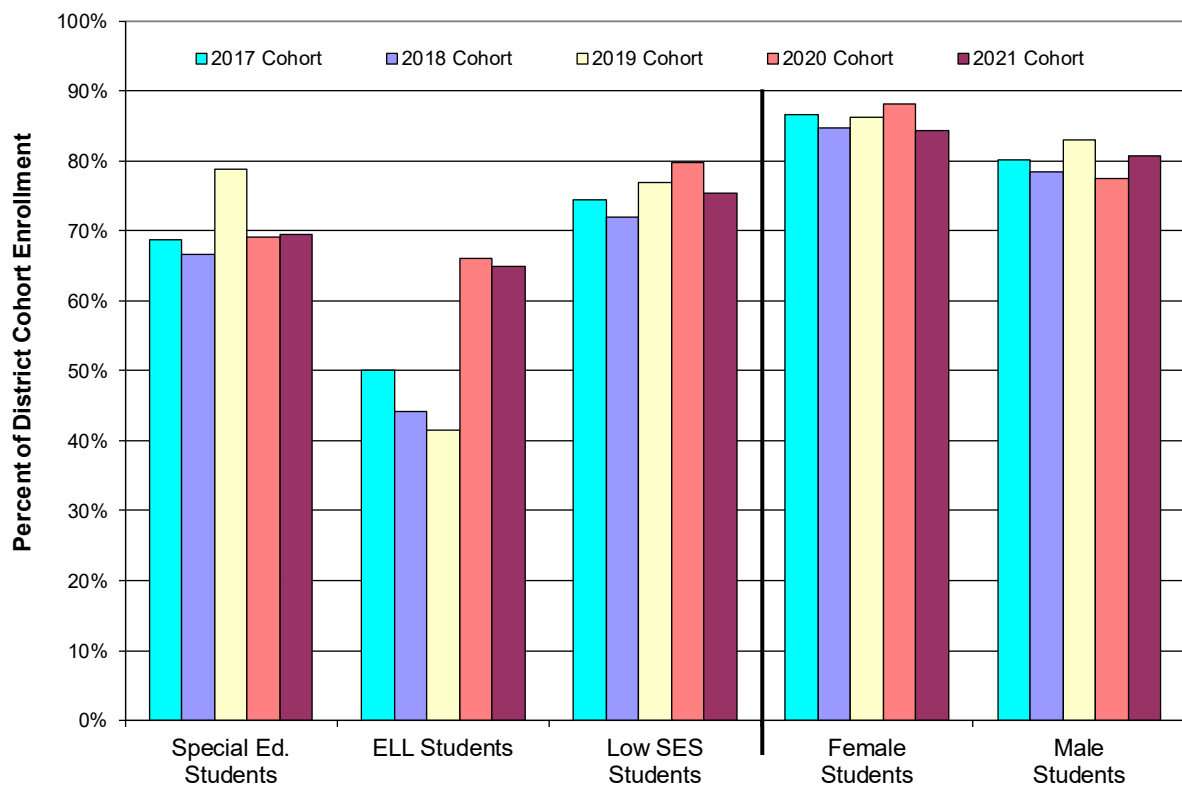
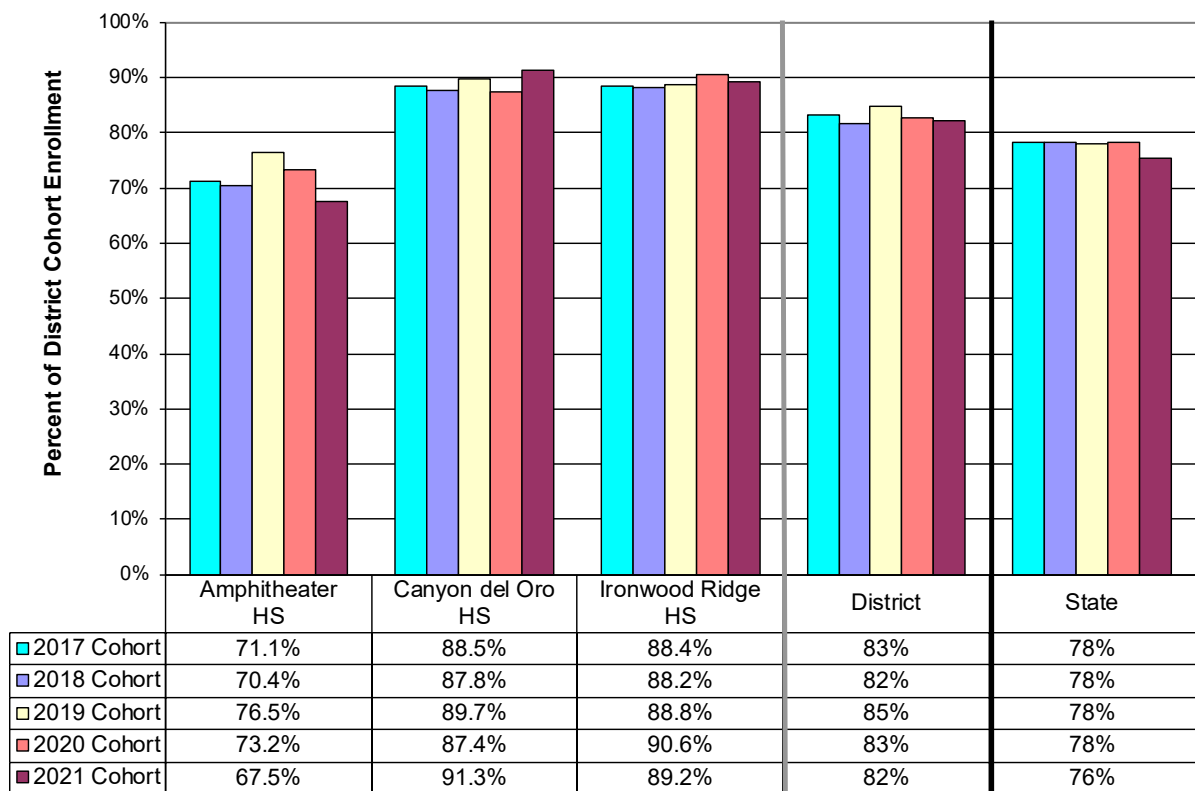
Note: MAP Growth provides a Fall-to-Spring growth target for each student based on his/her Fall performance as it compares to the average (normative) national performance. NWEA does not report national percentages of students achieving their expected growth, but the guidelines state that it is reasonable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

