



Data Book

2017-2018

District Overview	1
Vision, Mission, Values, and Beliefs	2
Amphitheater Public Schools Facts.....	3
School District Spending <i>(Source: Arizona Office of the Auditor General)</i>	4
Operational Trends <i>(Source: Arizona Office of the Auditor General)</i>	5
Who Attends Our Schools?	7
Race/Ethnic Distribution <i>(Source: District Data Department)</i>	9
Grade Level Distribution <i>(Source: District Data Department)</i>	13
Title I School Enrollment <i>(Source: District Data Department)</i>	17
Free and Reduced Lunch Program Enrollment <i>(Source: Food Services Department)</i>	18
REACH Gifted & Talented Program – Student Enrollment <i>(Source: REACH Program)</i>	20
English Language Learner (ELL) Services – Student Enrollment <i>(Source: Language Acquisition Department)</i>	23
Country of Birth for ELL Students <i>(Source: District Data Department)</i>	26
Reclassified Rate of ELL Students, by School of Enrollment <i>(Source: Language Acquisition Department)</i>	27
Special Education Services – Student Enrollment <i>(Source: District Data Department)</i>	28
Who Works for Our District?	31
Personnel Profile <i>(Source: Human Resources Department)</i>	33
Principal Tenure <i>(Source: Human Resources Department)</i>	33
Teacher Turnover Rate & Reason Given for Leaving <i>(Source: Human Resources/ District Data Department)</i>	34
How Have Our Enrollment and Attendance Patterns Changed?	35
Enrollment on 100 th Day <i>(Source: District Data Department)</i>	37
Average Daily Attendance: 1 st through 100 th Day <i>(Source: District Data Department)</i>	40
Average Daily Attendance: Year-End <i>(Source: District Data Department)</i>	41
How Are Our Students Achieving?	43
Arizona A-F School Letter Grades and History <i>(Source: Arizona Department of Education)</i>	45
AzMERIT Performance	
End-of-Course <i>(Source: District Data Department)</i>	47
End-of-Year <i>(Source: District Data Department)</i>	51
AIMS Science Meets/Exceeds Rates <i>(Source: District Data Department)</i>	68
NWEA MAP Fall to Spring Growth <i>(Source: District Data Department)</i>	70
Arizona English Language Learner Assessment (AZELLA) Growth <i>(Source: Language Acquisition)</i>	74
Are Our Students College and Career Ready?	75
Graduation Rate <i>(Source: Arizona Department of Education)</i>	77
SAT Testing and Performance <i>(Source: District Data Department)</i>	78
ACT Testing and Performance <i>(Source: District Data Department)</i>	79
AP Testing and Trends <i>(Source: District Data Department)</i>	80
Career/ Technical Education (CTE) Program Enrollment and Successes <i>(Source: CTE Program Administrator)</i>	81
Other Student Indicators	83
Mobility Rate <i>(Source: Management Information Systems Department)</i>	85
Serious Offenses <i>(Source: District Records Department)</i>	87
Dropout Rate <i>(Source: Arizona Department of Education)</i>	88

District Overview

Unless otherwise noted, all statistics were collected on the last day of the 2017-18 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 Facts

Year Established	1893
Assessed Valuation (2017-18)	\$1,530,659,161
Geographic Area	112 sq. miles
Estimated Population of School District	141,201

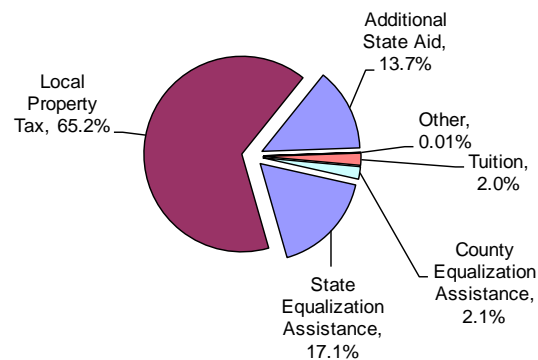
Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2016

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	1,360
Part-Time Employees	592

**General Fund M & O Revenue Sources
(2017-18)**



Student Enrollment at Year-End	13,871
Elementary	6,291
Secondary	7,580

Race/Ethnicity Distribution

Asian	3.6%
Black	4.9%
Hispanic (of any race)	42.3%
Native American/American Indian	1.9%
White (not of Hispanic origin)	44.6%
Multi-racial	2.8%

Number of Schools by AZ LEARNS Letter Grade (2017)

“A” Schools	2
“B” Schools	8
“C” Schools	8
“D” Schools	1
“F” Schools	0

Percent of Students Eligible for

Free or Reduced Lunch	48.1%
-----------------------------	-------

Amphitheater School Board (as of January 2018)

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

School District Spending (Fiscal Year 2017)

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2017, March 2018, Report No 18-203

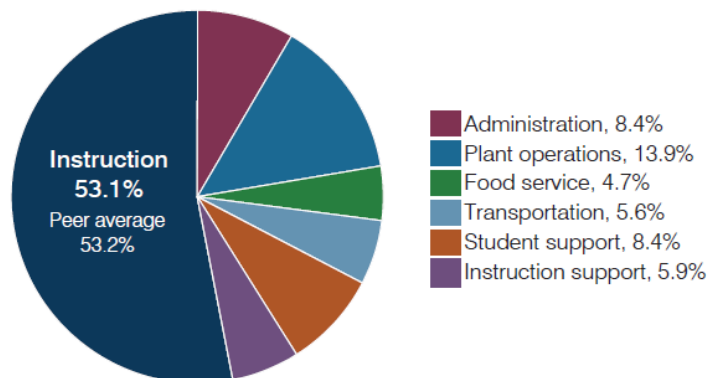
Per pupil spending

Spending by area	District		State average 2017
	2016	2017	
Instruction	\$ 4,194	\$ 4,374	\$ 4,377
Administration	636	694	844
Plant Operations	1,146	1,144	977
Food Service	375	389	422
Transportation	416	461	381
Student Support	675	689	679
Instruction Support	498	485	461
Total operational	\$ 7,940	\$ 8,236	\$ 8,141
Land and buildings	\$ 659	\$ 2,042	\$ 691
Equipment	262	411	424
Interest	325	321	236
Other	78	66	161
Total nonoperational	\$ 1,324	\$ 2,840	\$ 1,512
Total per pupil spending	\$ 9,264	\$ 11,076	\$ 9,653

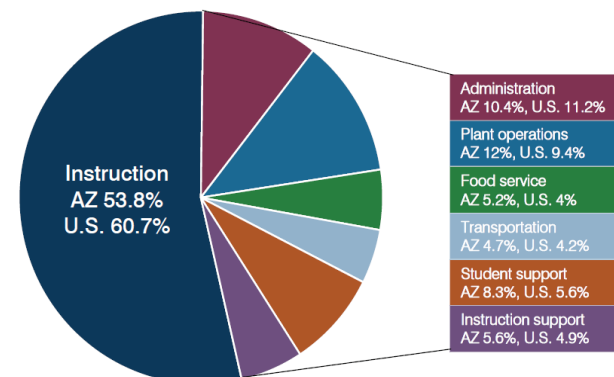
Efficiency measures relative to peer averages

Operational area	Measure	District	Peer average
Administration	Cost per pupil	\$694	\$763
	Students per administrative position	57	67
Plant Operations	Cost per square foot	\$6.04	\$6.41
	Square footage per student	189	148
Food Service	Cost per meal	\$2.97	\$2.89
Transportation	Cost per mile	\$3.48	\$3.61
	Cost per rider	\$1,400	\$1,278

Amphitheater District spending by operational area
Fiscal year 2017



Comparison of Arizona and U.S. spending by operational area
Fiscal years 2017 (Arizona) and 2015 (U.S.)



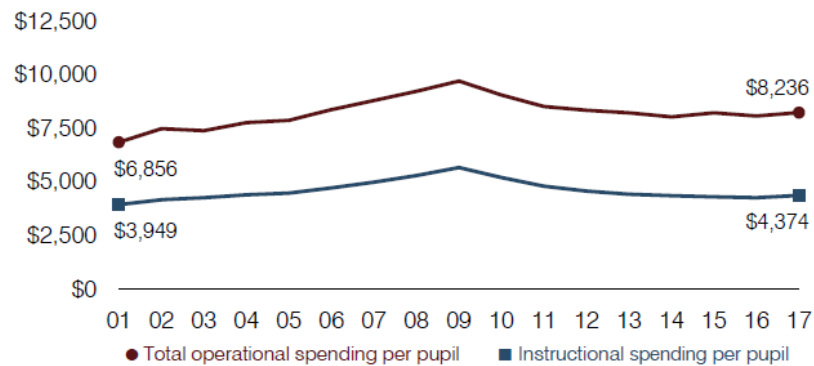
Operational Trends by Fiscal Year

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2017, March 2018, Report No 18-203

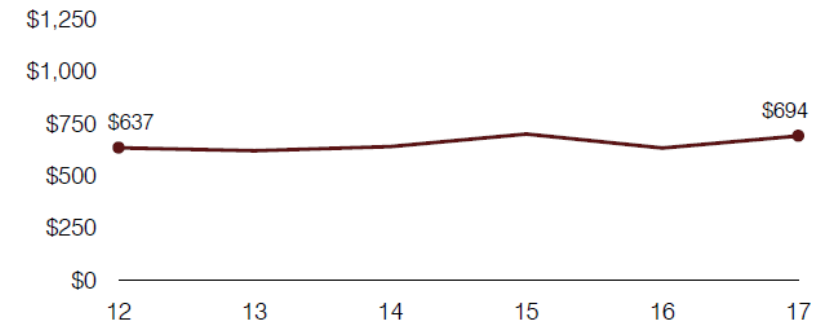
Instructional spending percentage

Year:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Percentage:	57.6	55.8	57.8	55.9	56.9	56.5	56.8	57.5	58.5	57.5	56.3	54.9	54.0	54.3	52.5	52.8	53.1

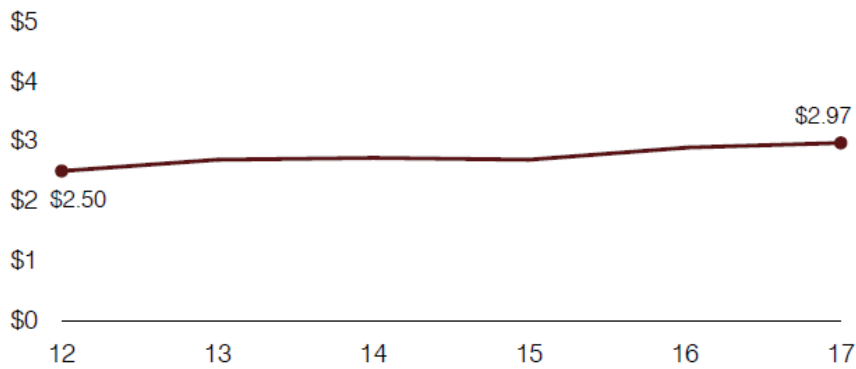
Total operational and instructional spending per pupil (inflation adjusted to 2017 dollars)



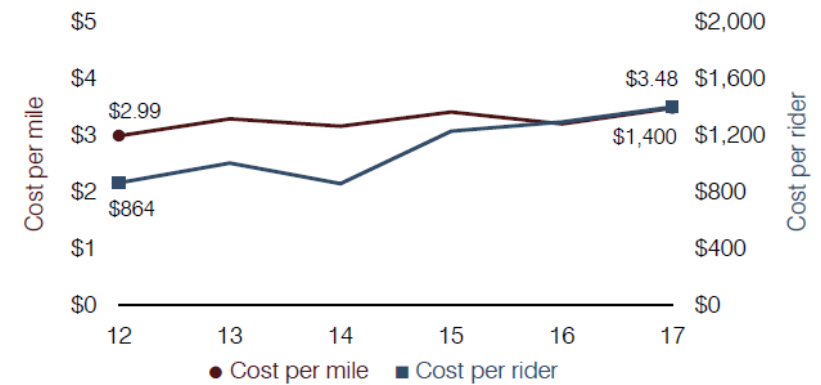
Administrative cost per pupil



Food service cost per meal



Transportation costs per mile and per rider



[This page left intentionally blank.]

Who Attends Our Schools?

[This page left intentionally blank.]

Race/Ethnic Distribution: District

DISTRICT TOTALS (all grades)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.6%	4.8%	39.9%	1.8%	48.4%	1.4%
2014-15	3.4%	5.2%	40.7%	1.8%	47.1%	1.8%
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%

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
2013-14	5.7%	8.5%	65.7%	2.2%	15.8%	2.1%
2014-15	4.9%	10.8%	63.5%	2.5%	16.6%	1.8%
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%

Canyon del Oro High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.3%	2.8%	30.0%	2.0%	60.8%	1.1%
2014-15	3.5%	2.9%	31.8%	1.7%	59.1%	0.9%
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%

Ironwood Ridge High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.7%	1.9%	22.3%	1.0%	70.3%	0.8%
2014-15	3.7%	2.4%	23.2%	0.6%	68.9%	1.2%
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%

Rillito (grades 9-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	2.9%	8.8%	32.4%	2.9%	52.9%	0.0%
2014-15	5.9%	14.7%	35.3%	2.9%	41.2%	0.0%
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%

Amphi Academy Online (grades 6-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.0%	3.0%	39.4%	0.0%	54.5%	0.0%
2014-15	4.1%	6.1%	24.5%	4.1%	57.1%	4.1%
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%

HIGH SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	4.0%	3.8%	35.4%	1.6%	53.9%	1.2%
2014-15	3.9%	4.8%	36.2%	1.5%	52.3%	1.3%
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%

Race/Ethnic Distribution: Middle School

Amphitheater Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.5%	11.4%	61.9%	3.3%	18.4%	1.5%
2014-15	4.1%	12.8%	63.1%	2.5%	15.7%	1.7%
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%

Coronado (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	2.8%	3.0%	28.3%	0.4%	65.3%	0.2%
2014-15	3.3%	2.9%	30.9%	0.0%	62.5%	0.4%
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%

Cross Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.0%	3.7%	35.8%	1.3%	55.9%	0.3%
2014-15	2.3%	4.1%	31.2%	1.8%	59.9%	0.7%
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%

La Cima Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	2.8%	5.5%	69.7%	3.0%	18.4%	0.6%
2014-15	2.8%	7.0%	64.3%	4.4%	20.6%	0.9%
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%

Wilson (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	2.6%	4.2%	17.3%	0.5%	73.9%	1.5%
2014-15	3.3%	4.1%	16.2%	1.1%	74.2%	1.1%
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%

Rillito (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	9.1%	0.0%	45.5%	0.0%	45.5%	0.0%
2014-15	0.0%	0.0%	46.2%	0.0%	53.8%	0.0%
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%

MIDDLE SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.0%	5.5%	41.6%	1.6%	47.5%	0.8%
2014-15	3.2%	6.2%	40.1%	1.9%	47.7%	1.0%
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%

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
2013-14	4.6%	2.7%	23.7%	0.2%	64.5%	4.3%
2014-15	2.7%	2.9%	25.6%	0.7%	64.2%	3.8%
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%

Coronado (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	0.7%	0.4%	47.0%	1.5%	49.4%	0.9%
2014-15	1.1%	0.4%	51.0%	1.3%	44.7%	1.3%
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%

Donaldson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	4.5%	3.0%	36.3%	2.7%	52.0%	1.5%
2014-15	4.5%	2.2%	36.5%	2.8%	51.8%	2.2%
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%

Harelson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	4.5%	2.8%	19.7%	0.6%	72.4%	0.0%
2014-15	5.0%	2.4%	23.3%	0.9%	68.3%	0.0%
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%

Holaway Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	1.6%	10.2%	59.9%	4.3%	20.7%	3.2%
2014-15	1.6%	9.4%	58.7%	3.8%	20.4%	6.2%
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%

Innovation Academy						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14						
2014-15						
2015-16						
2016-17						
2017-18	2.2%	1.9%	21.0%	1.9%	66.7%	6.5%

Keeling Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.1%	7.6%	71.5%	4.5%	12.6%	0.7%
2014-15	2.0%	7.8%	73.5%	3.0%	12.2%	1.5%
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%

Mesa Verde Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	4.3%	2.8%	29.7%	0.8%	62.0%	0.5%
2014-15	3.0%	2.4%	33.7%	0.5%	59.5%	0.8%
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%

Race/Ethnic Distribution: Elementary School (cont.)

Nash Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	2.5%	3.2%	76.4%	4.8%	11.6%	1.5%
2014-15	2.2%	3.5%	75.9%	4.3%	11.7%	2.4%
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%

Painted Sky Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	4.3%	1.8%	16.6%	0.0%	75.6%	1.6%
2014-15	2.6%	1.8%	14.9%	0.0%	76.5%	4.2%
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%

Prince Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.0%	19.8%	55.5%	2.7%	16.2%	2.8%
2014-15	3.5%	19.8%	53.8%	4.0%	15.6%	3.4%
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%

Rio Vista Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	1.8%	3.8%	72.0%	1.8%	18.9%	1.6%
2014-15	1.7%	3.6%	72.7%	2.4%	17.4%	2.2%
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%

Walker Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	6.4%	4.3%	43.0%	2.4%	41.2%	2.6%
2014-15	6.0%	2.3%	46.9%	2.3%	39.6%	2.9%
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%

Wilson (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	4.2%	3.1%	19.5%	1.1%	70.6%	1.4%
2014-15	3.3%	2.7%	20.4%	0.8%	70.9%	1.9%
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%

Rillito (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	12.2%	4.9%	41.5%	4.9%	34.1%	2.4%
2014-15	9.8%	4.9%	43.9%	4.9%	34.1%	2.4%
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%

ELEMENTARY SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2013-14	3.7%	5.2%	42.3%	2.0%	45.1%	1.8%
2014-15	3.1%	5.0%	44.2%	2.1%	43.1%	2.5%
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%

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
2013-14	27.1%	25.5%	25.0%	22.3%
2014-15	30.5%	23.5%	22.7%	23.3%
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%

Canyon del Oro High School				
	9th	10th	11th	12th
2013-14	27.9%	24.5%	24.8%	22.8%
2014-15	25.0%	27.4%	23.5%	24.1%
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%

Ironwood Ridge High School				
	9th	10th	11th	12th
2013-14	25.3%	26.1%	25.0%	23.7%
2014-15	24.0%	24.5%	26.0%	25.6%
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%

*Rillito School (grades 9-12)				
	9th	10th	11th	12th
2013-14	11.8%	17.6%	5.9%	64.7%
2014-15	14.7%	11.8%	14.7%	58.8%
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%

**Amphi Academy Online				
	9th	10th	11th	12th
2013-14	15.4%	30.8%	23.1%	30.8%
2014-15	10.2%	18.4%	16.3%	26.5%
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%

GRADE DISTRIBUTION: DISTRICT				
	9th	10th	11th	12th
2013-14	8.5%	8.1%	7.9%	7.5%
2014-15	8.4%	8.2%	7.9%	8.1%
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%

* 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
2013-14	32.7%	34.5%	32.8%
2014-15	35.7%	29.1%	35.1%
2015-16	35.3%	34.5%	30.2%
2016-17	33.8%	35.0%	31.2%
2017-18	39.0%	28.9%	32.1%

**Coronado (grades 6-8)			
	6th	7th	8th
2013-14	30.9%	39.4%	29.7%
2014-15	28.9%	32.2%	38.9%
2015-16	33.3%	31.0%	35.7%
2016-17	30.8%	37.2%	32.0%
2017-18	30.8%	32.8%	36.4%

Cross Middle School			
	6th	7th	8th
2013-14	25.2%	36.4%	38.4%
2014-15	26.2%	35.1%	38.7%
2015-16	24.1%	37.8%	38.1%
2016-17	23.6%	36.4%	40.1%
2017-18	29.2%	34.8%	36.0%

La Cima Middle School			
	6th	7th	8th
2013-14	32.1%	32.7%	35.3%
2014-15	32.4%	32.6%	35.0%
2015-16	32.5%	30.3%	37.1%
2016-17	35.9%	32.7%	31.4%
2017-18	33.0%	36.3%	30.8%

*Rillito School (grades 6-8)			
	6th	7th	8th
2013-14	54.5%	27.3%	18.2%
2014-15	30.8%	46.2%	23.1%
2015-16	21.4%	35.7%	42.9%
2016-17	22.2%	33.3%	44.4%
2017-18	42.9%	28.6%	28.6%

**Wilson (grades 6-8)			
	6th	7th	8th
2013-14	31.7%	36.6%	31.7%
2014-15	31.9%	34.2%	34.0%
2015-16	34.4%	32.0%	33.5%
2016-17	31.0%	35.9%	33.2%
2017-18	29.4%	33.2%	37.4%

***Amphi Academy Online			
	6th	7th	8th
2013-14	n/a	n/a	n/a
2014-15	0.0%	6.1%	22.4%
2015-16	11%	44.4%	44.4%
2016-17	33.3%	33.3%	33.3%
2017-18	13.3%	20.0%	66.7%

GRADE DISTRIBUTION: DISTRICT			
	6th	7th	8th
2013-14	6.8%	7.6%	7.1%
2014-15	6.9%	6.9%	7.7%
2015-16	7.1%	7.0%	7.3%
2016-17	6.9%	7.5%	7.2%
2017-18	7.6%	7.2%	7.7%

* 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
2013-14	8.0%	11.9%	15.6%	12.9%	16.3%	17.7%	17.6%
2014-15	10.2%	12.6%	14.1%	16.1%	13.9%	16.6%	16.5%
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%

**Coronado (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.2%	14.1%	19.9%	19.4%	12.6%	16.1%	17.7%
2014-15	0.2%	16.9%	15.7%	19.3%	17.1%	12.8%	18.0%
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%

Donaldson Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	16.3%	16.0%	14.3%	12.5%	13.0%	14.0%	14.0%
2014-15	18.1%	16.2%	16.2%	14.5%	12.8%	10.9%	11.4%
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%

Harelson Elementary								
	PS	KG	1st	2nd	3rd	4th	5th	6th
2013-14	0.4%	13.6%	13.8%	16.7%	14.4%	15.7%	15.4%	10.0%
2014-15	0.6%	13.2%	16.5%	14.1%	15.6%	14.3%	14.9%	10.8%
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%

Holaway Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	5.4%	19.0%	18.7%	15.2%	12.2%	14.1%	15.4%
2014-15	6.2%	15.3%	18.5%	17.2%	18.0%	10.7%	14.2%
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%

Innovation Academy							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14							
2014-15							
2015-16							
2016-17							
2017-18	0.0%	21.3%	18.2%	20.7%	18.2%	13.0%	8.6%

Keeling Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.0%	16.6%	17.3%	21.3%	13.5%	15.2%	16.1%
2014-15	0.0%	17.0%	17.2%	15.4%	23.0%	14.6%	12.8%
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%

Mesa Verde Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.0%	14.4%	16.2%	21.2%	14.4%	17.2%	16.7%
2014-15	0.0%	11.7%	17.9%	16.3%	20.1%	15.8%	18.2%
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%

Grade Level Distribution: Elementary School (cont.)

Nash Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.0%	19.4%	19.6%	15.4%	17.5%	13.7%	14.5%
2014-15	0.2%	18.7%	20.7%	15.9%	13.3%	16.3%	15.0%
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%

Painted Sky Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.8%	15.6%	14.4%	17.6%	16.1%	21.2%	14.4%
2014-15	0.4%	15.2%	13.8%	13.6%	16.7%	18.7%	21.7%
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%

Prince Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	5.4%	16.7%	16.7%	15.7%	16.5%	15.0%	14.0%
2014-15	5.7%	16.5%	17.0%	16.2%	14.7%	17.5%	12.4%
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%

*Rillito School (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	30.0%	20.0%	7.5%	10.0%	5.0%	15.0%	12.5%
2014-15	29.3%	14.6%	17.1%	9.8%	9.8%	7.3%	12.2%
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%

Rio Vista Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.0%	15.9%	17.7%	21.5%	15.9%	15.7%	13.3%
2014-15	0.0%	18.7%	17.4%	16.3%	19.7%	14.0%	13.9%
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%

Walker Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	3.8%	17.3%	17.7%	17.1%	12.4%	15.4%	16.3%
2014-15	5.0%	16.4%	16.0%	17.4%	17.0%	13.9%	14.3%
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%

** Wilson (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	0.0%	14.9%	20.0%	14.0%	17.1%	17.1%	16.8%
2014-15	0.3%	10.6%	16.8%	20.4%	15.2%	16.8%	19.9%
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%

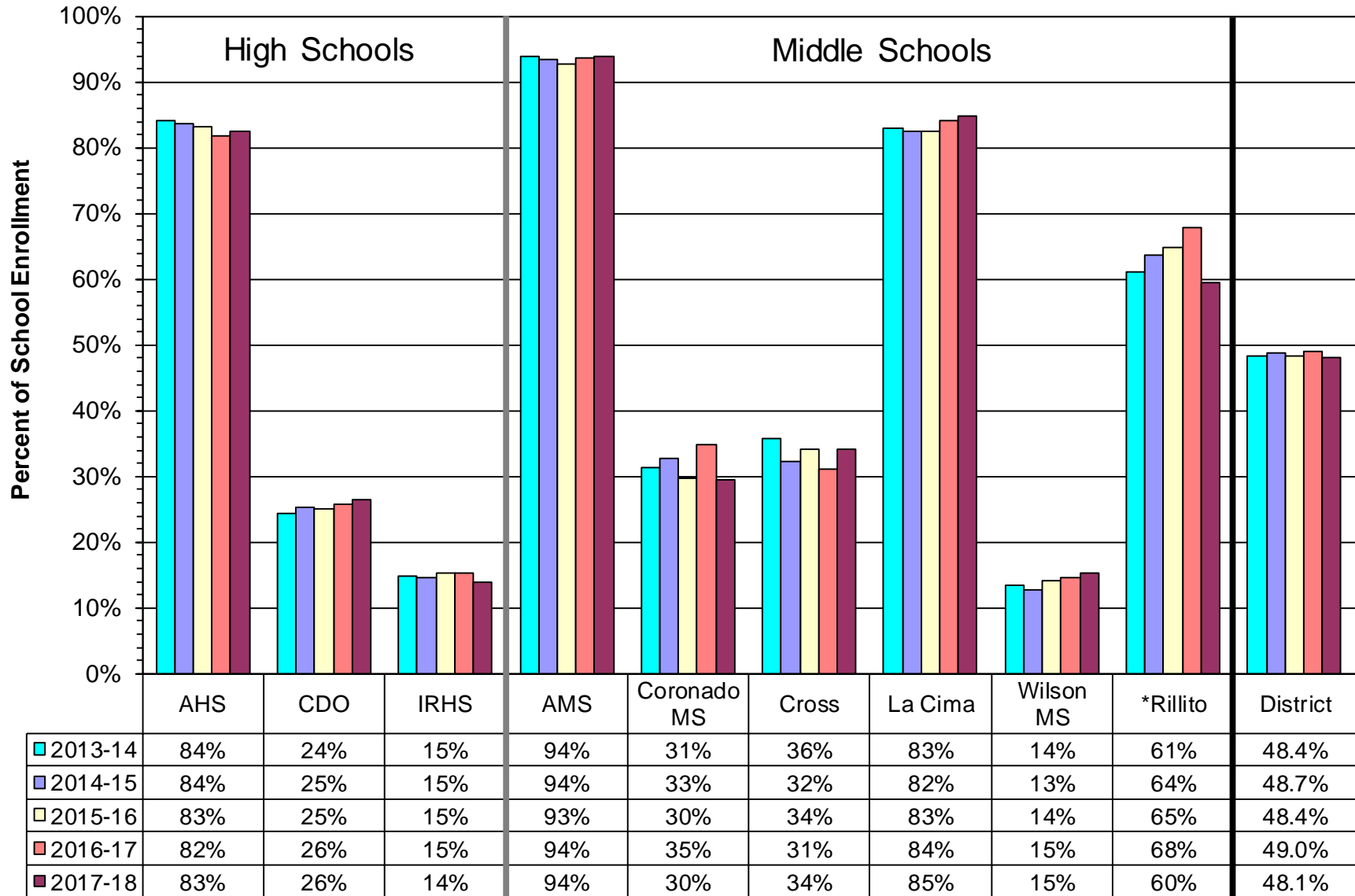
GRADE DISTRIBUTION: DISTRICT							
	PS	KG	1st	2nd	3rd	4th	5th
2013-14	1.5%	7.4%	7.9%	7.9%	7.0%	7.6%	7.3%
2014-15	1.6%	7.0%	7.7%	7.6%	7.6%	7.0%	7.3%
2015-16	1.5%	6.8%	7.4%	7.4%	7.6%	7.9%	7.1%
2016-17	1.5%	6.7%	7.6%	7.4%	7.2%	7.8%	7.9%
2017-18	1.9%	6.4%	6.7%	7.3%	7.3%	7.3%	8.0%

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

Title I School Enrollment

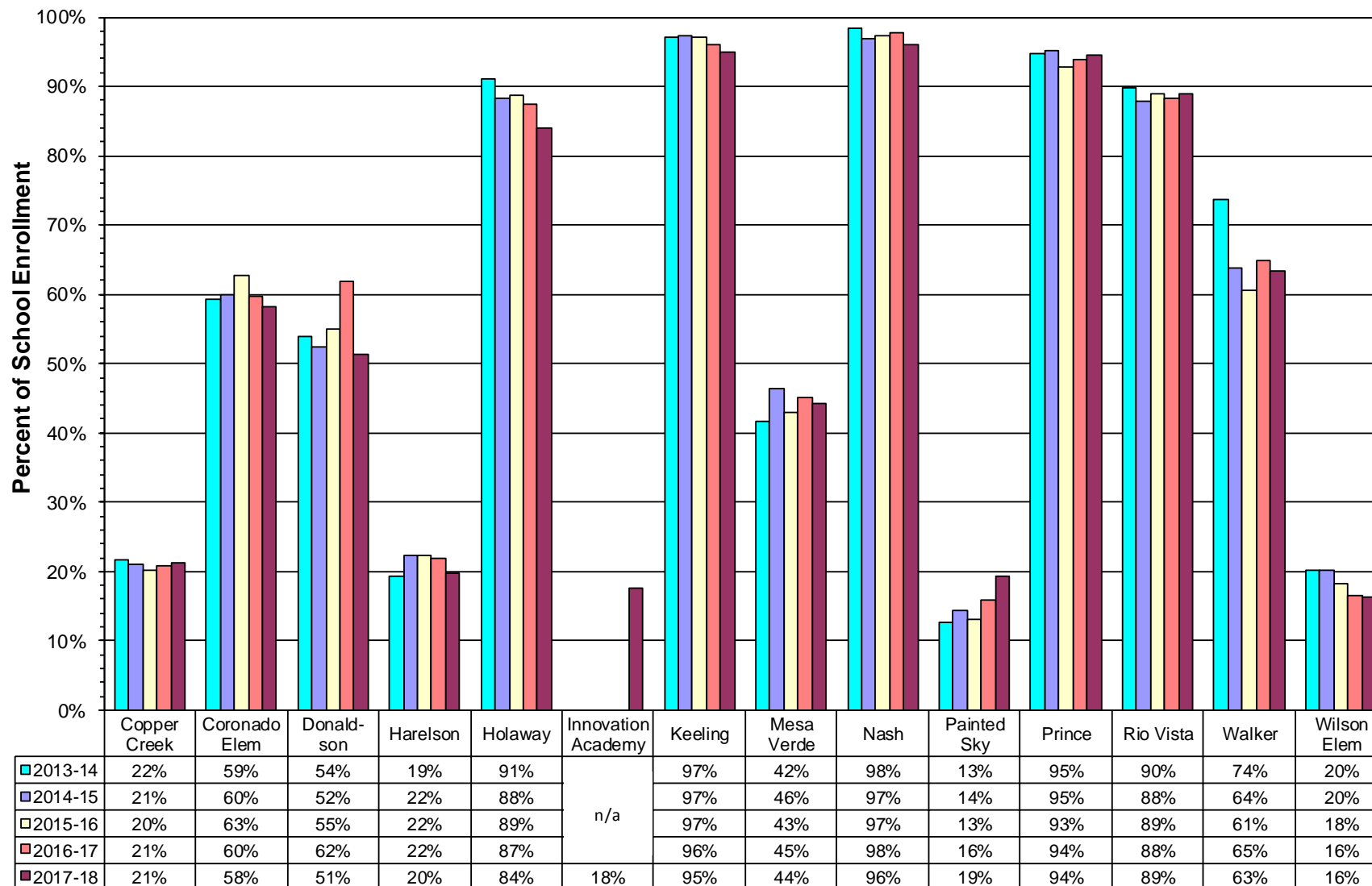
	2013-14	2014-15	2015-16	2016-17	2017-18
Amphitheater High	1,066	1,122	1,152	1,146	1,159
Amphitheater Middle	603	635	640	711	769
Coronado K-8	1,019	992	929	912	887
Donaldson Elementary	400	359	320	325	351
Holaway Elementary	369	373	388	411	439
Keeling Elementary	446	460	444	427	401
La Cima Middle	502	457	458	443	455
Mesa Verde Elementary	NA	NA	NA	403	367
Nash Elementary	475	460	453	433	381
Prince Elementary	635	653	661	730	617
Rio Vista Elementary	497	534	502	490	468
Walker Elementary	526	518	520	494	475
Title I Year End Enrollment	6,538	6,563	6,467	6,925	6,769
Year End District Enrollment	14,207	13,997	13,938	14,025	13,871
% of Title I Enrollment	46.0%	46.9%	46.4%	49.4%	48.8%

Free and Reduced Lunch Program Enrollment

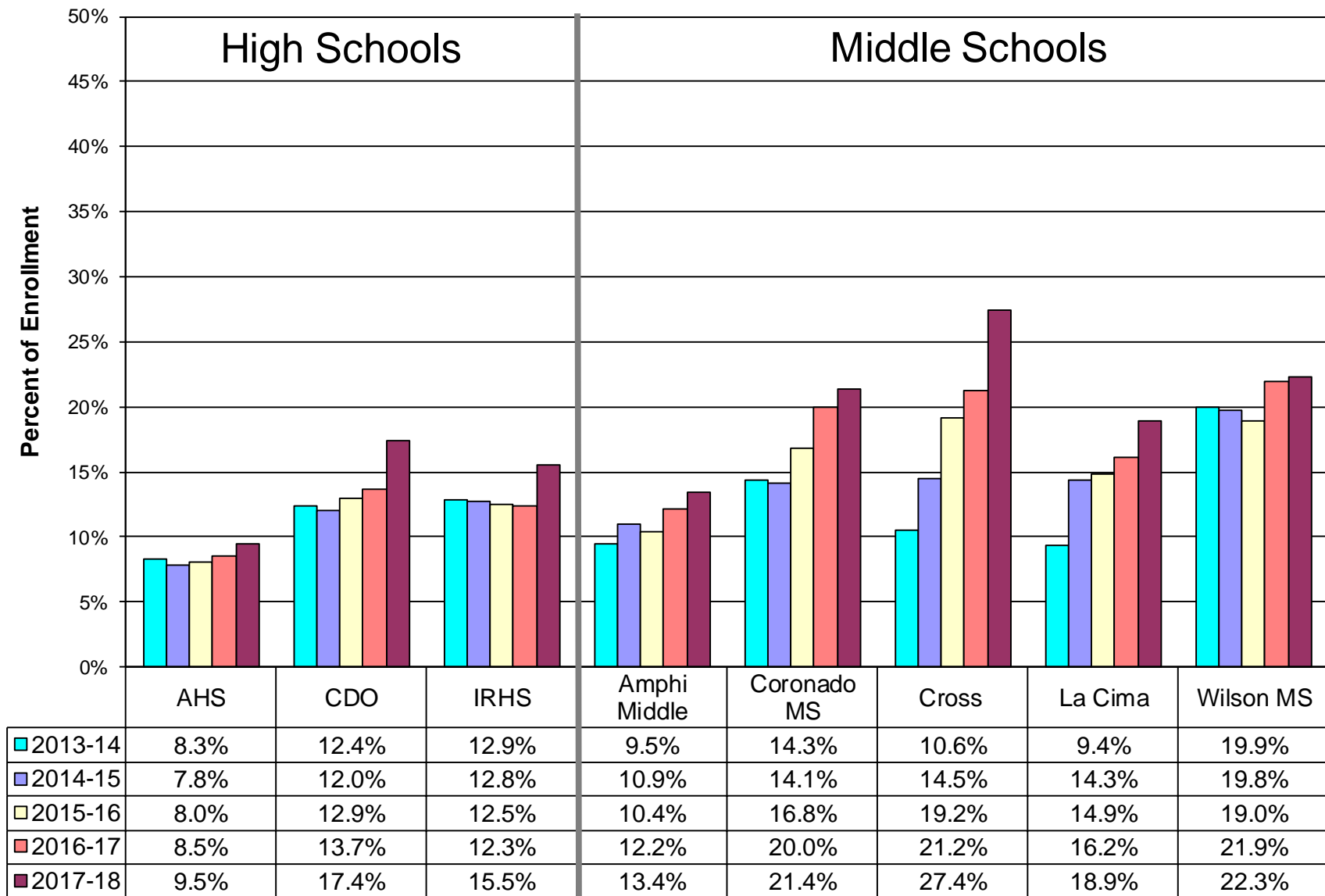


Note: Rillito School is a Special Education School serving pre-school through 12th grade.

