Data Book

2018-2019

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District Overview

Unless otherwise noted, all statistics were collected on the last day of the 2018-19 school year.

Our Vision

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

Our Mission

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

We Value

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

We Believe

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

Amphitheater Public Schools Students *are academically prepared by:*

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

Amphitheater Public Schools Students *communicate clearly by:*

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

Amphitheater Public Schools Students *demonstrate critical thinking by:*

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

Amphitheater Public Schools Students *collaborate with others by:*

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

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

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

Amphitheater Public Schools Students *demonstrate creative thinking by:*

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

Amphitheater Public Schools Students *evidence good citizenship by:*

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

Amphitheater Public Schools Students *practice problem solving by:*

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

Amphitheater Public Schools Facts

Year Established	1893
Assessed Valuation (2018-19)	$1,590,920,979
Geographic Area	112 sq. miles
Estimated Population of School District	142,110

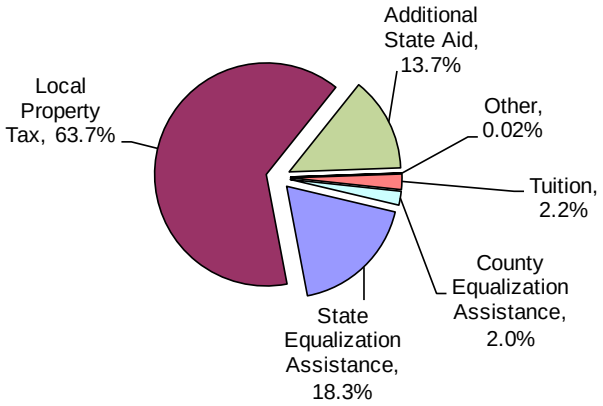
Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2017

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	1,425
Part-Time Employees	647

General Fund M & O Revenue Sources (2018-19)



Student Enrollment at Year-End	13,675
Elementary	6,078
Secondary	7,687

Race/Ethnicity Distribution

Asian	3.5%
Black	4.9%
Hispanic (of any race)	42.6%
Native American/American Indian	1.8%
White (not of Hispanic origin)	44.4%
Multi-racial	2.8%

Number of Schools by AZ LEARNS Letter Grade (2018)

"A" Schools	6
"B" Schools	5
"C" Schools	8
"D" Schools	0
"F" Schools	0

Percent of Students Eligible for Free or Reduced Lunch	46.6%

Amphitheater School Board (as of January 2019)

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

School District Spending (Fiscal Year 2018)

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2018, March 2019, Report No 19-203

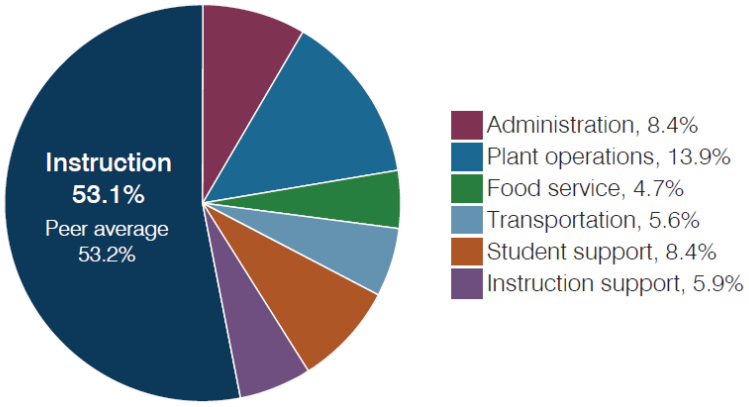
Per pupil spending

Spending by area	District 2017	District 2018	State average 2018
Instruction	$ 4,374	$ 4,455	$ 4,480
Administration	694	716	860
Plant Operations	1,144	1,165	988
Food Service	389	365	425
Transportation	461	462	388
Student Support	689	699	693
Instruction Support	485	427	462
Total operational	$ 8,236	$ 8,289	$ 8,296
Land and buildings	$ 2,042	$ 745	$ 827
Equipment	411	334	409
Interest	321	318	228
Other	66	72	169
Total nonoperational	$ 2,840	$ 1,469	$ 1,633
Total per pupil spending	**$ 11,076**	**$ 9,758**	**$ 9,929**

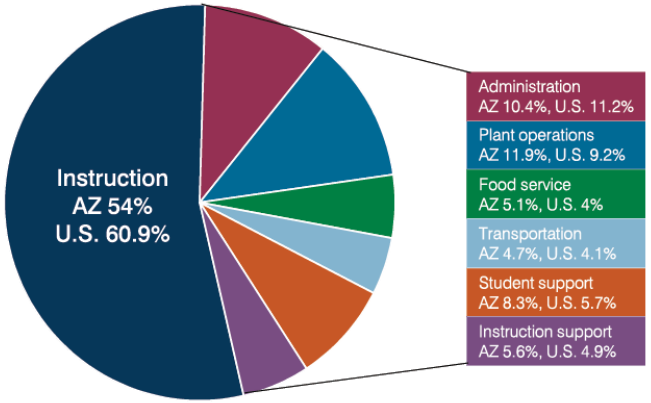
Efficiency measures relative to peer averages

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 2018



Comparison of Arizona and U.S. spending by operational area
Fiscal years 2018 (Arizona) and 2016 (U.S.)



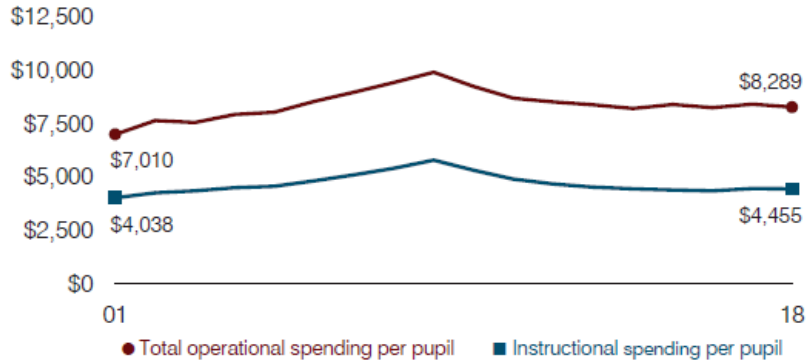
Operational Trends by Fiscal Year

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2018, March 2019, Report No 19-203

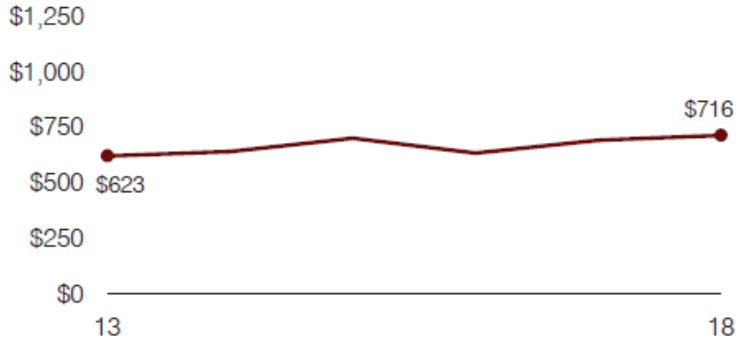
Instructional spending percentage

Year:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
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	53.7

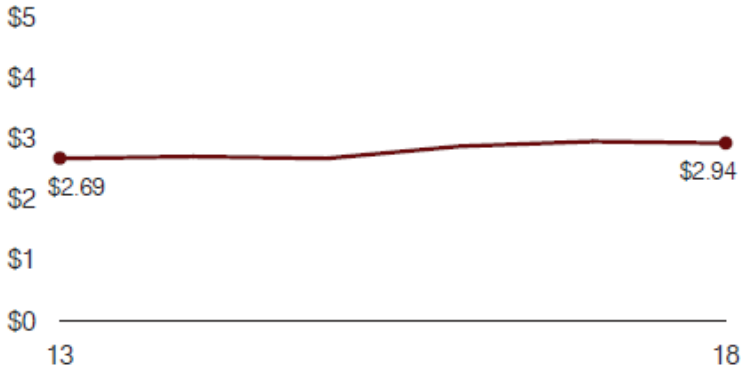
Total operational and instructional spending per pupil (inflation adjusted to 2018 dollars)



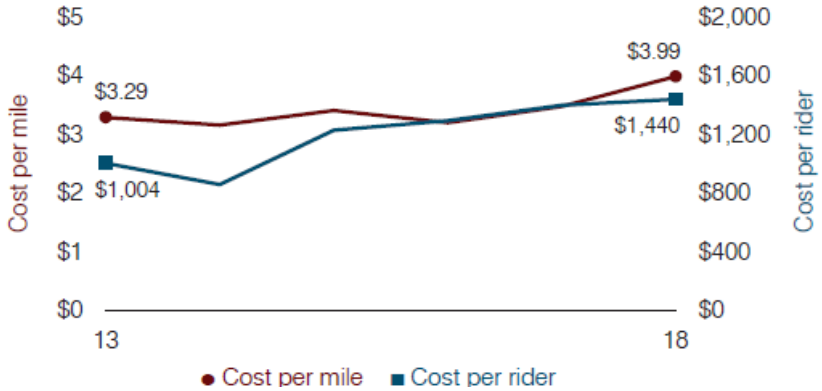
Administrative cost per pupil



Food service cost per meal



Transportation costs per mile and per rider



Who Attends Our Schools?

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Race/Ethnic Distribution: District

DISTRICT TOTALS (all grades)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.5%	4.9%	42.6%	1.8%	44.4%	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
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%
2018-19	4.8%	10.8%	63.5%	3.1%	16.5%	1.3%

Canyon del Oro High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	4.1%	2.7%	33.8%	1.1%	56.4%	2.0%

Ironwood Ridge High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.9%	2.8%	25.6%	0.6%	65.2%	1.9%

Rillito (grades 9-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	6.3%	9.4%	21.9%	3.1%	59.4%	0.0%

Amphi Academy Online (grades 6-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	1.7%	5.0%	44.6%	0.8%	46.3%	1.7%

HIGH SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	4.2%	4.9%	38.3%	1.4%	49.5%	1.8%

Race/Ethnic Distribution: Middle School

Amphitheater Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	2.4%	11.6%	62.8%	3.9%	16.9%	2.4%

Coronado (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	1.7%	1.9%	33.0%	0.9%	60.2%	2.3%

Cross Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.8%	2.8%	32.4%	2.5%	55.4%	3.0%

La Cima Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	5.2%	3.1%	66.6%	3.7%	20.3%	1.0%

Wilson (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.1%	2.0%	20.6%	0.8%	70.1%	3.4%

Rillito (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	25.0%	8.3%	25.0%	0.0%	41.7%	0.0%

MIDDLE SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.3%	4.7%	42.8%	2.4%	44.3%	2.5%

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

Race/Ethnic Distribution: Elementary School

Copper Creek Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	2.5%	2.3%	30.3%	0.2%	58.7%	6.0%

Coronado (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	0.8%	0.5%	50.3%	0.3%	46.4%	1.6%

Donaldson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	2.3%	2.6%	48.1%	2.0%	40.9%	4.0%

Harelson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	4.8%	1.6%	24.6%	0.6%	64.5%	3.8%

Holaway Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	2.5%	6.2%	60.5%	2.5%	23.2%	5.2%

Innovation Academy						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2014-15						
2015-16						
2016-17						
2017-18	2.2%	1.9%	21.0%	1.9%	66.7%	6.5%
2018-19	2.6%	1.2%	21.8%	1.2%	67.1%	6.1%

Keeling Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	2.3%	12.9%	64.8%	3.9%	12.1%	4.1%

Mesa Verde Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	1.4%	1.4%	32.5%	0.0%	62.3%	2.5%

Race/Ethnic Distribution: Elementary School (cont.)