Arizona English Language Learner Assessment (AZELLA) Growth – 2021-22



*Are Our Students
Career and
College Ready?*

Graduation Rate: By School and Special Program Membership



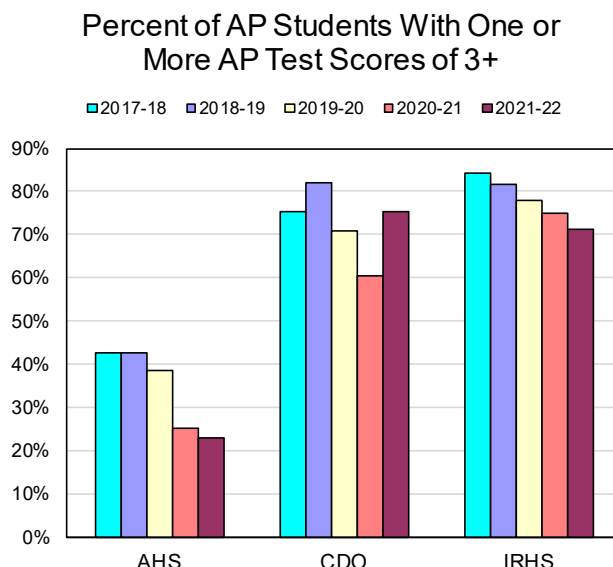
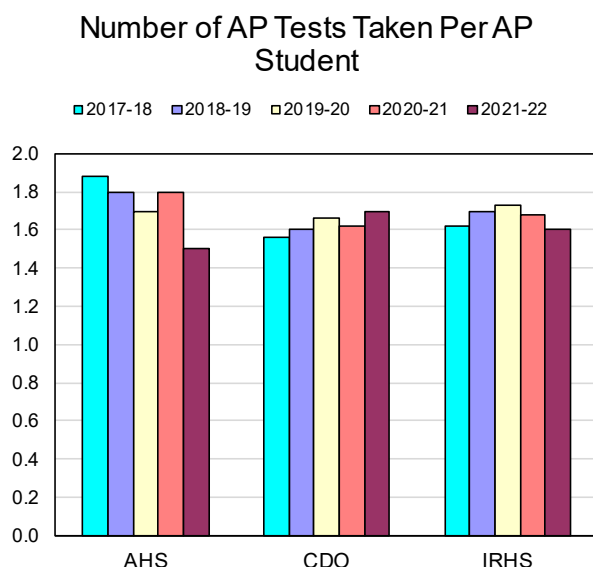
Note: Data provided is the 4-year graduation rate. Graduation data for Cohort 2021 is preliminary and may change. Graduation data for Cohort 2022 was not finalized in time to be included in this report.