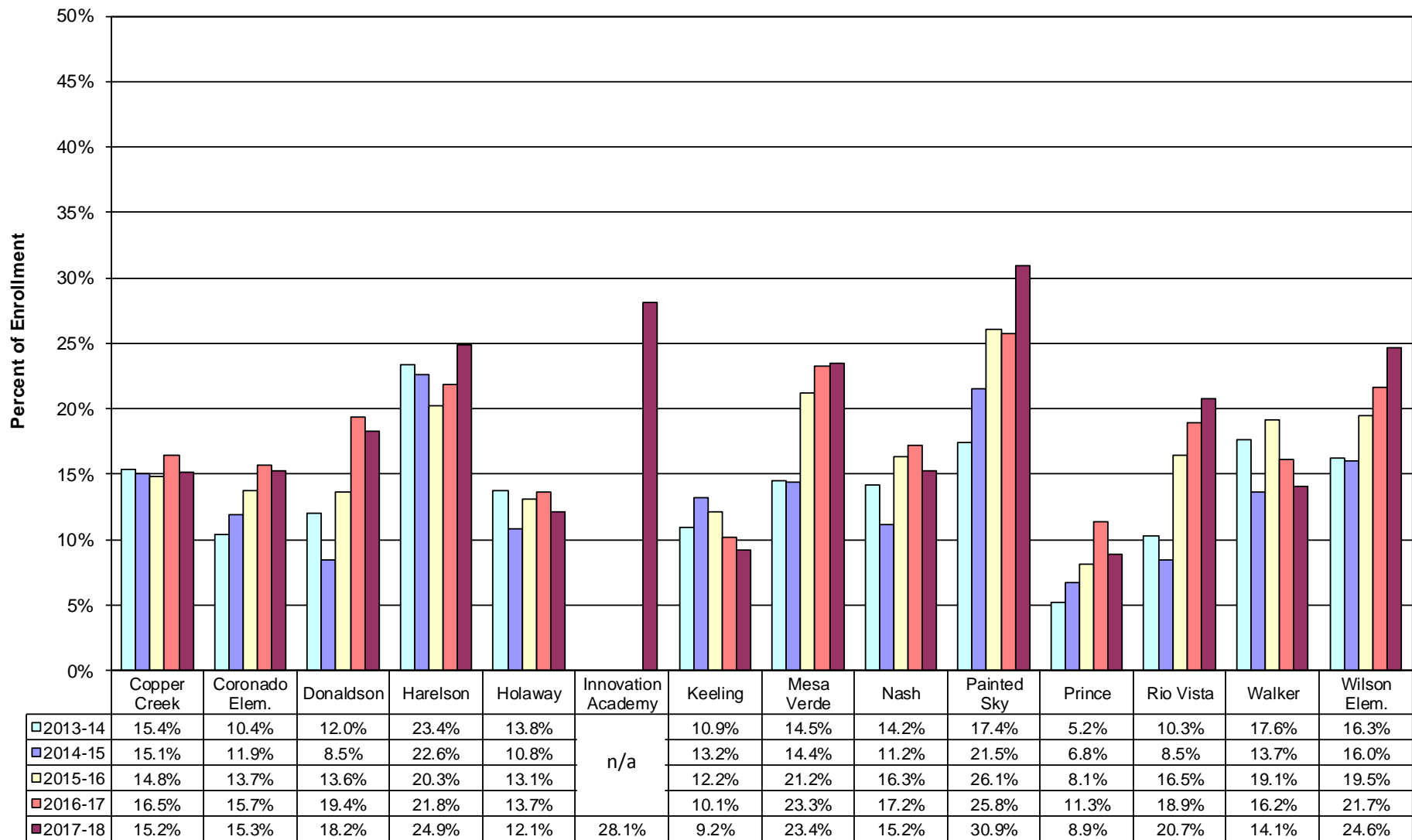
Free and Reduced Lunch Program Enrollment (cont.)



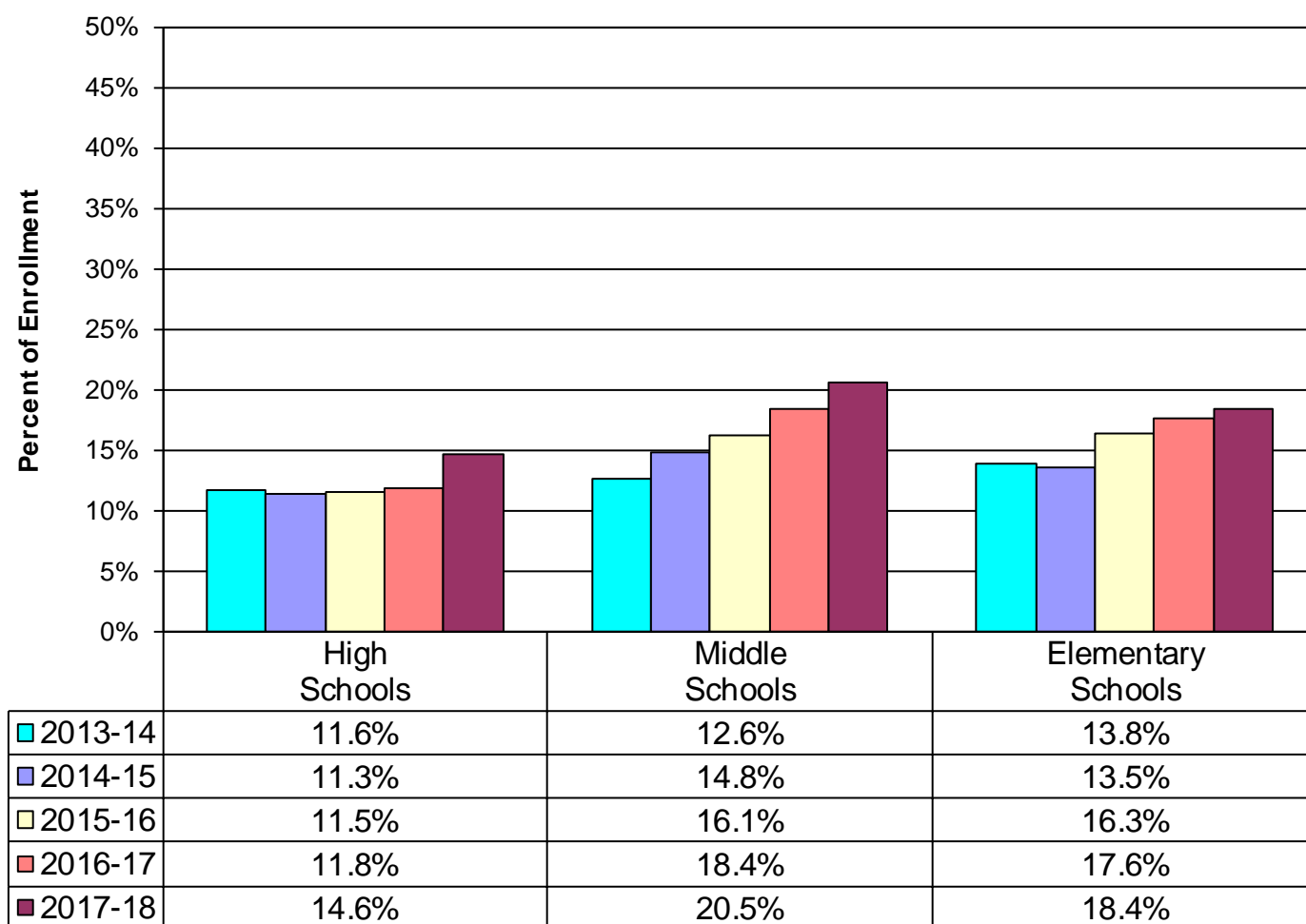
REACH Gifted & Talented Program – Student Enrollment



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



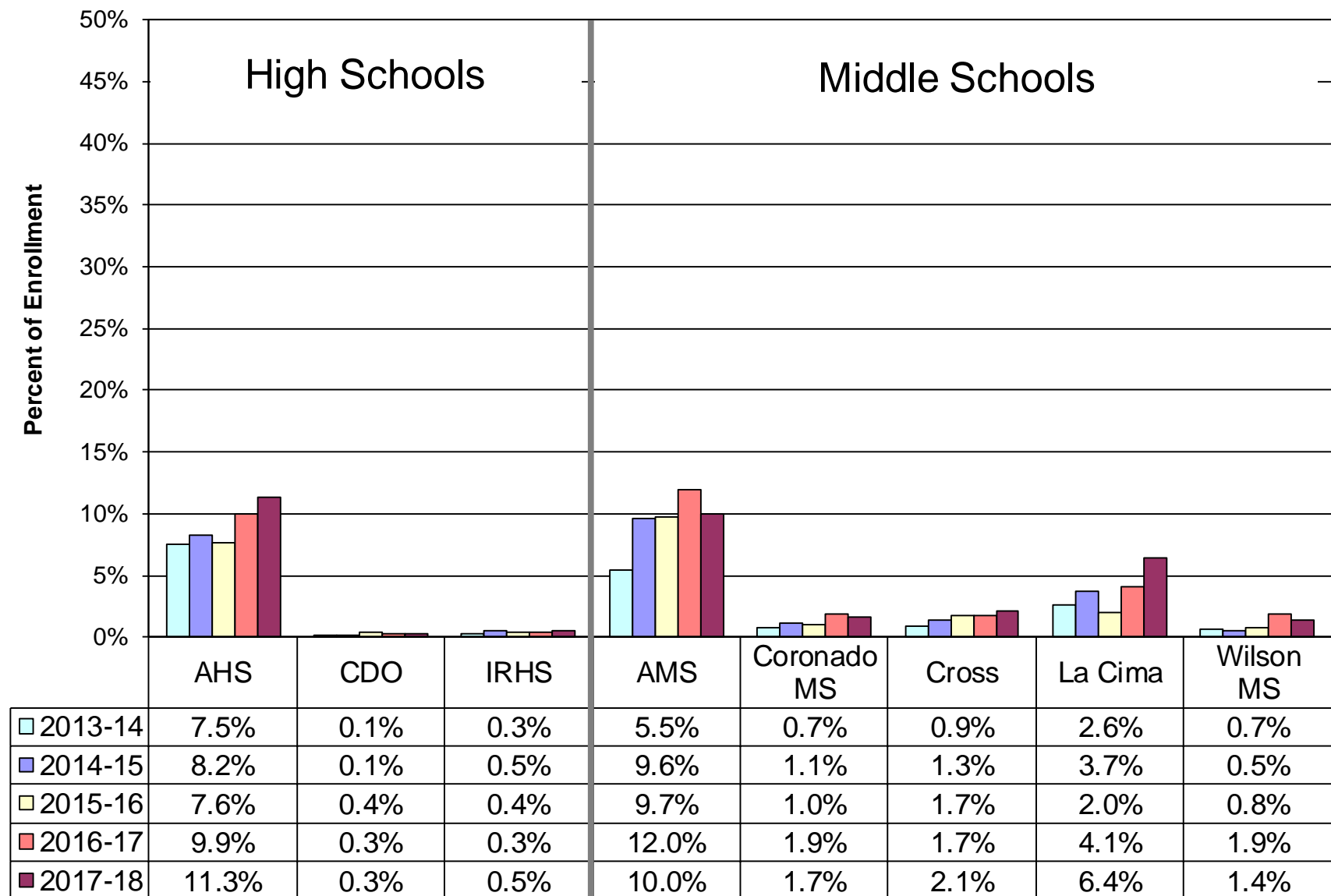
REACH Gifted & Talented Program – Student Enrollment (cont.)



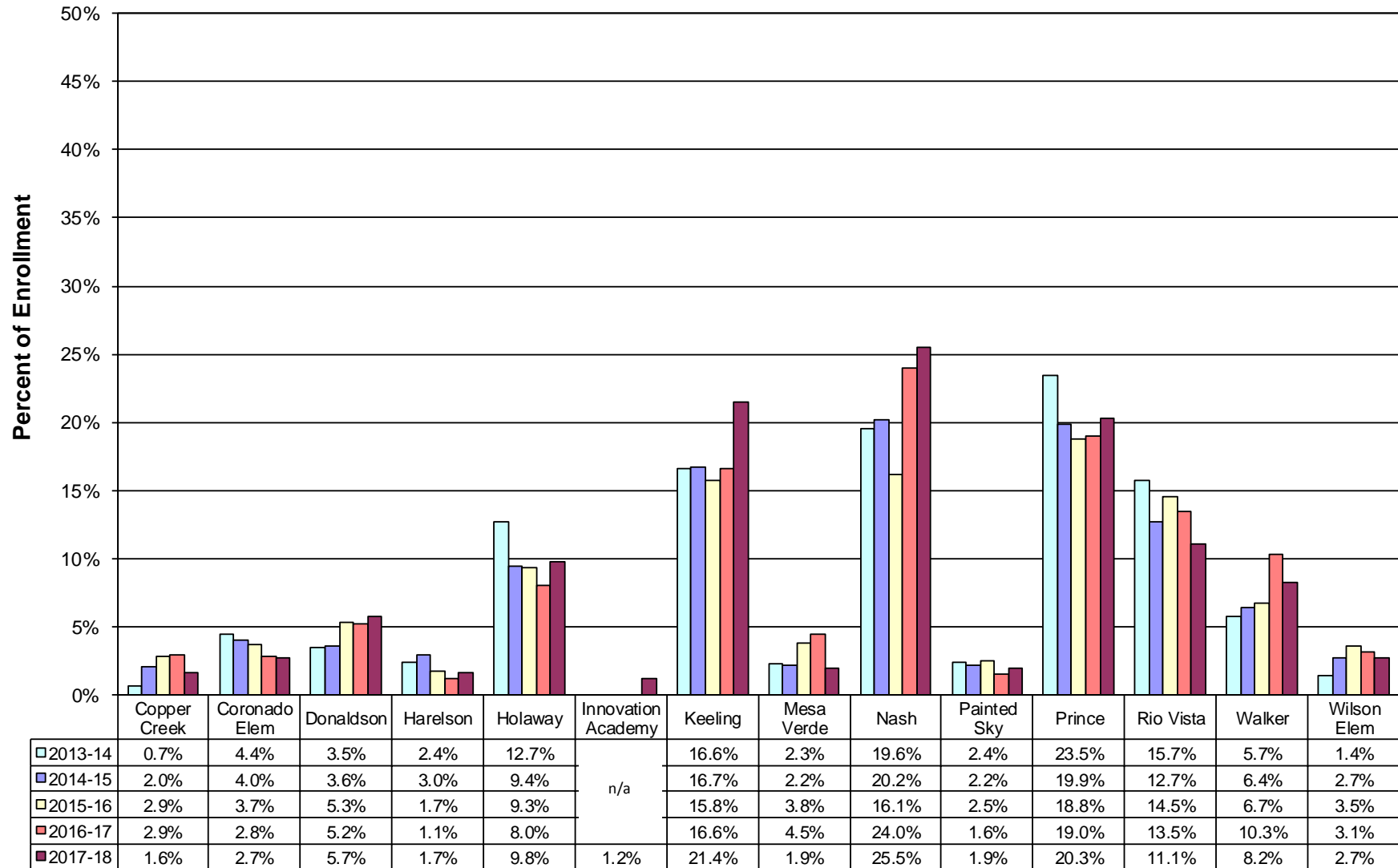
Total Enrollment in the REACH Gifted & Talented Program

	2013-14	2014-15	2015-16	2016-17	2017-18
REACH Enrollment	1,853	2,054	2,204	2,348	2,417
Year End District Enrollment	14,207	13,997	13,938	14,025	13,871
% of District Enrollment	13.0%	14.7%	15.8%	16.8%	17.4%

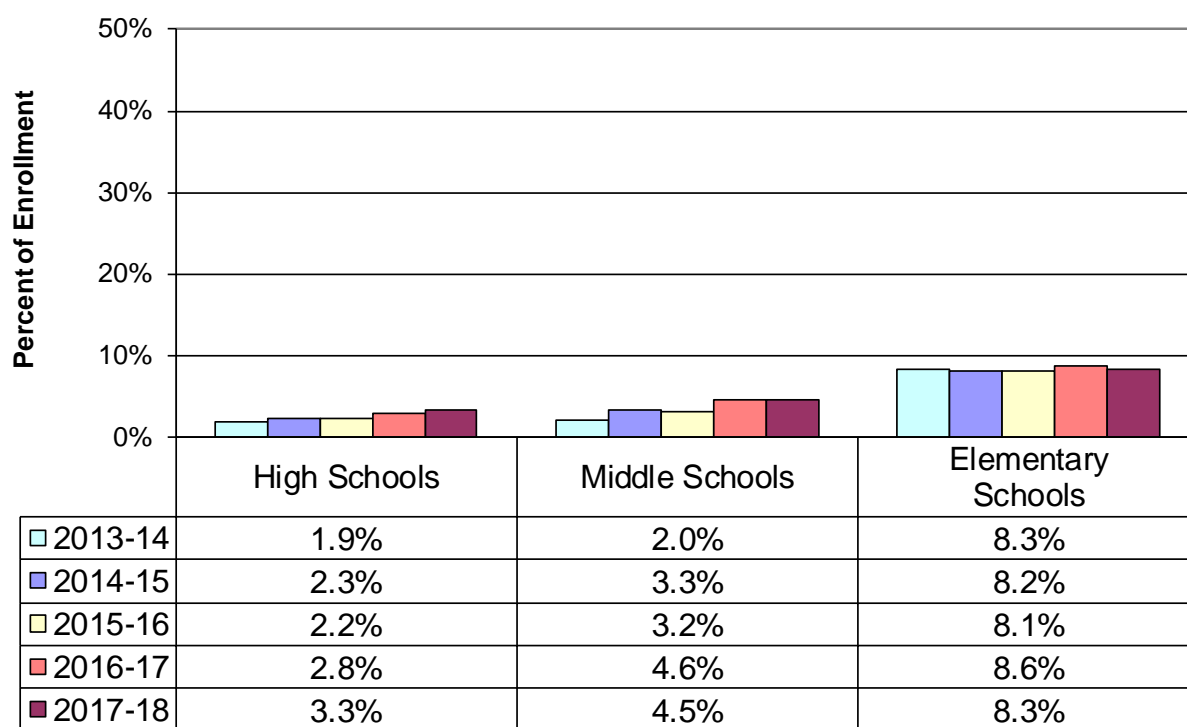
English Language Learner (ELL) Services – Student Enrollment



ELL Services – Student Enrollment (cont.)



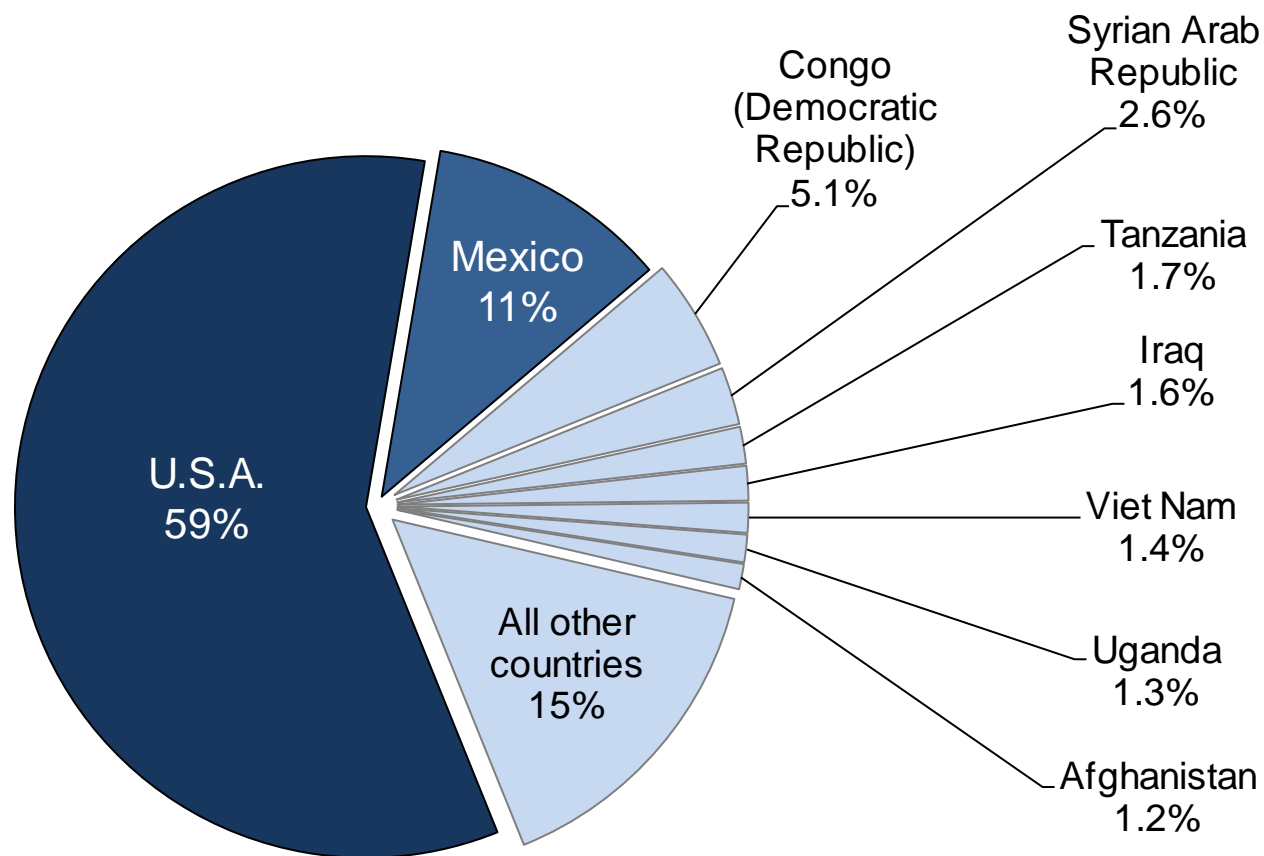
ELL Services – Student Enrollment: District



Total Enrollment in ELL Services

	2013-14	2014-15	2015-16	2016-17	2017-18
ELL Year End Enrollment	701	730	714	824	808
Year End District Enrollment	14,207	13,997	13,938	14,025	13,871
% of District Enrollment	4.9%	5.2%	5.1%	5.9%	5.9%

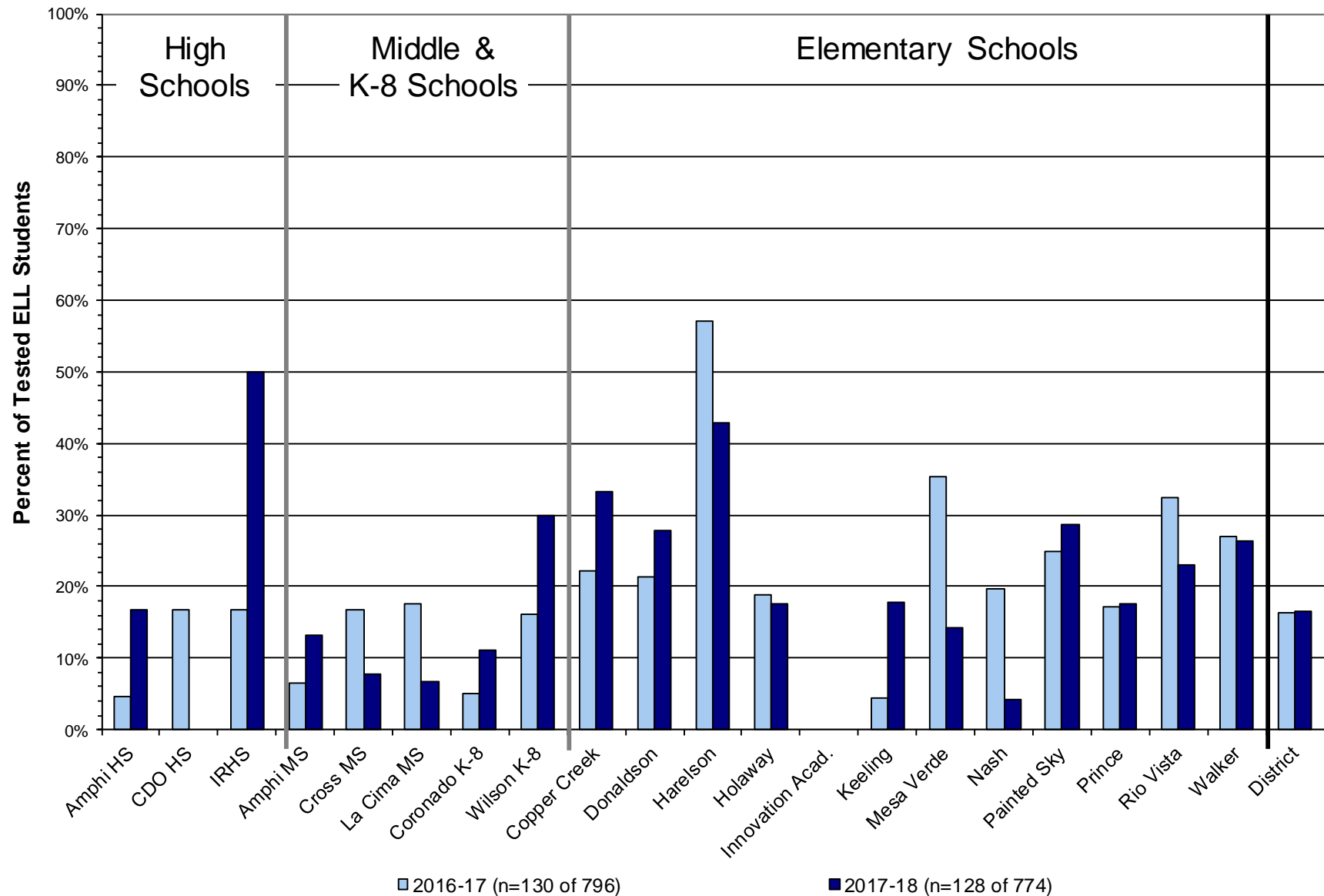
Country of Birth for ELL Students – 2017-18



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

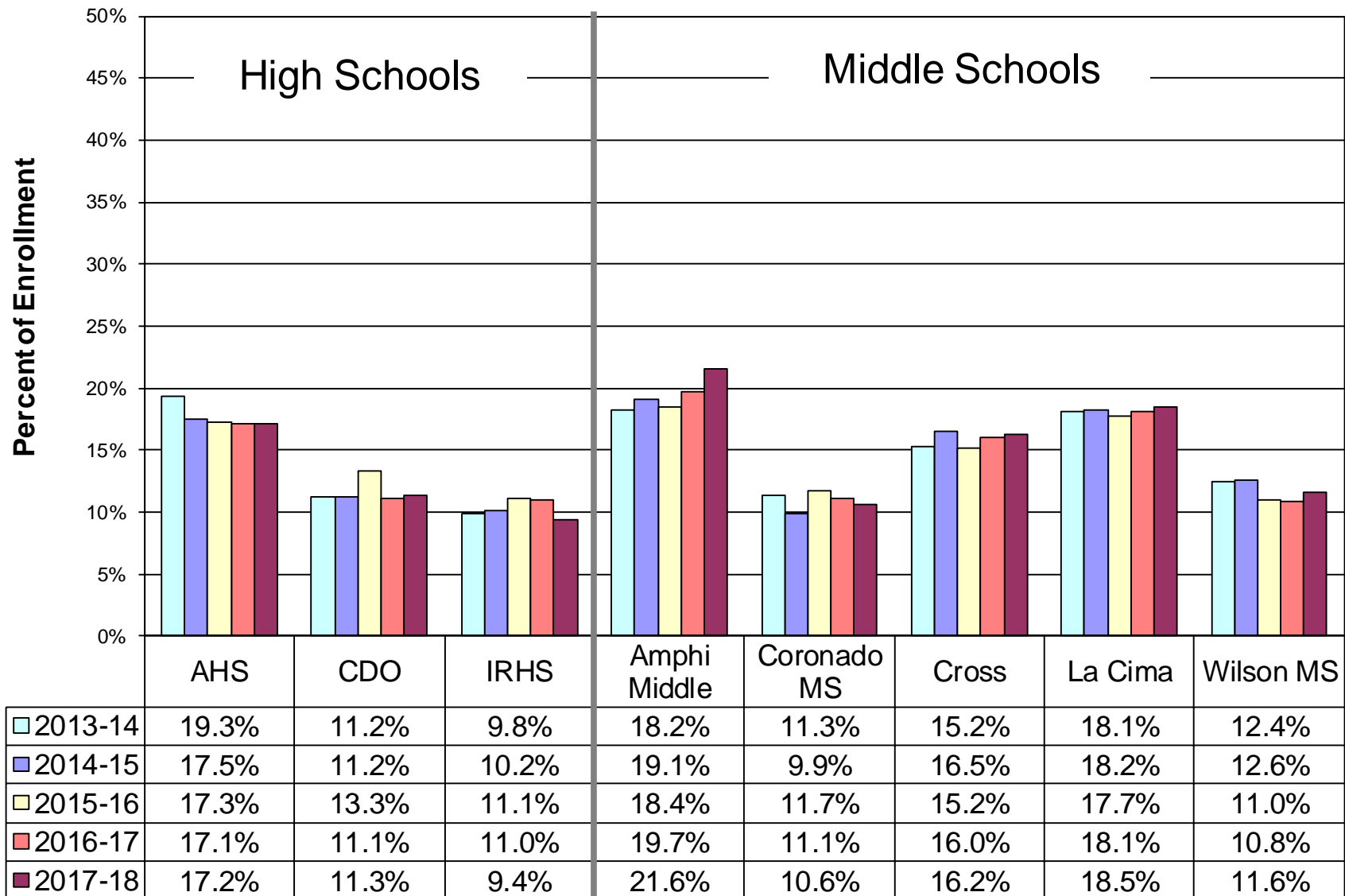
“All other countries” consists of countries and territories with ten (10) or fewer students. They are: Argentina, Bhutan, Brazil, Burundi, Canada, Cayman Islands, Central African Republic, Chile, China, Congo (Republic), Ecuador, Eritrea, Ethiopia, France, Germany, Guatemala, Guyana, India, Iran (Islamic Republic of), Italy, Japan, Jordan, Korea, Republic of Kuwait, Lebanon, Libyan Arab Jamahiriya, Marshall Islands, Nepal, Netherlands, Nicaragua, Panama, Peru, Philippines, Qatar, Republic of Serbia, Russian Federation, Rwanda, Saudi Arabia, Senegal, Singapore, Somalia, Sudan, Switzerland, Thailand, Tonga, Turkey, Venezuela, and Zambia.

Reclassified Rate of ELL Students, by School of Enrollment

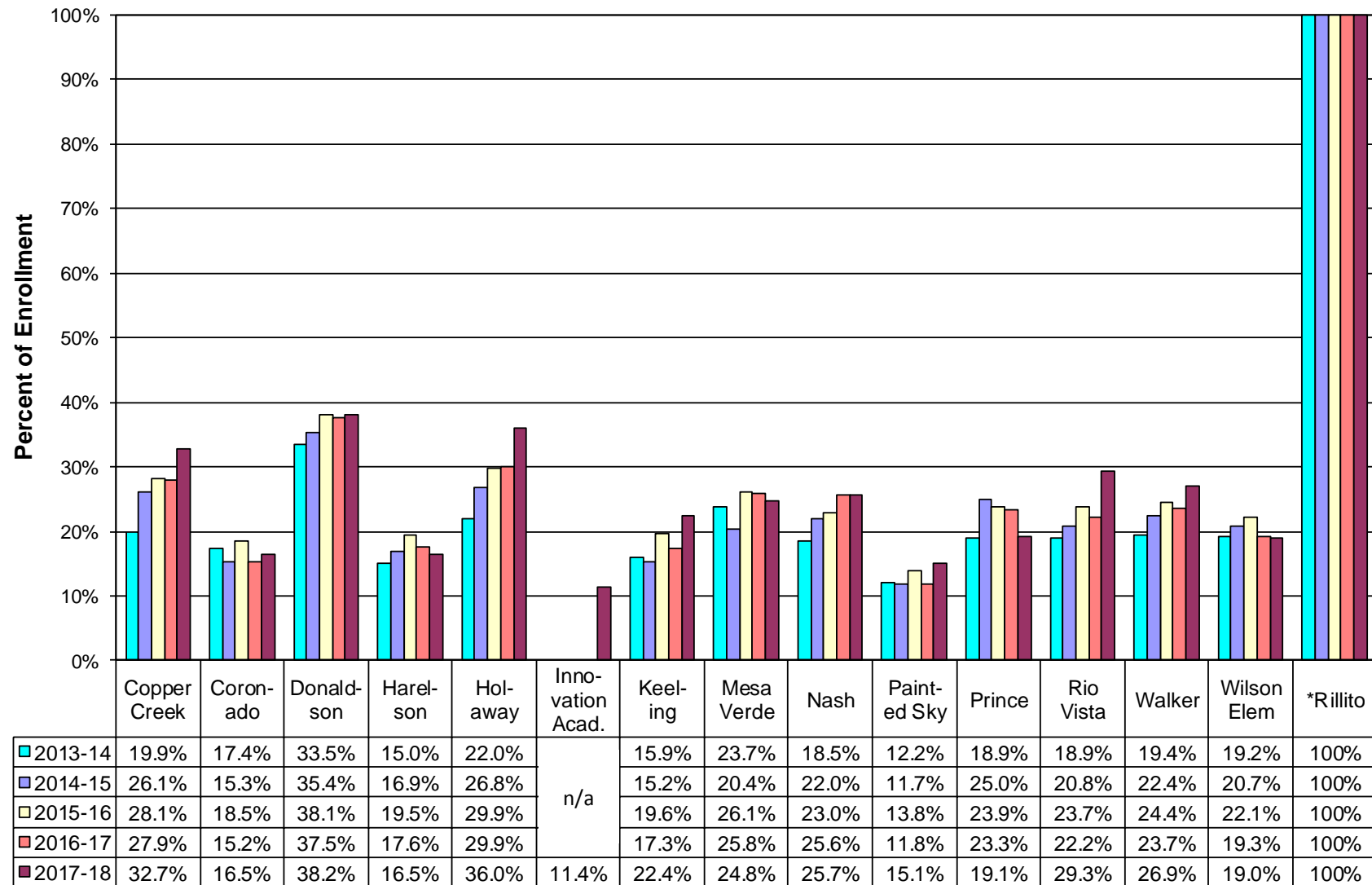


Note: Percentages are based on the number of ELL students who took the Arizona English Language Learner Assessment (AZELLA). In 2016-17, the cut scores used to determine student reclassification on the AZELLA were raised. This change prevents an accurate comparison to previous years' data, which were based on lower cut scores.

Special Education Services – Student Enrollment

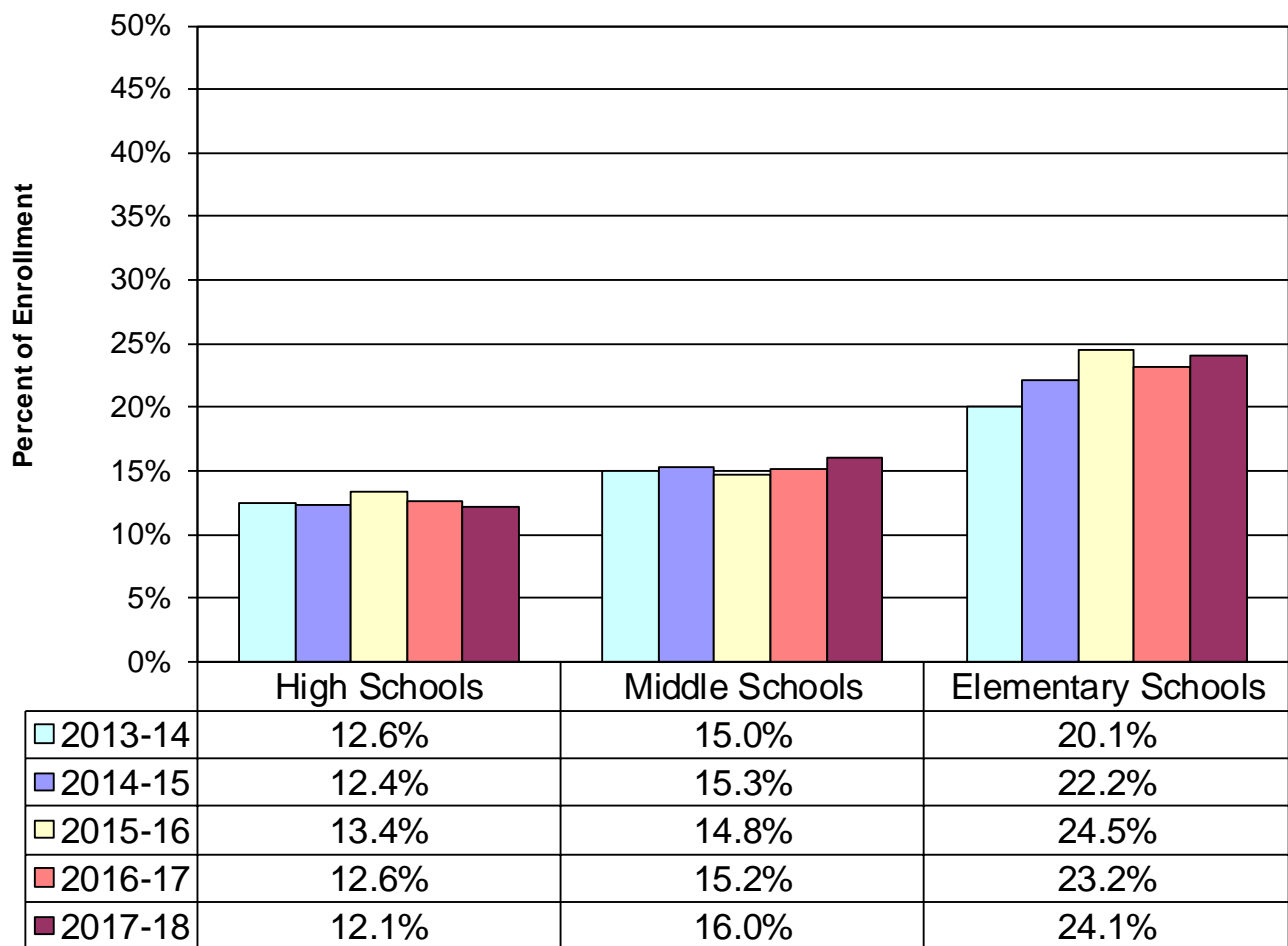


Special Education Services – Student Enrollment (cont.)