Nash Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.3%	3.6%	77.4%	5.9%	8.7%	1.3%

Painted Sky Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.7%	1.8%	24.8%	0.0%	65.3%	4.4%

Prince Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.4%	18.2%	59.5%	3.4%	11.4%	4.1%

Rio Vista Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	2.6%	4.9%	71.1%	1.5%	17.7%	2.2%

Walker Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	5.7%	3.8%	54.3%	1.1%	33.2%	1.9%

Wilson (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	4.2%	3.1%	25.9%	1.5%	61.9%	3.3%

Rillito (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	12.2%	2.4%	43.9%	7.3%	29.3%	4.9%

ELEMENTARY SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
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%
2018-19	3.2%	4.9%	45.8%	1.8%	40.7%	3.7%

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
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%
2018-19	28.6%	25.4%	23.1%	23.0%

Canyon del Oro High School				
	9th	10th	11th	12th
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%
2018-19	24.1%	27.9%	24.6%	23.4%

Ironwood Ridge High School				
	9th	10th	11th	12th
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%
2018-19	26.7%	24.2%	23.9%	25.3%

*Rillito School (grades 9-12)				
	9th	10th	11th	12th
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%
2018-19	6.3%	18.8%	12.5%	62.5%

**Amphi Academy Online				
	9th	10th	11th	12th
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%
2018-19	15.9%	15.9%	24.8%	43.4%

GRADE DISTRIBUTION: DISTRICT				
	9th	10th	11th	12th
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%
2018-19	8.5%	8.4%	7.8%	8.2%

** 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
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%
2018-19	35.6%	35.7%	28.7%

**Coronado (grades 6-8)			
	6th	7th	8th
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%
2018-19	33.0%	33.8%	33.2%

Cross Middle School			
	6th	7th	8th
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%
2018-19	28.7%	37.9%	33.4%

La Cima Middle School			
	6th	7th	8th
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%
2018-19	34.9%	31.7%	33.4%

*Rillito School (grades 6-8)			
	6th	7th	8th
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%
2018-19	41.7%	33.3%	25.0%

**Wilson (grades 6-8)			
	6th	7th	8th
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%
2018-19	34.7%	31.9%	33.4%

***Amphi Academy Online			
	6th	7th	8th
2014-15	0.0%	6.1%	22.4%
2015-16	11.1%	44.4%	44.4%
2016-17	33%	33.3%	33.3%
2017-18	13.3%	20.0%	66.7%
2018-19	25.0%	12.5%	62.5%

GRADE DISTRIBUTION: DISTRICT			
	6th	7th	8th
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%
2018-19	7.7%	7.6%	7.2%

** 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
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%
2018-19	13.2%	12.5%	13.9%	16.2%	13.9%	16.4%	14.1%

**Coronado (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	1.1%	14.0%	14.3%	16.5%	17.9%	17.0%	19.2%

Donaldson Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	13.8%	16.1%	14.1%	11.0%	15.0%	15.9%	14.1%

Harelson Elementary								
	PS	KG	1st	2nd	3rd	4th	5th	6th
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%
2018-19	0.4%	11.0%	13.6%	17.0%	16.0%	14.4%	17.8%	9.6%

Holaway Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	11.6%	15.1%	15.3%	13.8%	13.1%	18.8%	12.3%

Innovation Academy							
	PS	KG	1st	2nd	3rd	4th	5th
2014-15							
2015-16							
2016-17							
2017-18	0.0%	21.3%	18.2%	20.7%	18.2%	13.0%	8.6%
2018-19	6.1%	18.3%	19.2%	15.5%	16.2%	14.6%	10.1%

Keeling Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	1.0%	14.9%	16.5%	15.7%	19.0%	15.4%	17.5%

Mesa Verde Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	0.0%	15.4%	18.5%	14.6%	15.7%	15.4%	20.4%

Grade Level Distribution: Elementary School (cont.)

Nash Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	1.3%	11.5%	16.8%	17.3%	21.4%	14.5%	17.3%

Painted Sky Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	10.1%	13.0%	13.6%	13.4%	16.9%	15.6%	17.4%

Prince Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	1.4%	15.5%	15.5%	17.0%	18.7%	15.5%	16.4%

*Rillito School (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	19.5%	14.6%	17.1%	9.8%	4.9%	19.5%	14.6%

Rio Vista Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	0.4%	14.3%	13.0%	19.0%	16.1%	21.0%	16.1%

Walker Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	10.4%	16.0%	14.5%	14.0%	16.4%	16.8%	11.9%

** Wilson (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
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%
2018-19	0.4%	12.8%	15.1%	11.7%	19.5%	16.3%	24.3%

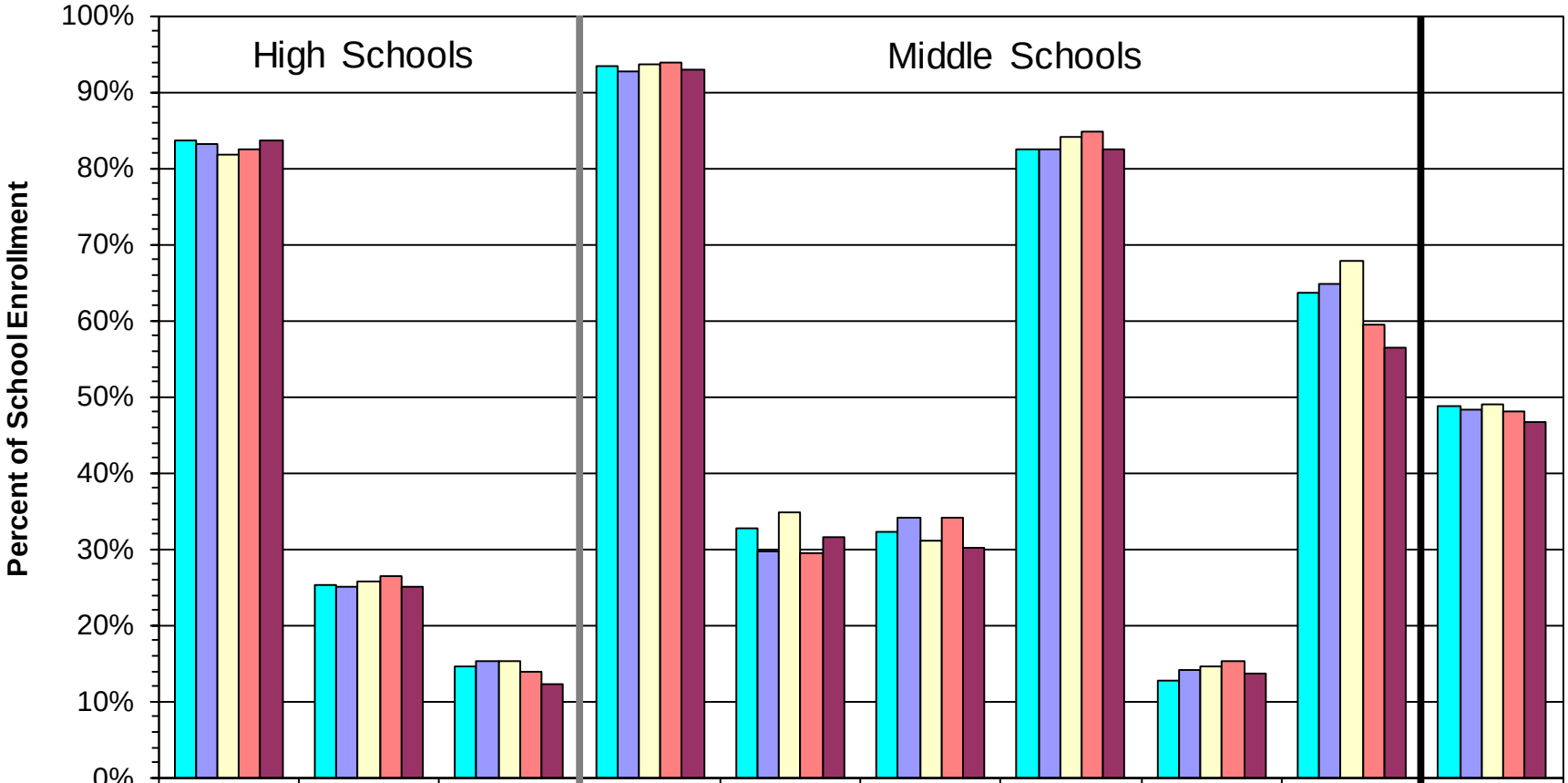
GRADE DISTRIBUTION: DISTRICT							
	PS	KG	1st	2nd	3rd	4th	5th
2014-15	1.6%	7.0%	7.7%	7.6%	7.6%	7.0%	7.3%
2015-16	1.5%	6.8%	7.4%	7.4%	7.6%	7.9%	7.1%
2016-17	1.5%	6.7%	7.6%	7.4%	7.2%	7.8%	7.9%
2017-18	1.9%	6.4%	6.7%	7.3%	7.3%	7.3%	8.0%
2018-19	2.2%	6.3%	6.7%	6.7%	7.4%	7.2%	7.2%

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

Title I School Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19
Amphitheater High	1,122	1,152	1,146	1,159	1,154
Amphitheater Middle	635	640	711	769	750
Coronado K-8	992	929	912	887	834
Donaldson Elementary	359	320	325	351	347
Holaway Elementary	373	388	411	439	405
Keeling Elementary	460	444	427	401	389
La Cima Middle	457	458	443	455	482
Mesa Verde Elementary	N/A	N/A	403	367	363
Nash Elementary	460	453	433	381	393
Prince Elementary	653	661	730	617	587
Rio Vista Elementary	534	502	490	468	453
Walker Elementary	518	520	494	475	470
Title I Year End Enrollment	6,563	6,467	6,925	6,769	6,627
Year End District Enrollment	13,997	13,938	14,025	13,871	13,765
% of Title I Enrollment	46.9%	46.4%	49.4%	48.8%	48.1%