Advanced Placement Testing

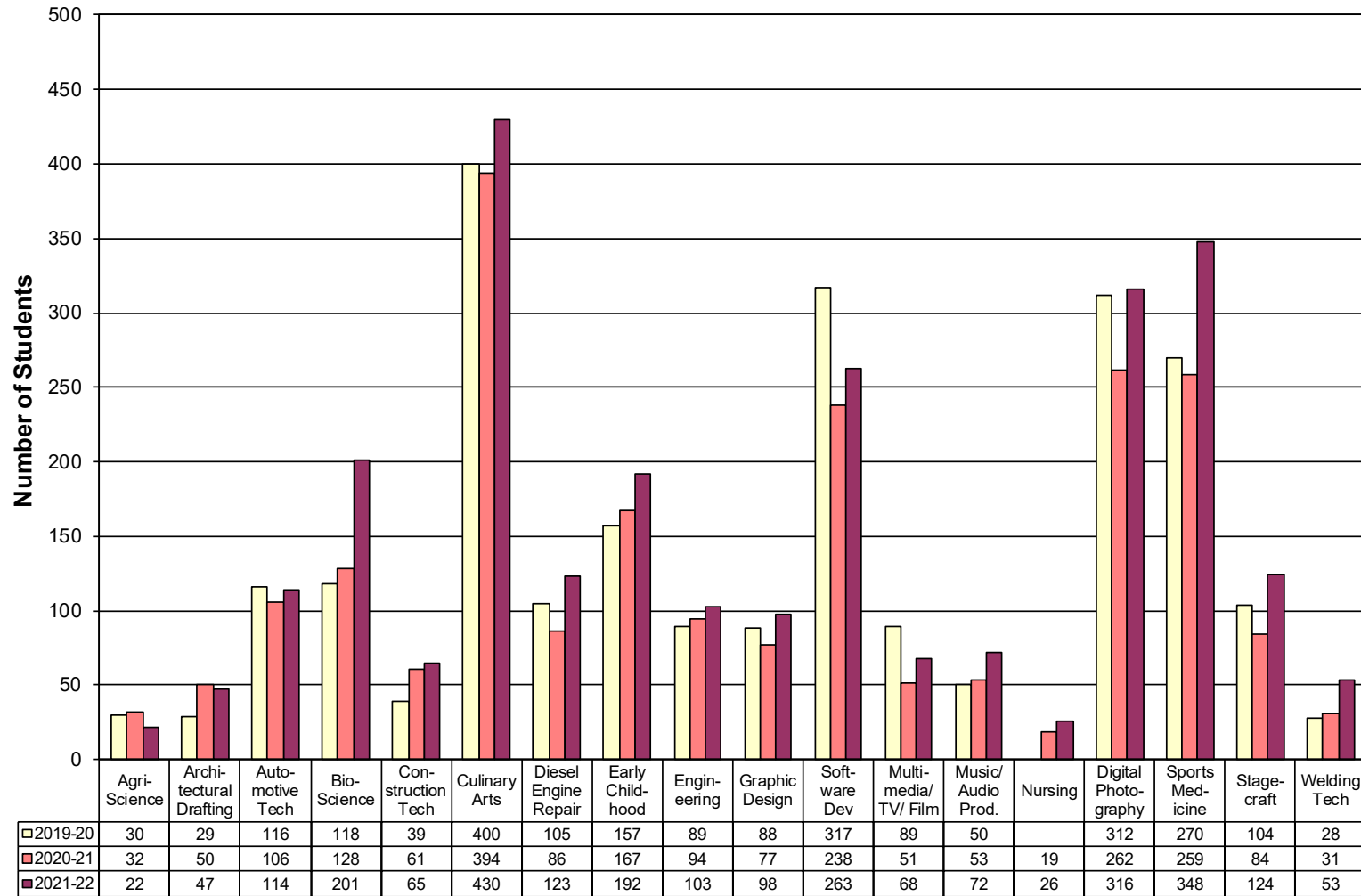
2020-21	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	188	346	350	884
Number of students taking at least one (1) AP test	130	187	151	468
High School enrollment (2020-21)	913	1,428	1,357	3698
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	21%	24%	26%	24%
AP student testing rate (% of AP students taking at least one (1) AP test)	69%	54%	43%	53%
Number of AP tests administered	234	303	254	791
Average number of tests taken per tested student	1.8	1.62	1.68	1.7
Number of AP tests passed (score of 3+)	33	113	113	259
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	25%	60%	75%	55%

2021-22	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	166	360	363	881
Number of students taking at least one (1) AP test	108	246	180	534
High School enrollment (2021-22)	1,059	1,568	1,597	4,224
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	16%	23%	23%	21%
AP student testing rate (% of AP students taking at least one (1) AP test)	65%	68%	50%	61%
Number of AP tests administered	159	412	289	860
Average number of tests taken per tested student	1.5	1.7	1.6	1.6
Number of AP tests passed (score of 3+)	25	185	128	338
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	23%	75%	71%	63%