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

Special Education Services – Student Enrollment (cont.)



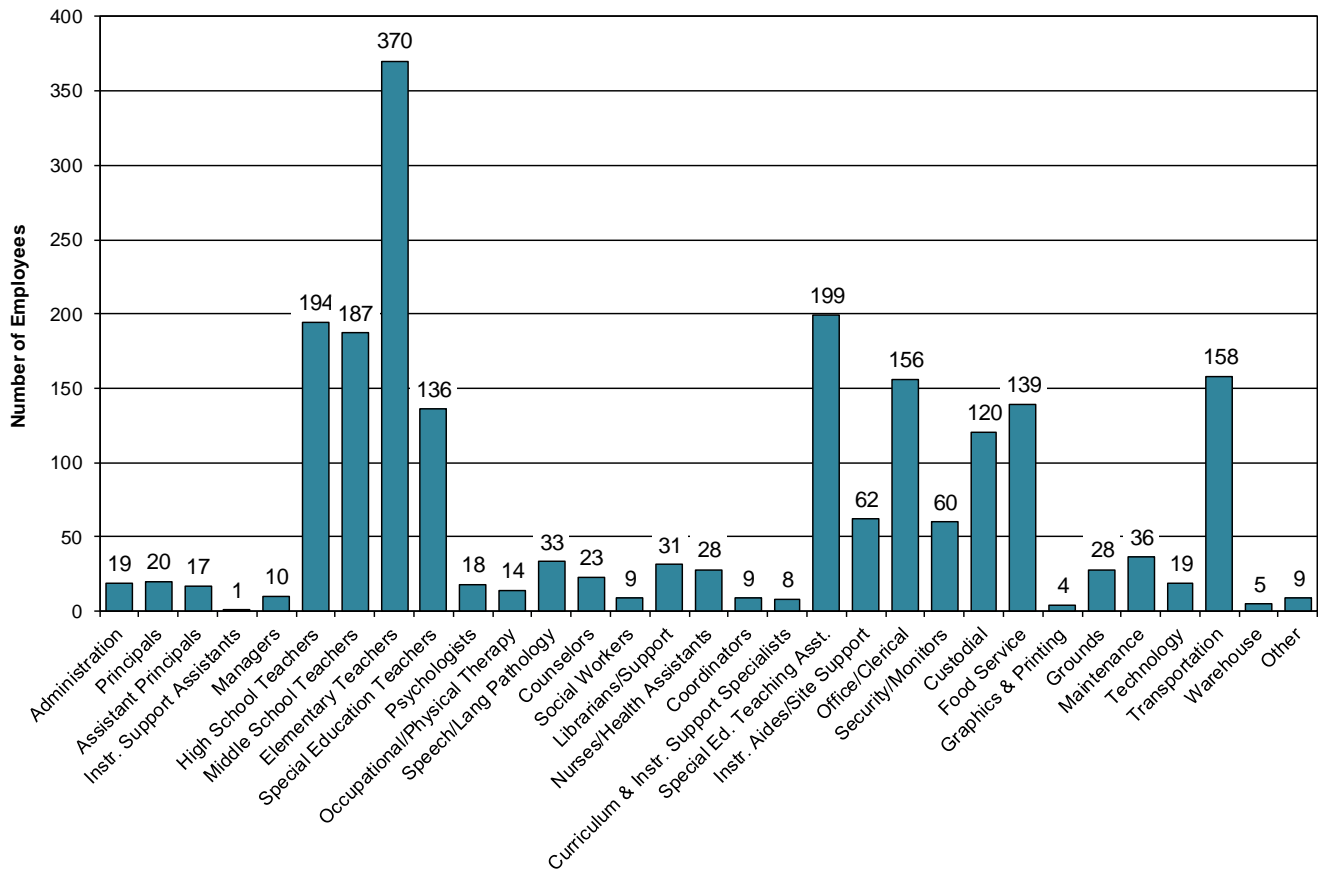
Total Enrollment in Special Education Services

	2013-14	2014-15	2015-16	2016-17	2017-18
Special Education Year End Enrollment	2,358	2,454	2,617	2,531	2,590
Year End District Enrollment	14,207	13,997	13,938	14,025	13,871
% of District Enrollment	16.6%	17.5%	18.8%	18.0%	18.7%

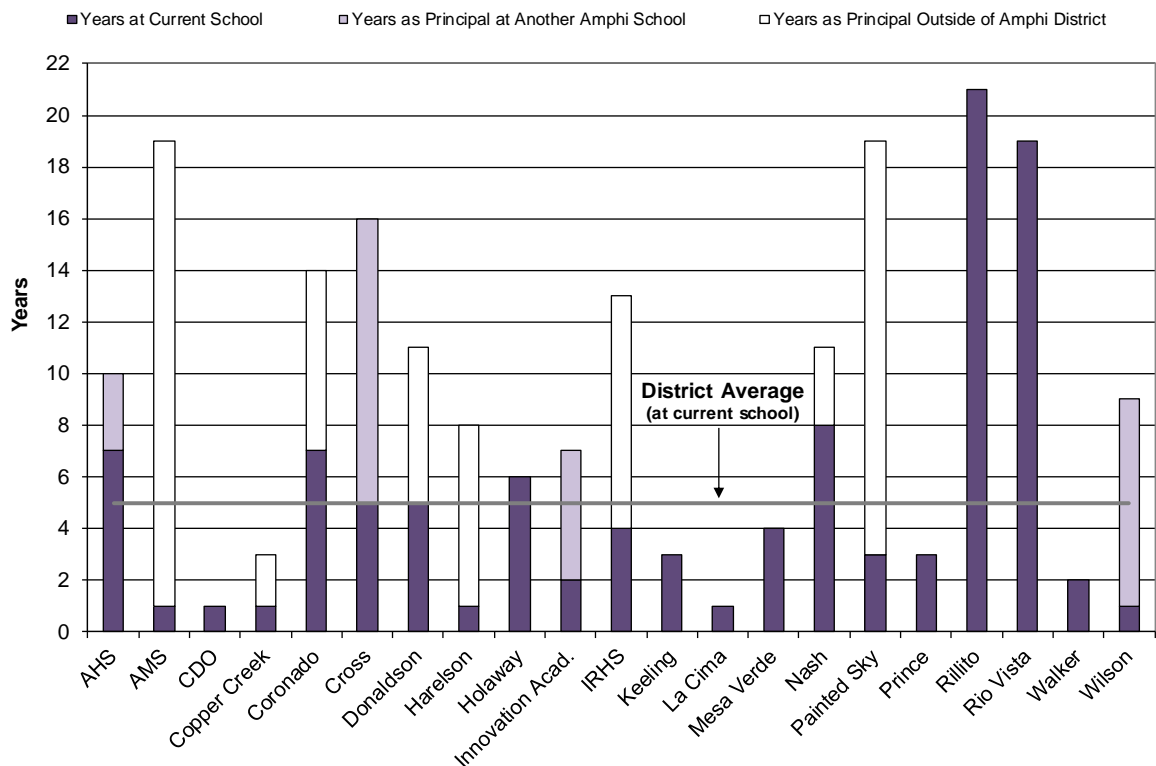
Who Works for Our District?

[This page left intentionally blank.]

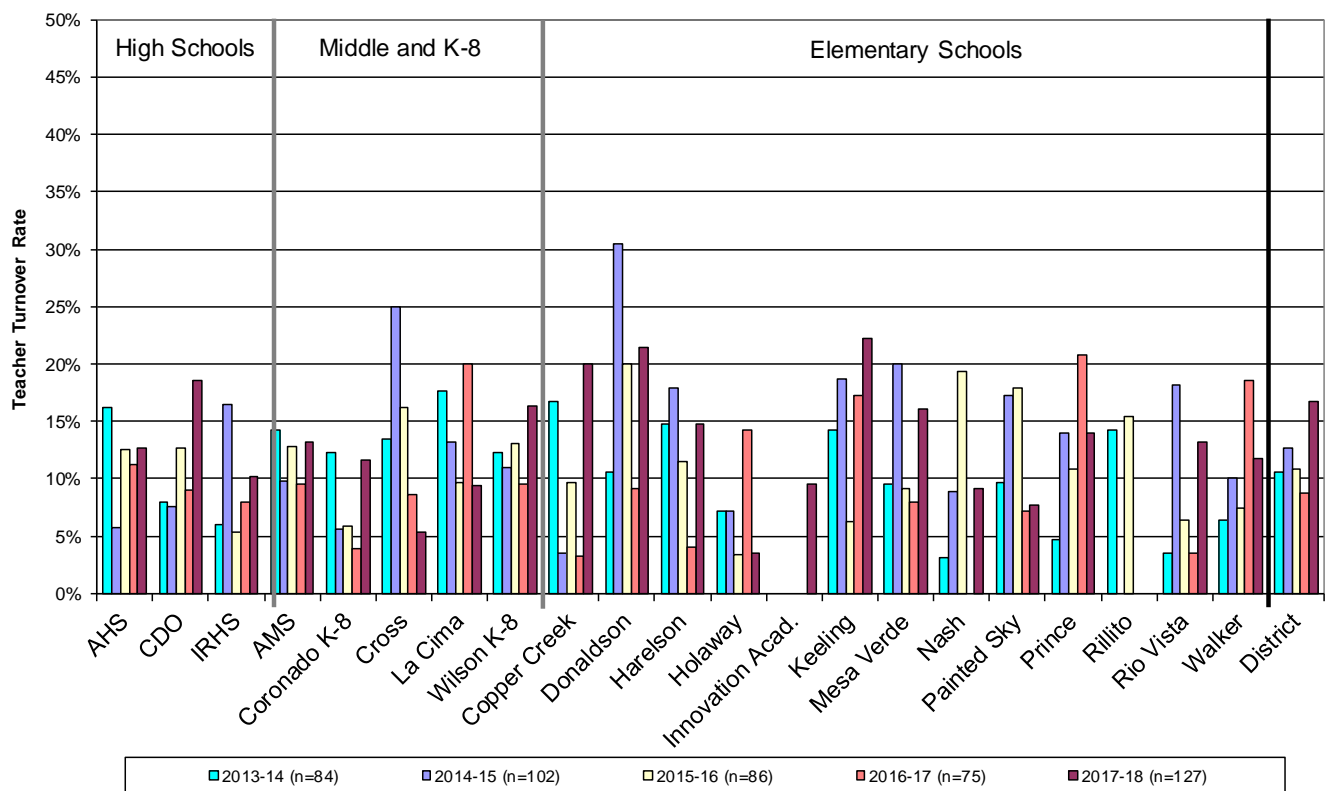
Personnel Profile



Principal Tenure

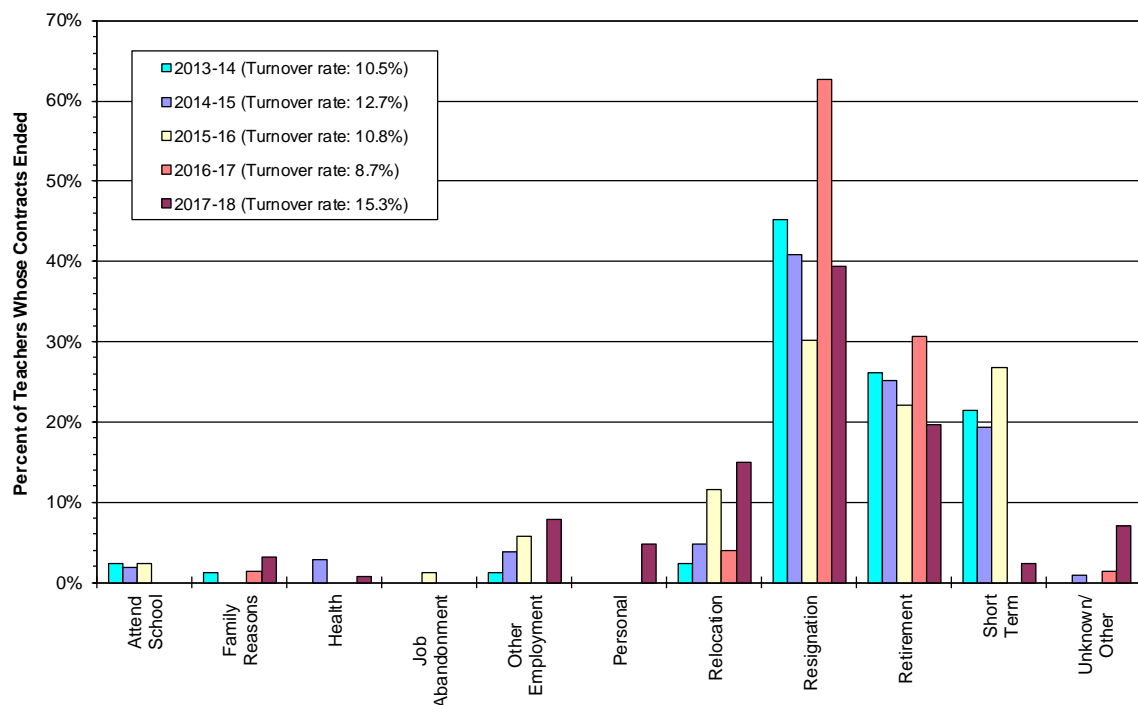


Teacher Turnover Rate & Reason Given for Leaving



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.

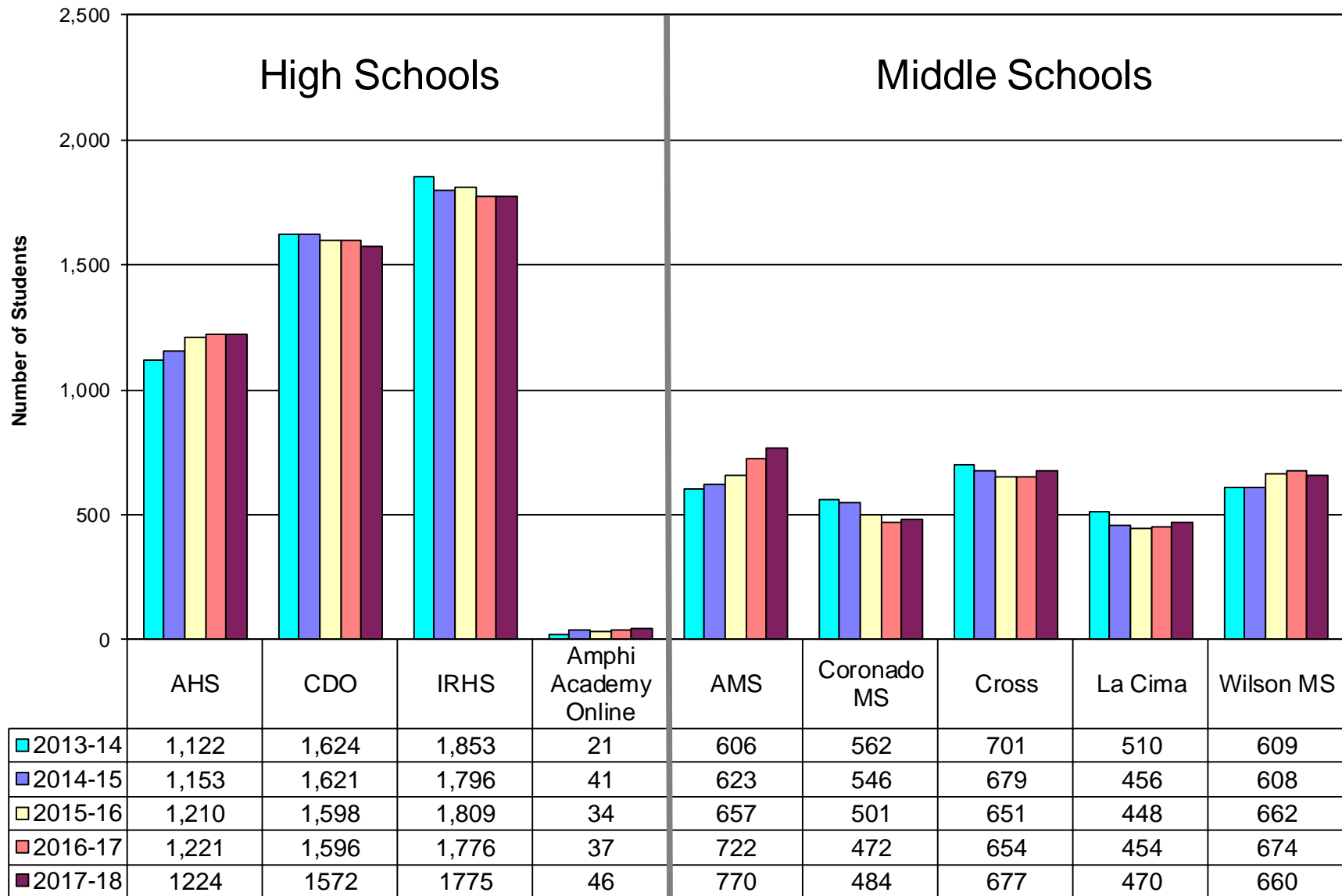
Reason Given for Leaving



*How Have Our
Attendance
Patterns Changed?*

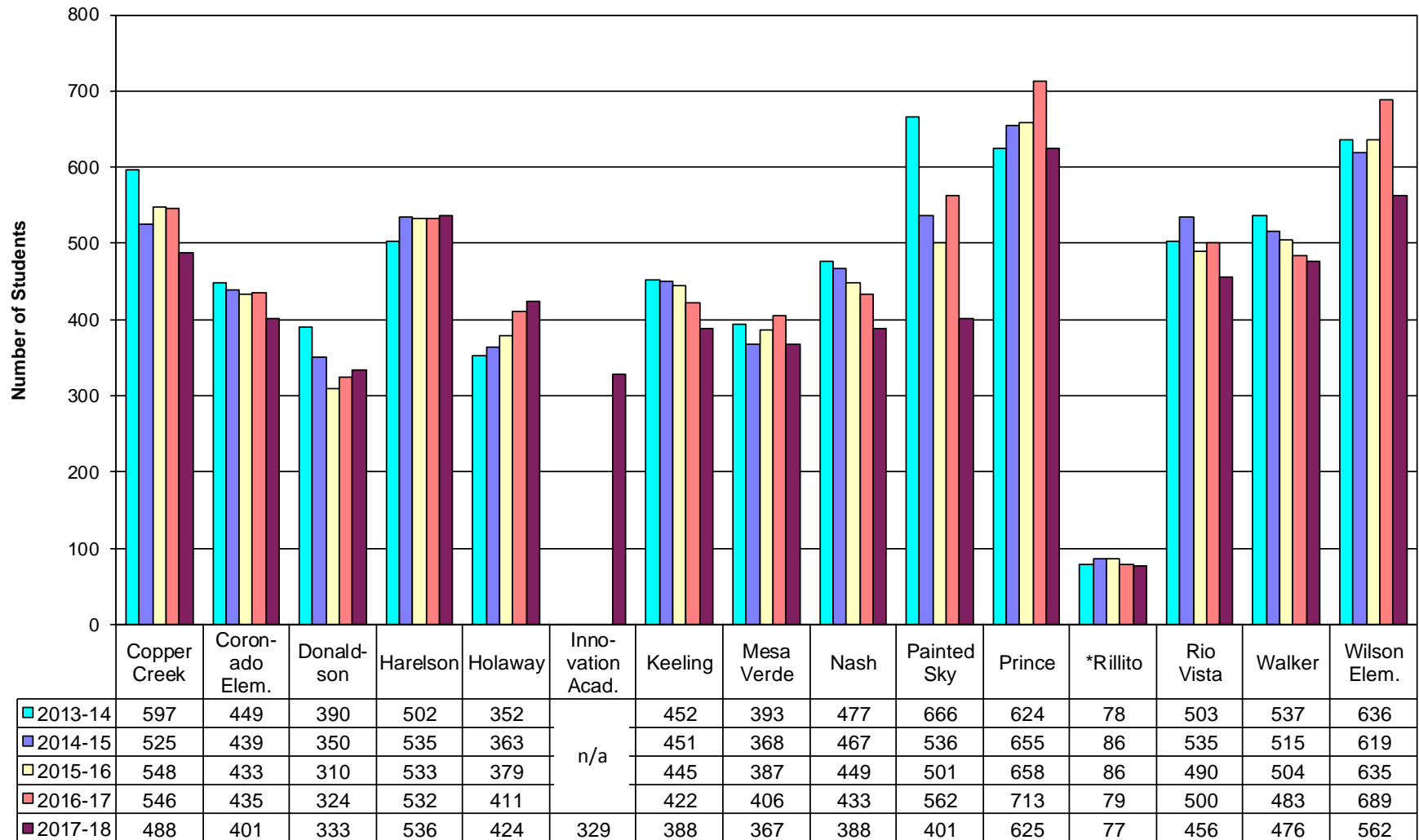
[This page left intentionally blank.]

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.

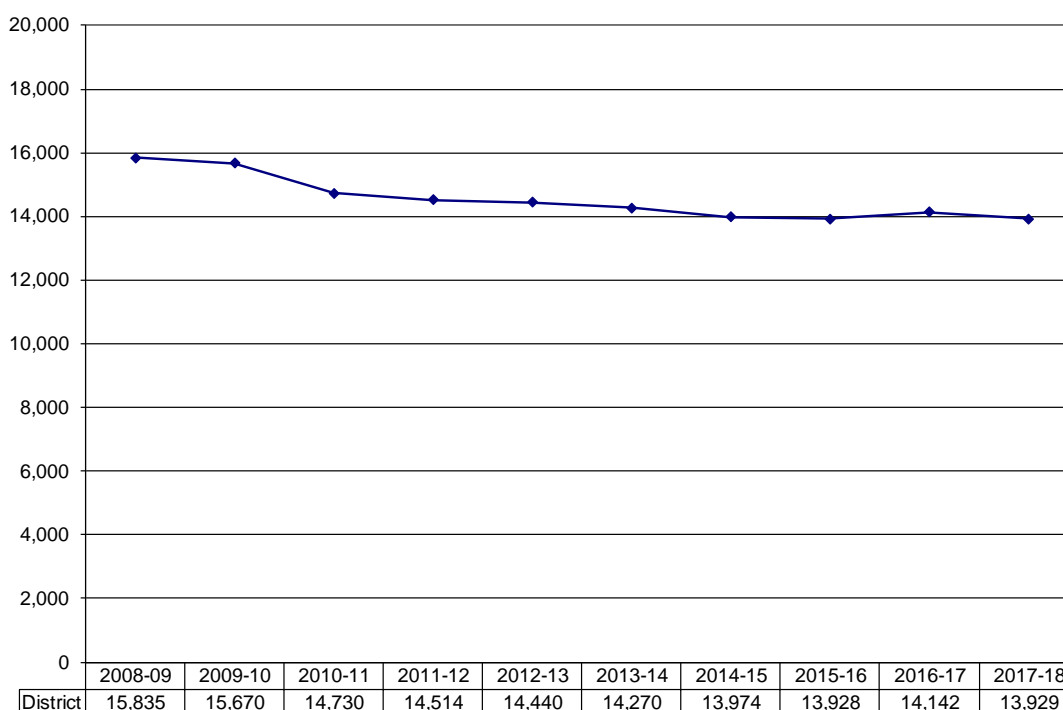
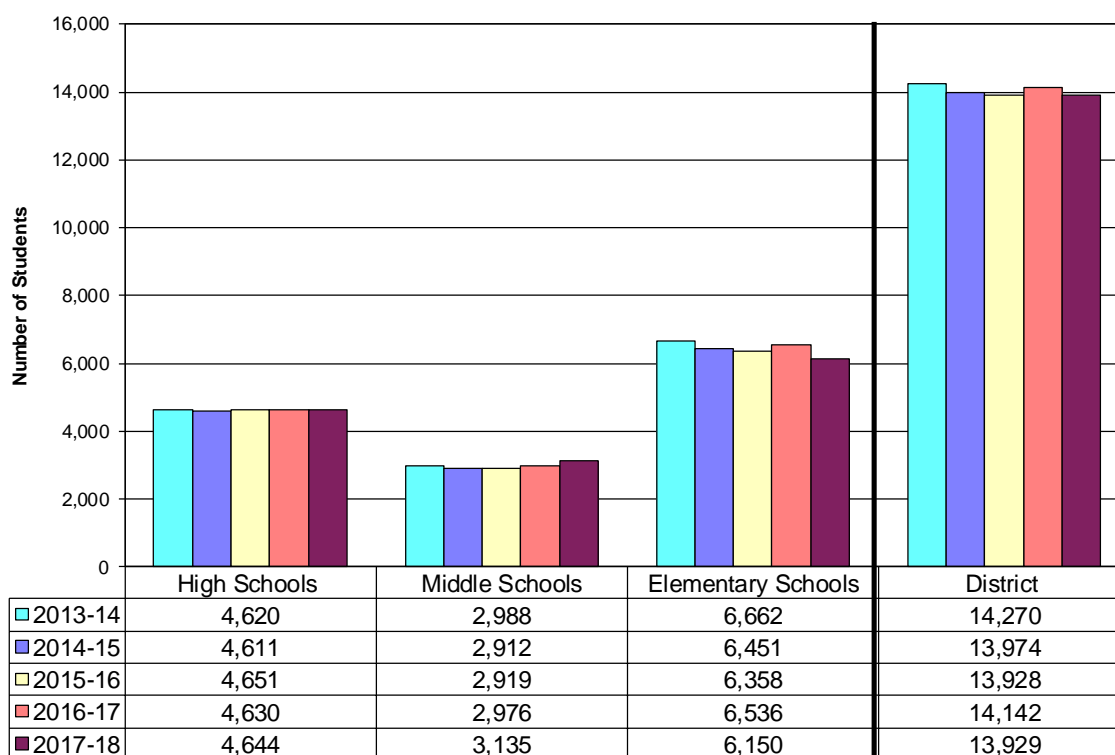
Enrollment on the 100th Day (cont.)



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.

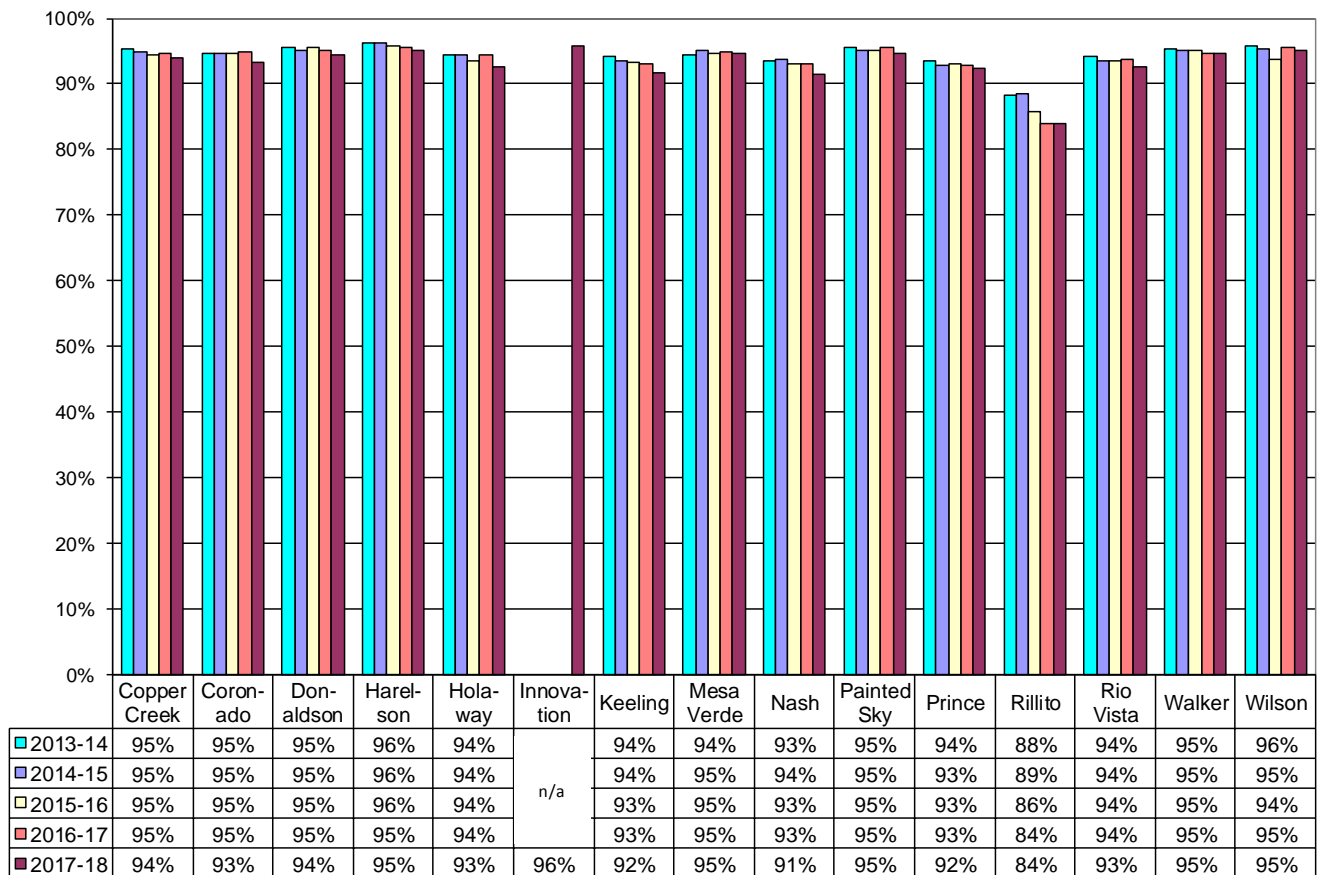
Enrollment on 100th Day & Historical Trend



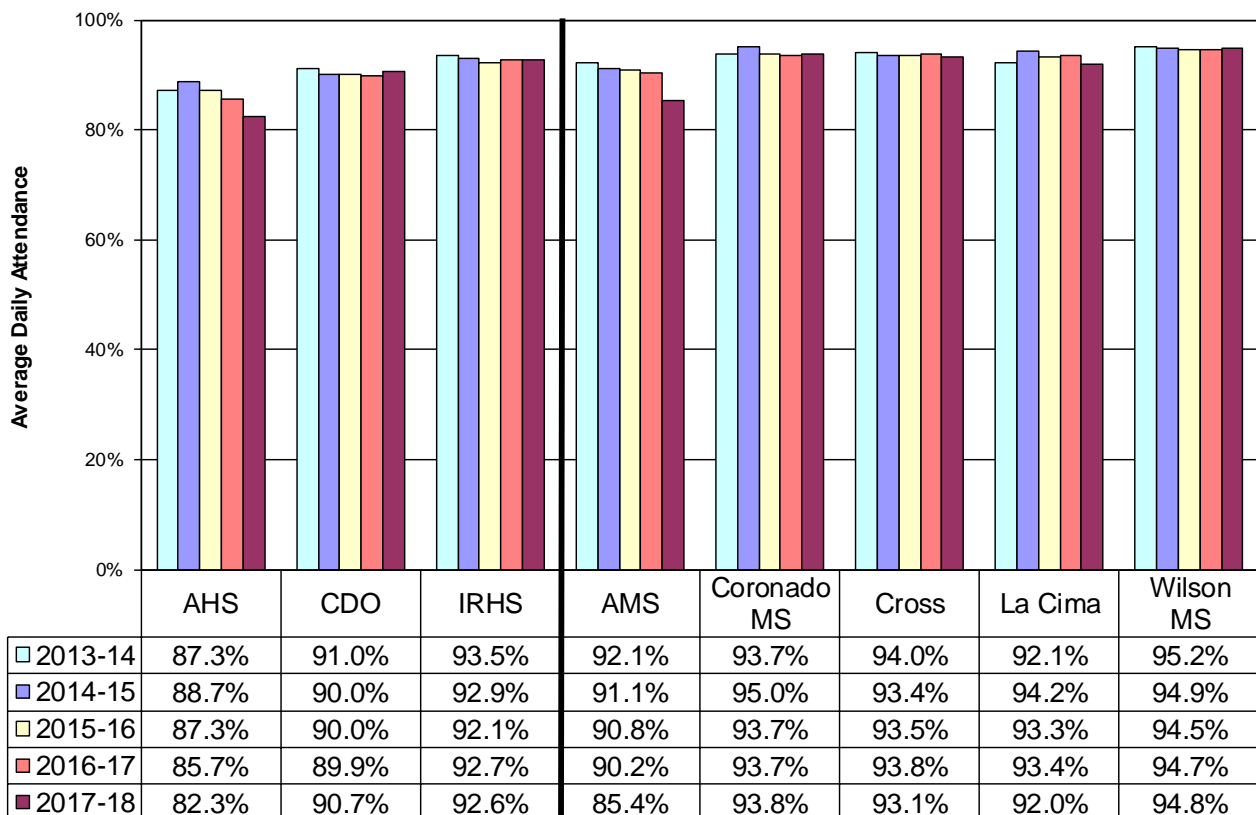
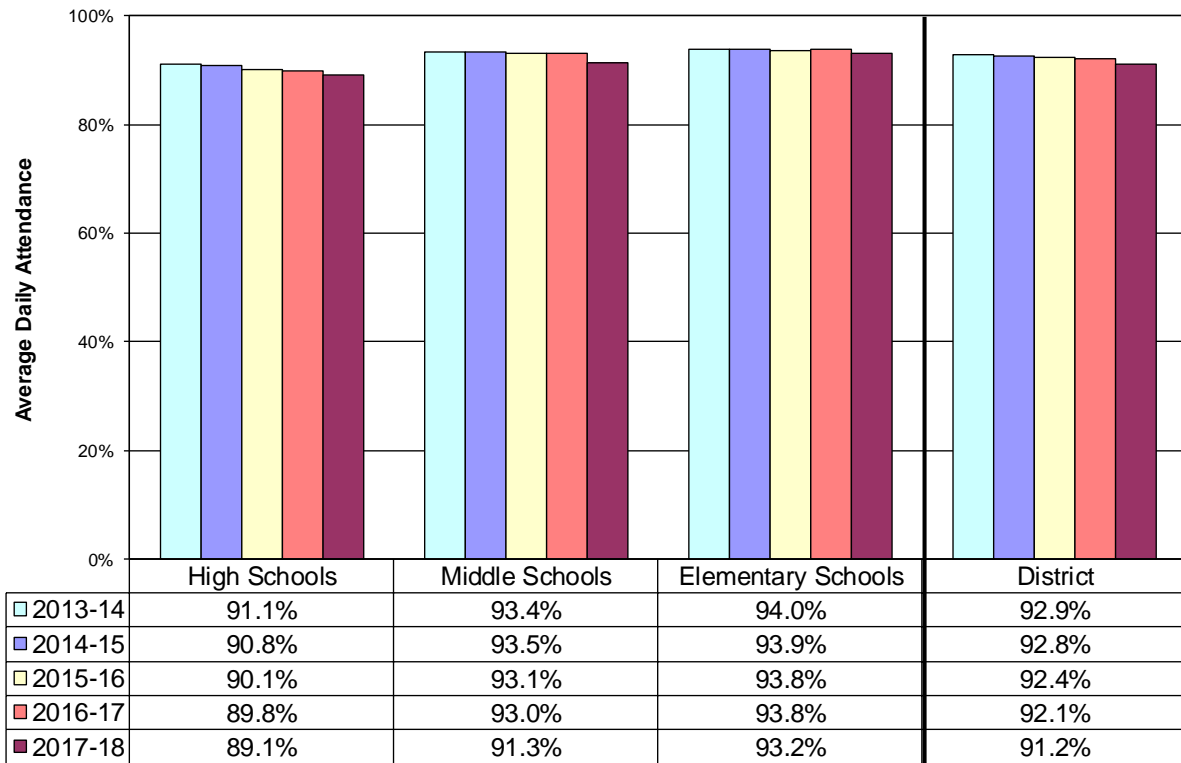
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Change From the Previous Year	-1.1%	-6.4%	-1.5%	-0.5%	-1.2%	-2.1%	-0.3%	1.5%	-1.5%

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

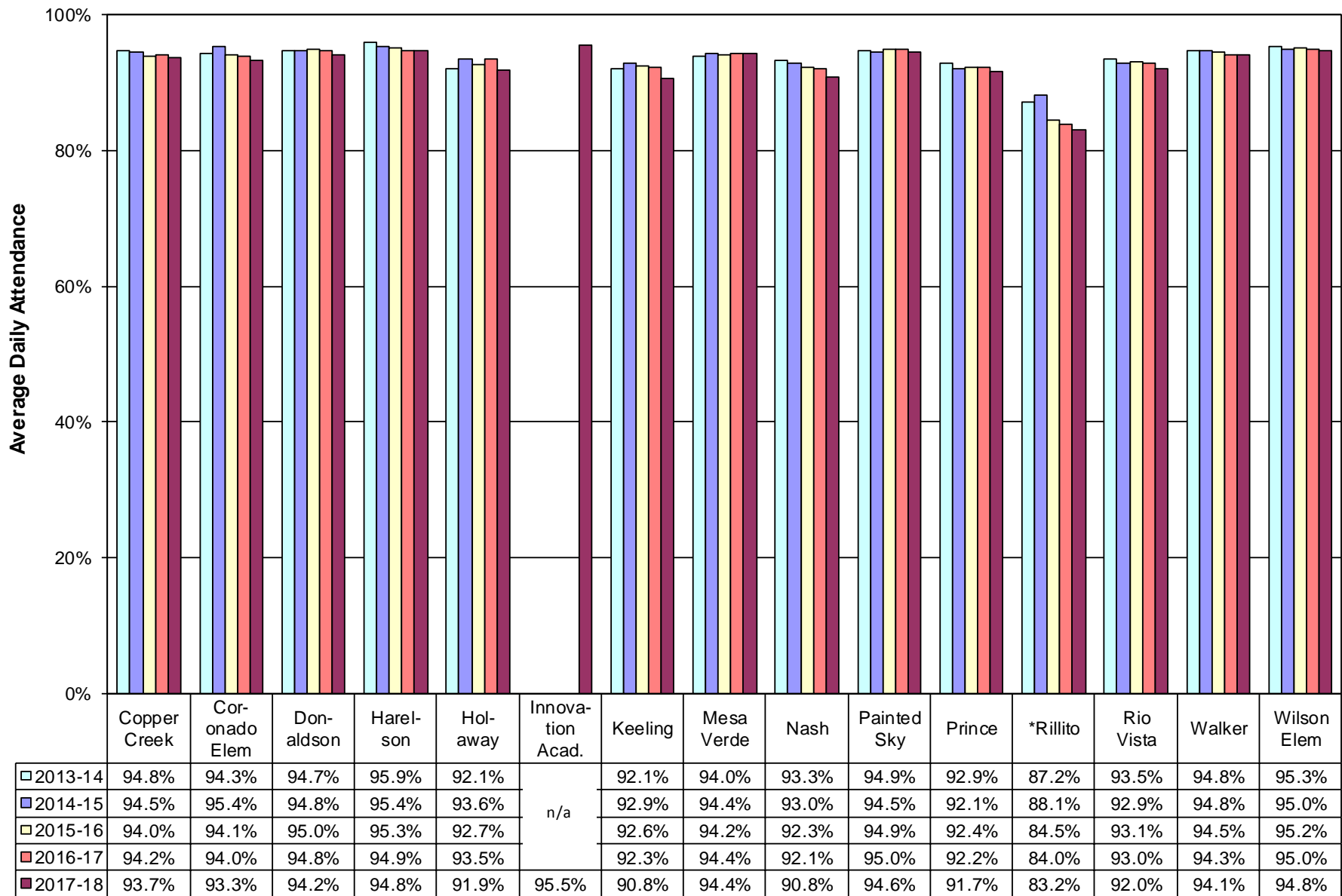
Average Daily Attendance – 1st through 100th Day



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?*

[This page left intentionally blank.]