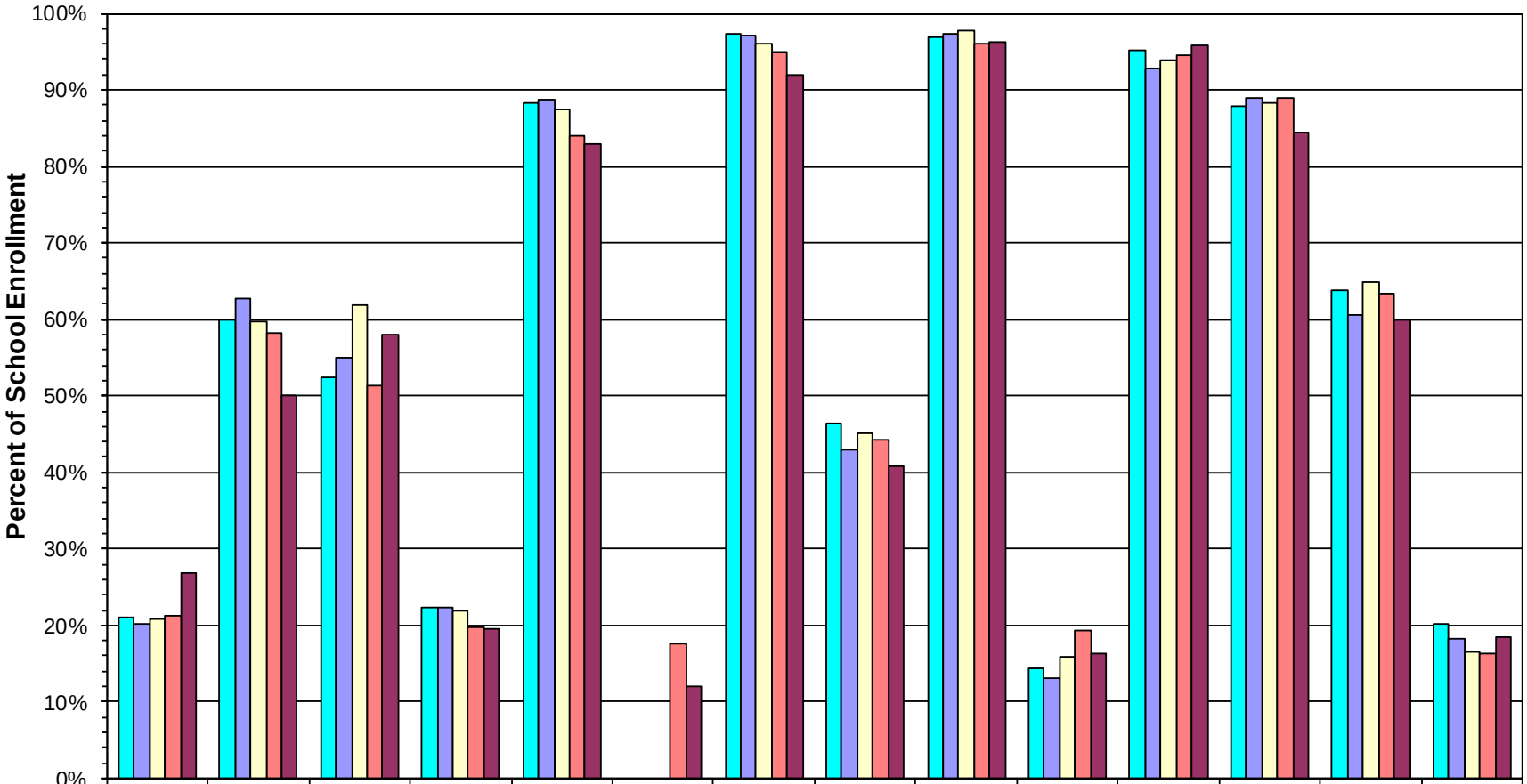
Free and Reduced Lunch Program Enrollment



	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS	*Rillito	District
2014-15	84%	25%	15%	94%	33%	32%	82%	13%	64%	48.7%
2015-16	83%	25%	15%	93%	30%	34%	83%	14%	65%	48.4%
2016-17	82%	26%	15%	94%	35%	31%	84%	15%	68%	49.0%
2017-18	83%	26%	14%	94%	30%	34%	85%	15%	60%	48.1%
2018-19	84%	25%	12%	93%	32%	30%	83%	14%	56%	46.6%

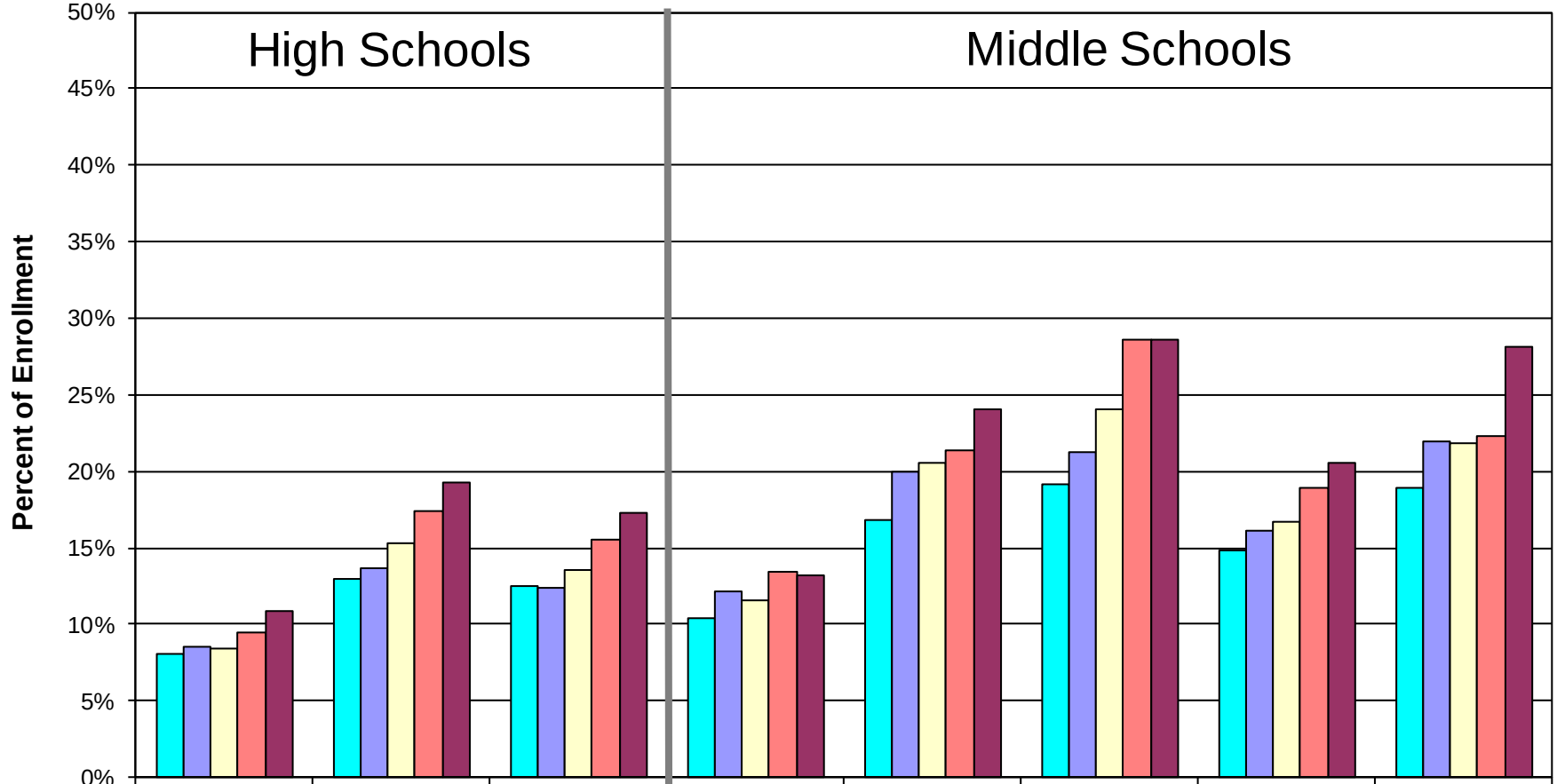
Note: Rillito School is a Special Education School serving pre-school through 12th grade.

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



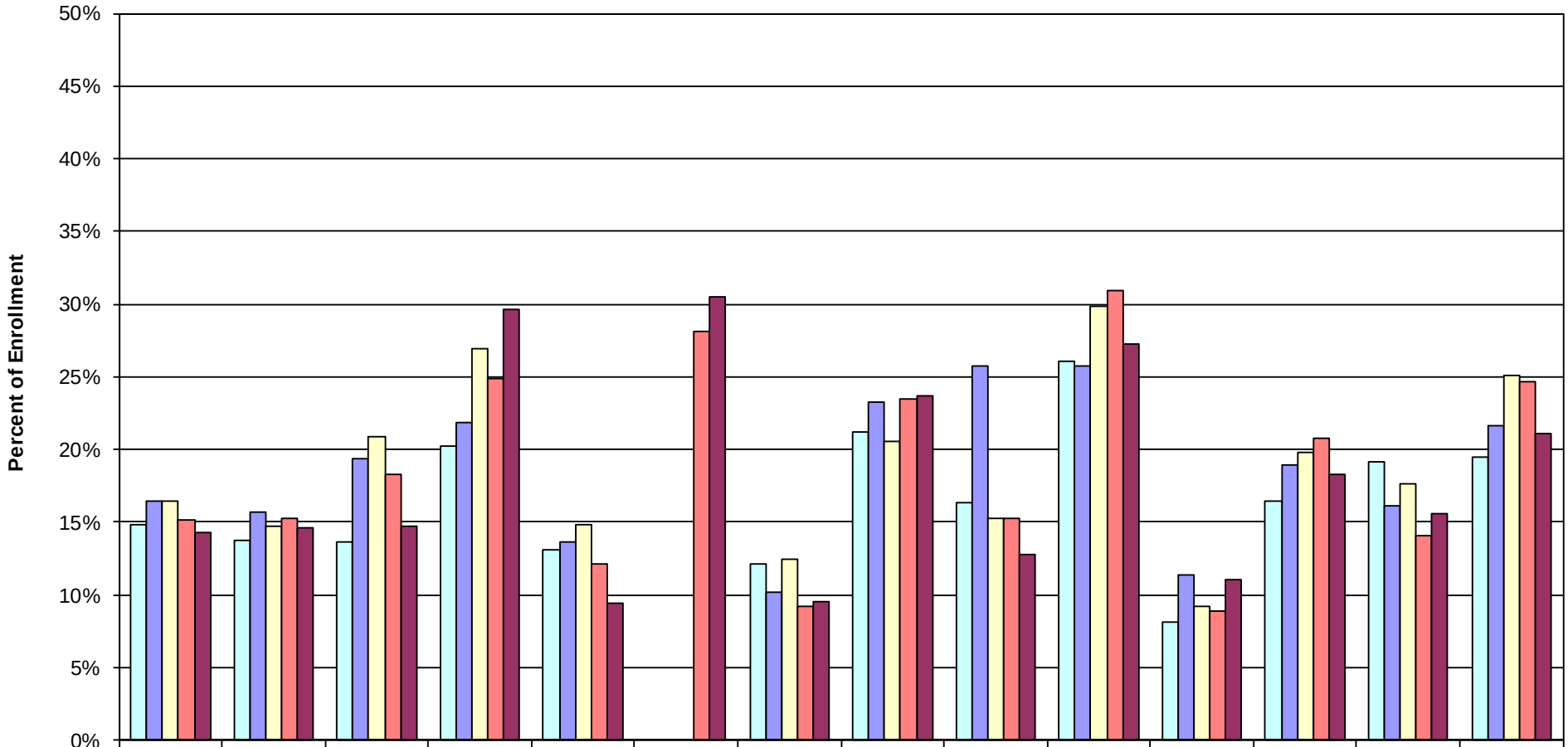
	Copper Creek	Coronado Elem	Donald-son	Harelson	Holaway	Innovation Academy	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson Elem
2014-15	21%	60%	52%	22%	88%	n/a	97%	46%	97%	14%	95%	88%	64%	20%
2015-16	20%	63%	55%	22%	89%		97%	43%	97%	13%	93%	89%	61%	18%
2016-17	21%	60%	62%	22%	87%		96%	45%	98%	16%	94%	88%	65%	16%
2017-18	21%	58%	51%	20%	84%	18%	95%	44%	96%	19%	94%	89%	63%	16%
2018-19	27%	50%	58%	19%	83%	12%	92%	41%	96%	16%	96%	84%	60%	18%