Advanced Placement Testing: 5-year Trends

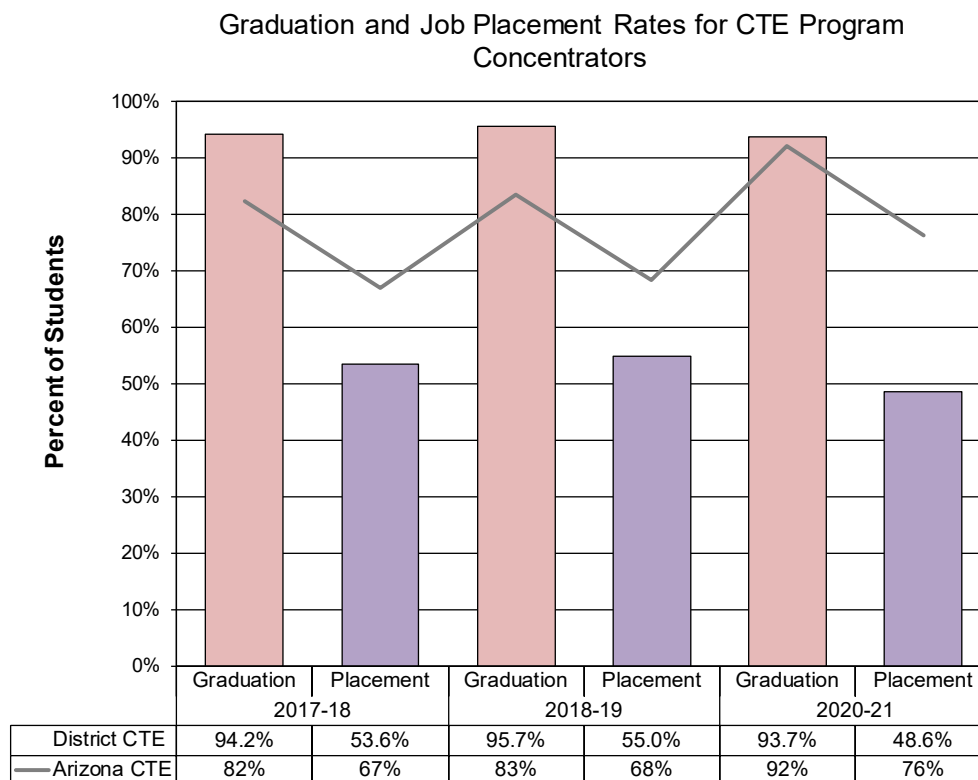


Career/ Technical Education Program Enrollment – 100th Day (2021-22)

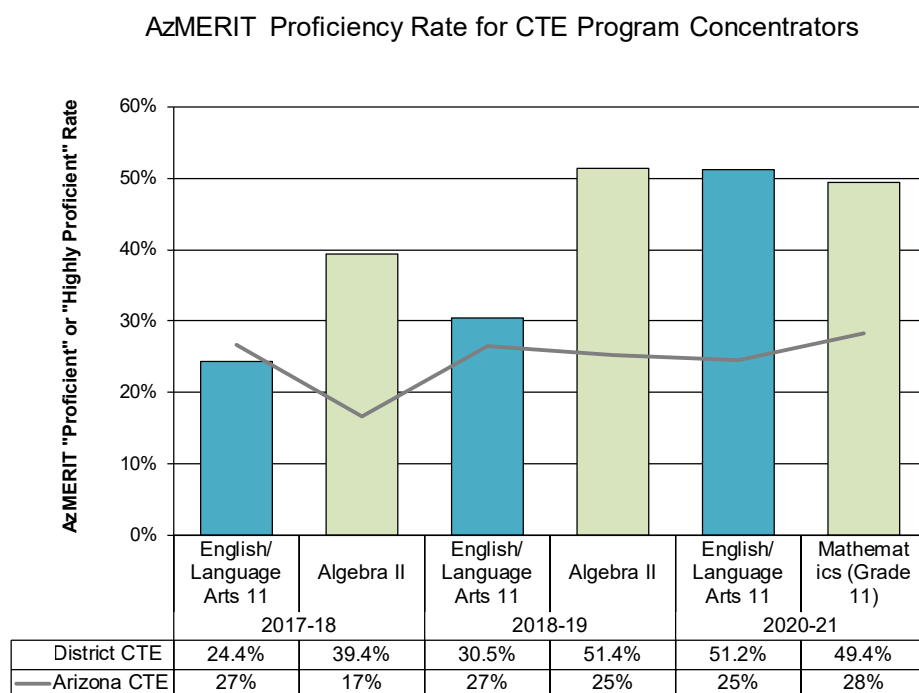


100th Day CTE Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22
Amphitheater High School	577	606	578	432	548
Canyon del Oro High School	914	952	1,028	1,077	1,193
Ironwood Ridge High School	747	764	783	689	924

Career/ Technical Education Program Success (2020-21)