Arizona LEARNS A-F Letter Grades (2016-17)

	2017										
	Proficiency Points (30% Weight)	Growth Points (20% Weight)	English Language Proficiency & Growth Points (10% Weight)	Graduation Rate Points (20% Weight) High School only	CCR Self-Report Scaled Score (20% Weight) High School only	Acceleration / Readiness Points (10% Weight) K-8 only	SPED Bonus Points	Total Points			
Amphitheater High School	11.10	13.27	9.0	14.00	10.27	—	2.0	59.64	59.6%	84.7%	C
Amphitheater Middle School	12.25	30.73	8.0	—	—	10.0	2.0	62.98	63.0%	93.0%	C
Canyon del Oro High School	17.41	14.01	—	15.00	14.00	—	2.0	62.42	69.4%	87.5%	C
Copper Creek Elementary	26.41	36.11	—	—	—	10.0	2.0	74.52	82.8%	96.8%	B
Coronado K-8 School	20.32	36.88	—	—	—	10.0	2.0	69.20	76.9%	97.8%	B
Cross Middle School	22.34	34.28	—	—	—	9.0	2.0	67.62	75.1%	98.0%	B
Donaldson Elementary	23.04	38.87	—	—	—	10.0	2.0	73.91	82.1%	93.6%	B
Harelson Elementary	27.61	40.26	—	—	—	10.0	2.0	79.87	88.7%	96.7%	A
Holaway Elementary	17.17	30.75	9.0	—	—	10.0	2.0	68.92	68.9%	96.5%	C
Ironwood Ridge High School	15.44	9.73	—	20.00	12.27	—	2.0	59.44	66.1%	83.7%	C
Keeling Elementary	13.04	21.12	6.0	—	—	10.0	2.0	52.16	52.2%	94.4%	C
La Cima Middle	19.86	47.85	—	—	—	10.0	2.0	79.71	88.6%	95.8%	A
Mesa Verde Elementary	22.52	31.79	—	—	—	10.0	2.0	66.32	73.7%	96.9%	B
Nash Elementary	14.38	32.21	10.0	—	—	8.0	2.0	66.59	66.6%	96.1%	C
Painted Sky Elementary	27.92	29.29	—	—	—	6.0	2.0	65.21	72.5%	98.5%	B
Prince Elementary	11.03	15.98	10.0	—	—	10.0	2.0	49.01	49.0%	96.5%	D
Rio Vista Elementary	19.02	29.61	10	—	—	10	2.0	70.63	70.6%	95.3%	C
Walker Elementary	21.65	32.1	10.0	—	—	10.0	2.0	75.74	75.7%	98.0%	B
Wilson K-8 School	23.4	30.68	9.0	—	—	10.0	2.0	75.08	75.1%	97.1%	B

Note: The Arizona LEARNS A-F Letter Grade calculations changed in 2017. The new calculations are provided here. Determinations for 2018 were not available in time to be included in this report.

Arizona LEARNS A-F Letter Grades – History

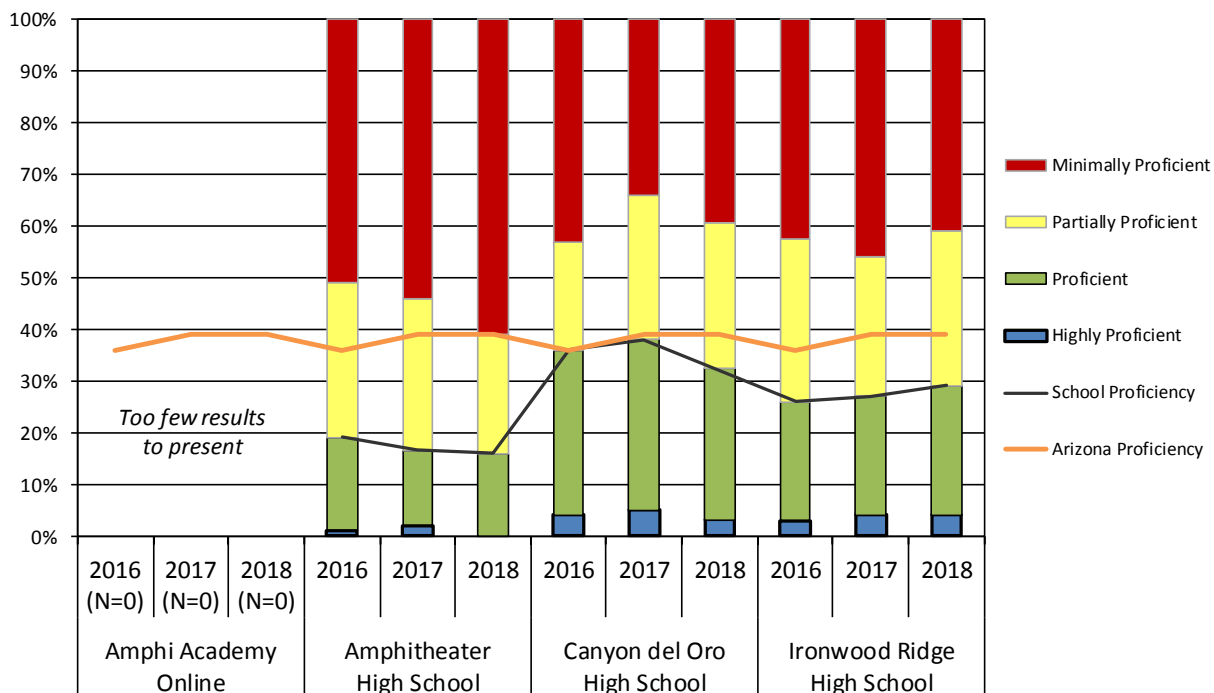
	2011	2012	2013	2014- 2016	2017
Amphitheater High School	D	C	D	B	C
Amphitheater Middle School	C	C	C	C	C
Canyon del Oro High School	B	A	A	A	C
Copper Creek Elementary	B	A	A	A	B
Coronado K-8 School	B	B	B	B	B
Cross Middle School	C	B	B	B	B
Donaldson Elementary	A	C	B	B	B
Harelson Elementary	A	A	A	A	A
Holaway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

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

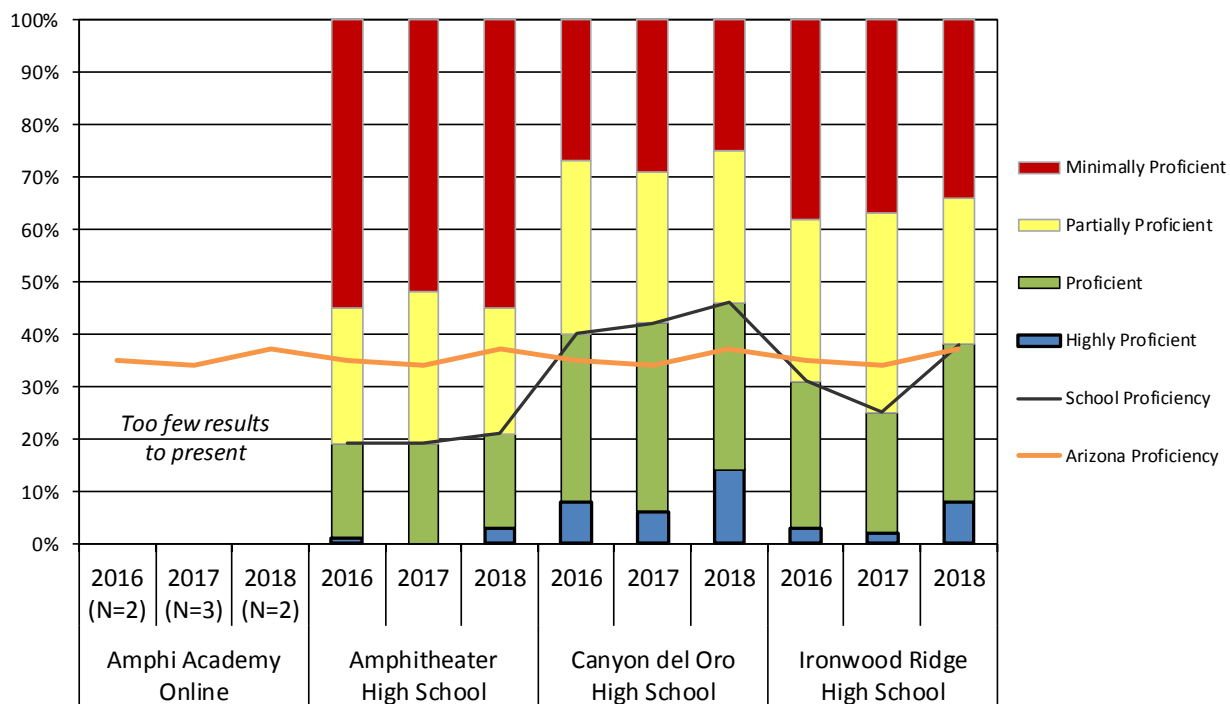
Spring AzMERIT Performance – End-of-Course (High Schools)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Algebra I



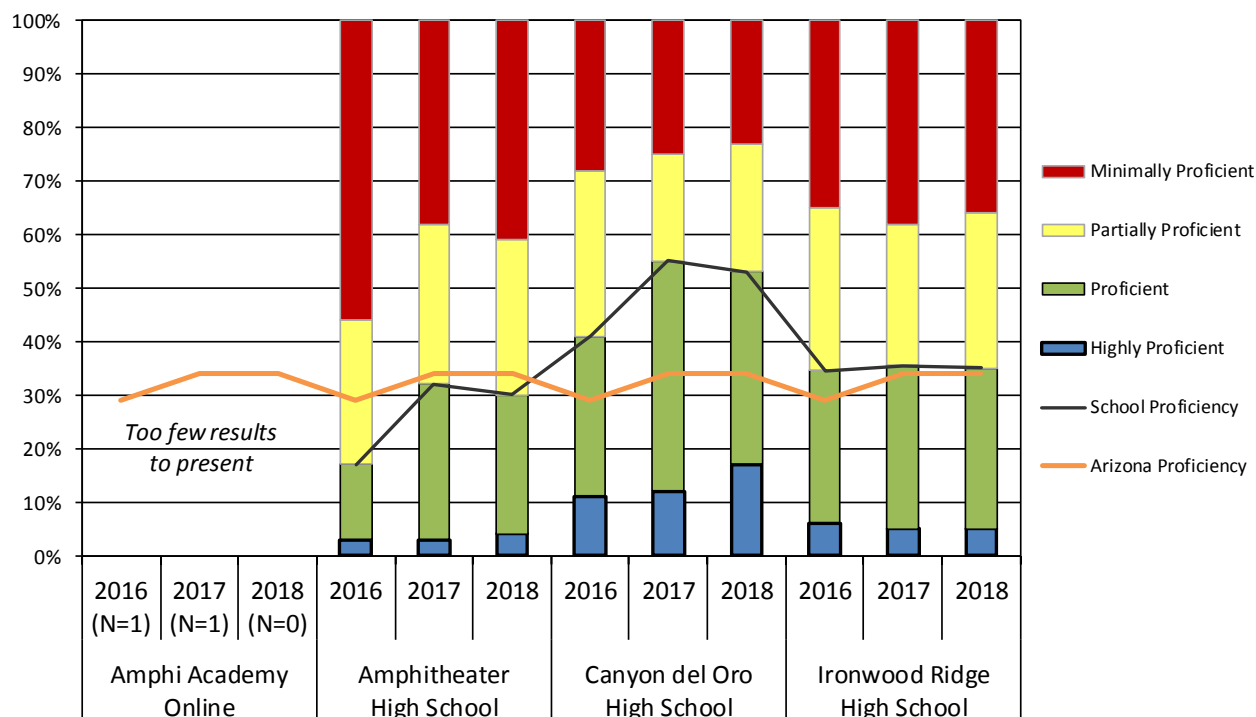
Geometry



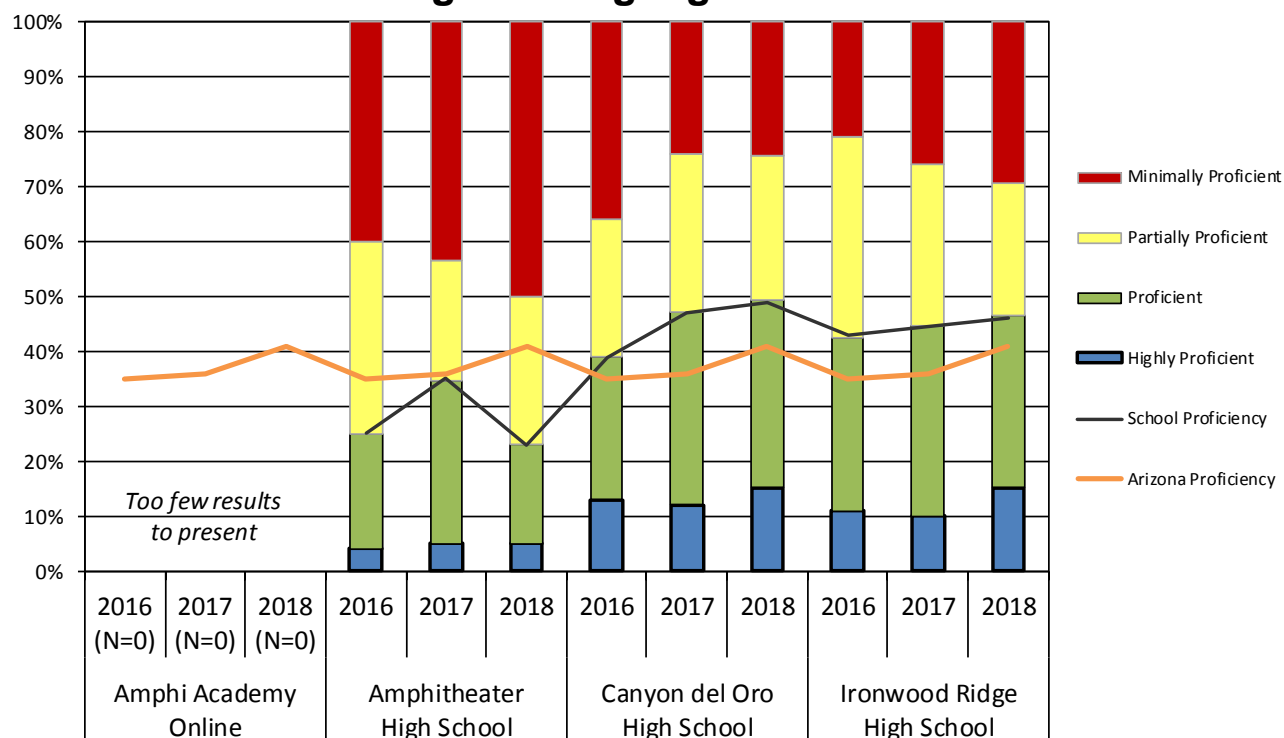
Spring AzMERIT Performance – End-of-Course (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Algebra II



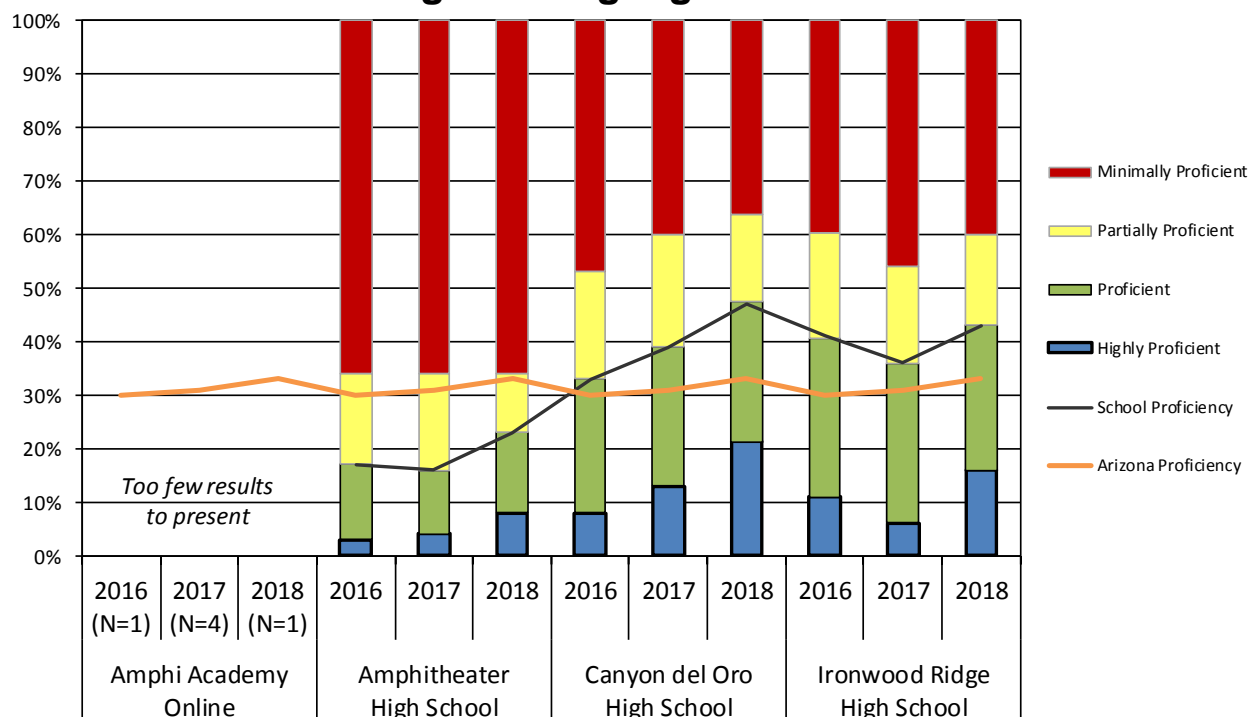
English Language Arts 9



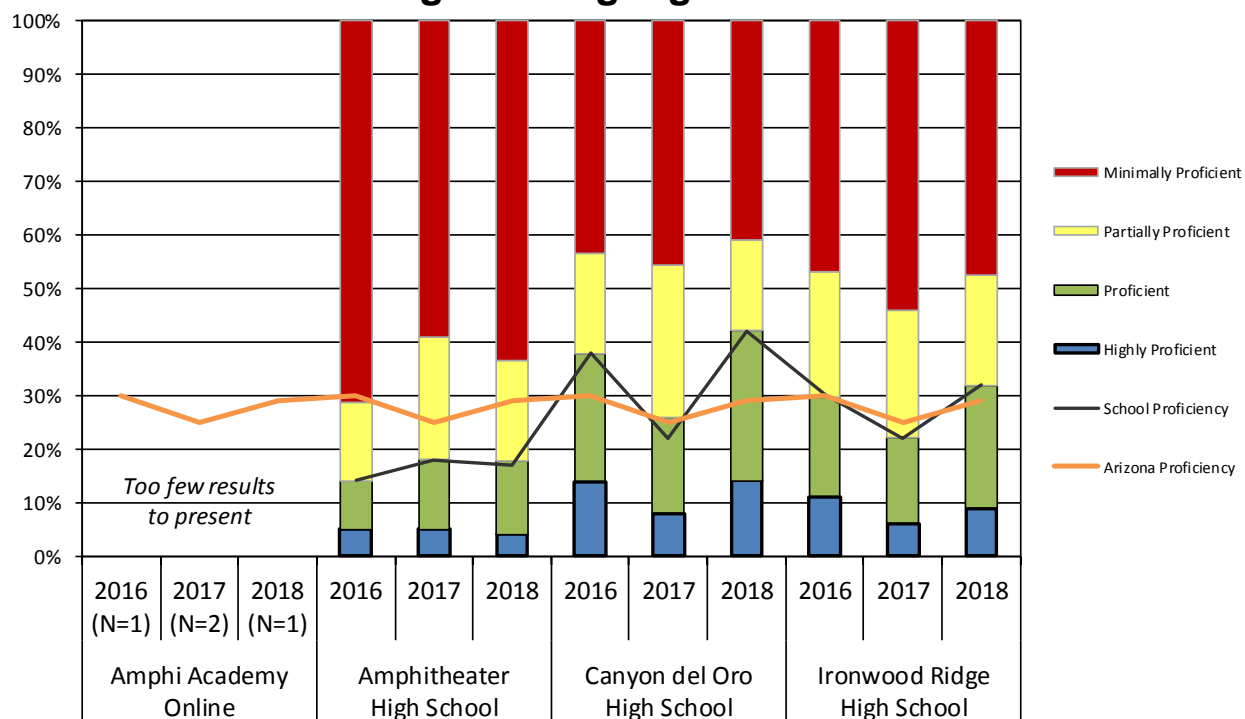
Spring AzMERIT Performance – End-of-Course (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

English Language Arts 10



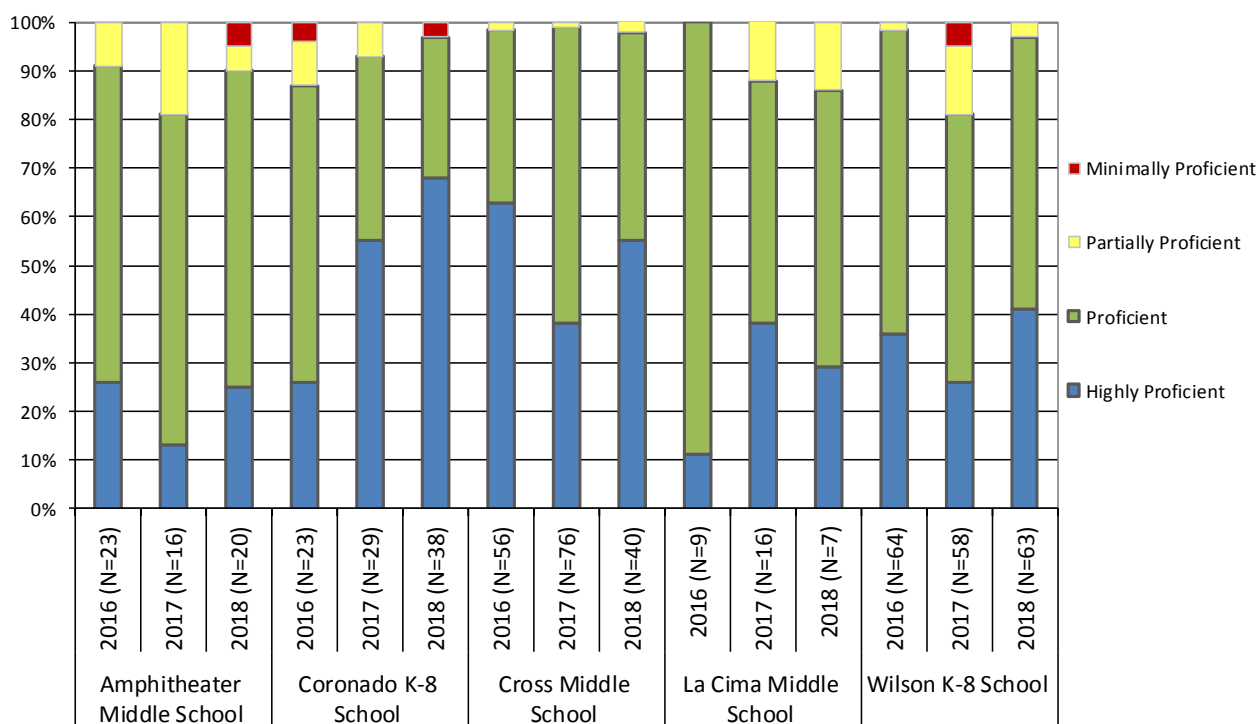
English Language Arts 11



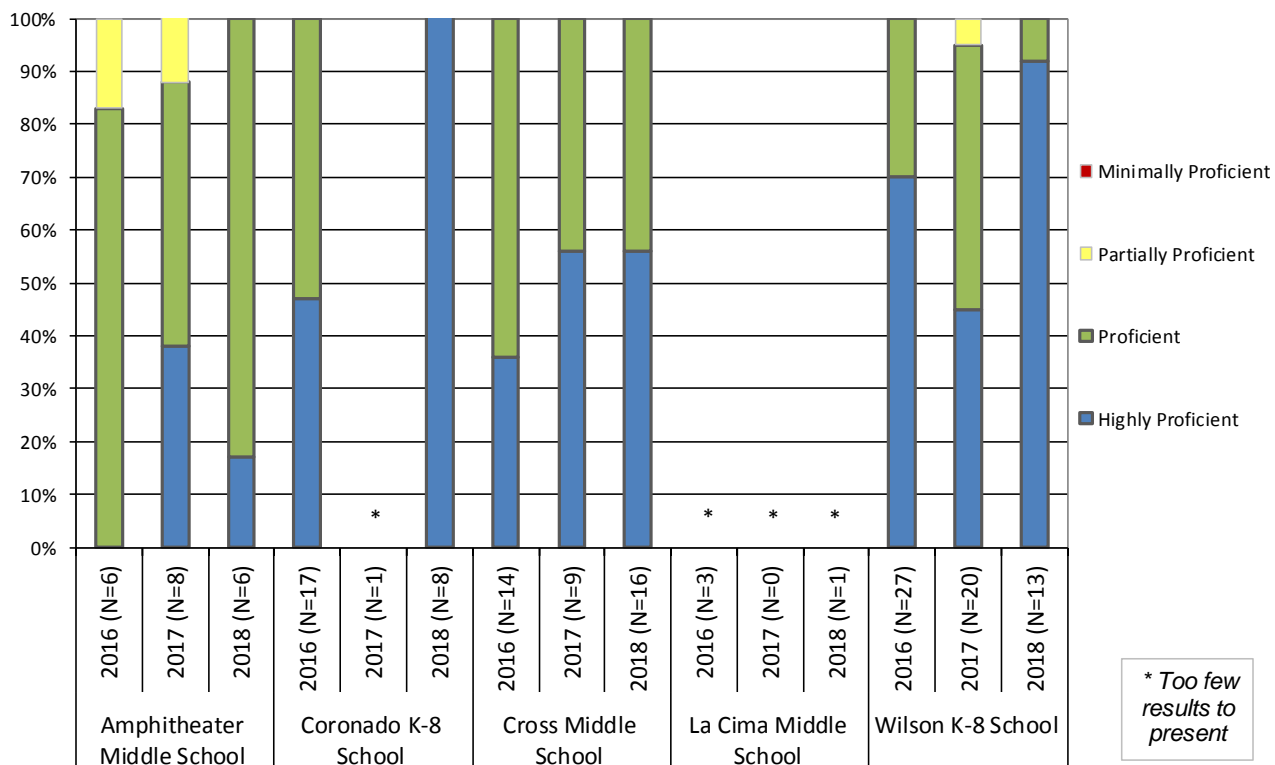
Spring AzMERIT Performance – End-of-Course (Middle Schools)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Algebra I



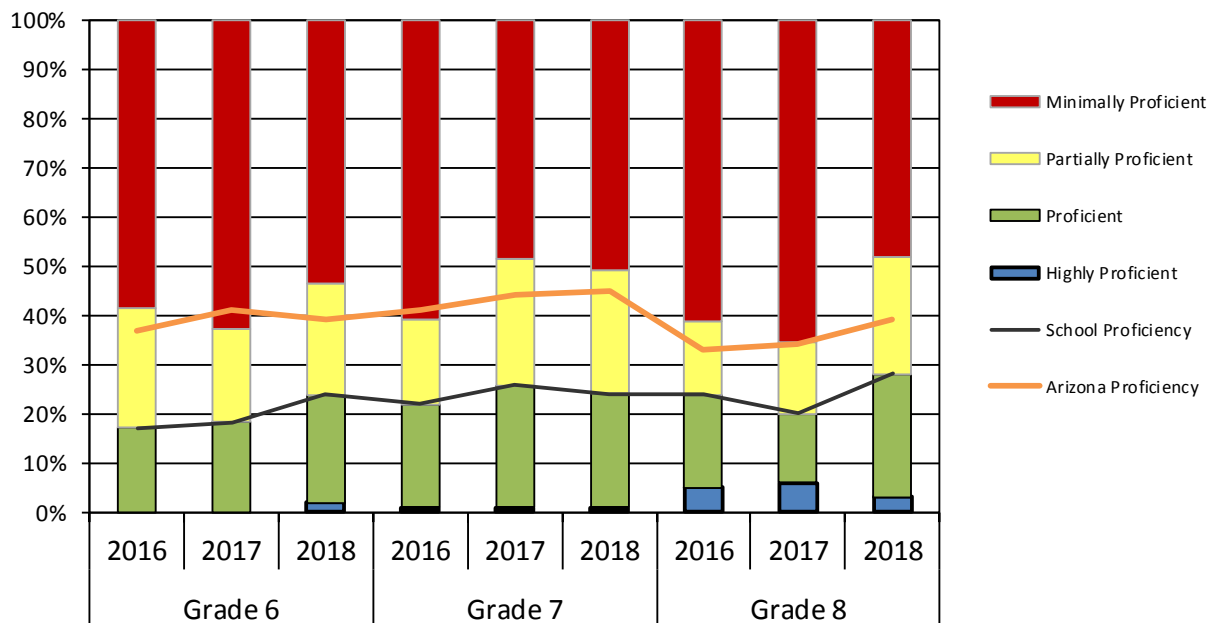
Geometry



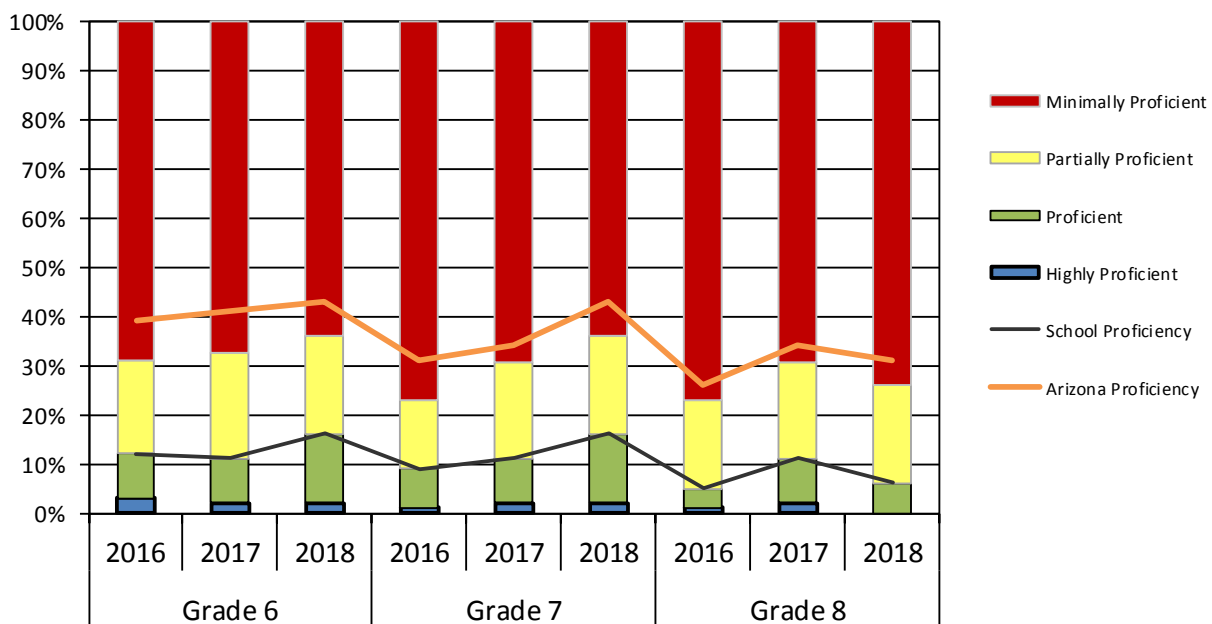
Spring AzMERIT Performance – End-of-Year

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Amphi Middle English Language Arts



Amphi Middle Mathematics

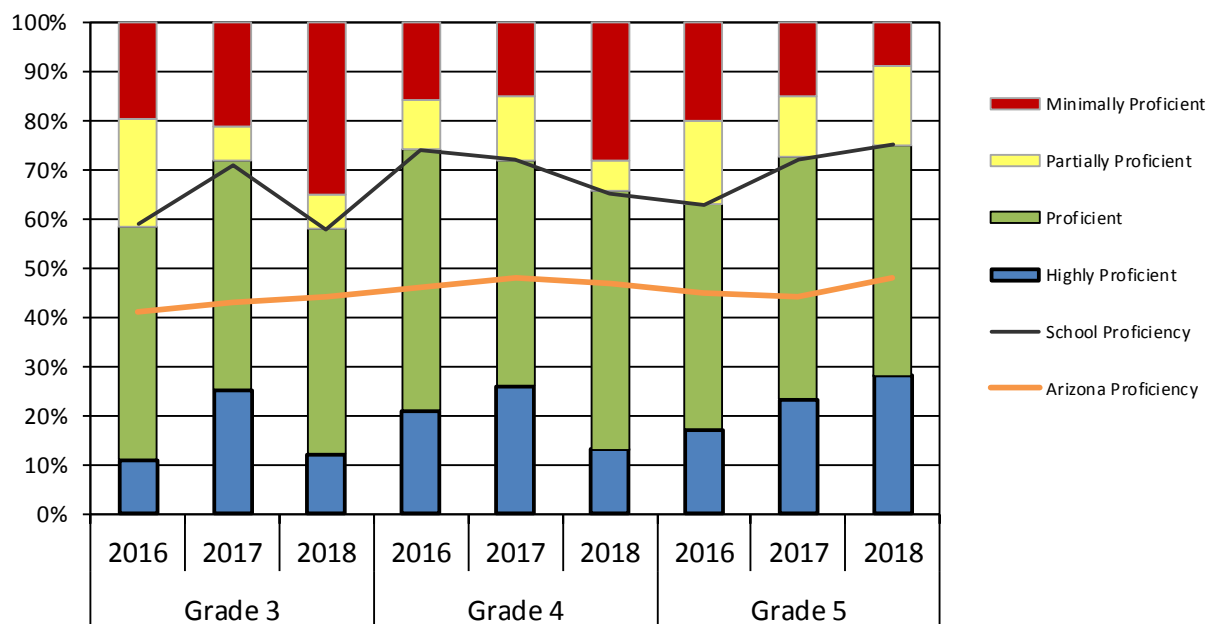


Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

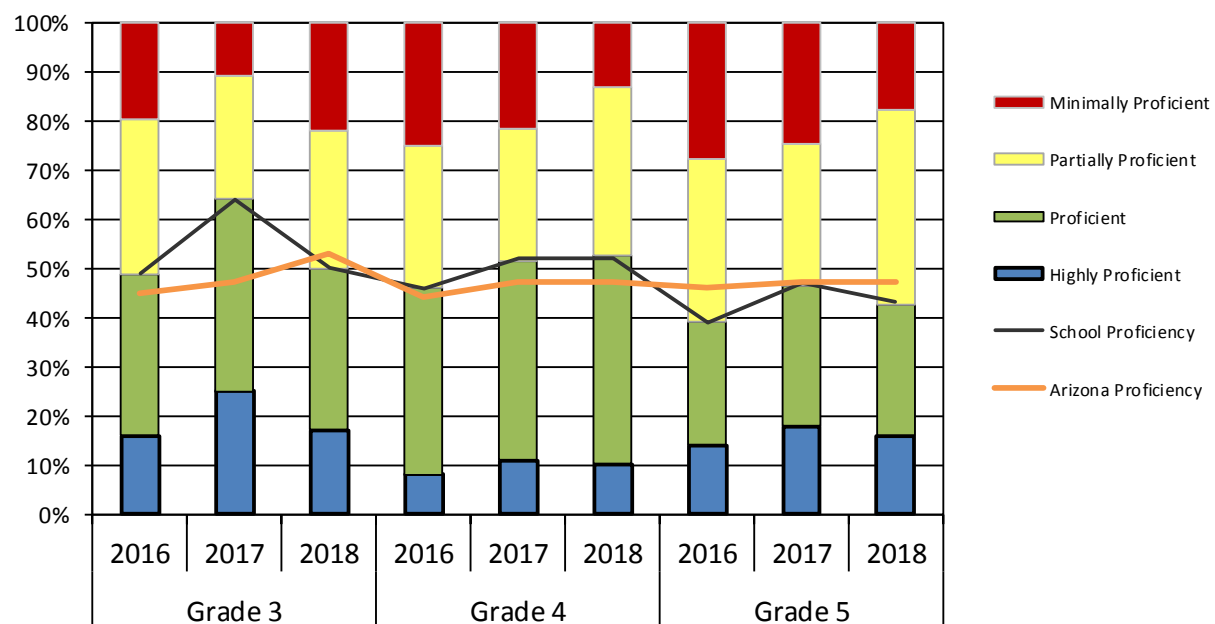
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Copper Creek Elementary English Language Arts