REACH Gifted & Talented Program – Student Enrollment



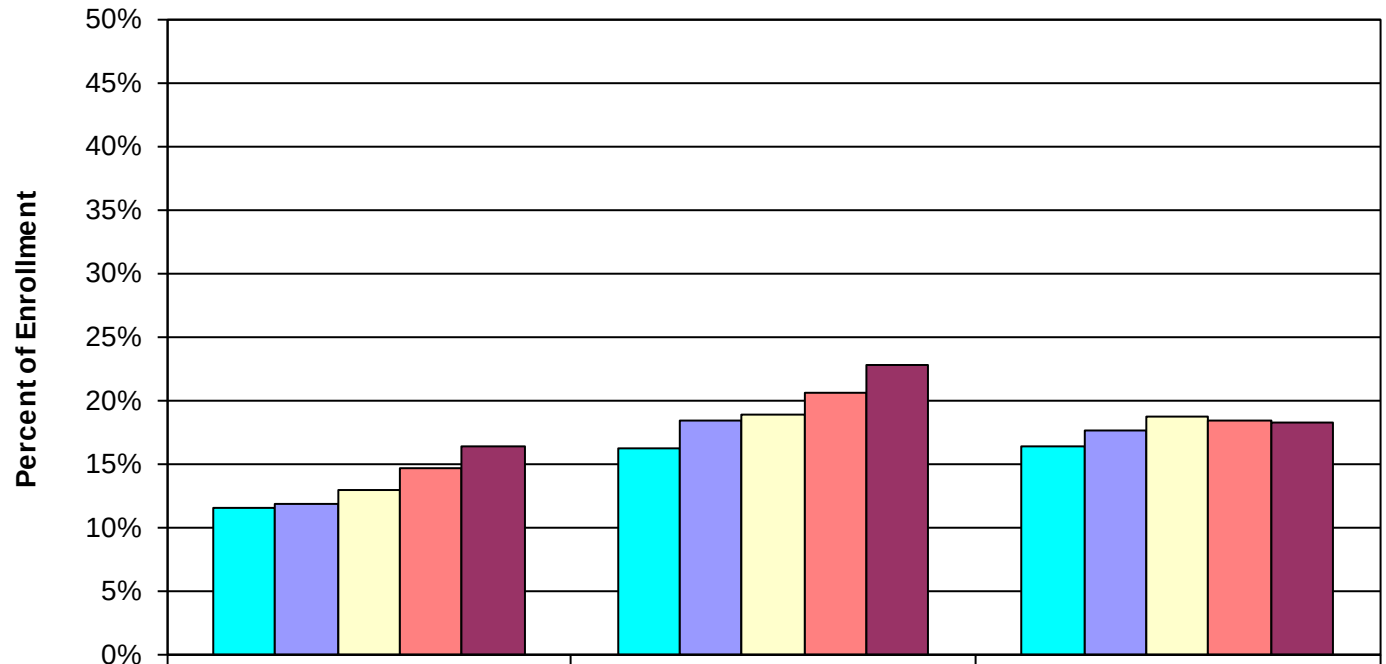
	AHS	CDO	IRHS	Amphi Middle	Coronado MS	Cross	La Cima	Wilson MS
2014-15	8.0%	12.9%	12.5%	10.4%	16.8%	19.2%	14.9%	19.0%
2015-16	8.5%	13.7%	12.3%	12.2%	20.0%	21.2%	16.2%	21.9%
2016-17	8.5%	15.2%	13.5%	11.5%	20.5%	24.0%	16.7%	21.8%
2017-18	9.5%	17.4%	15.5%	13.4%	21.4%	28.6%	18.9%	22.3%
2018-19	10.8%	19.3%	17.3%	13.2%	24.0%	28.6%	20.5%	28.2%

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



	Copper Creek	Coronado Elem.	Donaldson	Harelson	Holaway	Innovation Academy	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson Elem.
2014-15	14.8%	13.7%	13.6%	20.3%	13.1%	n/a	12.2%	21.2%	16.3%	26.1%	8.1%	16.5%	19.1%	19.5%
2015-16	16.5%	15.7%	19.4%	21.8%	13.7%		10.1%	23.3%	25.8%	25.8%	11.3%	18.9%	16.2%	21.7%
2016-17	16.4%	14.7%	20.9%	27.0%	14.8%		12.4%	20.6%	15.2%	29.9%	9.2%	19.8%	17.6%	25.1%
2017-18	15.2%	15.3%	18.2%	24.9%	12.1%	28.1%	9.2%	23.4%	15.2%	30.9%	8.9%	20.7%	14.1%	24.6%
2018-19	14.3%	14.6%	14.7%	29.7%	9.4%	30.5%	9.5%	23.7%	12.7%	27.3%	11.1%	18.3%	15.5%	21.1%

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

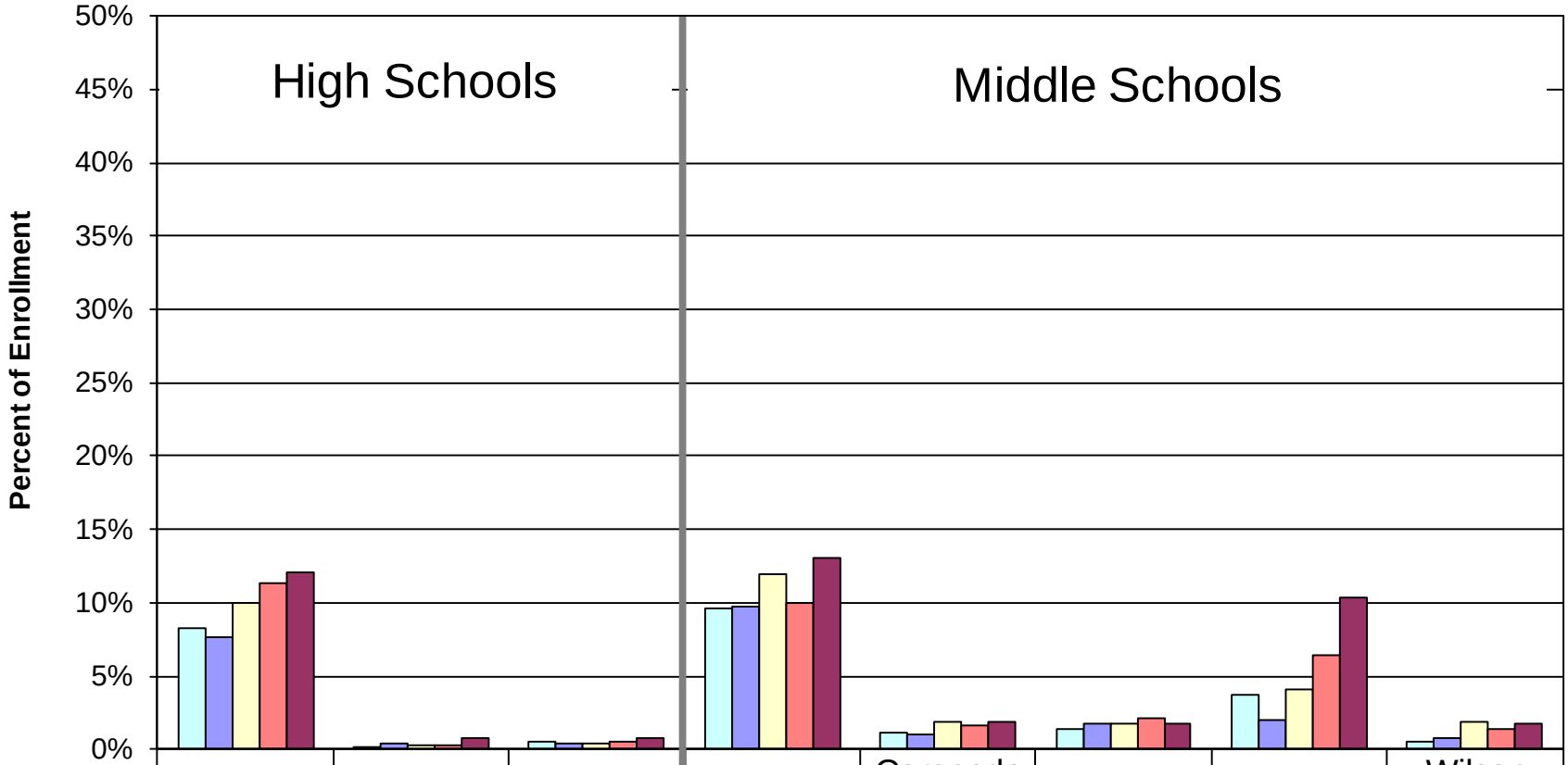


	High Schools	Middle Schools	Elementary Schools
2014-15	11.5%	16.1%	16.3%
2015-16	11.8%	18.4%	17.6%
2016-17	12.8%	18.8%	18.6%
2017-18	14.6%	20.5%	18.4%
2018-19	16.3%	22.7%	18.2%