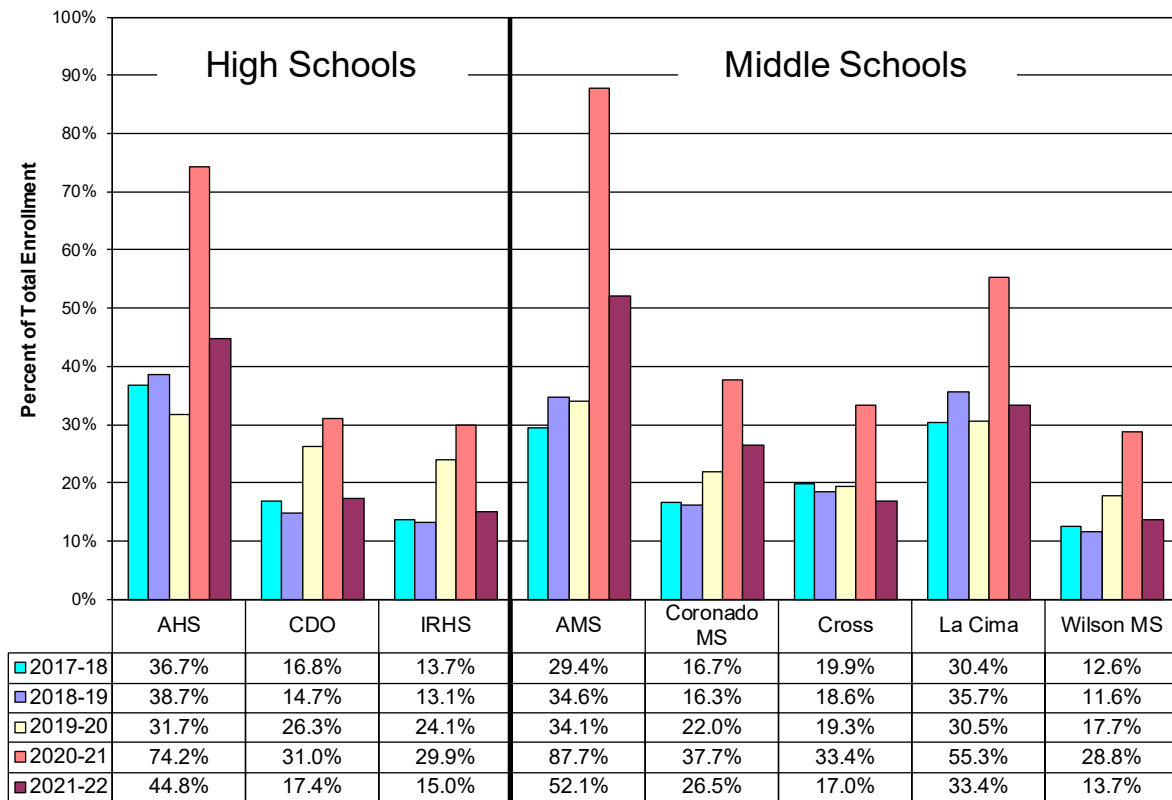
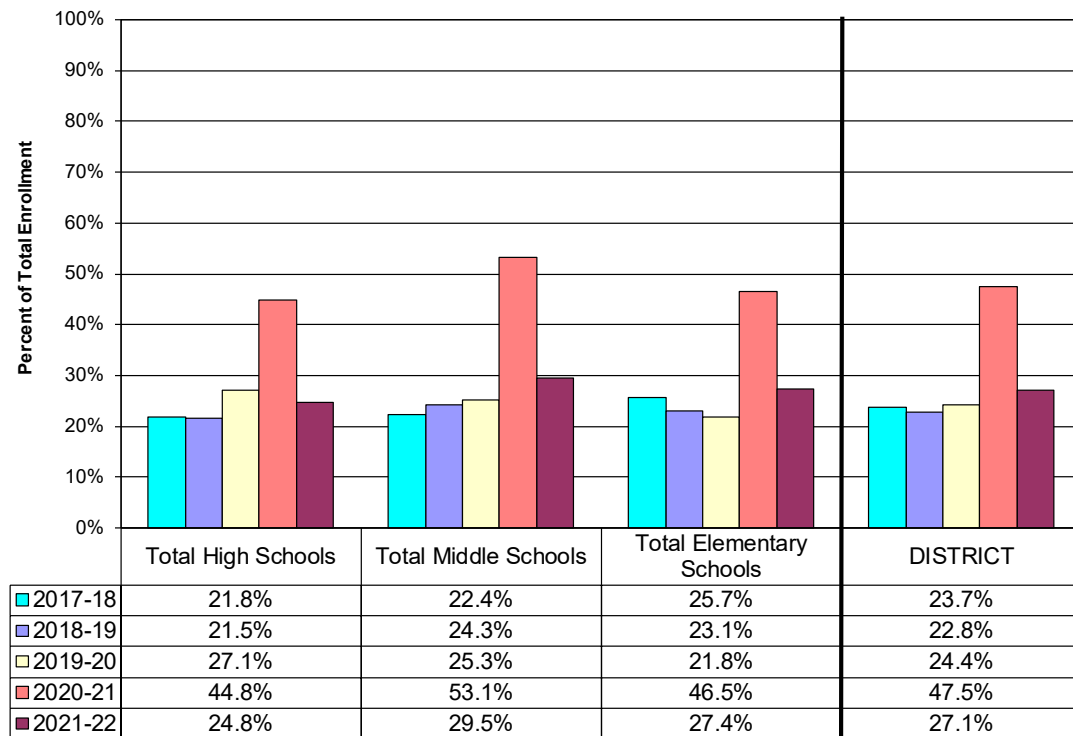
Note: "Concentrators" are students who were enrolled in CTE program classes for 2 years. "Placement" refers to graduated Concentrators who are working or attending school in their field, or who have enlisted in the military.