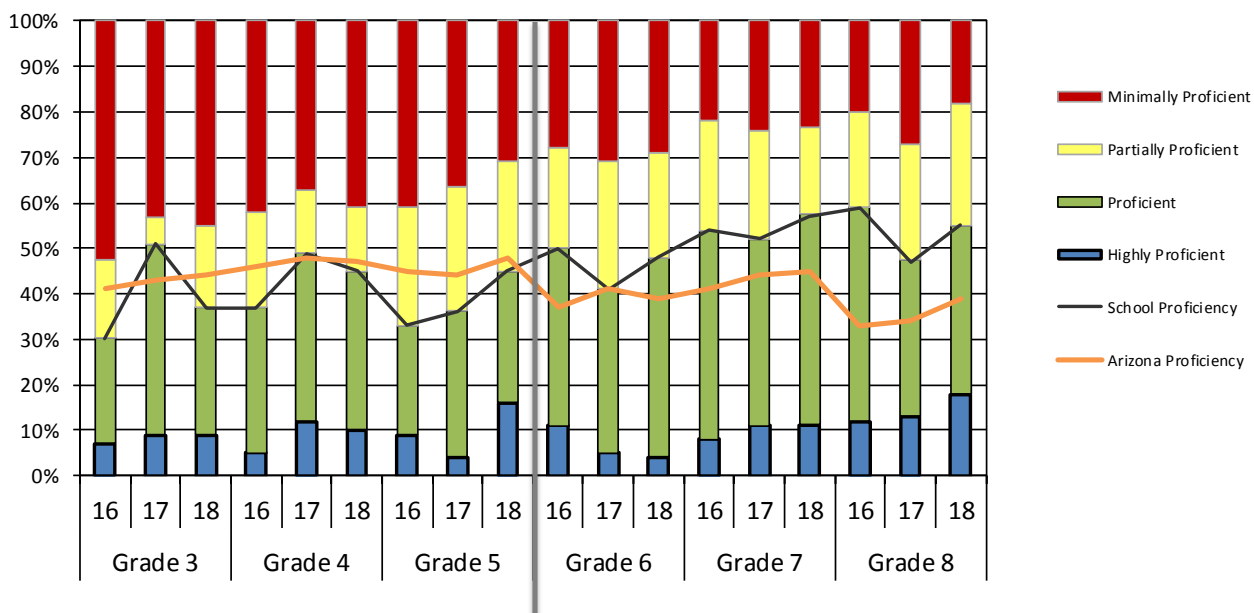
Copper Creek Elementary Mathematics



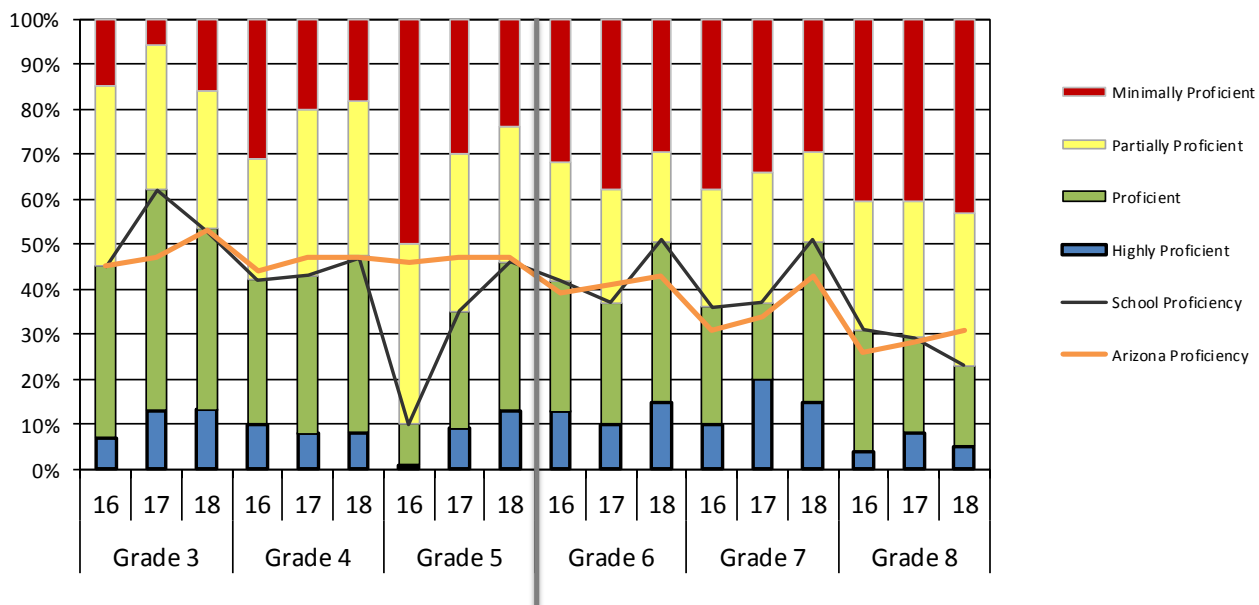
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Coronado K-8 English Language Arts



Coronado K-8 Mathematics

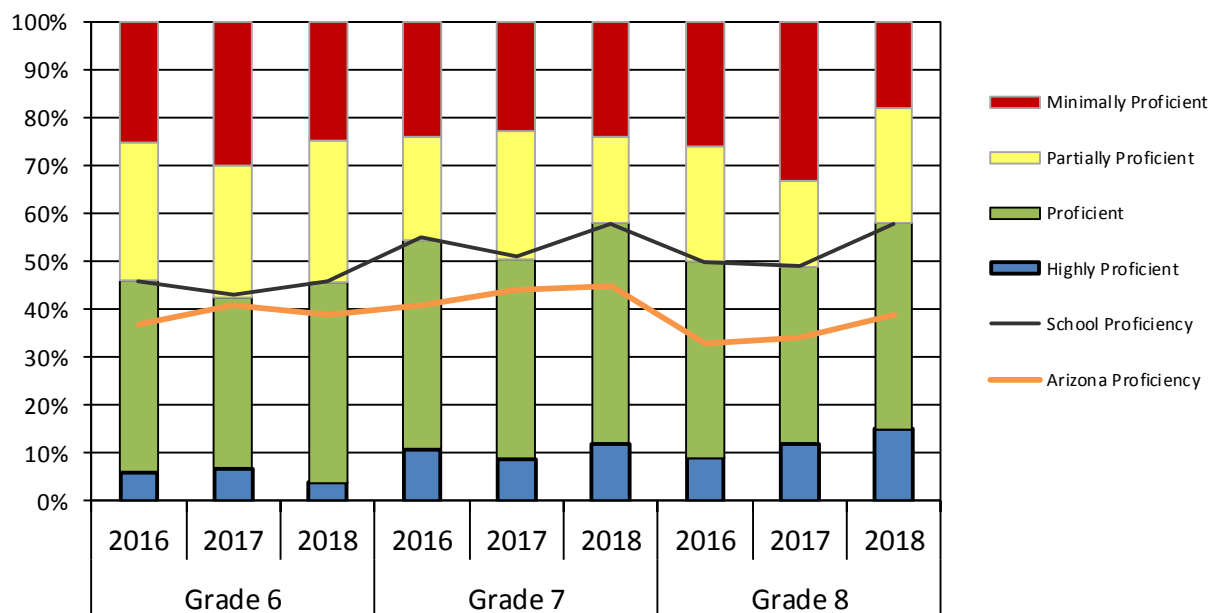


Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

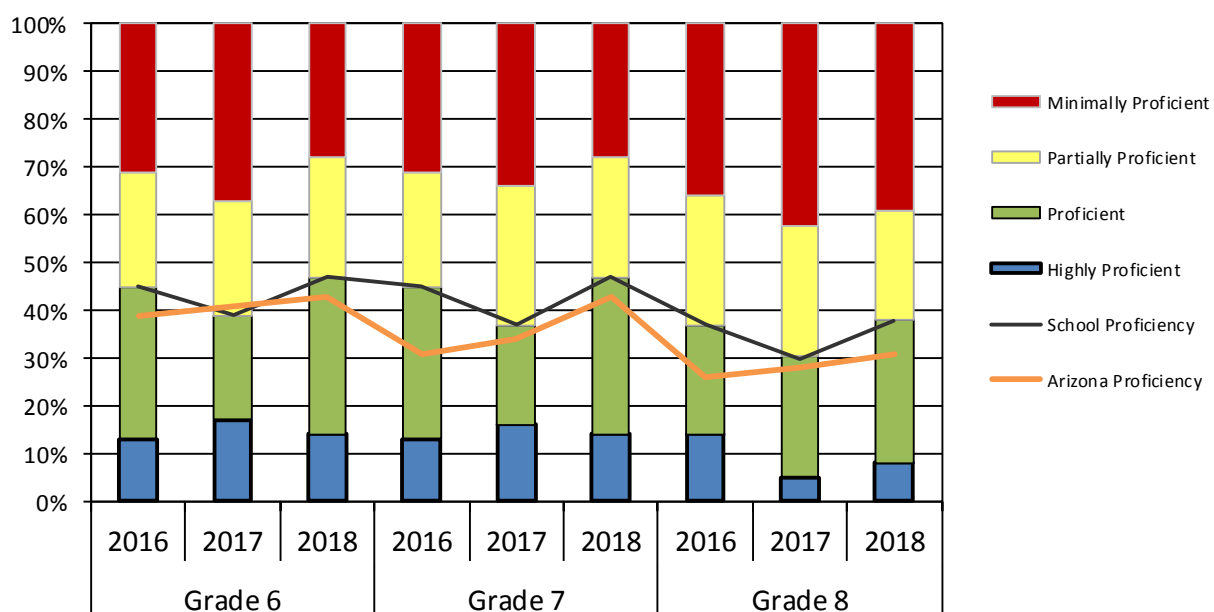
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Cross Middle English Language Arts



Cross Middle Mathematics

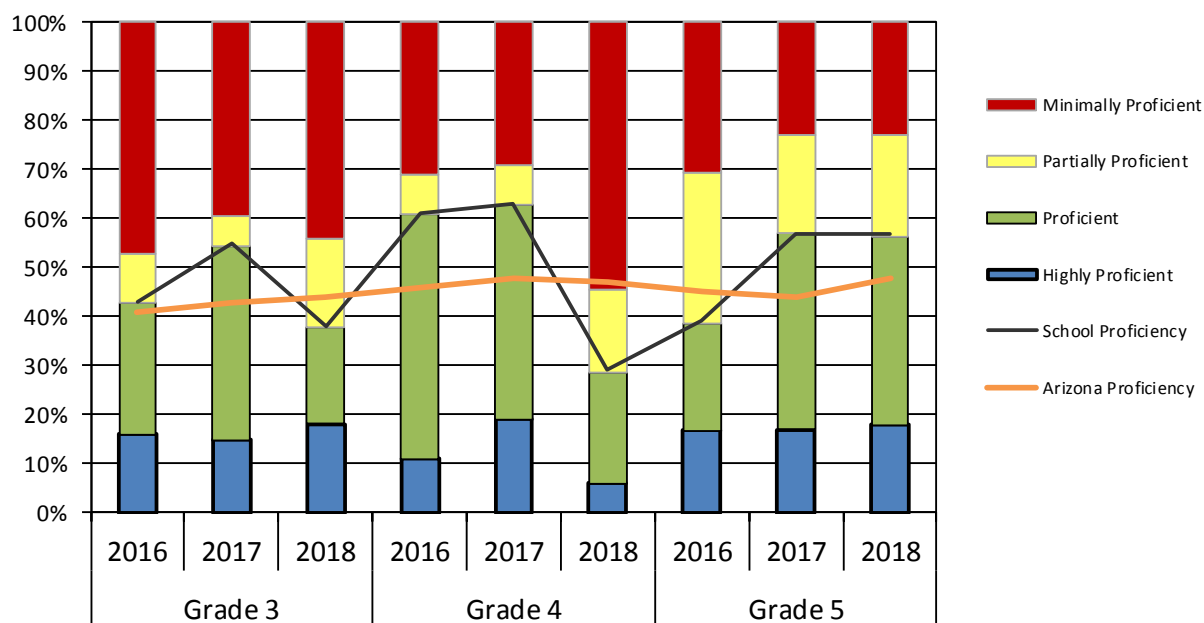


Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

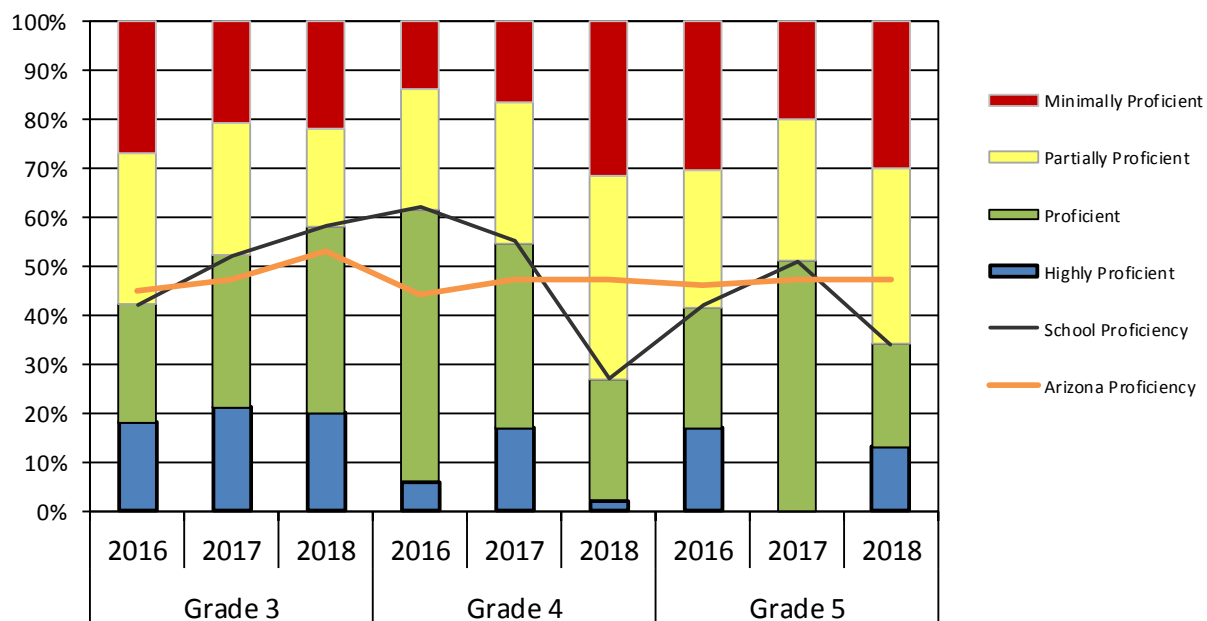
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Donaldson Elementary English Language Arts



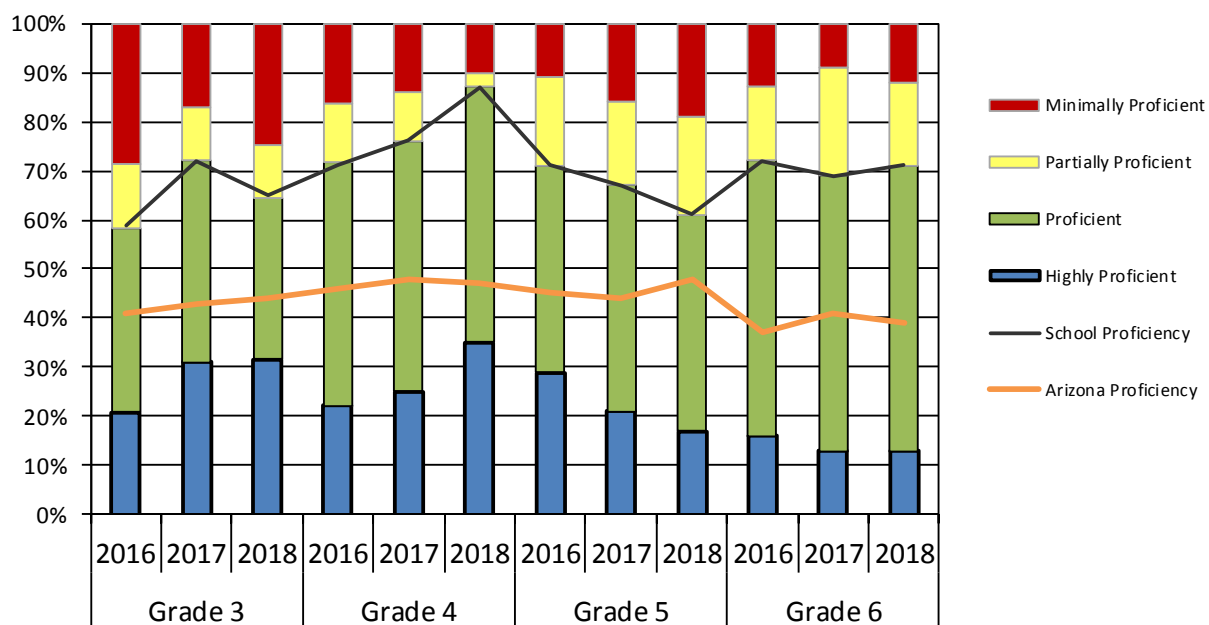
Donaldson Elementary Mathematics



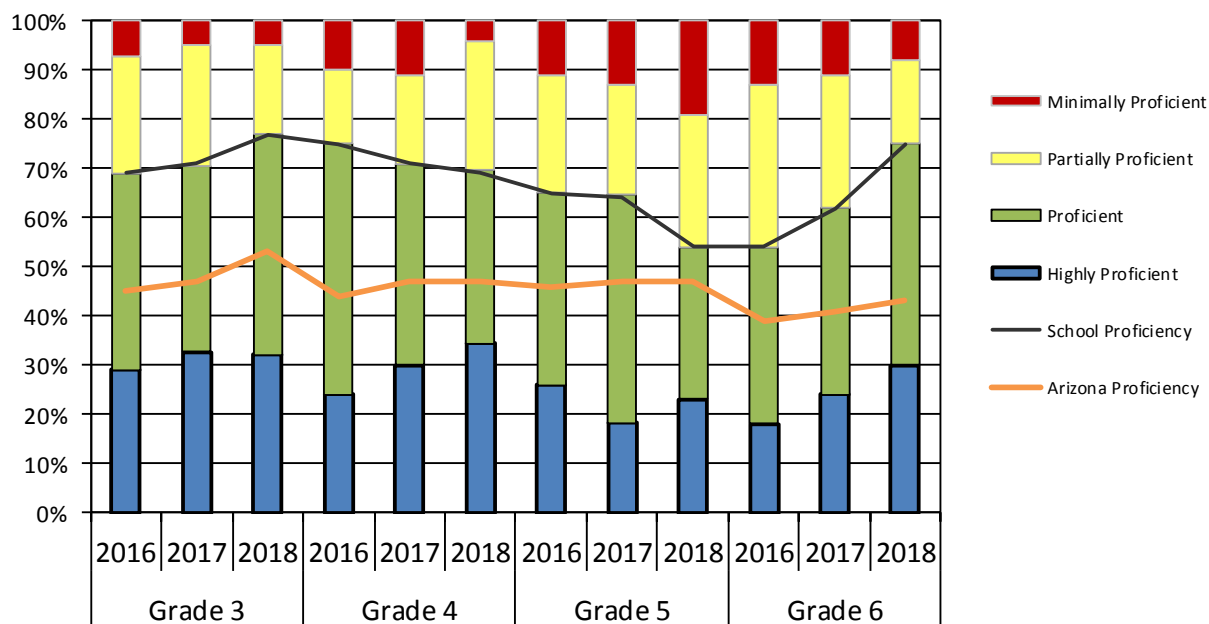
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Harelson Elementary English Language Arts



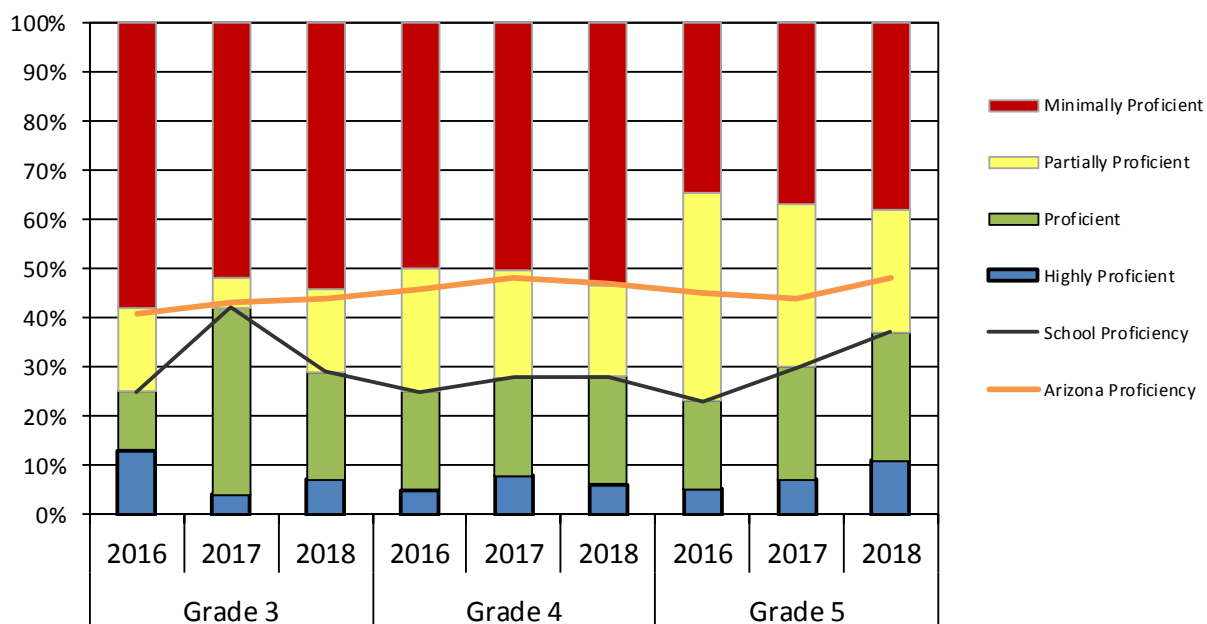
Harelson Elementary Mathematics



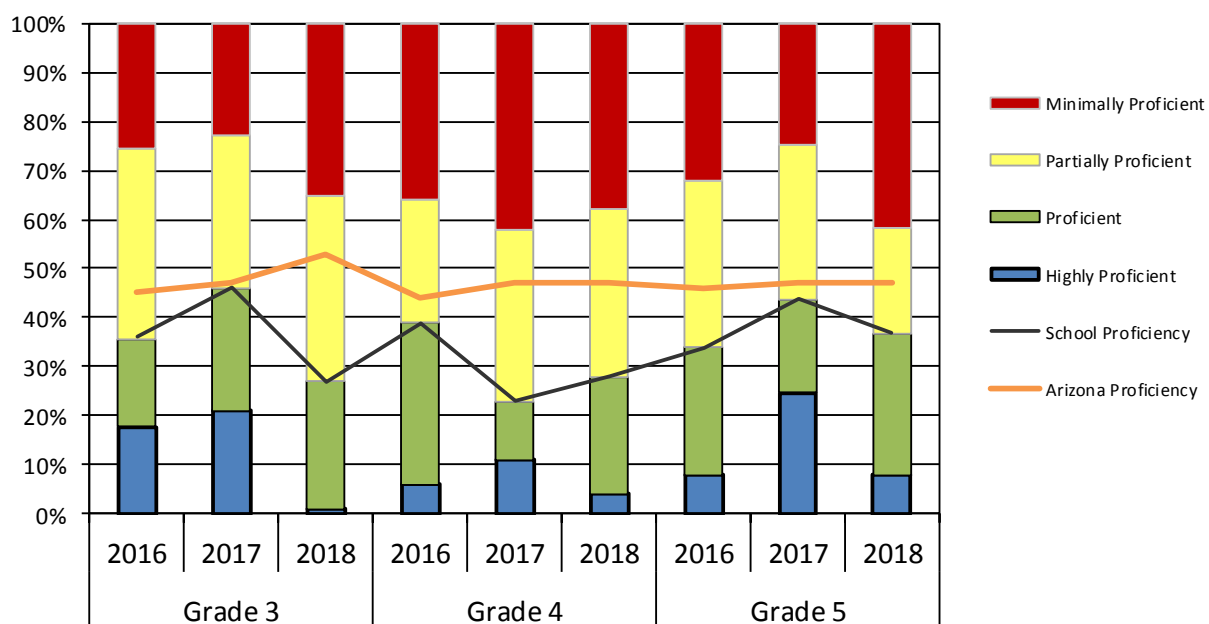
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Holaway Elementary English Language Arts

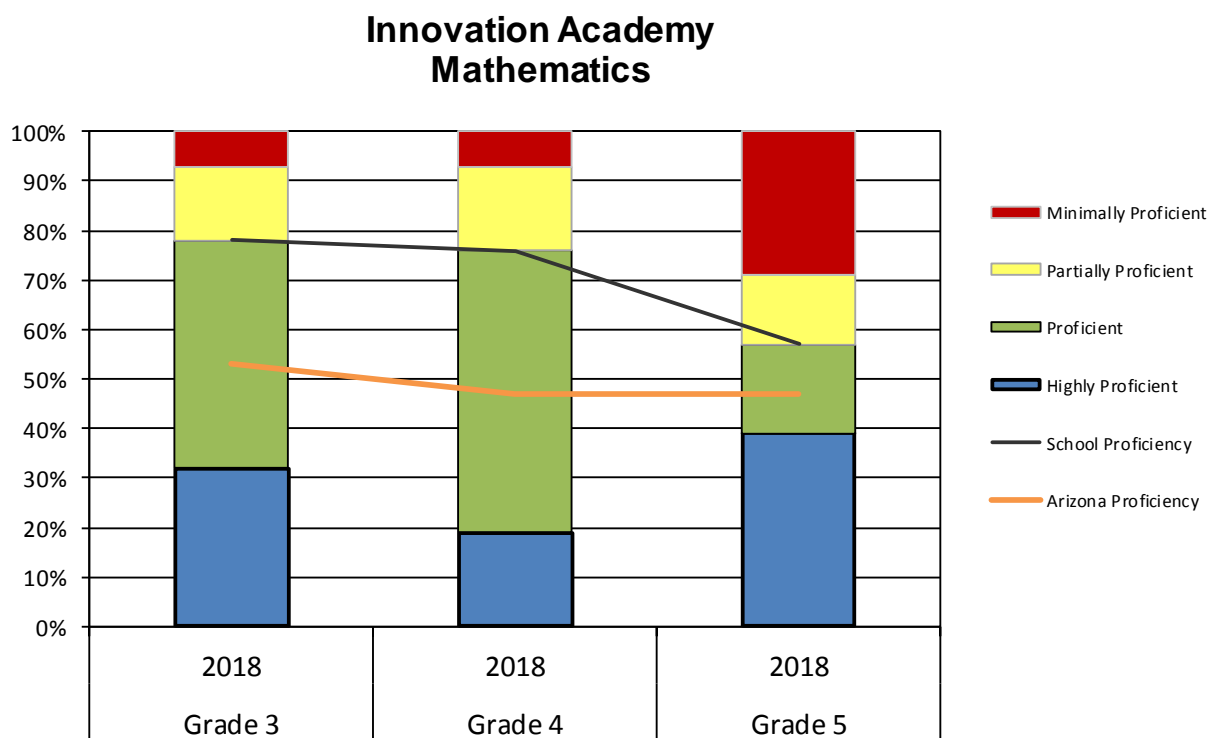
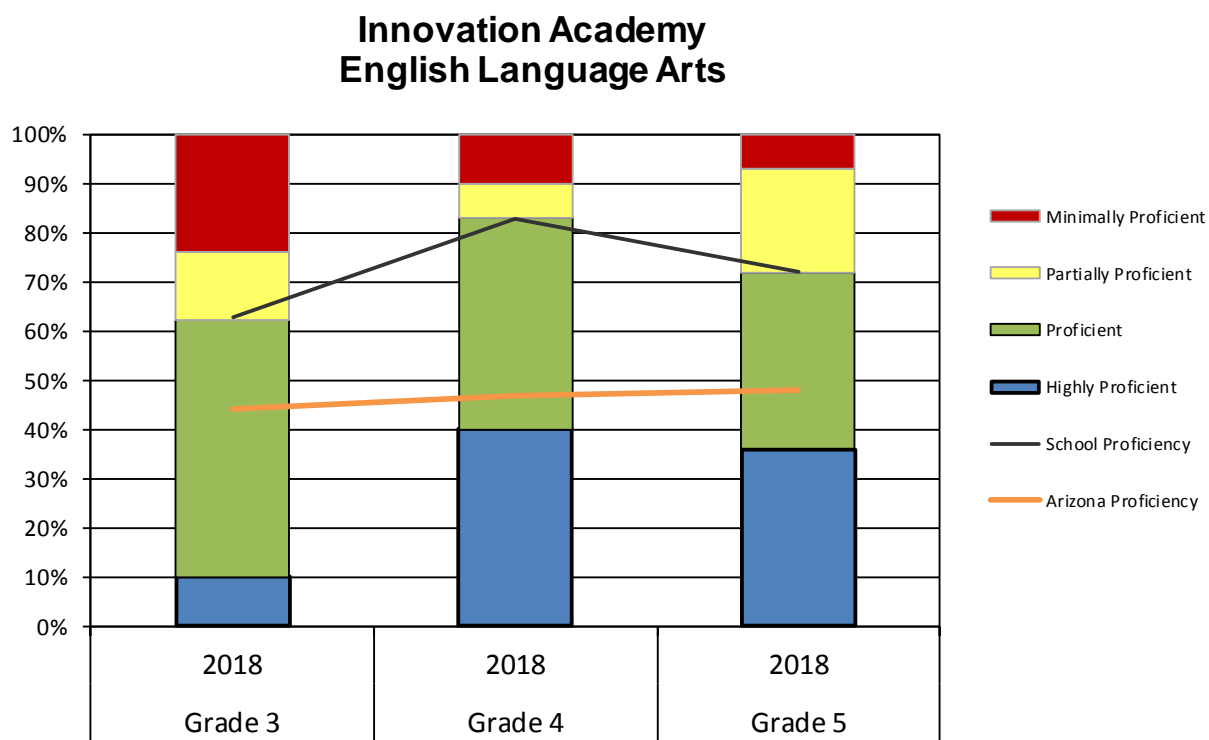


Holaway Elementary Mathematics



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

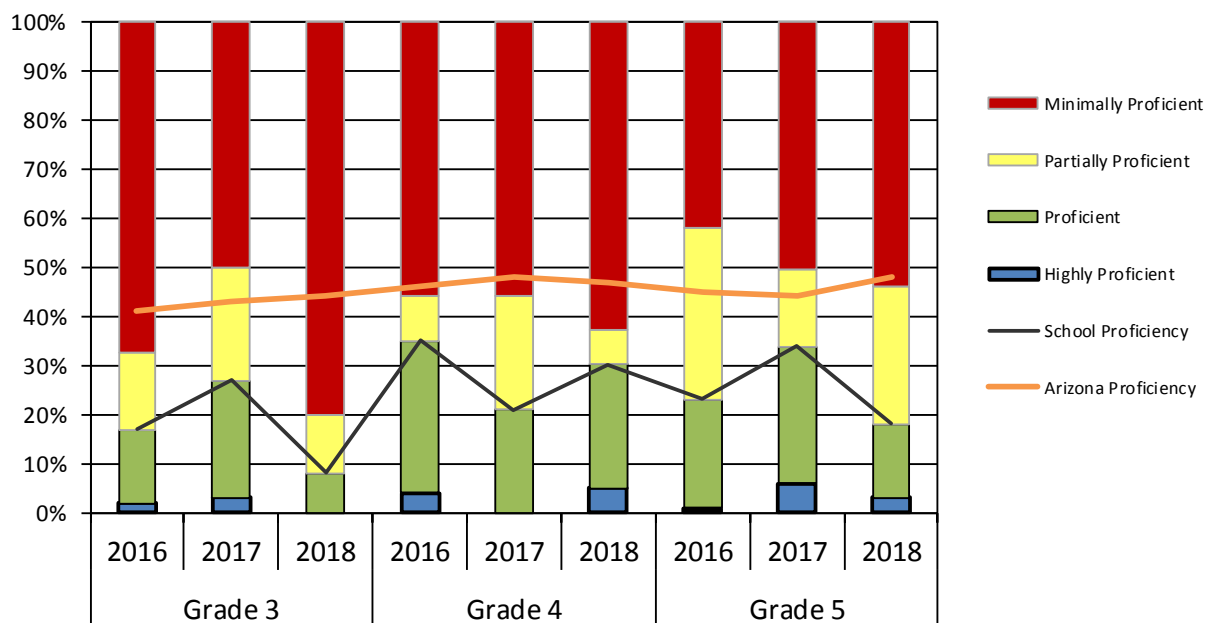
Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education



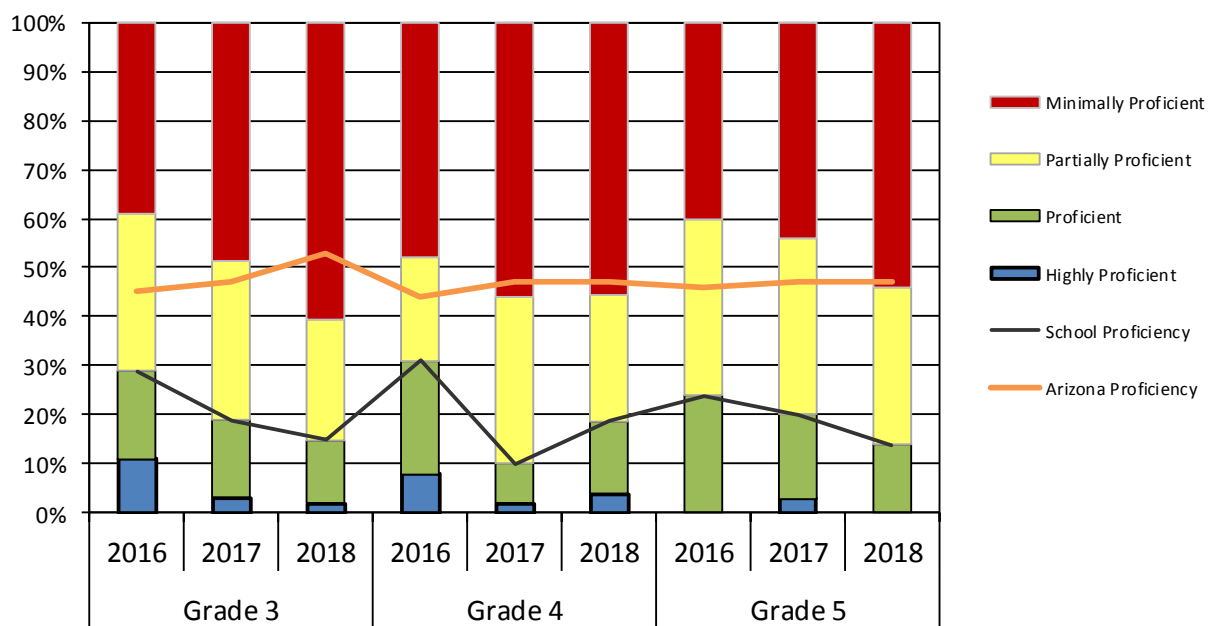
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Keeling Elementary English Language Arts