Total Enrollment in the REACH Gifted & Talented Program

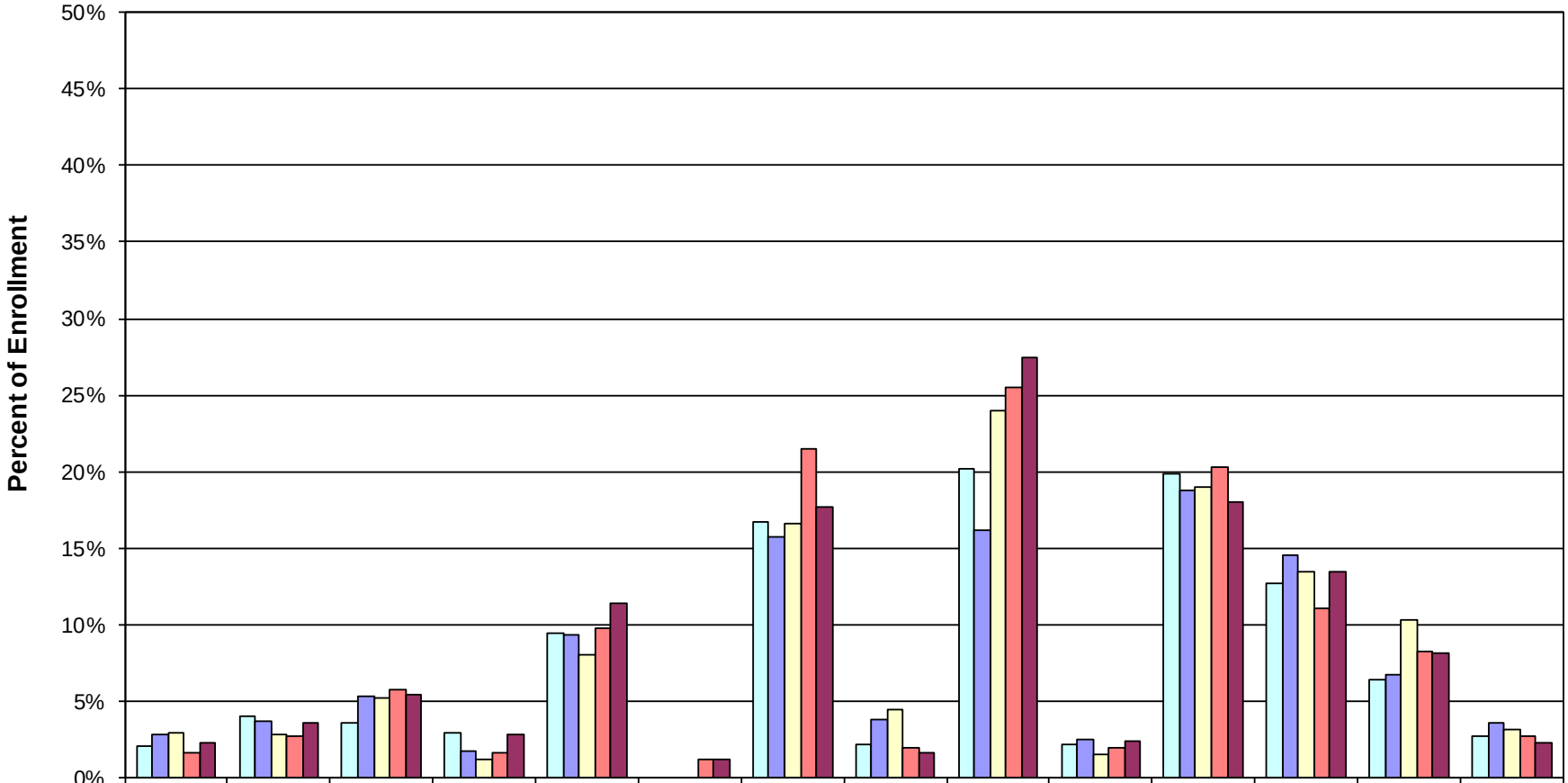
	2014-15	2015-16	2016-17	2017-18	2018-19
REACH Enrollment	2,054	2,204	2,348	2,417	2,520
Year End District Enrollment	13,997	13,938	14,025	13,871	13,765
% of District Enrollment	14.7%	15.8%	16.8%	17.4%	18.6%

English Language Learner (ELL) Services – Student Enrollment



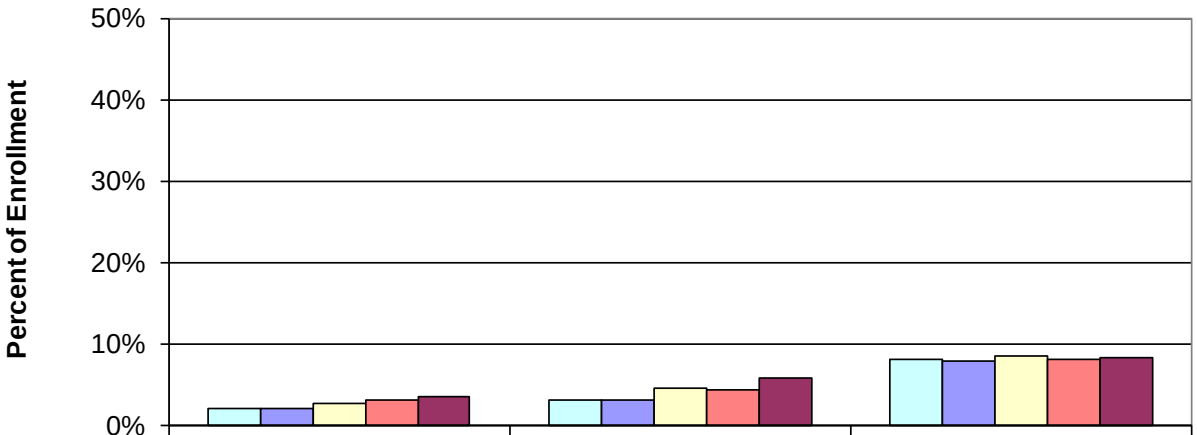
	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS
2014-15	8.2%	0.1%	0.5%	9.6%	1.1%	1.3%	3.7%	0.5%
2015-16	7.6%	0.4%	0.4%	9.7%	1.0%	1.7%	2.0%	0.8%
2016-17	9.9%	0.3%	0.3%	12.0%	1.9%	1.7%	4.1%	1.9%
2017-18	11.3%	0.3%	0.5%	10.0%	1.7%	2.1%	6.4%	1.4%
2018-19	12.0%	0.7%	0.7%	13.1%	1.9%	1.7%	10.4%	1.7%

ELL Services – Student Enrollment (cont.)



	Copper Creek	Coronado Elem	Donaldson	Harelson	Holaway	Innovation Academy	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson Elem
2014-15	2.0%	4.0%	3.6%	3.0%	9.4%	n/a	16.7%	2.2%	20.2%	2.2%	19.9%	12.7%	6.4%	2.7%
2015-16	2.9%	3.7%	5.3%	1.7%	9.3%		15.8%	3.8%	16.1%	2.5%	18.8%	14.5%	6.7%	3.5%
2016-17	2.9%	2.8%	5.2%	1.1%	8.0%		16.6%	4.5%	24.0%	1.6%	19.0%	13.5%	10.3%	3.1%
2017-18	1.6%	2.7%	5.7%	1.7%	9.8%	1.2%	21.4%	1.9%	25.5%	1.9%	20.3%	11.1%	8.2%	2.7%
2018-19	2.3%	3.6%	5.5%	2.8%	11.4%	1.2%	17.7%	1.7%	27.5%	2.4%	18.1%	13.5%	8.1%	2.3%

ELL Services – Student Enrollment: District

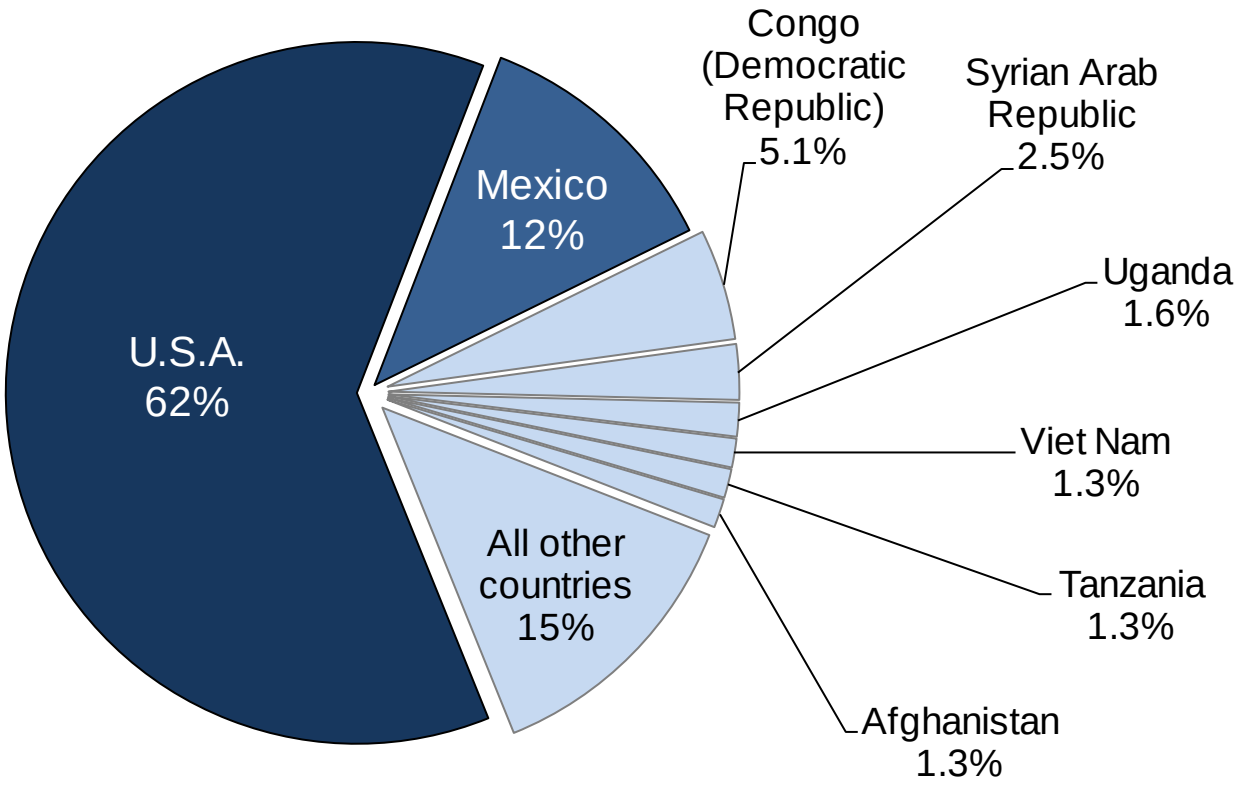


	High Schools	Middle Schools	Elementary Schools
2014-15	2.3%	3.3%	8.2%
2015-16	2.2%	3.2%	8.1%
2016-17	2.8%	4.6%	8.6%
2017-18	3.3%	4.5%	8.3%
2018-19	3.7%	5.9%	8.4%