Note: Due to the COVID-19 school closures (and cancelation of state tests) in Spring 2020, no performance data is available for the 2019-20 school year.

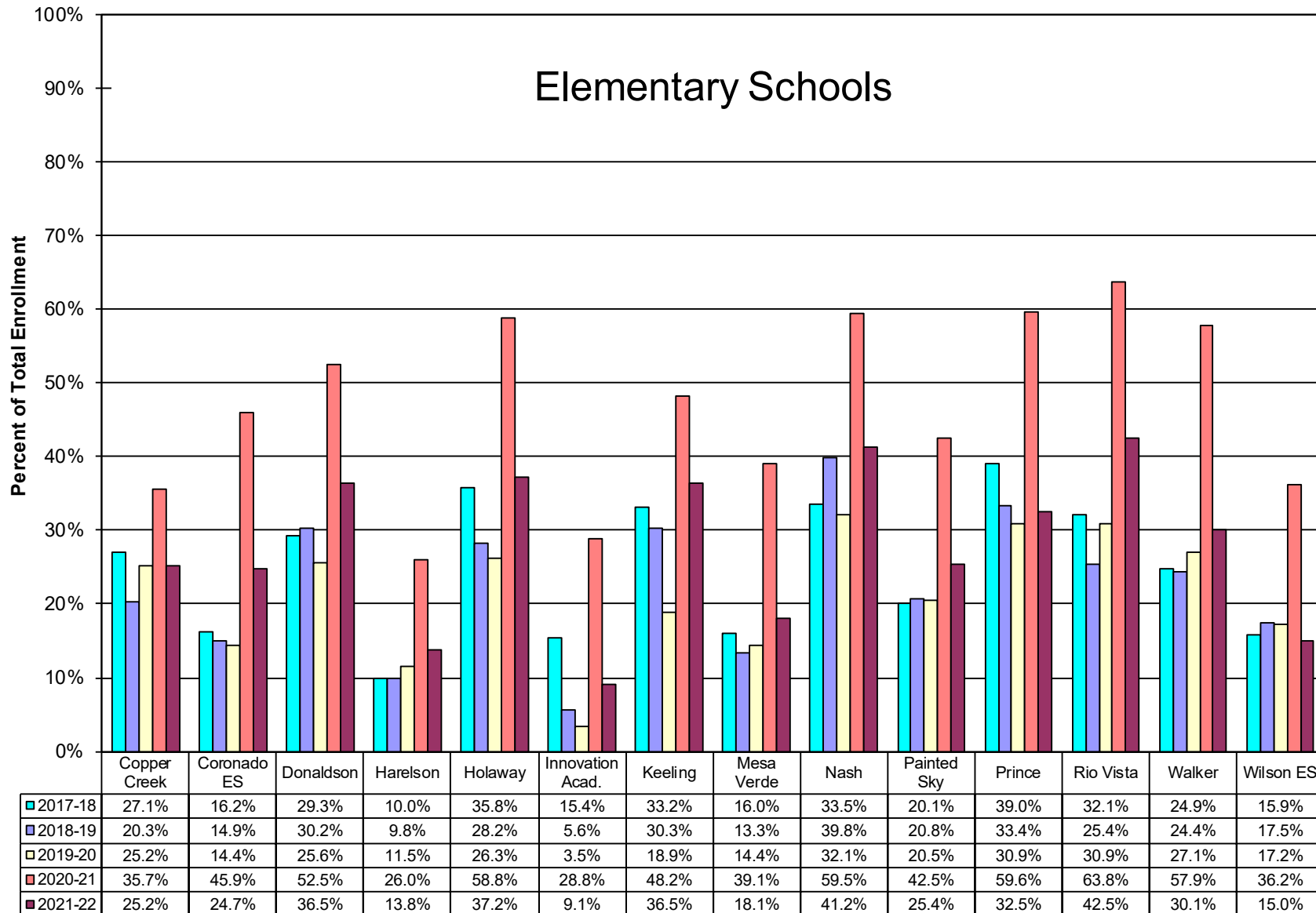
Other Student Indicators

Mobility Rate



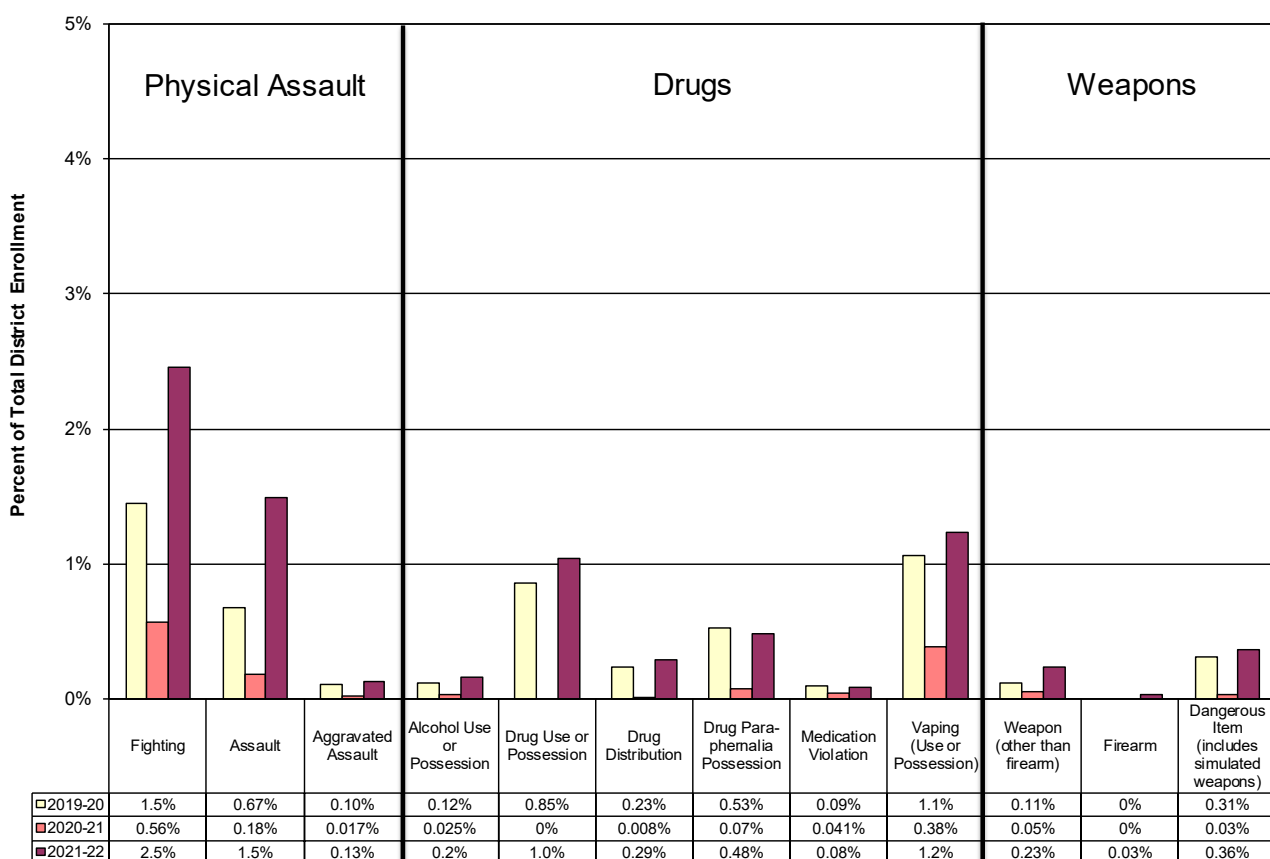
Note: Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) x 100. Totals provided here may not match previous reports. The rate for 2020-21 was impacted by COVID-19 related school closures and the expansion of the Amphi Academy Online school to serve K-12.

Mobility Rate (cont.)



Note: Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) x 100. Totals provided here may not match previous reports. The rate for 2020-21 was impacted by COVID-19 related school closures and the expansion of the Amphi Academy Online school to serve K-12.

Reports of Serious Offenses



Note: In 2019-20, a new violation code was added to the Drugs category: Vaping. Prior to 2019-20, Vaping violations were captured under Drug Use/Possession and Drug Paraphernalia Possession. Discipline data for 2020-21 was skewed lower than typical due to COVID-19 related school closures. In total, students were off campus for 14 weeks of the school year and on campus only part-time (2 days per week) for another 14 weeks.

Historical Trend (as a Percent of Total Enrollment)

	Physical Assault		Drugs		Weapons		Total Serious Offenses	
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%
2020-21	92	0.8%	64	0.5%	10	0.1%	166	1.4%
2021-22	497	4.1%	399	3.3%	76	0.6%	972	8.0%