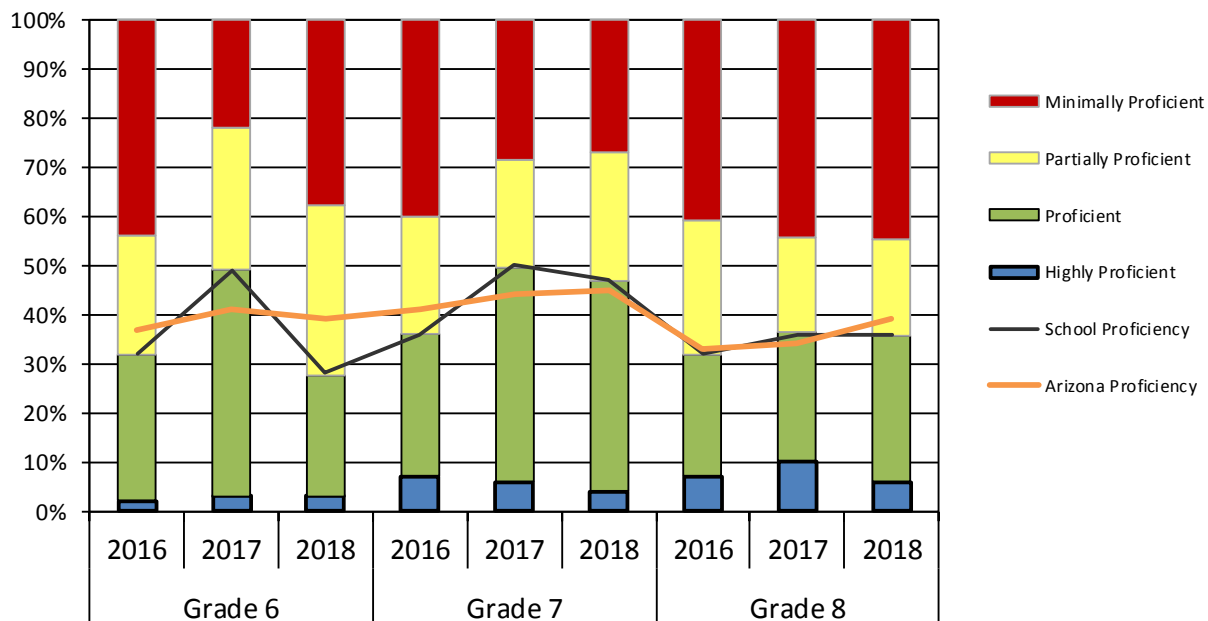
Keeling Elementary Mathematics



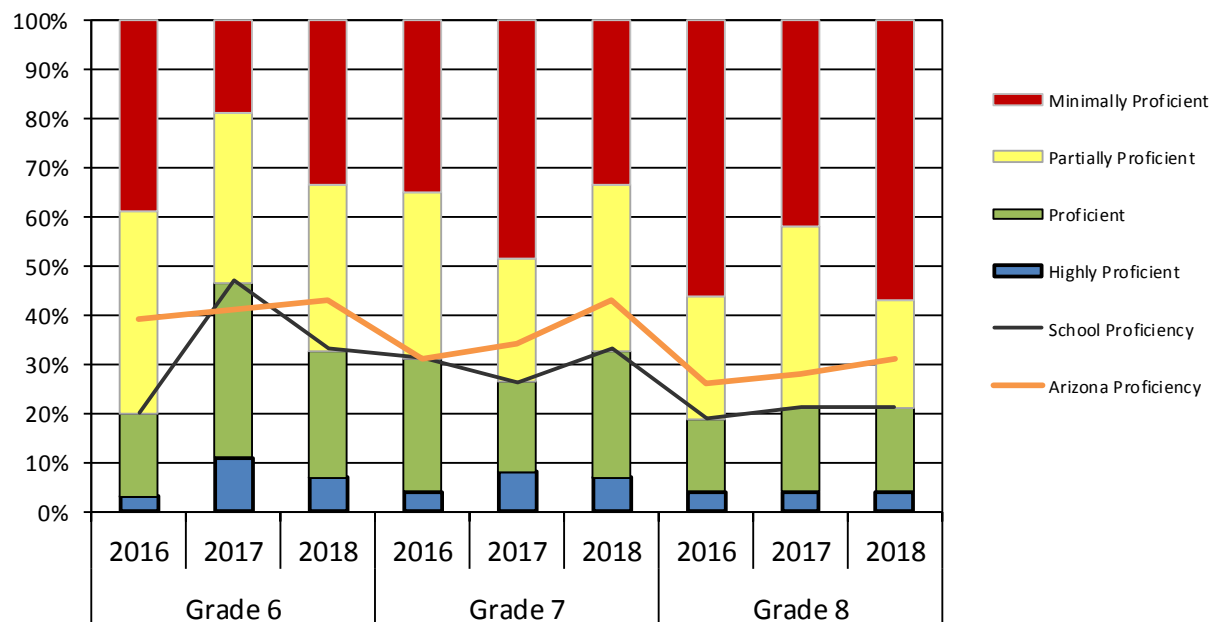
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

La Cima Middle English Language Arts



La Cima Middle Mathematics

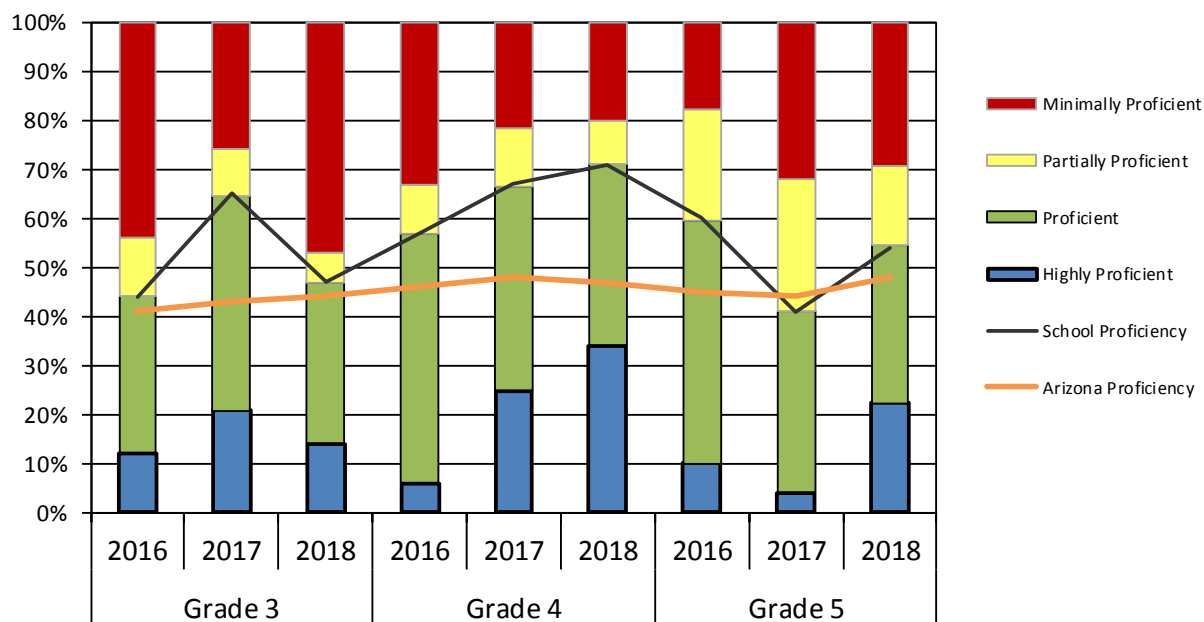


Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

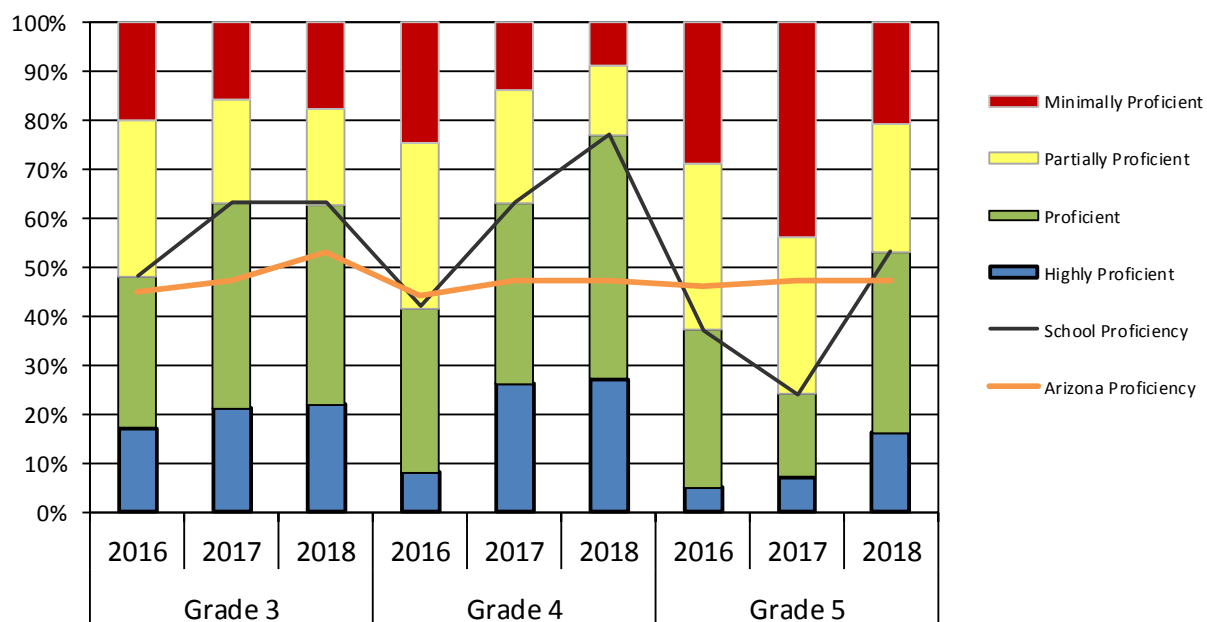
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Mesa Verde Elementary English Language Arts



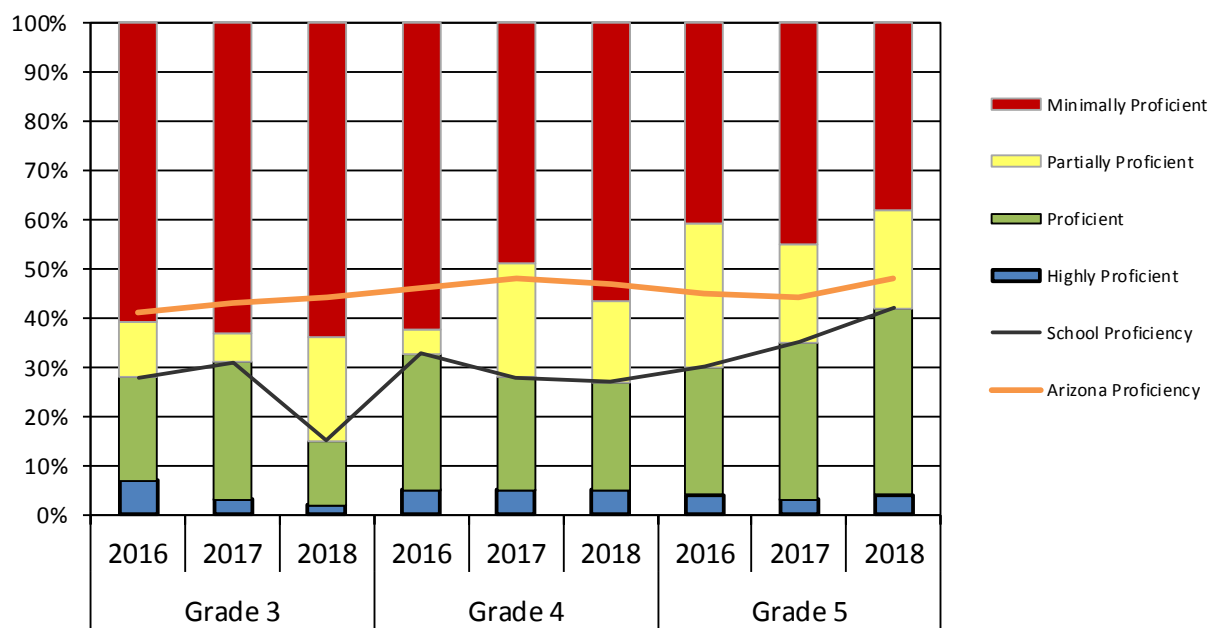
Mesa Verde Elementary Mathematics



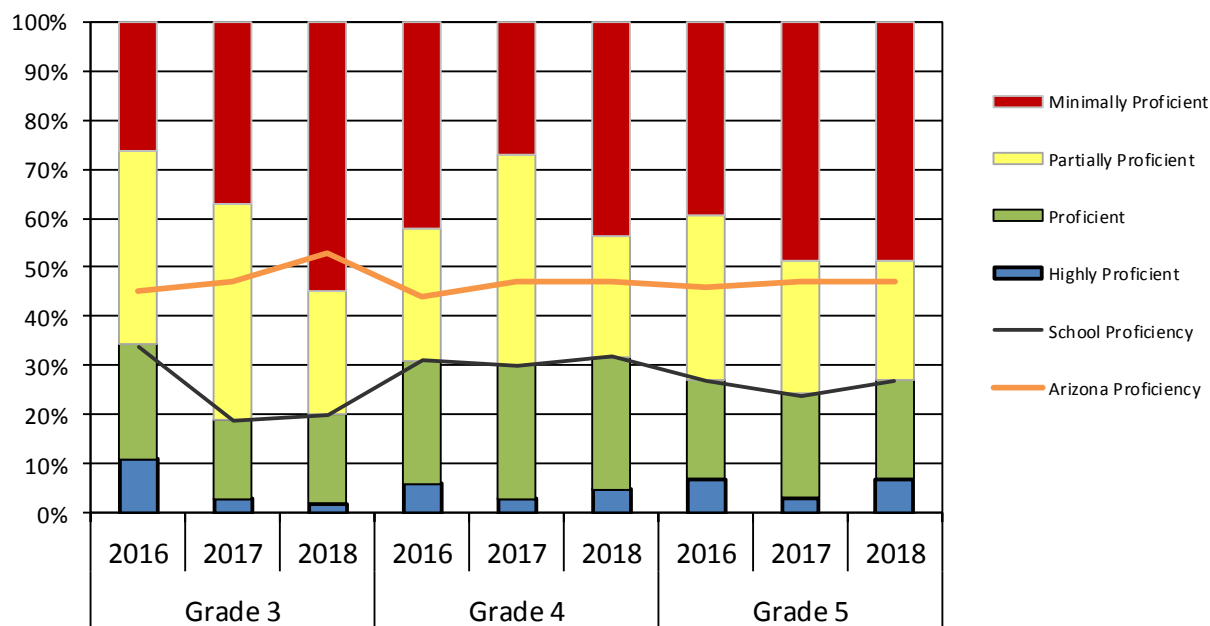
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Nash Elementary English Language Arts



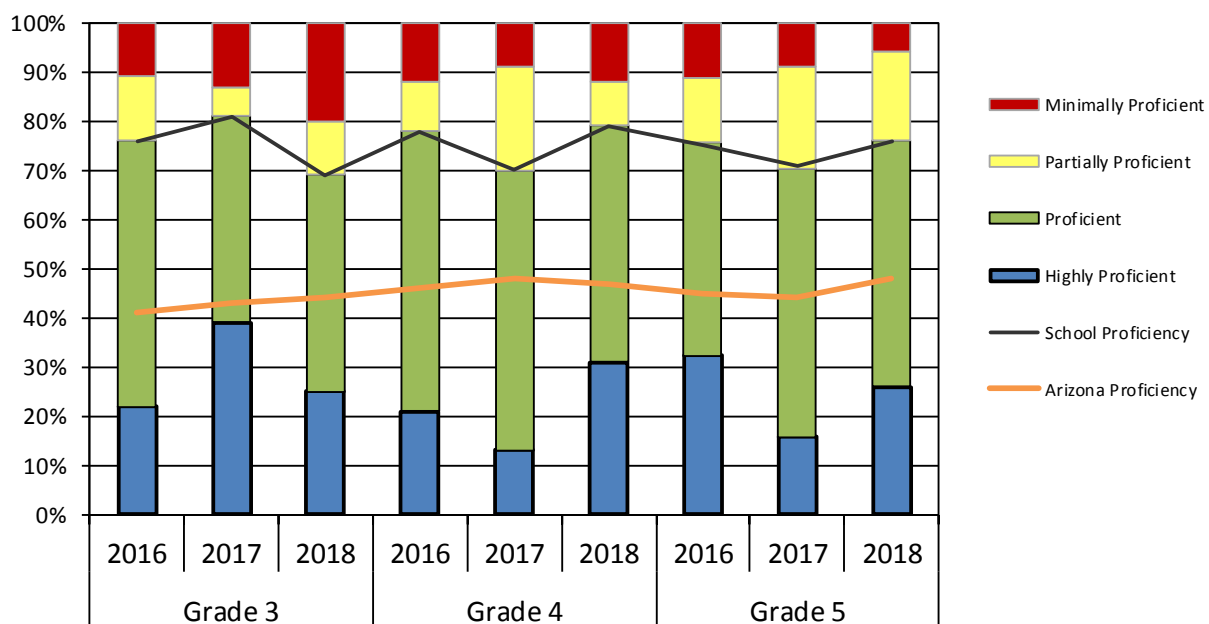
Nash Elementary Mathematics



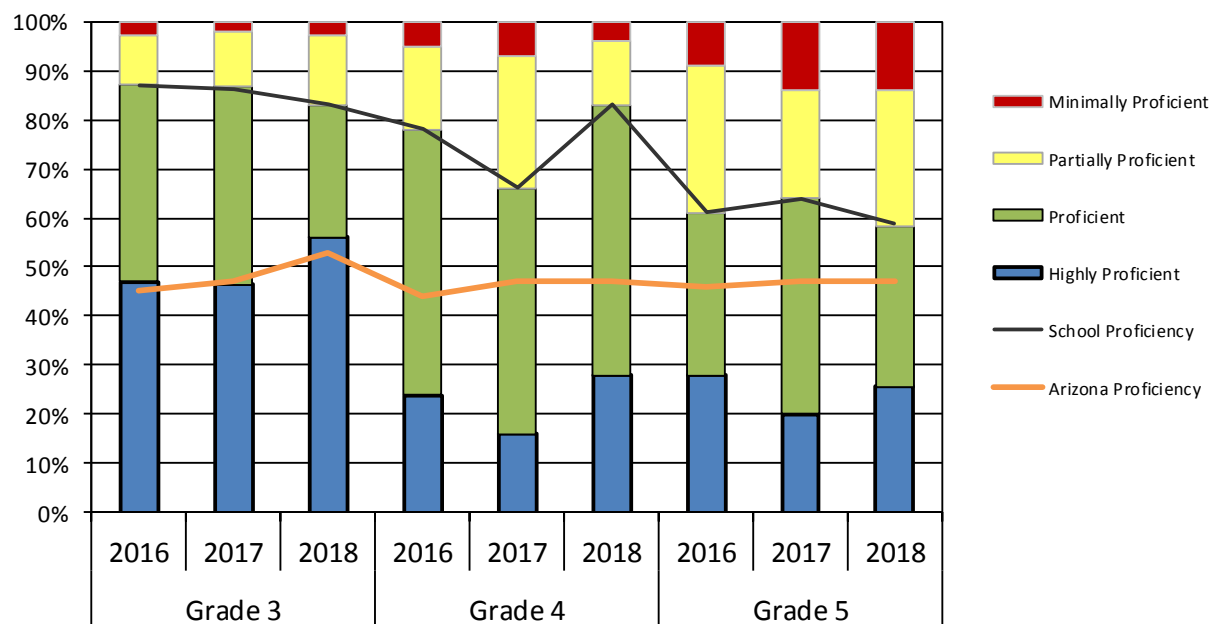
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Painted Sky Elementary English Language Arts



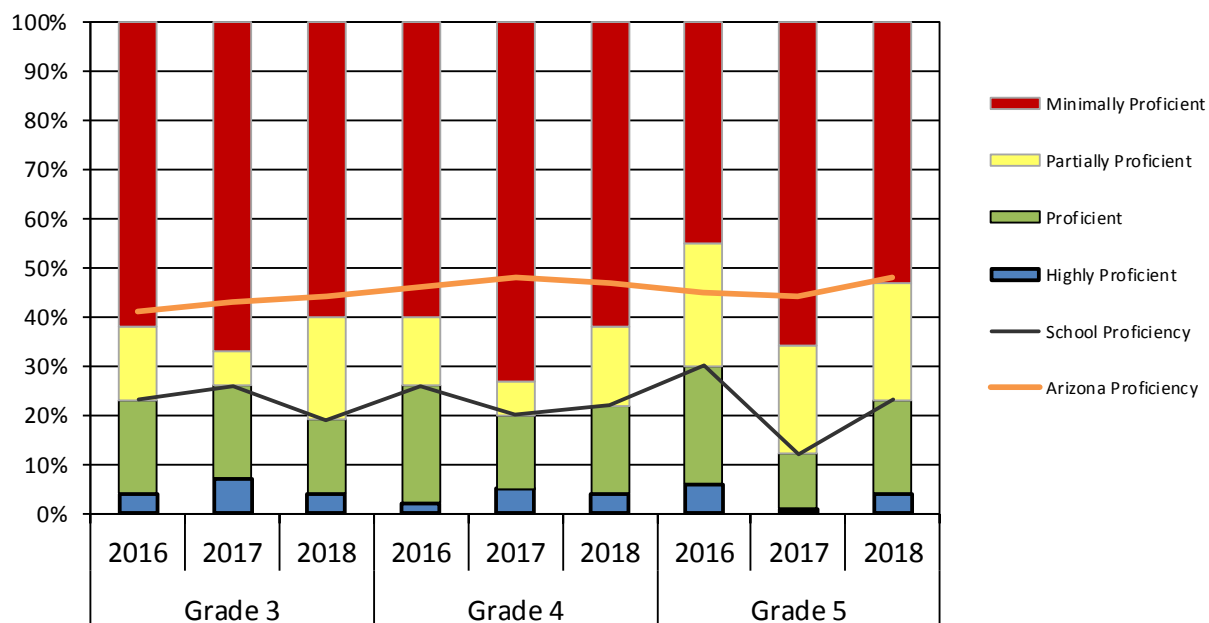
Painted Sky Elementary Mathematics



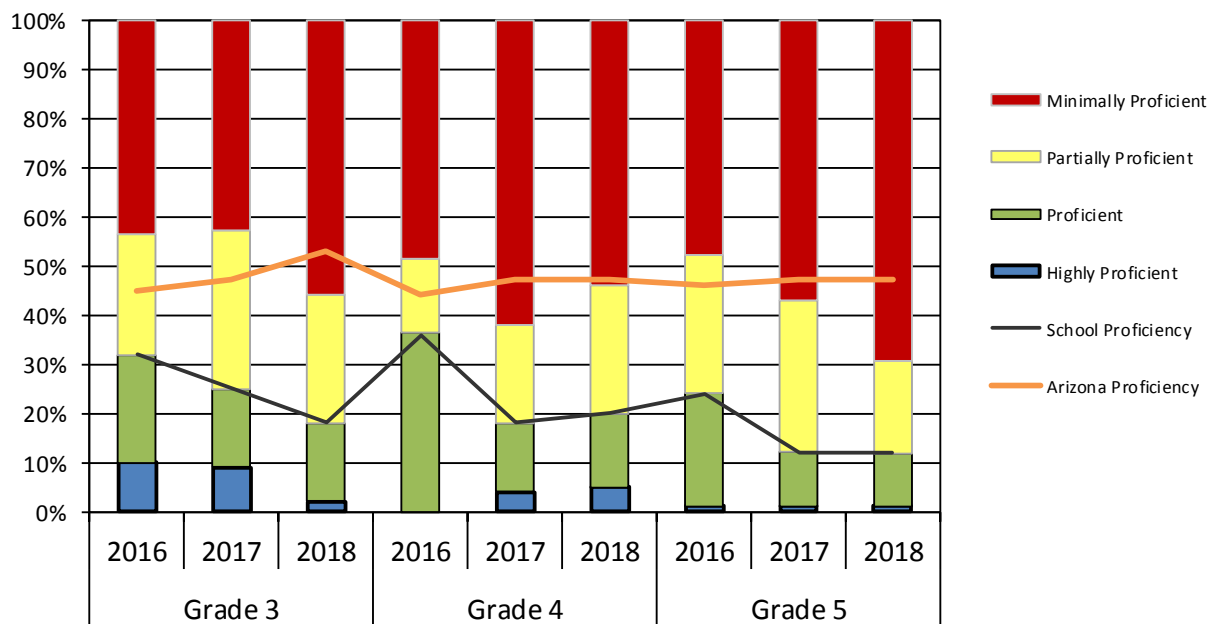
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Prince Elementary English Language Arts



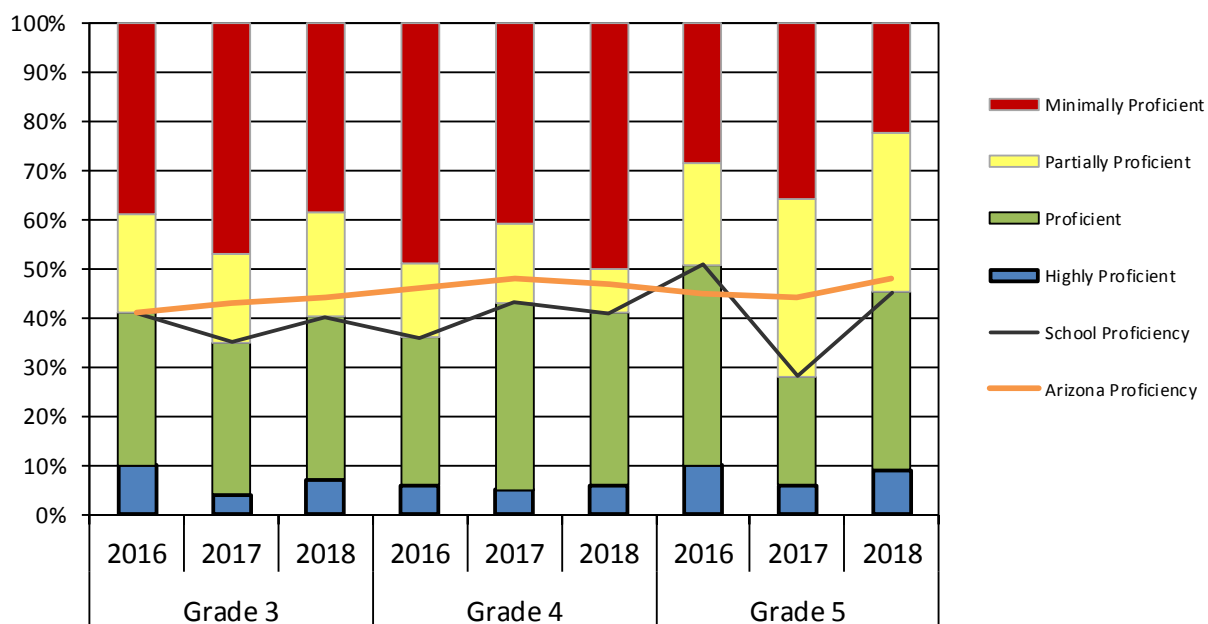
Prince Elementary Mathematics



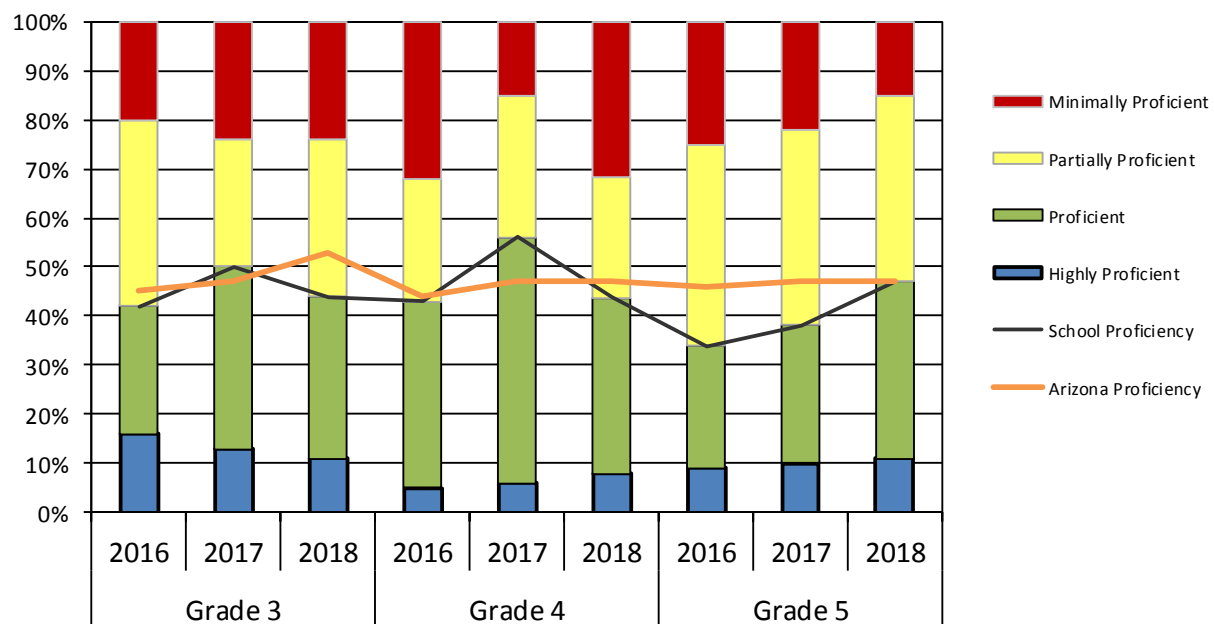
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Rio Vista Elementary English Language Arts



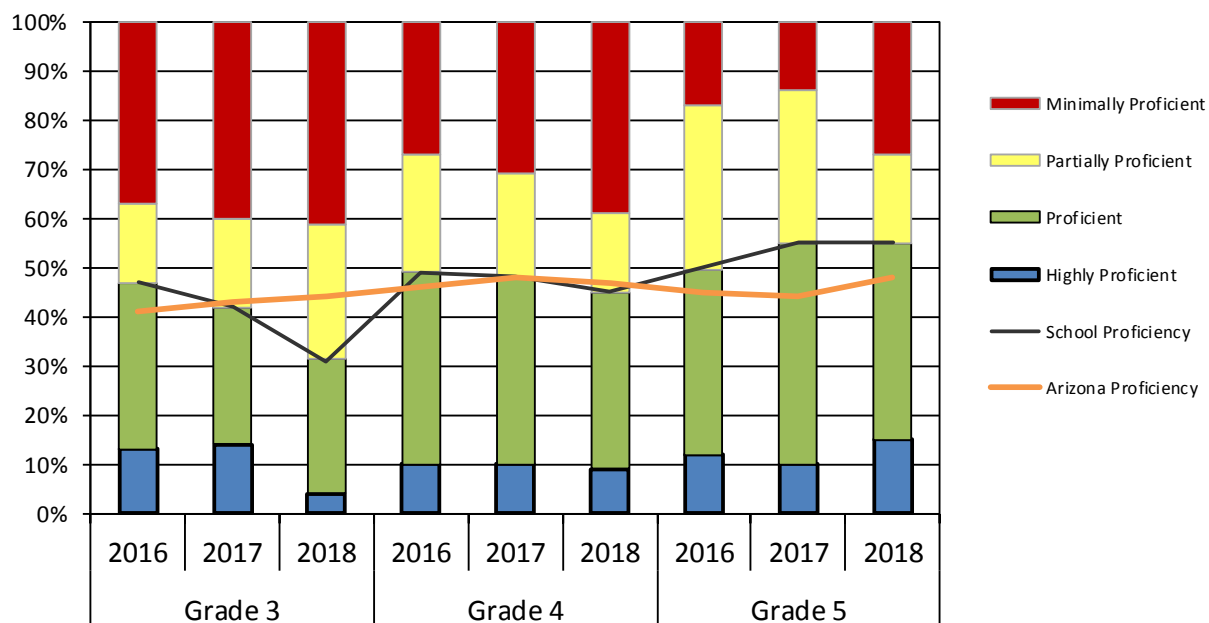
Rio Vista Elementary Mathematics



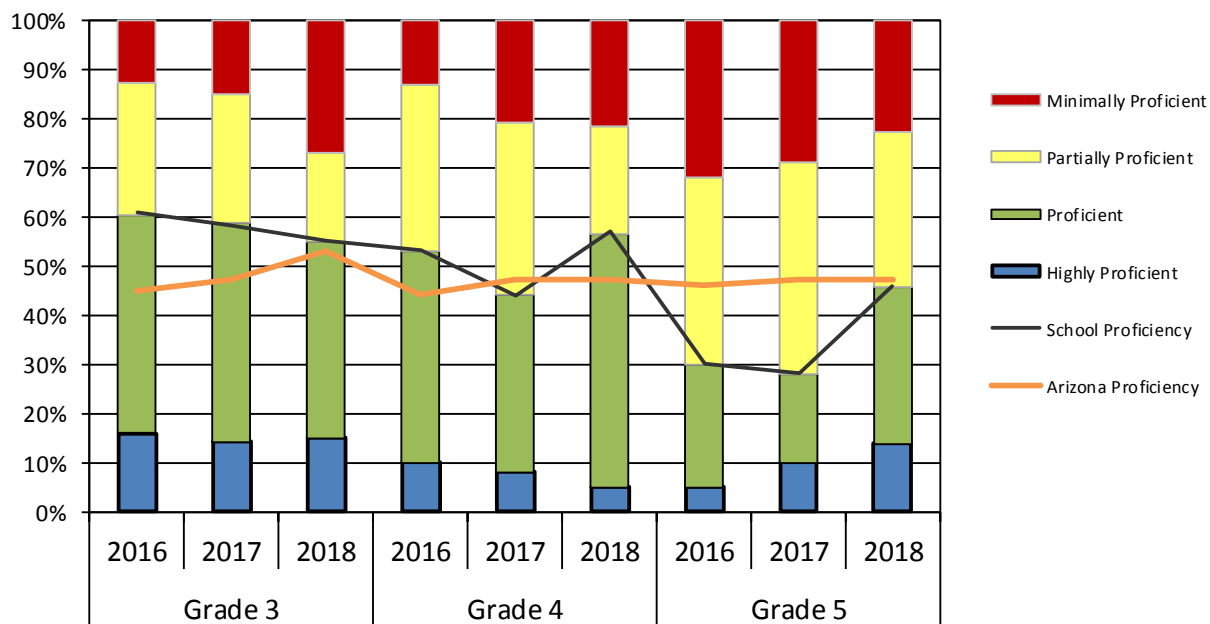
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Walker Elementary English Language Arts



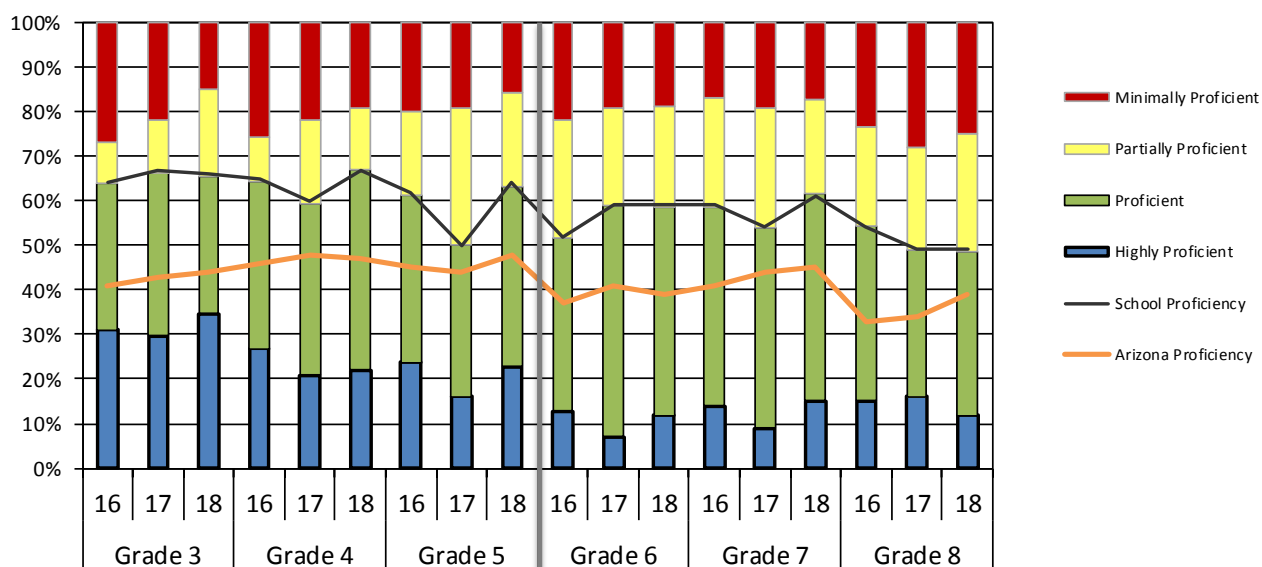
Walker Elementary Mathematics



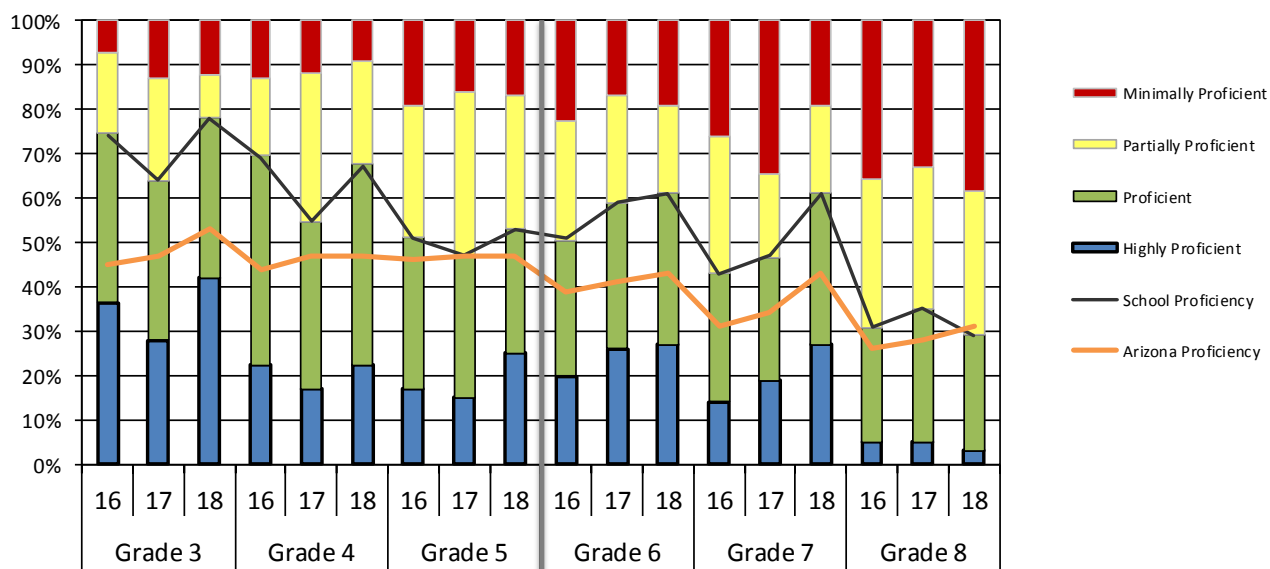
Spring AzMERIT Performance – End-of-Year (cont.)