Total Enrollment in ELL Services

	2014-15	2015-16	2016-17	2017-18	2018-19
ELL Year End Enrollment	730	714	824	808	860
Year End District Enrollment	13,997	13,938	14,025	13,871	13,765
% of District Enrollment	5.2%	5.1%	5.9%	5.9%	6.3%

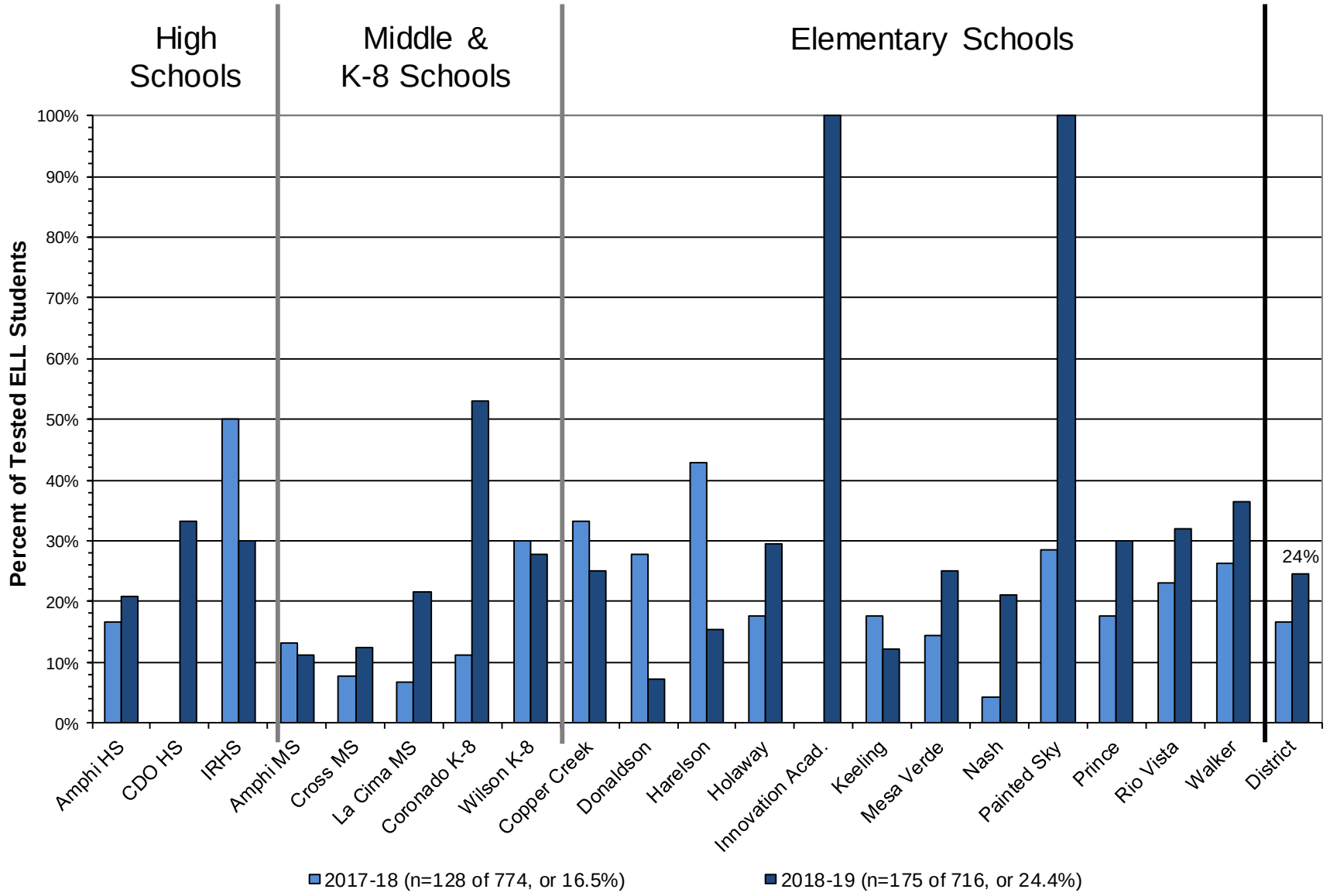
Country of Birth for ELL Students – 2018-19



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

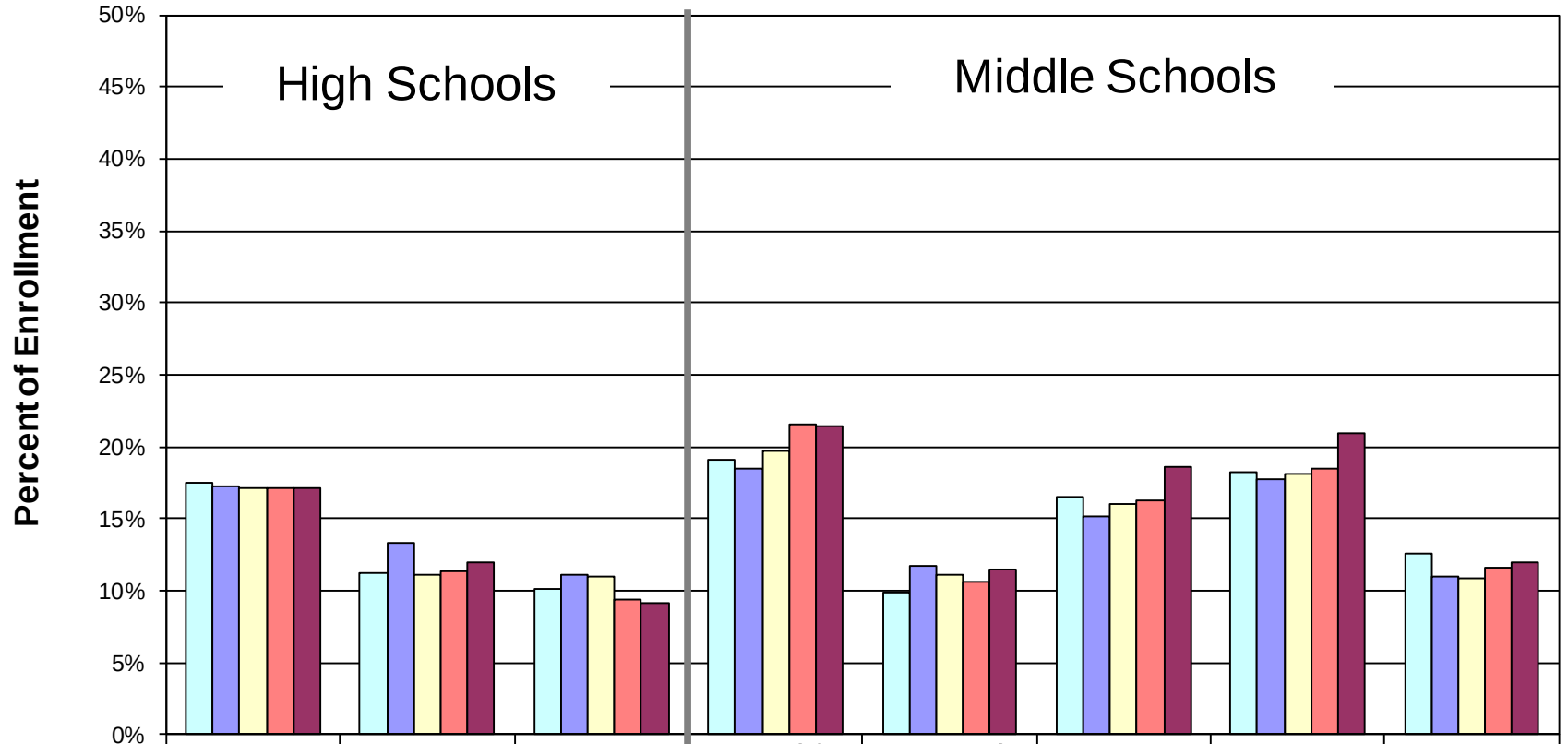
"All other countries" consists of countries and territories with ten (10) or fewer students. They are: Bahrain, Bhutan, Brazil, Burundi, Cameroon, Canada, Central African Republic, Chile, Colombia, Congo (Republic), Eritrea, Ethiopia, France, Germany, Guatemala, Guyana, Honduras, India, Iran (Islamic Republic of), Iraq, Israel, Italy, Jordan, Korea, Marshall Islands, Nepal, Netherlands, Nicaragua, Philippines, Rwanda, Saudi Arabia, Singapore, Sudan, Thailand, Tonga, Turkey, Ukraine, United Kingdom, Venezuela, and Zambia.

Reclassified Rate of ELL Students, by School of Enrollment



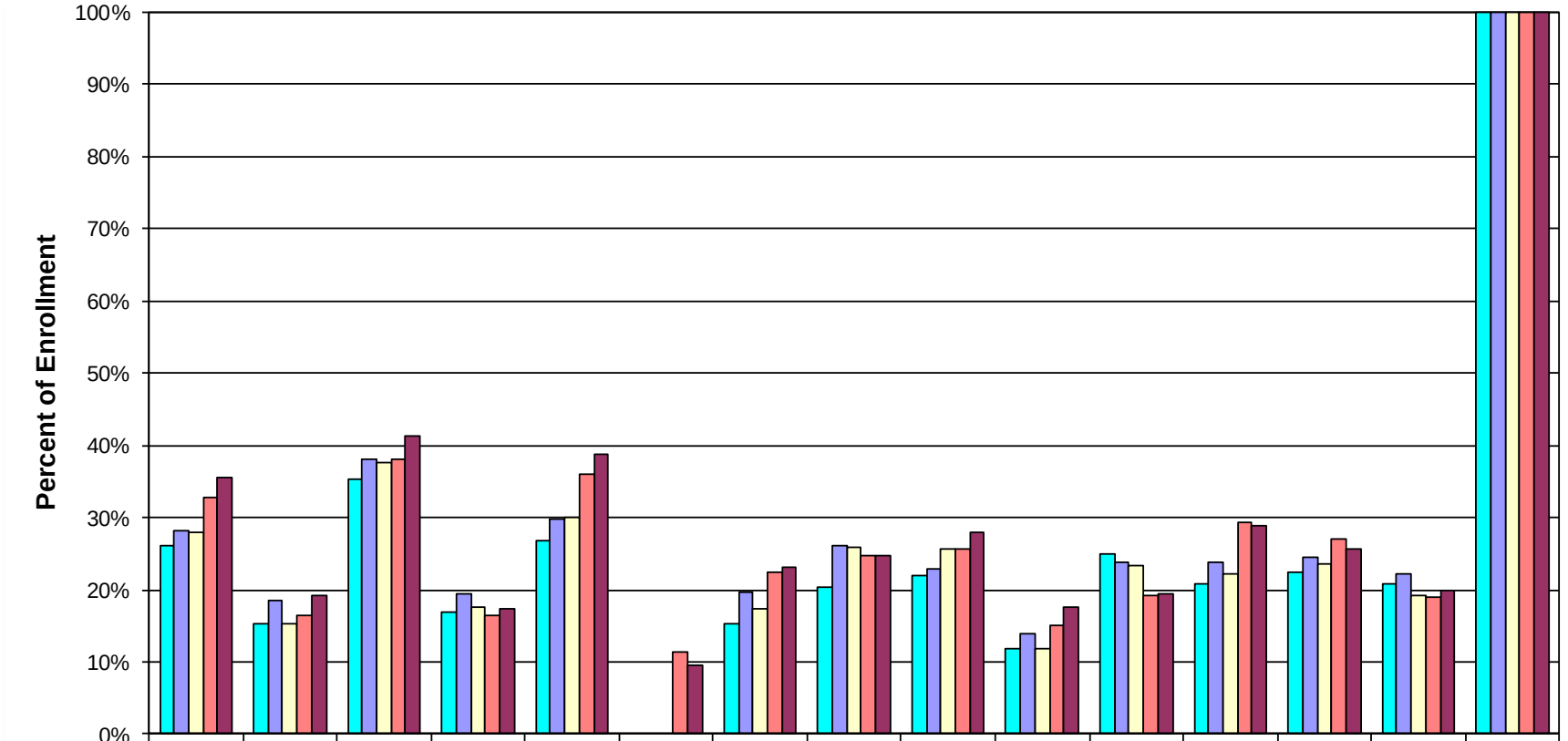
Note: Percentages are based on the number of ELL students who took the Arizona English Language Learner Assessment (AZELLA). In 2018-19, preliminary results place the Arizona reclassification rate at 16%.