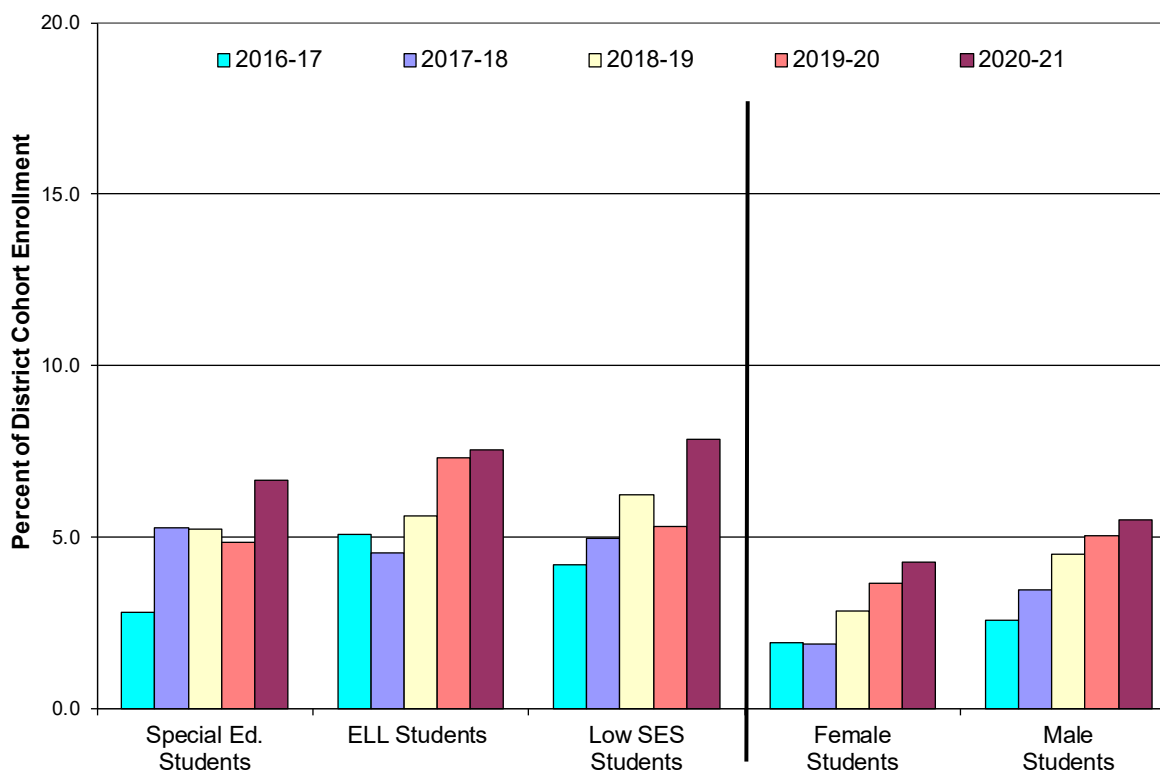
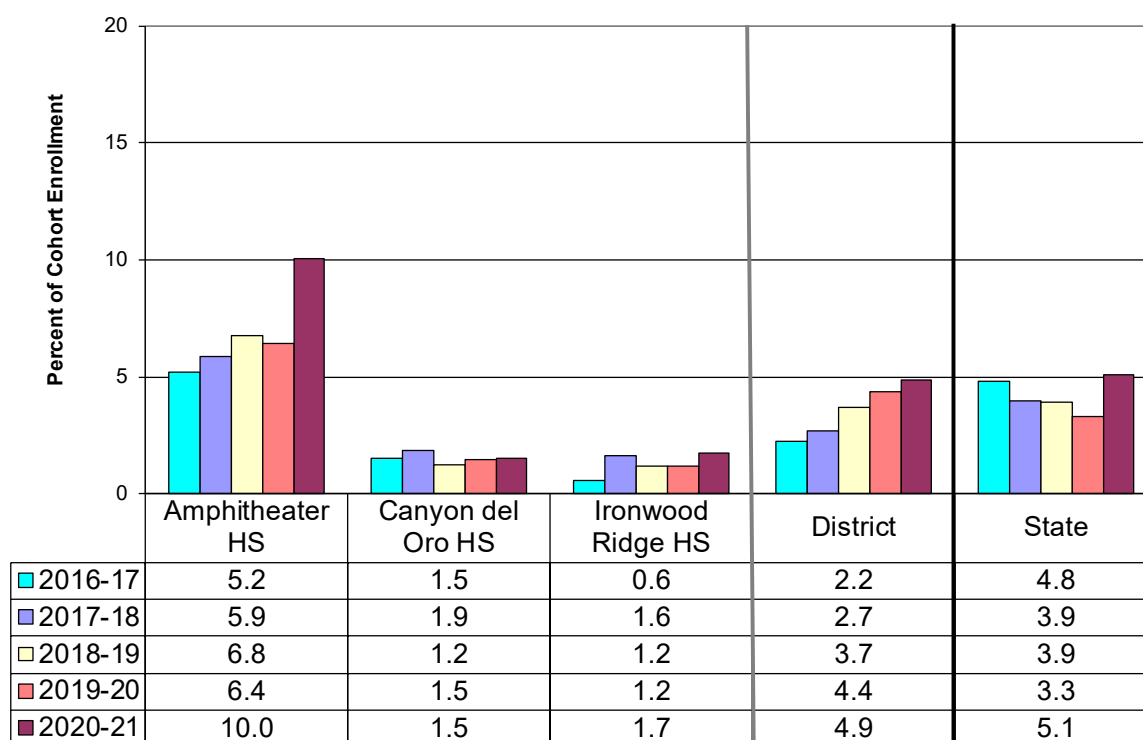
Physical Assault includes the following categories: Fighting, Assault, and Aggravated Assault.

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 “Families” link.

Dropout Rate: By School and Special Program Membership



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 2021-22 was not available in time to be included in this report.