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

Wilson K-8 English Language Arts



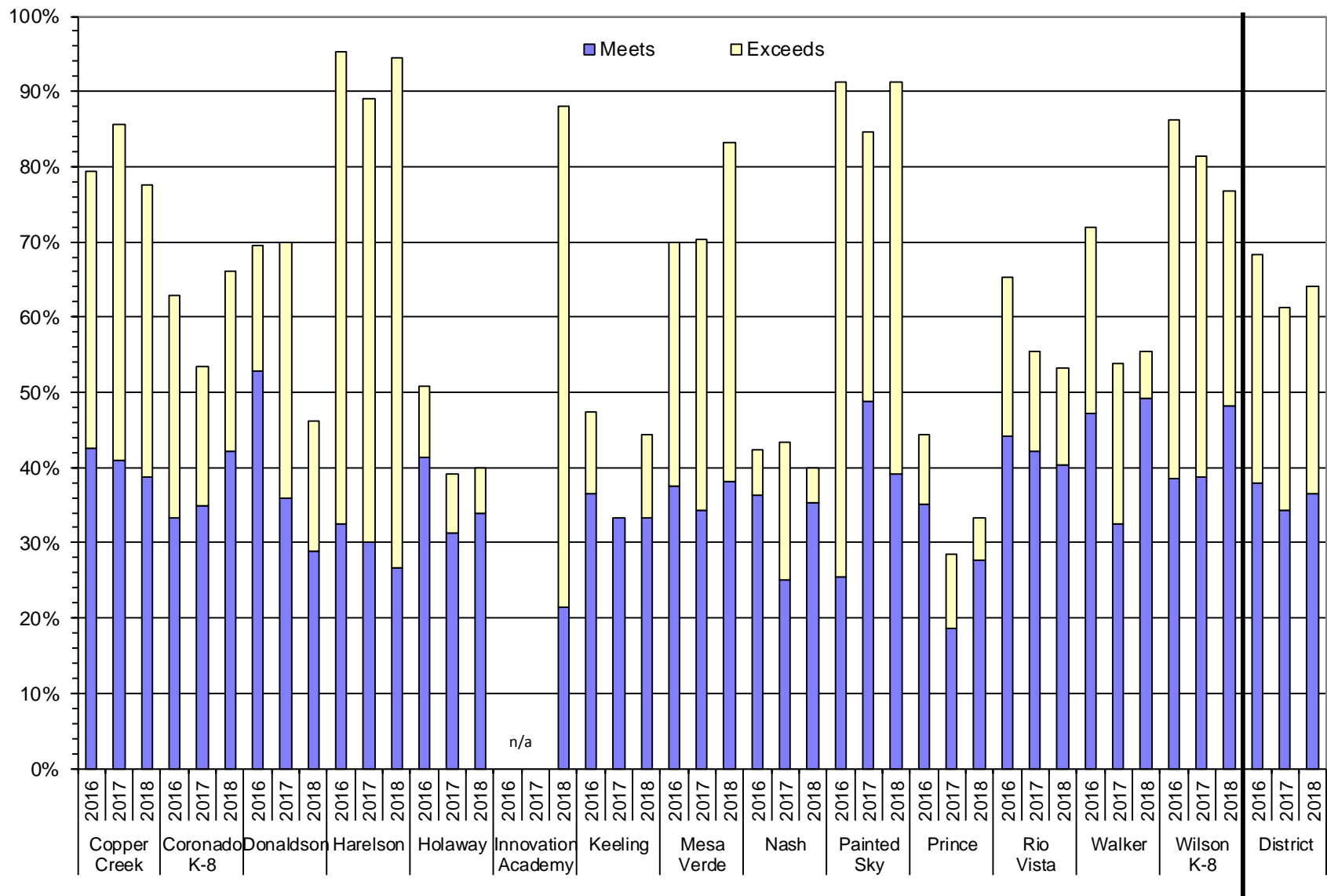
Wilson K-8 Mathematics



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

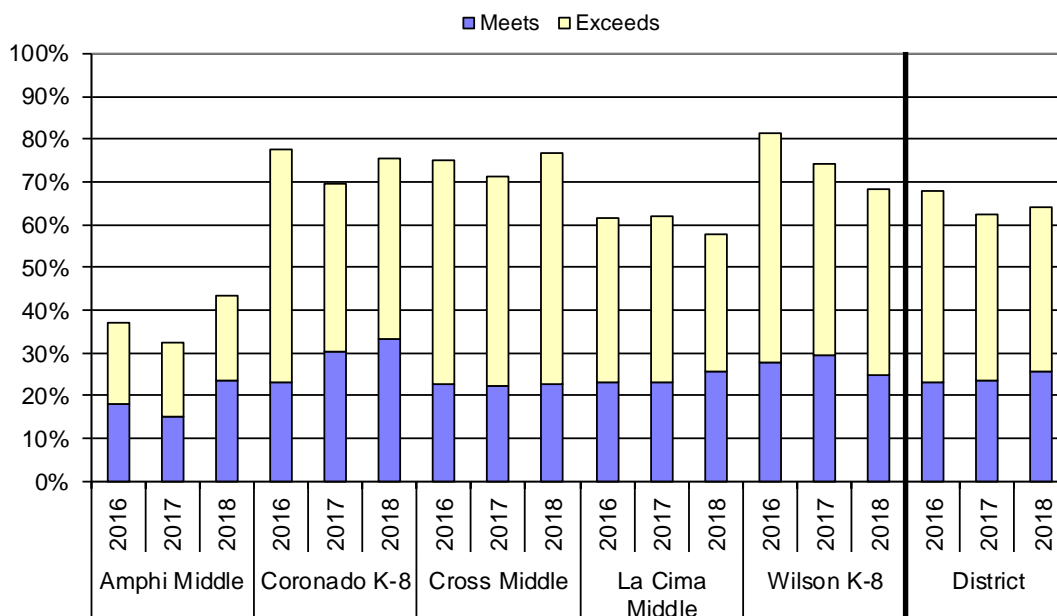
Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education



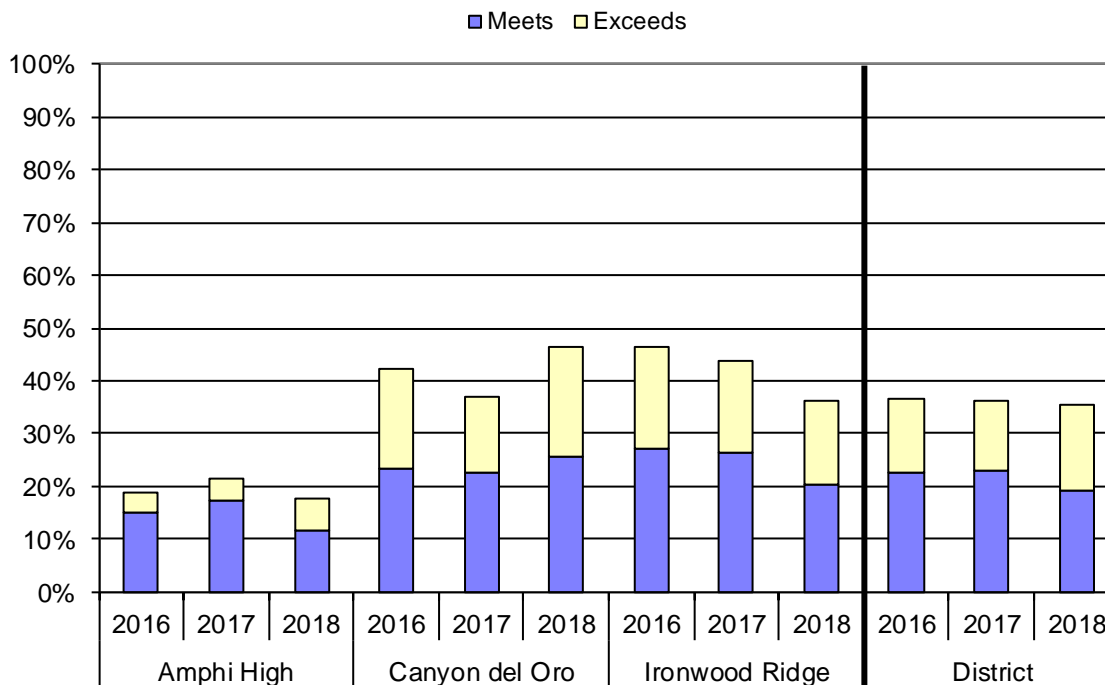
AIMS Science Meets/Exceeds Rates

Provided data are preliminary and include all students tested; subject to revision by the Arizona Department of Education

8th Grade

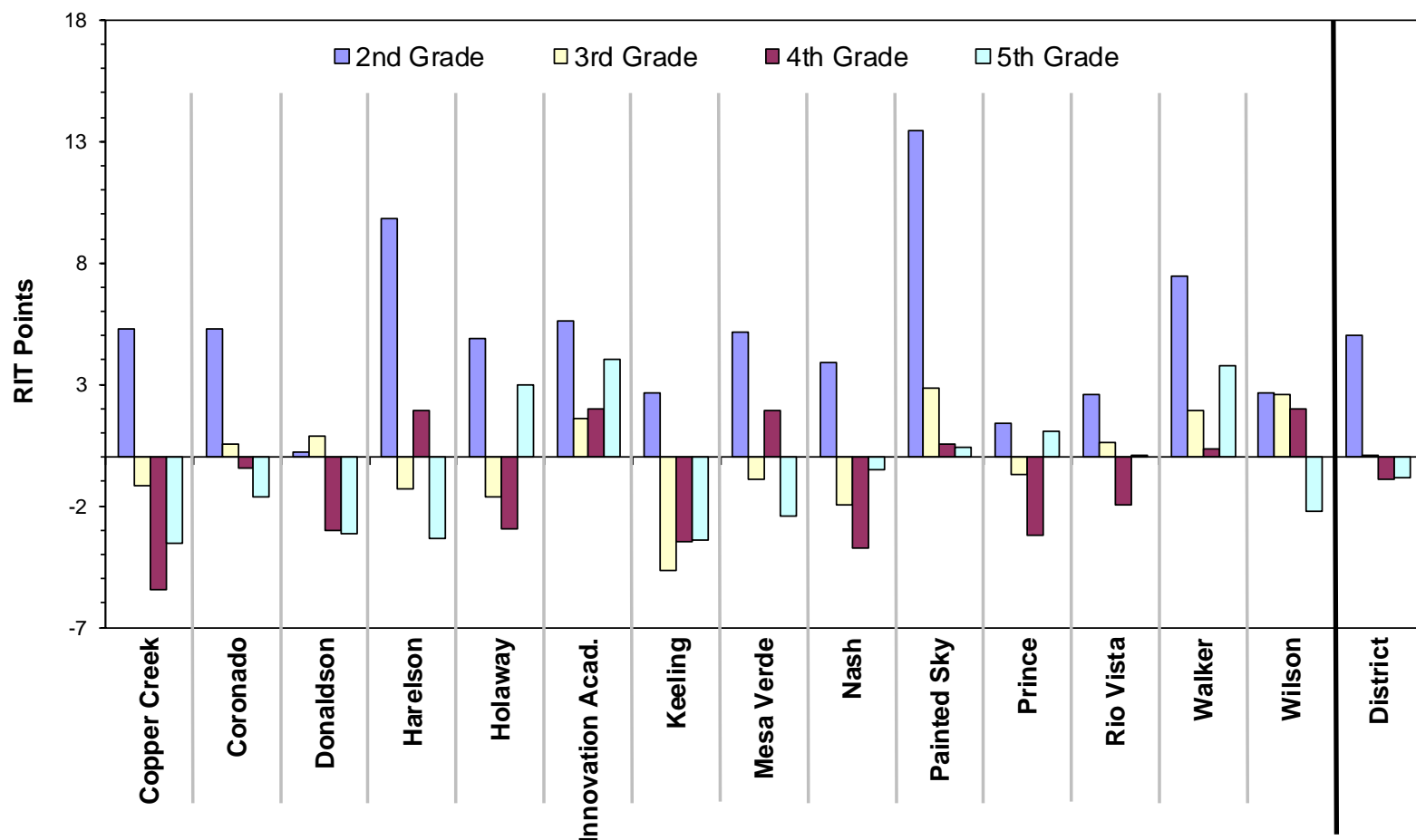


High School (includes both 9th and 10th grades)



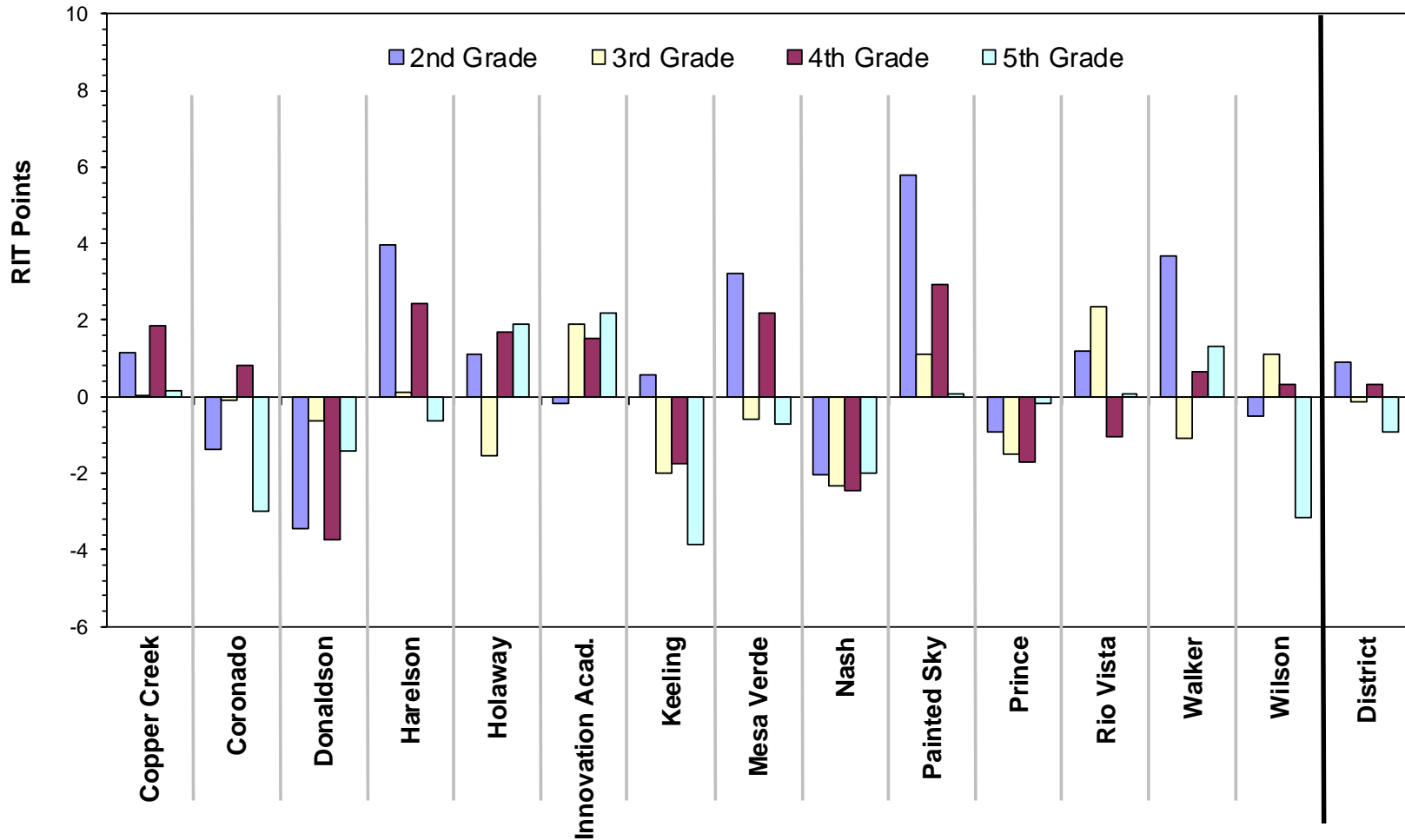
MAP Fall to Spring Growth: Elementary School

Average Number of RIT Points Above Expected Growth
Mathematics
 Fall 2017-Spring 2018



Note: The MAP test is a computer-adaptive assessment administered to students twice a year. The MAP provides a score (RIT) and an expected Fall-to-Spring growth target for each student based on that RIT score. The above chart represents the average observed RIT growth as it compared to the expected RIT growth target, from Fall to Spring. A score of "0" on this chart indicates that observed growth was exactly the same as the expected growth target. A negative value represents an observed growth below the expected growth target. A positive value represents an observed growth above the expected growth target.

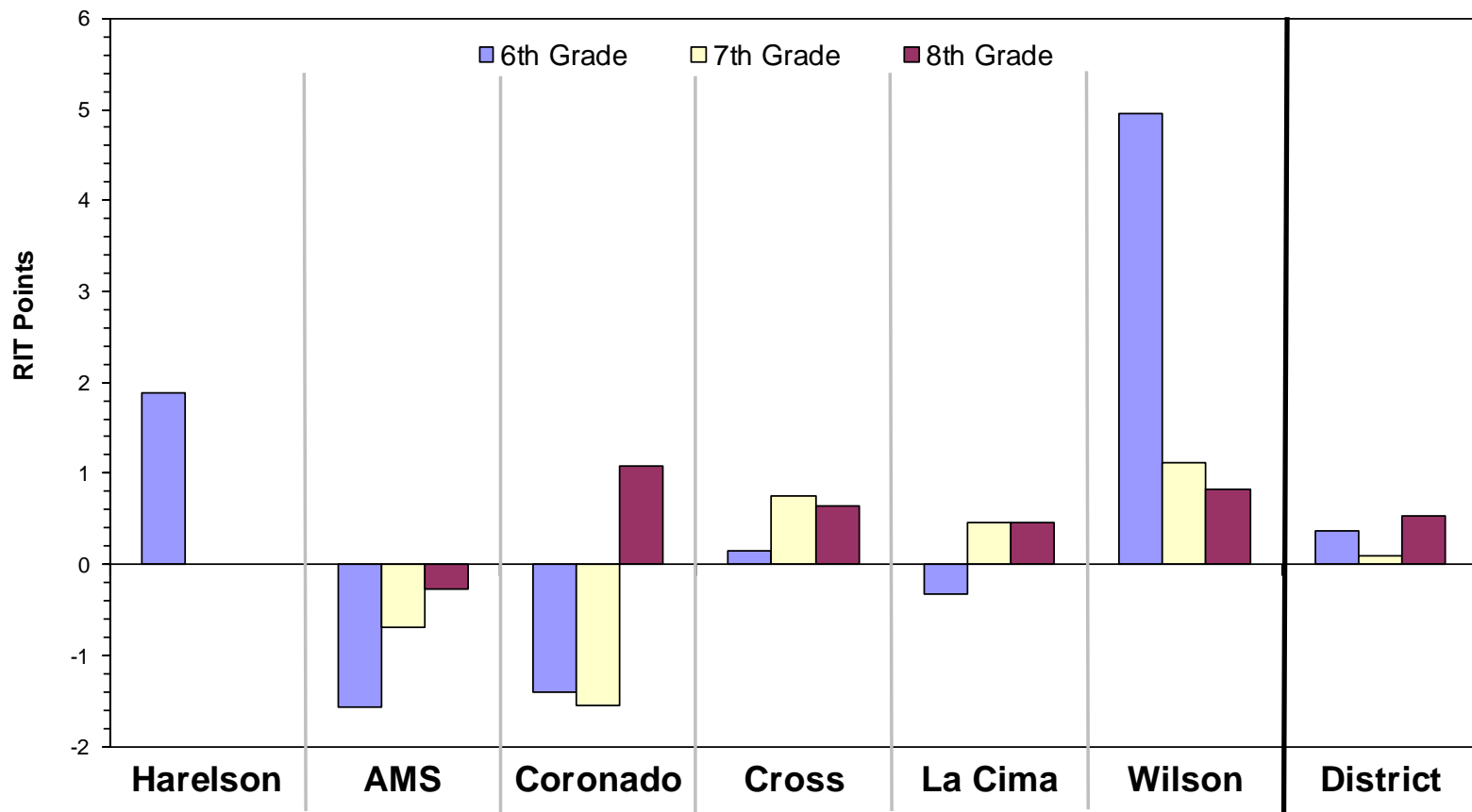
Average Number of RIT Points Above Expected Growth
Reading
 Fall 2017-Spring 2018



Note: The MAP test is a computer-adaptive assessment administered to students twice a year. The MAP provides a score (RIT) and an expected Fall-to-Spring growth target for each student based on that RIT score. The above chart represents the average observed RIT growth as it compared to the expected RIT growth target, from Fall to Spring. A score of "0" on this chart indicates that observed growth was exactly the same as the expected growth target. A negative value represents an observed growth below the expected growth target. A positive value represents an observed growth above the expected growth target.

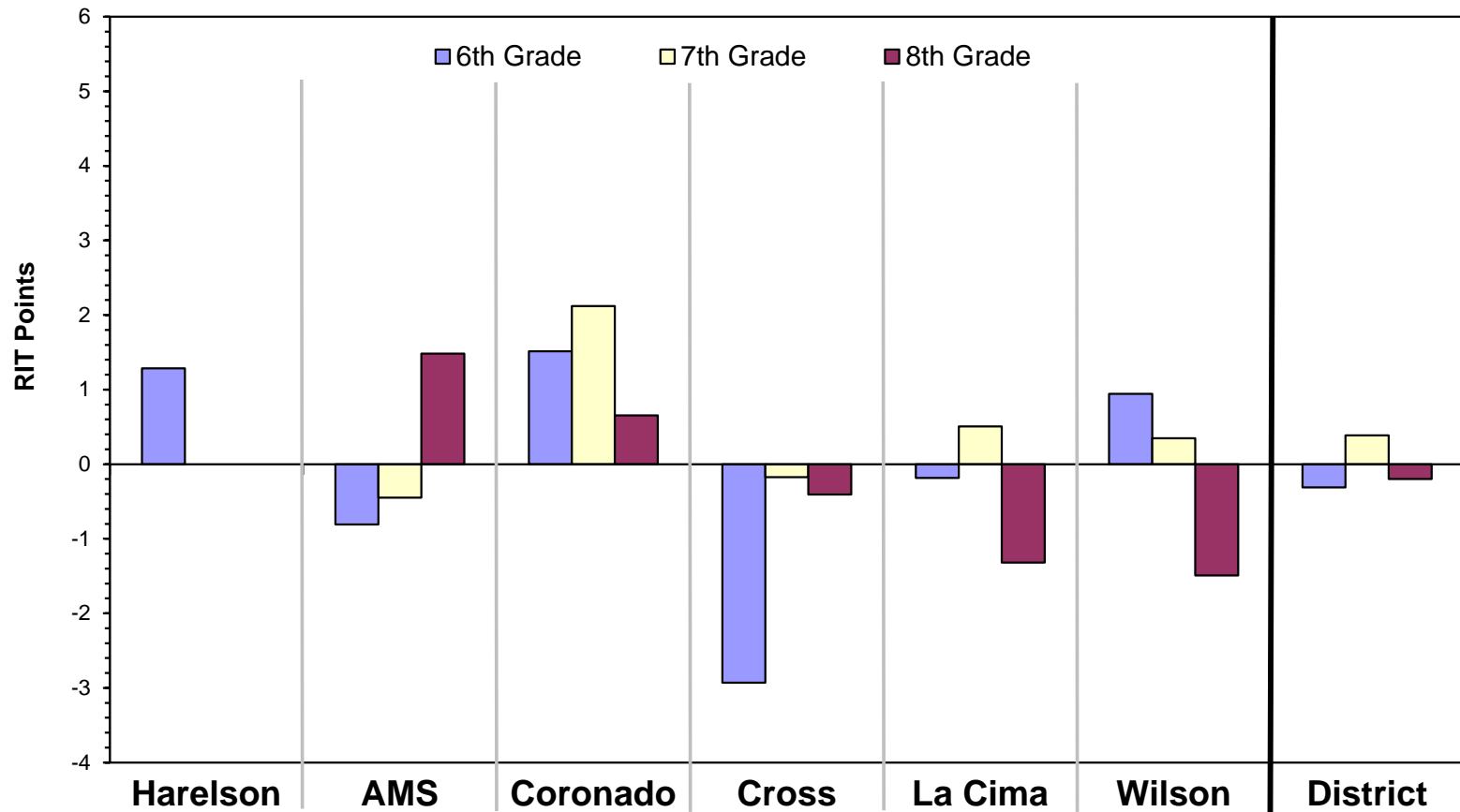
MAP Fall to Spring Growth: Middle School

Average Number of RIT Points Above Expected Growth
Mathematics
 Fall 2017-Spring 2018



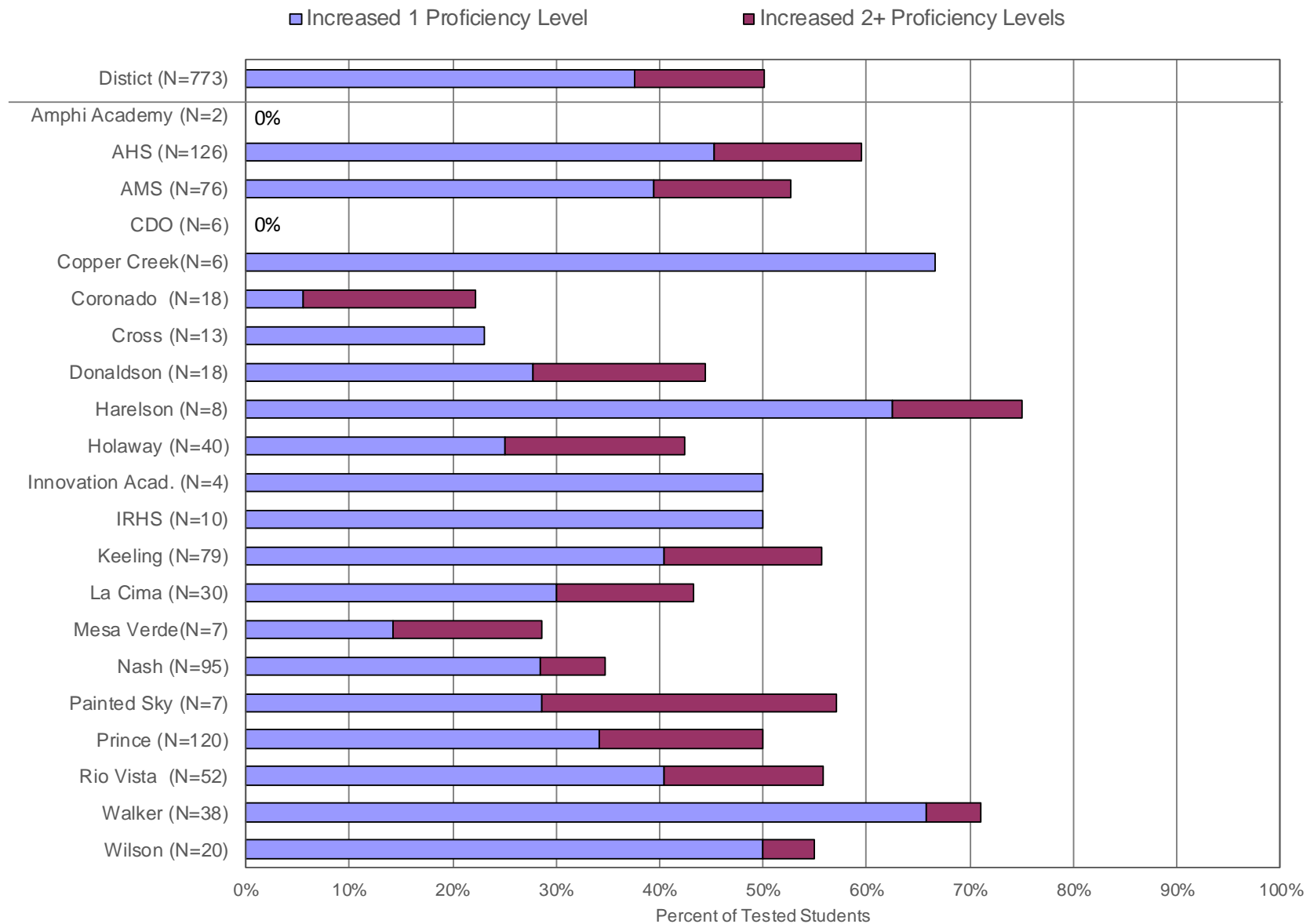
Note: The MAP test is a computer-adaptive assessment administered to students twice a year. The MAP provides a score (RIT) and an expected Fall-to-Spring growth target for each student based on that RIT score. The above chart represents the average observed RIT growth as it compared to the expected RIT growth target, from Fall to Spring. A score of "0" on this chart indicates that observed growth was exactly the same as the expected growth target. A negative value represents an observed growth below the expected growth target. A positive value represents an observed growth above the expected growth target.

Average Number of RIT Points Above Expected Growth
Reading
 Fall 2017-Spring 2018



Note: The MAP test is a computer-adaptive assessment administered to students twice a year. The MAP provides a score (RIT) and an expected Fall-to-Spring growth target for each student based on that RIT score. The above chart represents the average observed RIT growth as it compared to the expected RIT growth target, from Fall to Spring. A score of "0" on this chart indicates that observed growth was exactly the same as the expected growth target. A negative value represents an observed growth below the expected growth target. A positive value represents an observed growth above the expected growth target.

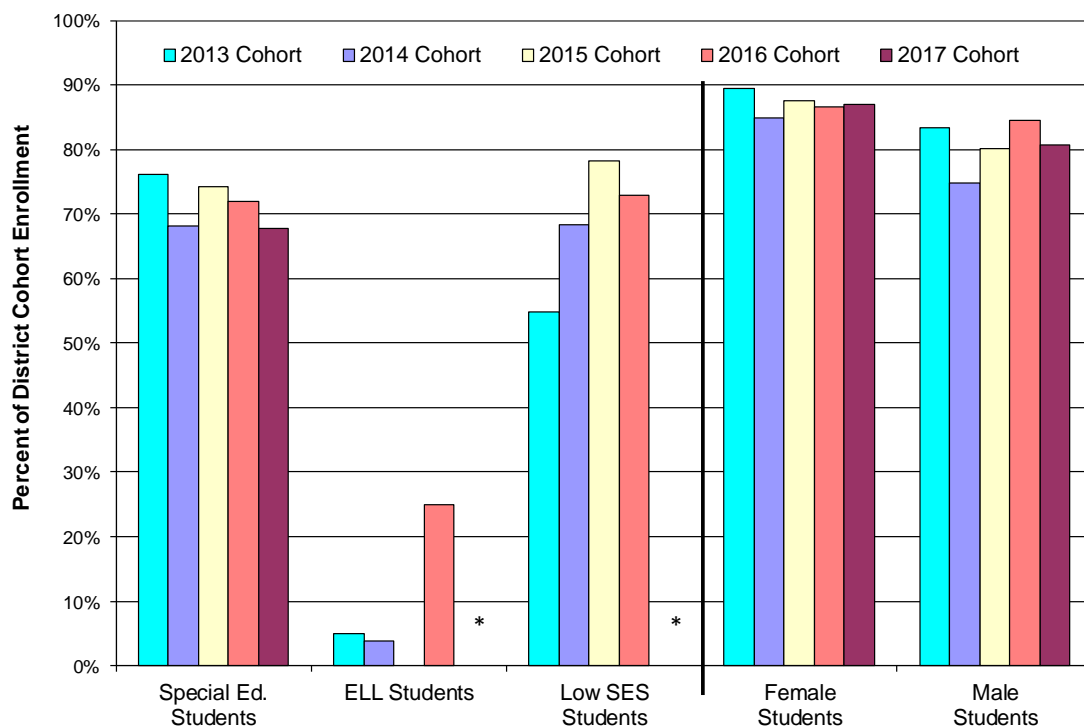
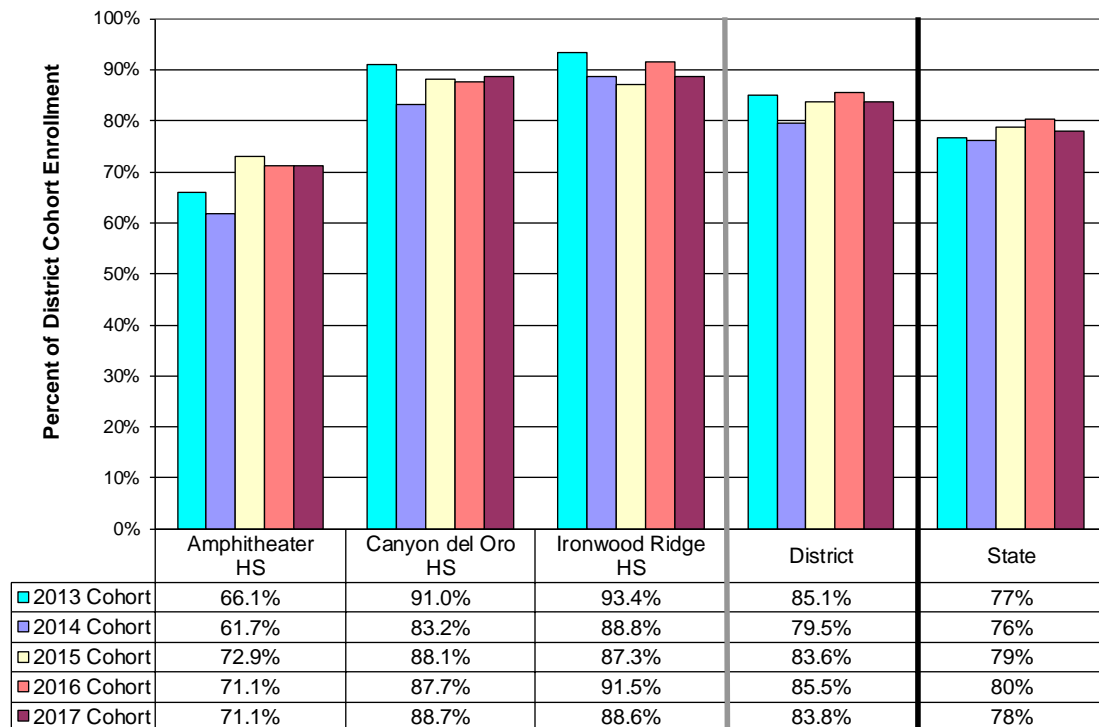
Arizona English Language Learner Assessment (AZELLA) Growth – 2017-18



***Are Our Students
Career and
College Ready?***

[This page left intentionally blank.]

Graduation Rate: By School and Special Program Membership

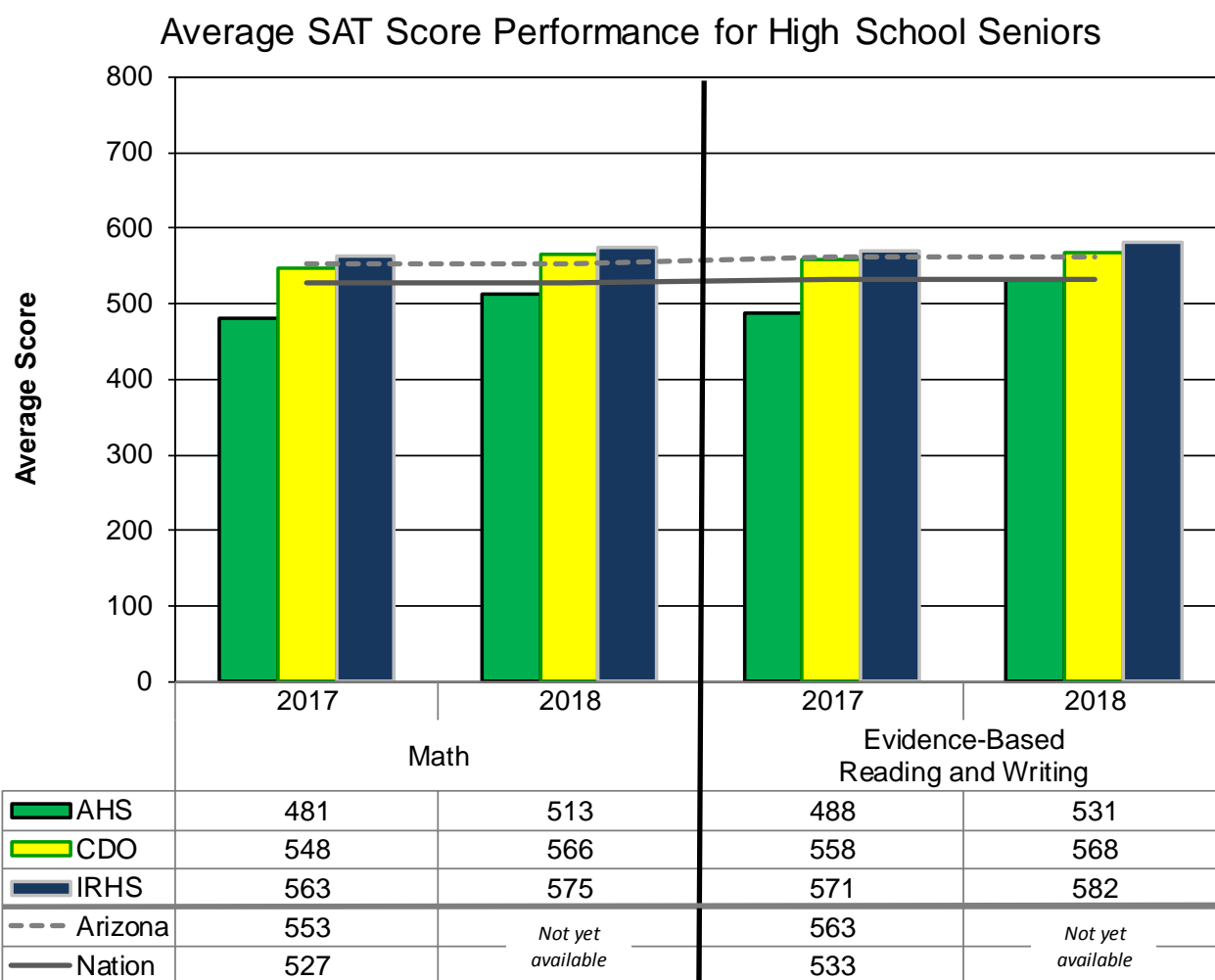


* Data not available

Note: Data provided is the 4-year graduation rate. Graduation data for Cohort 2017 is preliminary and may change. Graduation data for Cohort 2018 was not finalized in time to be included in this report.