Special Education Services – Student Enrollment



	AHS	CDO	IRHS	Amphi Middle	Coronado MS	Cross	La Cima	Wilson MS
2014-15	17.5%	11.2%	10.2%	19.1%	9.9%	16.5%	18.2%	12.6%
2015-16	17.3%	13.3%	11.1%	18.4%	11.7%	15.2%	17.7%	11.0%
2016-17	17.1%	11.1%	11.0%	19.7%	11.1%	16.0%	18.1%	10.8%
2017-18	17.2%	11.3%	9.4%	21.6%	10.6%	16.2%	18.5%	11.6%
2018-19	17.1%	11.9%	9.1%	21.5%	11.5%	18.5%	21.0%	11.9%

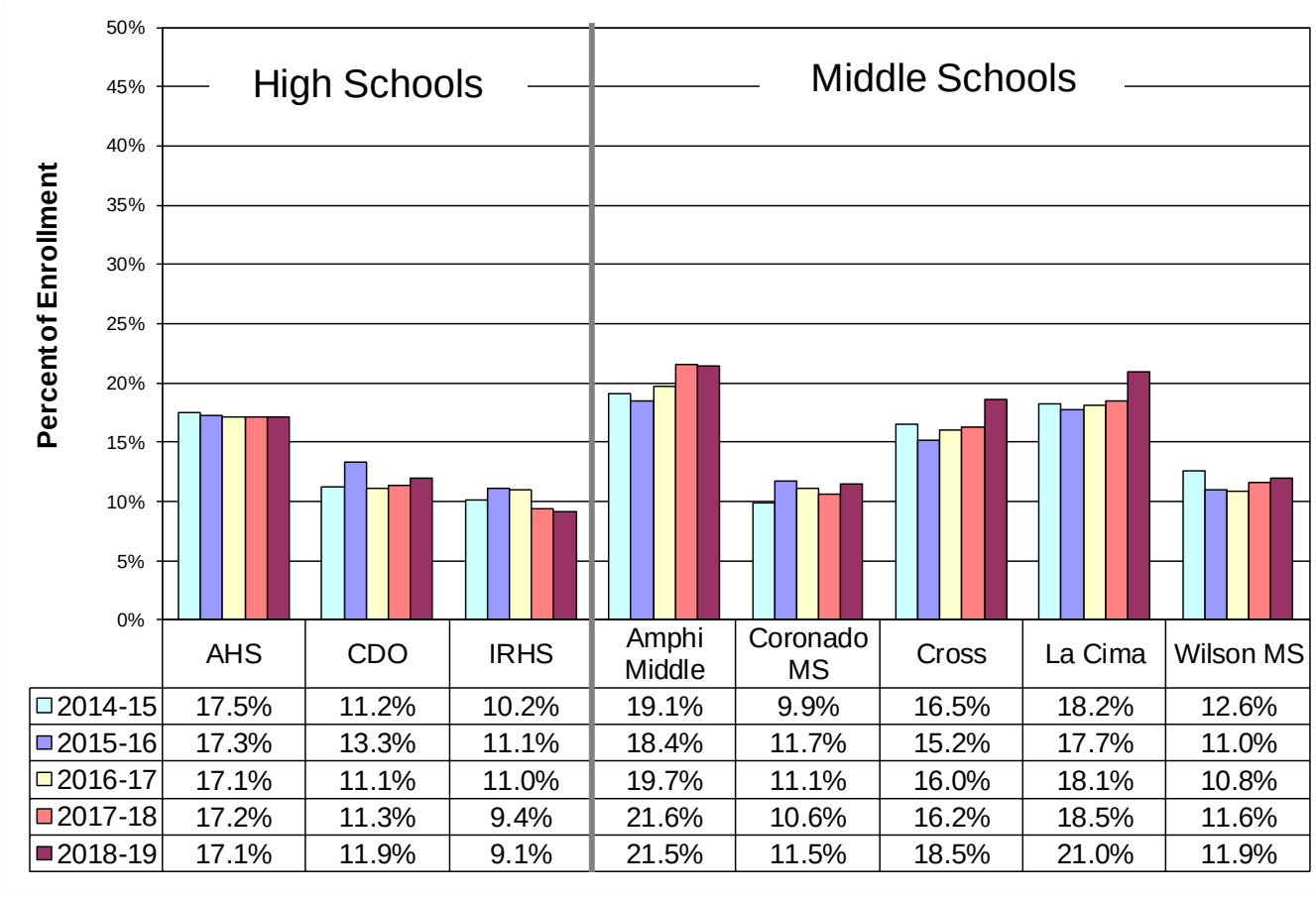
Special Education Services – Student Enrollment (cont.)



	Copper Creek	Coron-ado	Donald-son	Harel-son	Hol-away	Inno-vation Acad.	Keel-ing	Mesa Verde	Nash	Paint-ed Sky	Prince	Rio Vista	Walker	Wilson Elem	*Rillito
2014-15	26.1%	15.3%	35.4%	16.9%	26.8%	n/a	15.2%	20.4%	22.0%	11.7%	25.0%	20.8%	22.4%	20.7%	100%
2015-16	28.1%	18.5%	38.1%	19.5%	29.9%		19.6%	26.1%	23.0%	13.8%	23.9%	23.7%	24.4%	22.1%	100%
2016-17	27.9%	15.2%	37.5%	17.6%	29.9%		17.3%	25.8%	25.6%	11.8%	23.3%	22.2%	23.7%	19.3%	100%
2017-18	32.7%	16.5%	38.2%	16.5%	36.0%	11.4%	22.4%	24.8%	25.7%	15.1%	19.1%	29.3%	26.9%	19.0%	100%
2018-19	35.6%	19.2%	41.2%	17.4%	38.8%	9.6%	23.1%	24.8%	28.0%	17.6%	19.4%	28.9%	25.7%	19.9%	100%

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

Special Education Services – Student Enrollment (cont.)



	AHS	CDO	IRHS	Amphi Middle	Coronado MS	Cross	La Cima	Wilson MS
2014-15	17.5%	11.2%	10.2%	19.1%	9.9%	16.5%	18.2%	12.6%
2015-16	17.3%	13.3%	11.1%	18.4%	11.7%	15.2%	17.7%	11.0%
2016-17	17.1%	11.1%	11.0%	19.7%	11.1%	16.0%	18.1%	10.8%
2017-18	17.2%	11.3%	9.4%	21.6%	10.6%	16.2%	18.5%	11.6%
2018-19	17.1%	11.9%	9.1%	21.5%	11.5%	18.5%	21.0%	11.9%

Total Enrollment in Special Education Services

	2014-15	2015-16	2016-17	2017-18	2018-19
Special Education Year End Enrollment	2,454	2,617	2,531	2,590	2,631
Year End District Enrollment	13,997	13,938	14,025	13,871	13,765
% of District Enrollment	17.5%	18.8%	18.0%	18.7%	19.1%

Who Works for Our District?