SAT Testing and Performance (Seniors Only)

	2014-15		2015-16		2016-17		2016-17	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	69	26%	39	15%	49	21%	57	21%
Canyon del Oro HS	152	39%	125	36%	164	39%	157	43%
Ironwood Ridge HS	184	41%	138	184	144	34%	155	40%

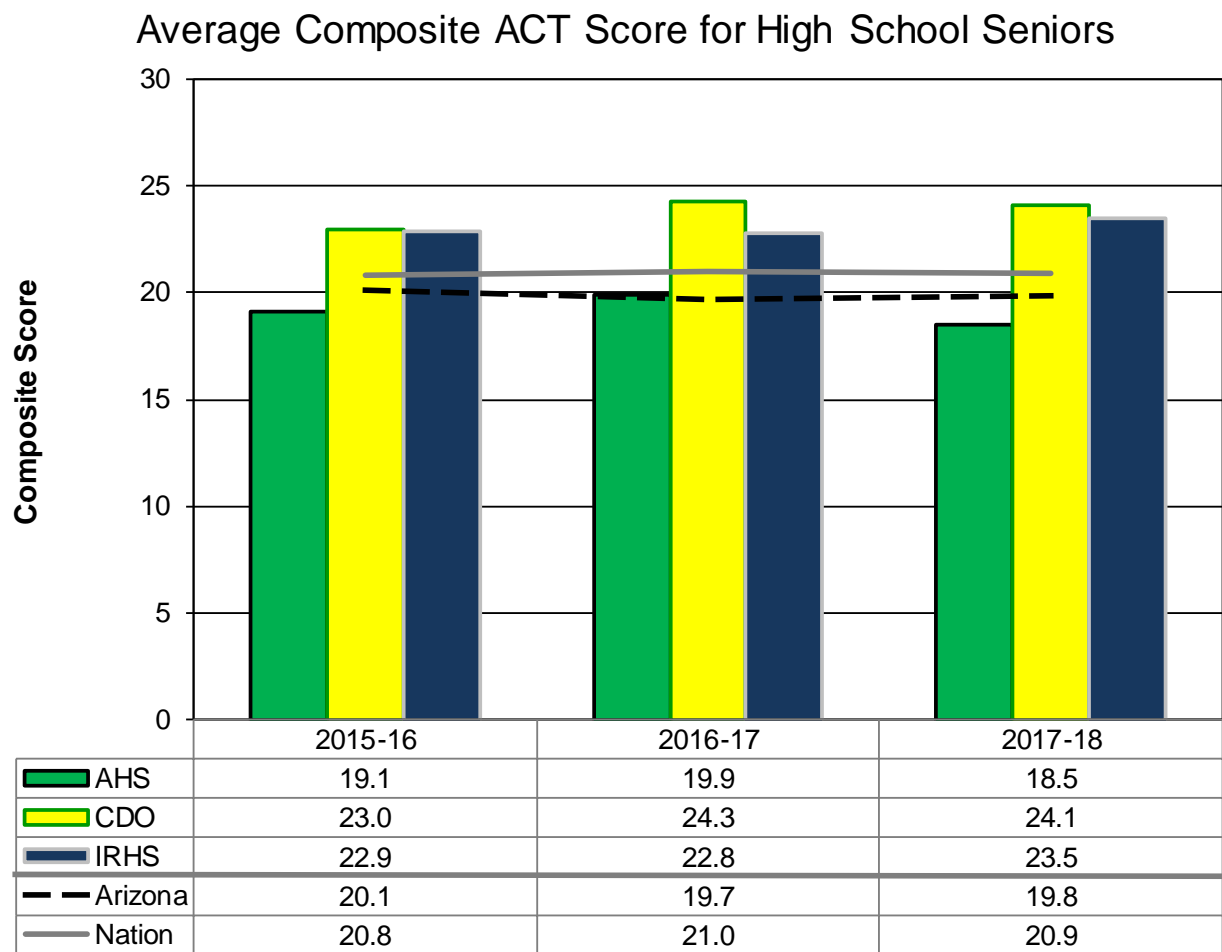


Note: Above data represents seniors only to allow for comparison to state and national averages. State and national averages for 2017-18 are not available in time for this report.

Results are only provided for the most recent two years due to a redesign of the SAT test. SAT results from tests administered before March 2016 are not comparable to results from the redesigned SAT.

ACT Testing and Performance (Seniors Only)

	2014-15		2015-16		2016-17		2017-18	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	22	9%	27	11%	19	8%	20	7%
Canyon del Oro HS	56	15%	59	17%	65	15%	54	15%
Ironwood Ridge HS	92	21%	139	31%	102	24%	102	26%



Note: Above data represents seniors only to allow for comparison to state and national averages. State and national averages for 2017-18 are predicted using the published averages for the most recent three years and updated when published.

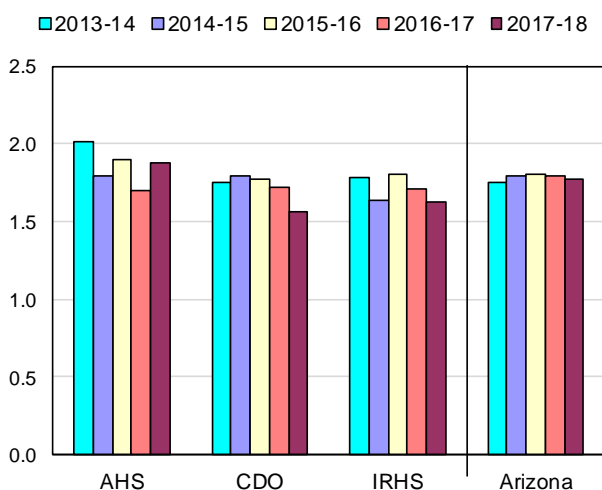
Advanced Placement Testing

2016-17	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	152	377	385	915
Number of students taking at least one (1) AP test	124	289	260	673
High School enrollment (2016-17)	1,146	1,574	1,742	4,462
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	13%	24%	22%	21%
AP student testing rate (% of AP students taking at least one (1) AP test)	82%	77%	68%	74%
Number of AP tests administered	211	497	445	1153
Average number of tests taken per tested student	1.7	1.7	1.7	1.7
Number of AP tests passed (score of 3+)	48	219	215	482
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	39%	76%	83%	72%

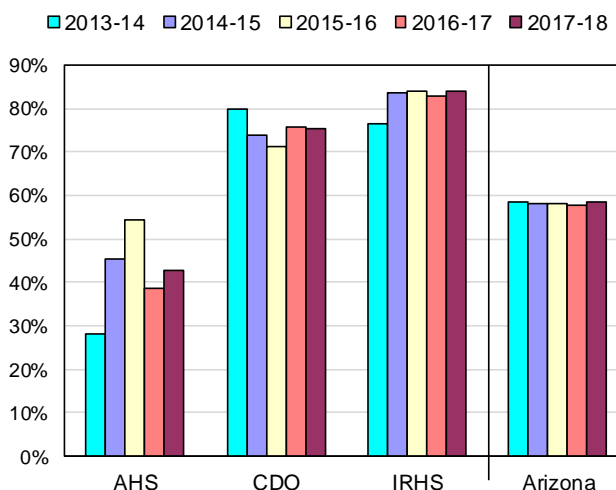
2017-18	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	198	351	387	938
Number of students taking at least one (1) AP test	143	255	270	668
High School enrollment (2017-18)	1,159	1,534	1,731	4,424
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	17%	23%	22%	21%
AP student testing rate (% of AP students taking at least one (1) AP test)	72%	73%	70%	71%
Number of AP tests administered	269	399	438	1106
Average number of tests taken per tested student	1.9	1.6	1.6	1.7
Number of AP tests passed (score of 3+)	61	192	227	480
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	43%	75%	84%	72%

Advanced Placement Testing: 5-year Trends

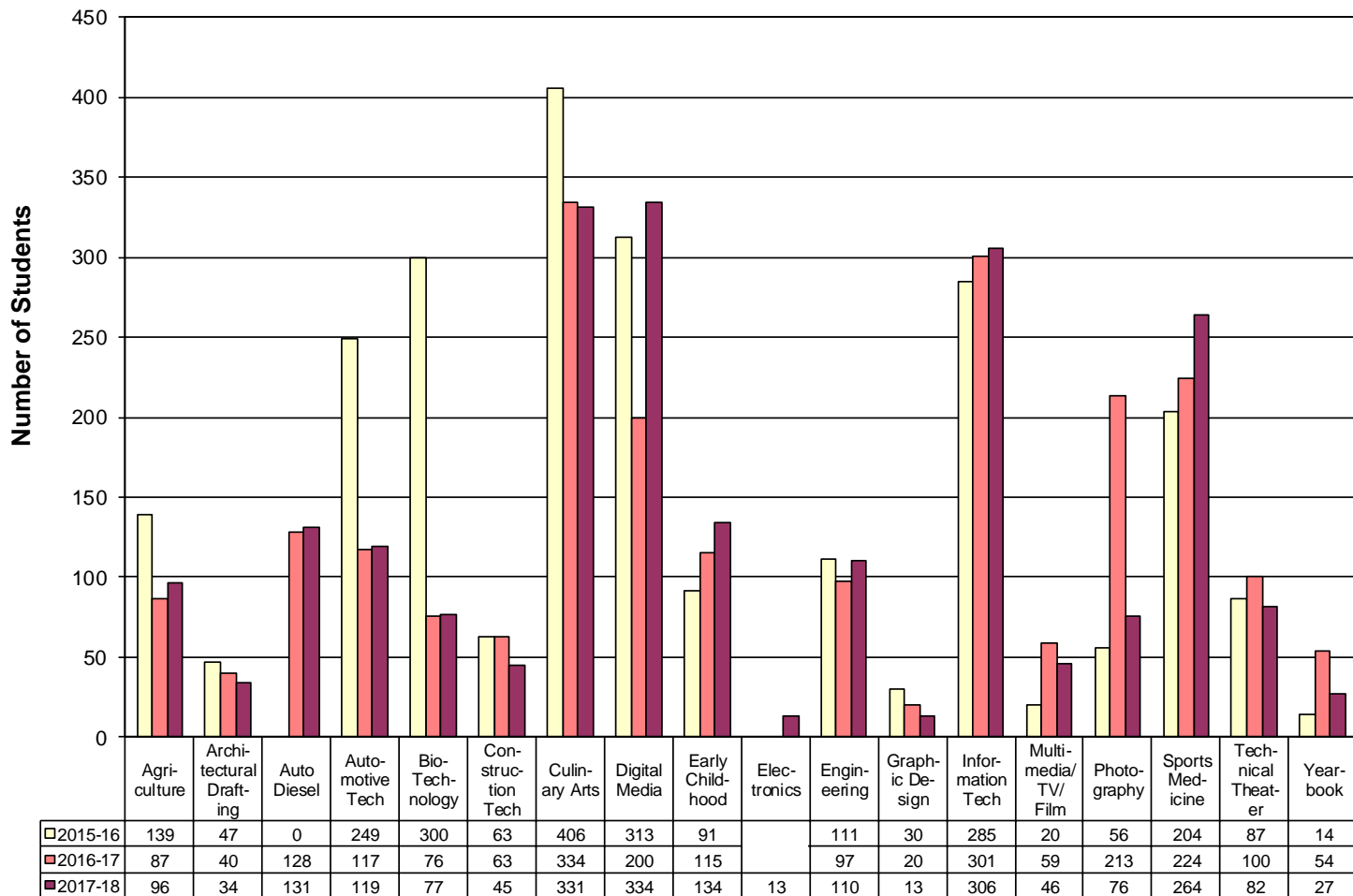
Number of AP Tests Taken Per AP Student



Percent of AP Students With One or More AP Test Scores of 3+



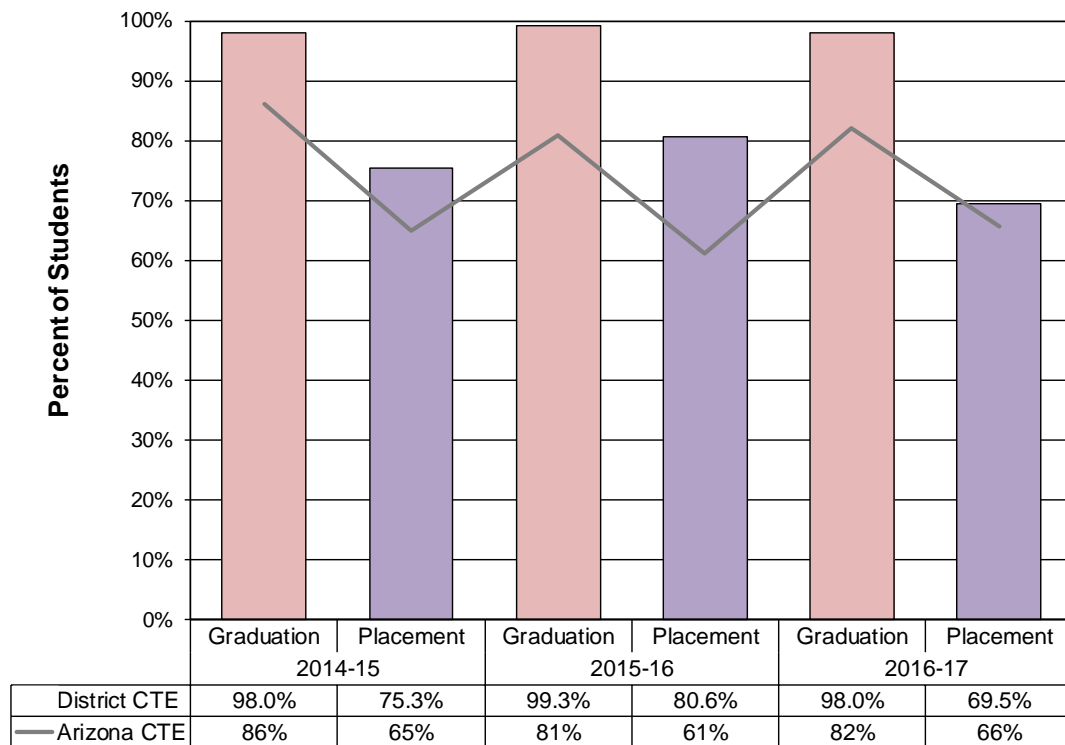
Career/ Technical Education Program Enrollment – 100th Day



100th Day CTE Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18
Amphitheater High School	343	306	566	548	577
Canyon del Oro High School	1,131	1,087	1,094	951	914
Ironwood Ridge High School	690	811	891	729	747

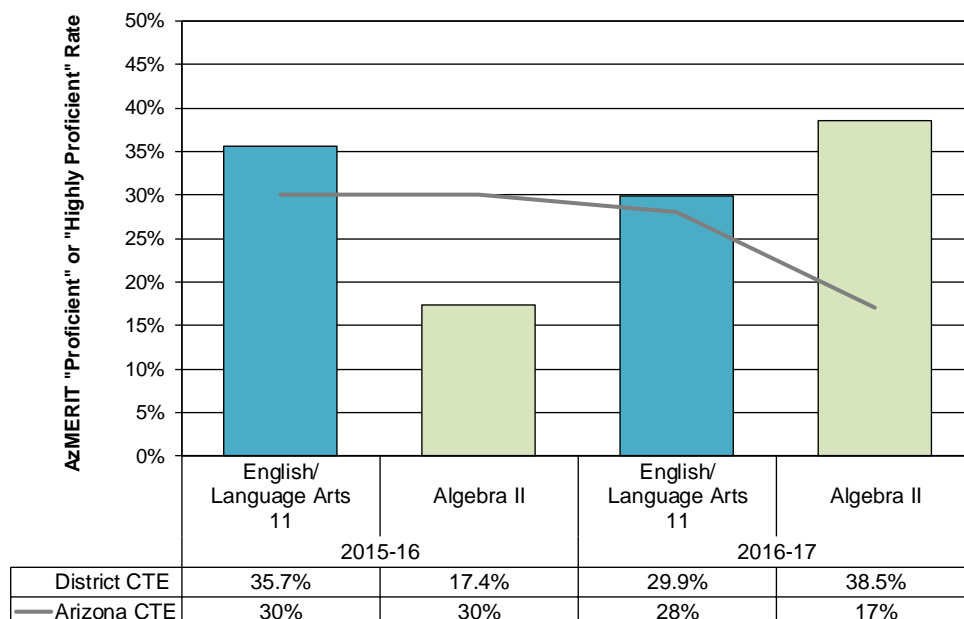
Career/ Technical Education Program Success

Graduation and Job Placement Rates for CTE Program Concentrators



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 2017-18 was not available in time to be included in this report.

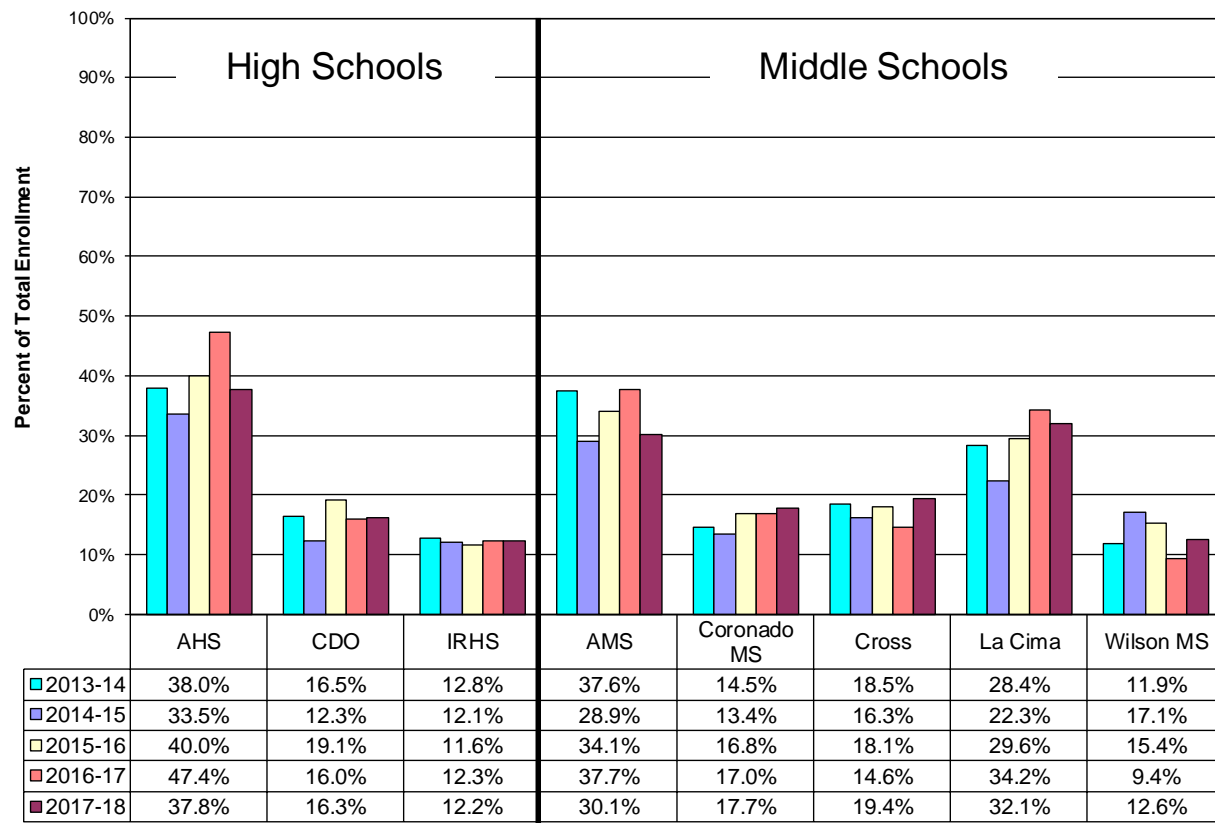
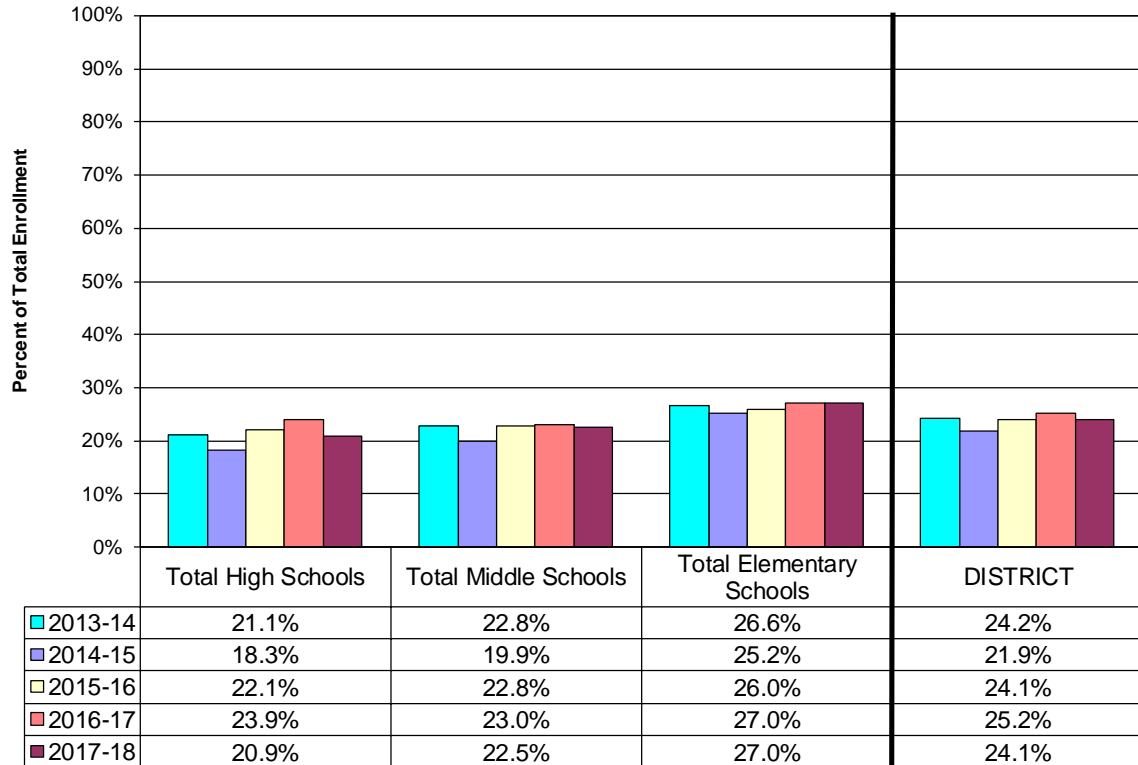
AzMERIT Proficiency Rate for CTE Program Concentrators



Other Student Indicators

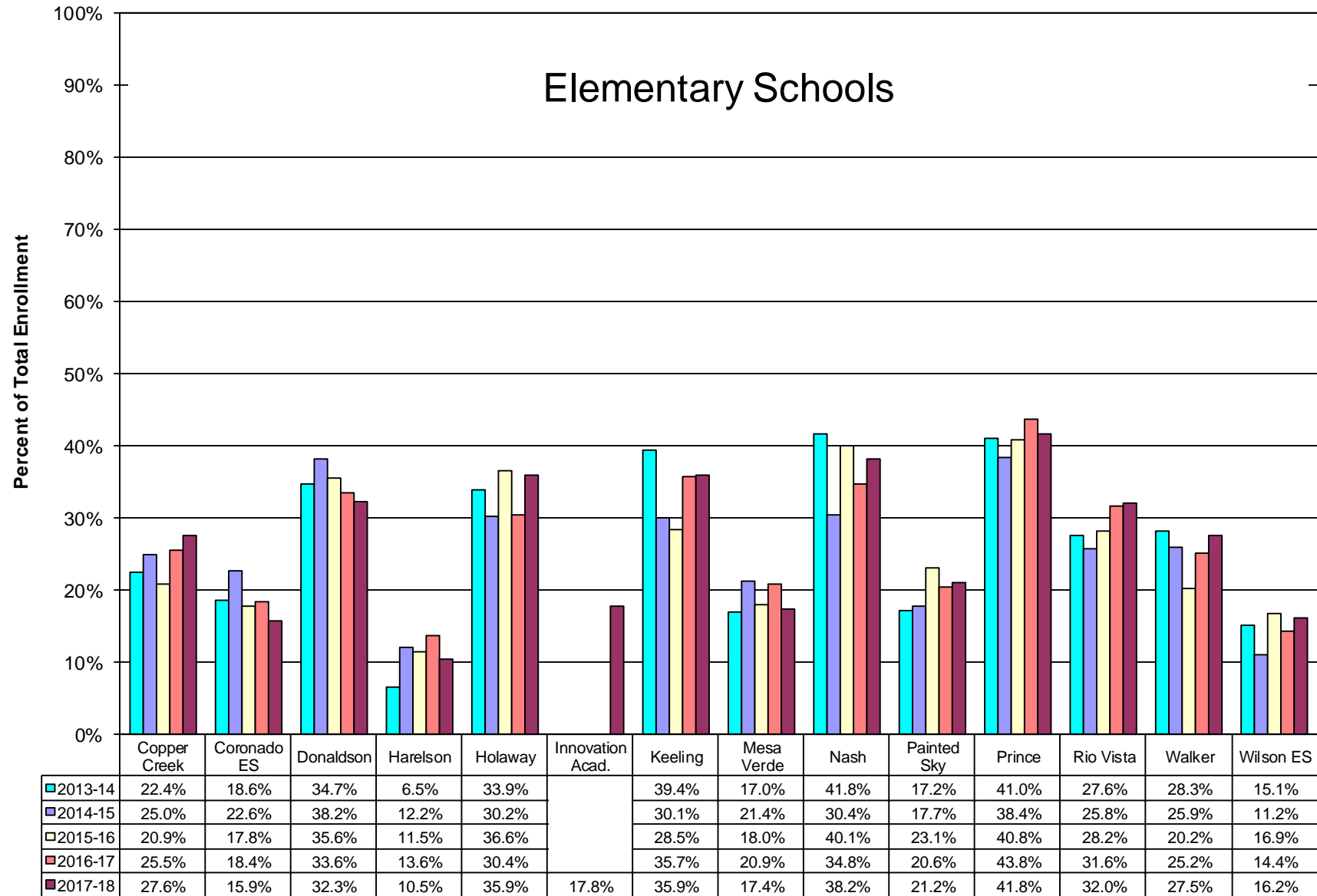
[This page left intentionally blank.]

Mobility Rate



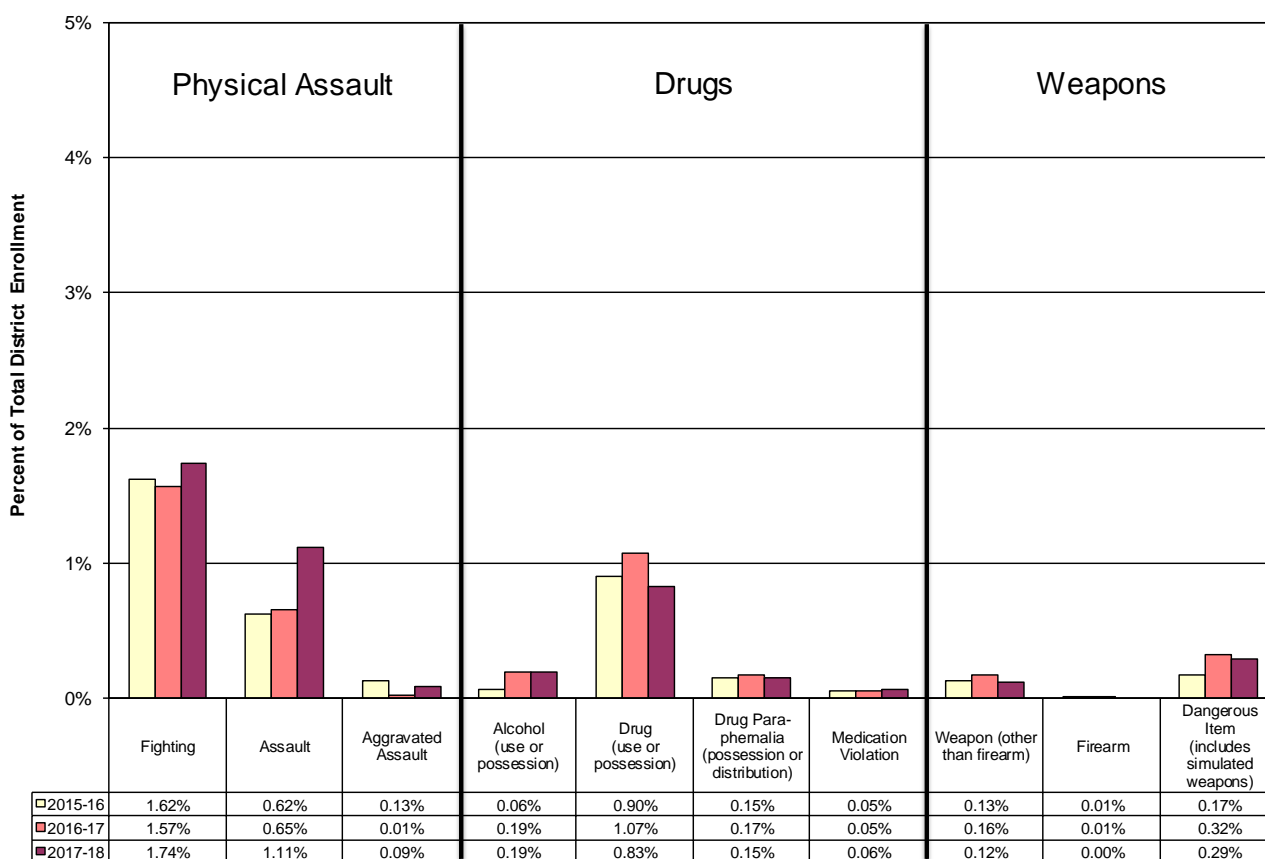
Note: Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) x 100.

Mobility Rate (cont.)



Note: Mobility is calculated as follows: $(\text{Entries after the First Day} + \text{Reentries} + \text{Withdrawals}) / (\text{First Day Enrollment} + \text{Entries after the First Day}) \times 100$.

Reports of Serious Offenses



Historical Trend (as a Percent of Total Enrollment)

	Physical Assault		Drugs		Weapons		Total Serious Offenses	
2013-14	319	2.2%	139	1.0%	77	0.5%	535	3.7%
2014-15	263	1.9%	113	0.8%	57	0.4%	433	3.1%
2015-16	331	2.4%	162	1.2%	43	0.3%	536	3.8%
2016-17	313	2.2%	208	1.5%	69	0.5%	590	4.2%
2017-18	407	2.9%	171	1.2%	56	0.4%	634	4.6%

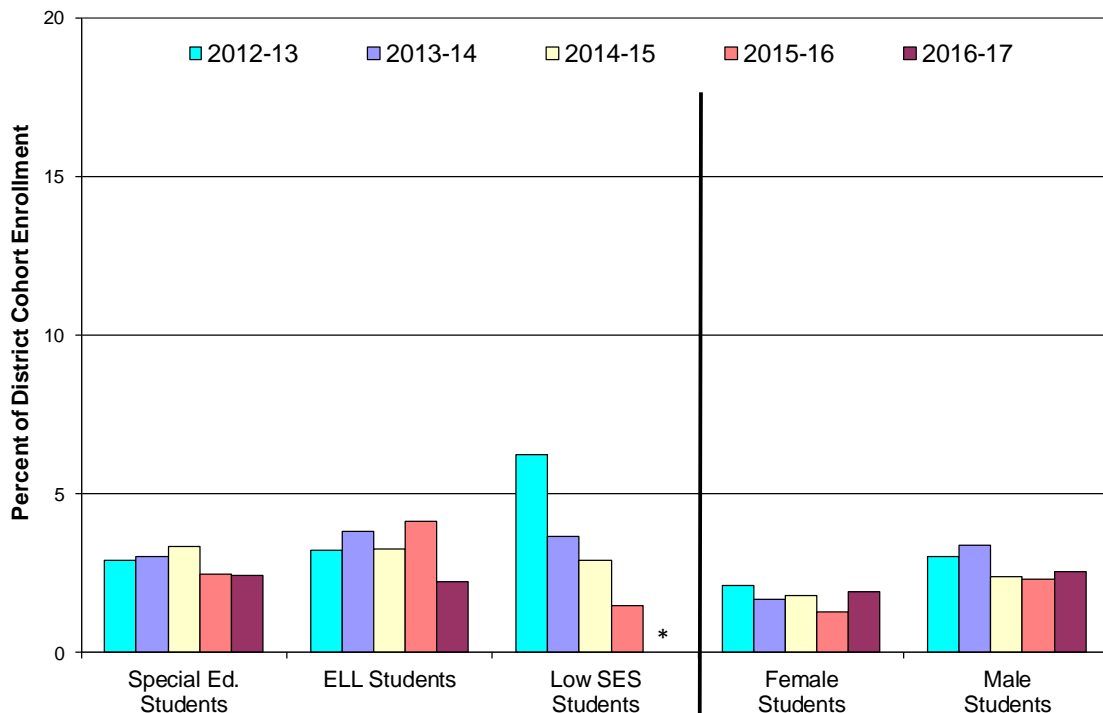
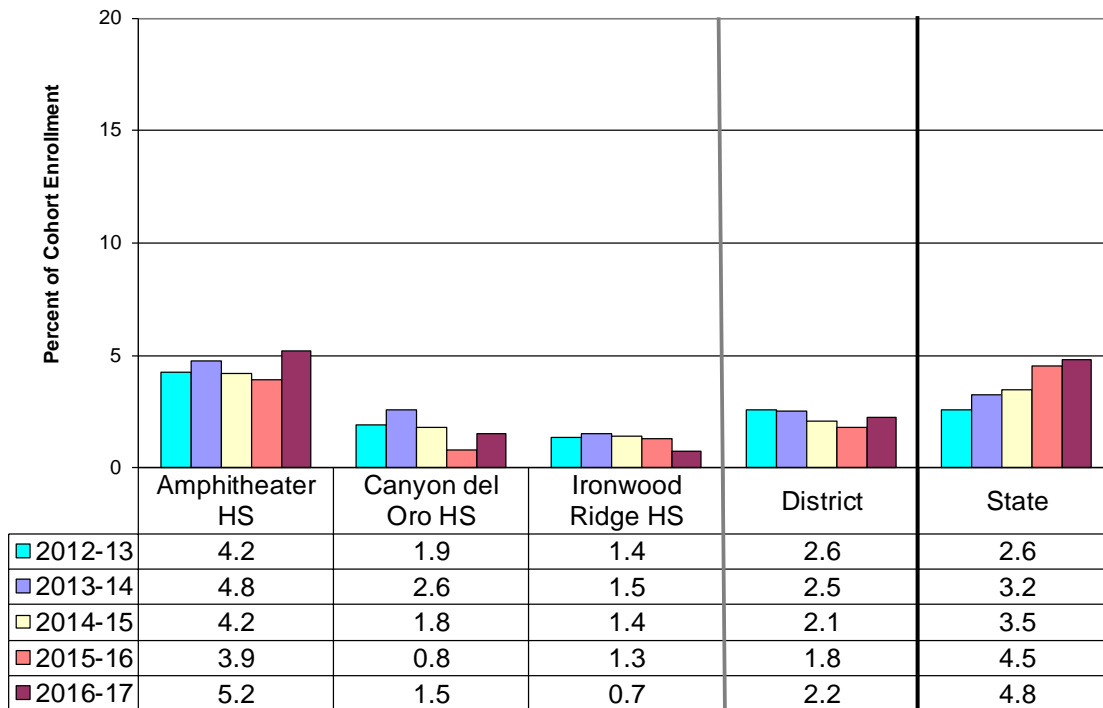
Physical Assault includes the following categories: Fighting, Assault, and Aggravated Assault

Drugs includes the following categories: Alcohol Use or Possession, Alcohol Distribution, Drug Use or Possession, Drug Paraphernalia Possession, Drug or Paraphernalia Distribution, and Medication Violation

Weapons includes the following categories: Weapons (other than firearms), Firearms, and Dangerous Items (which also includes simulated weapons).

Note: 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



* Data unavailable

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 2017-18 was not available in time to be included in this report.