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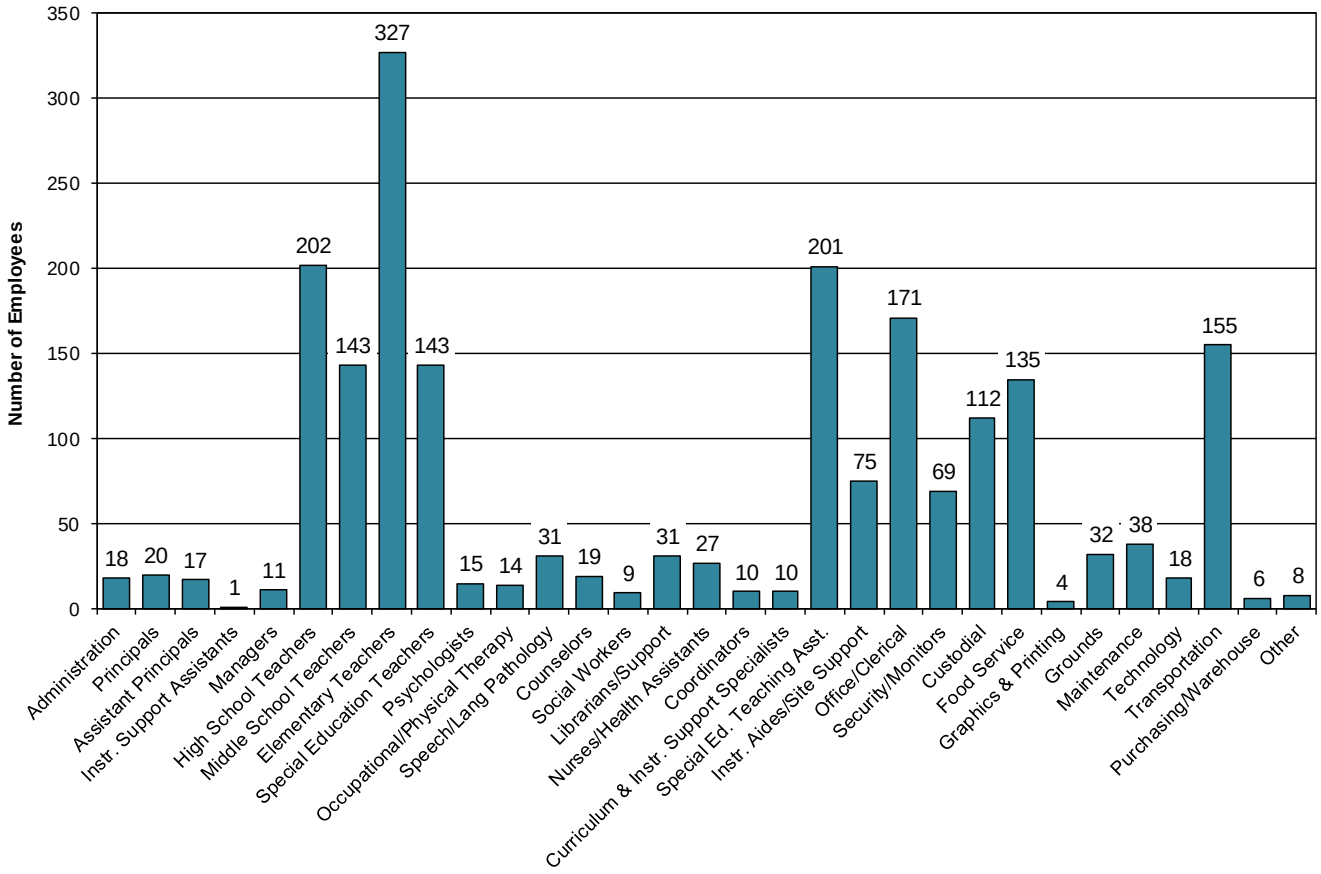
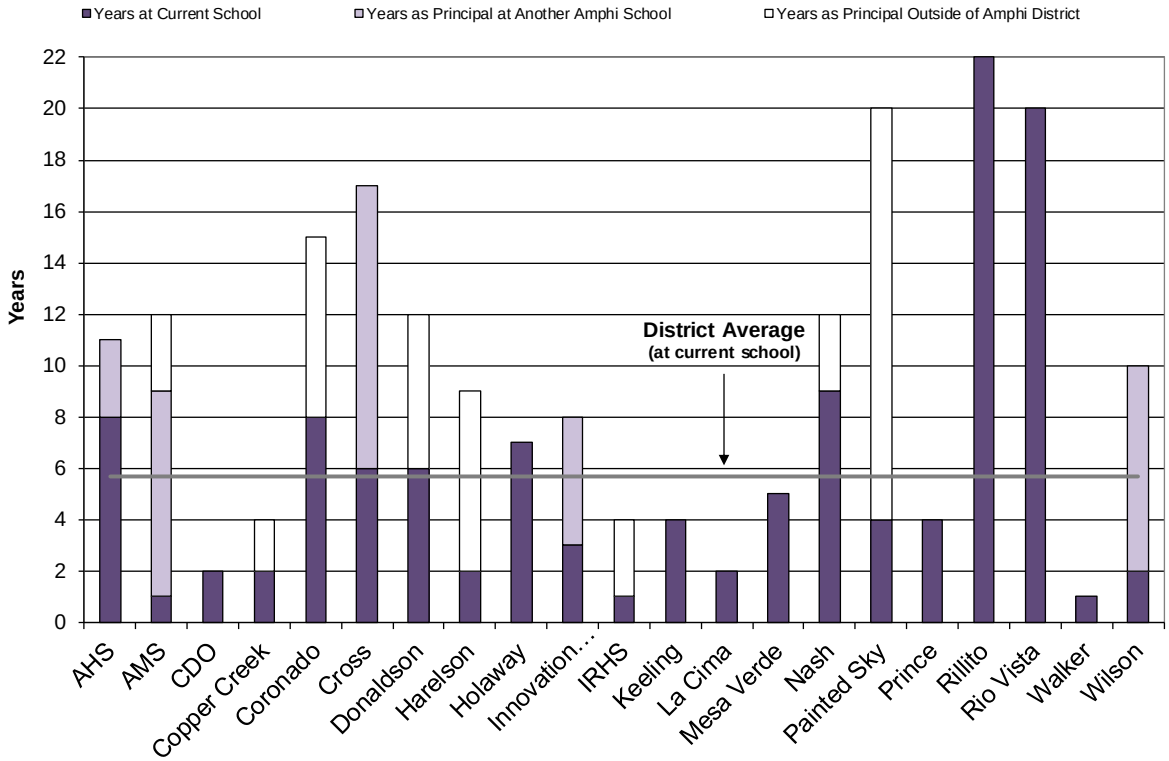
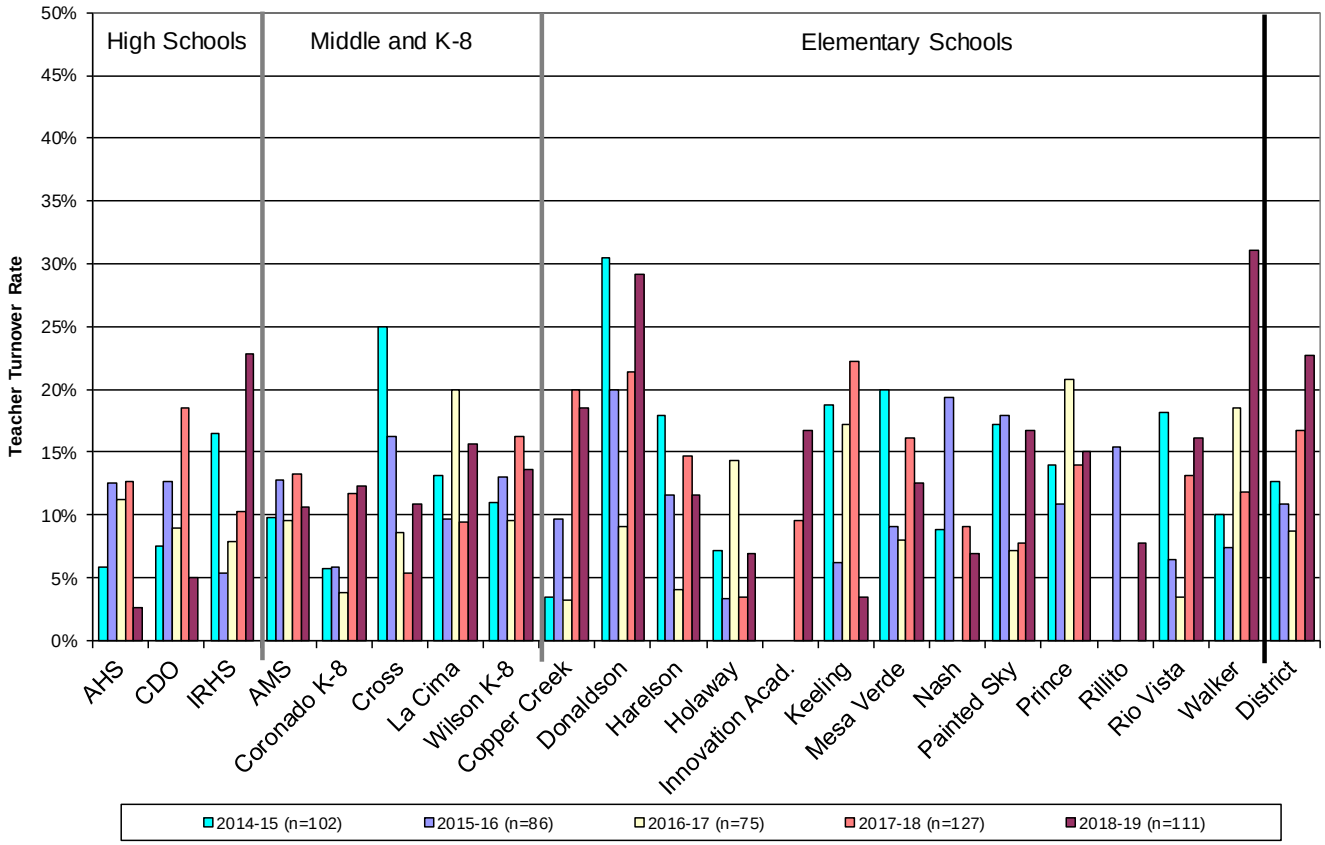
Personnel Profile



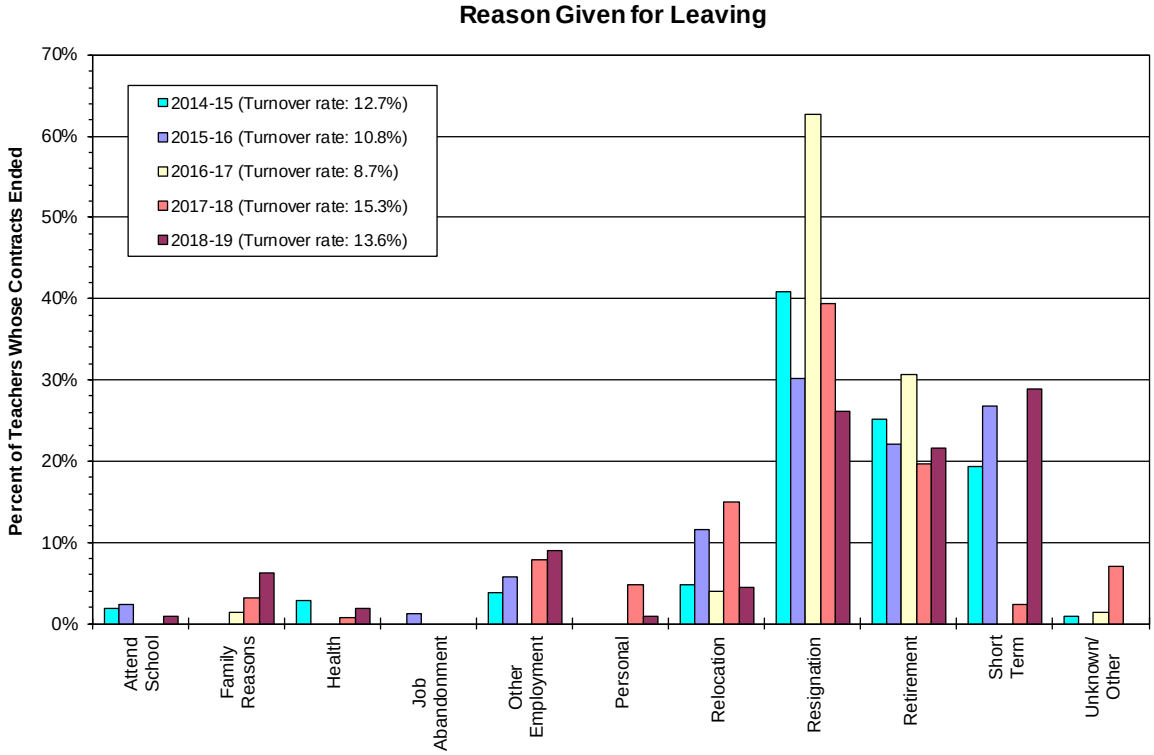
Principal Tenure



Teacher Turnover Rate & Reason Given for Leaving



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



How Have Our Attendance Patterns Changed?

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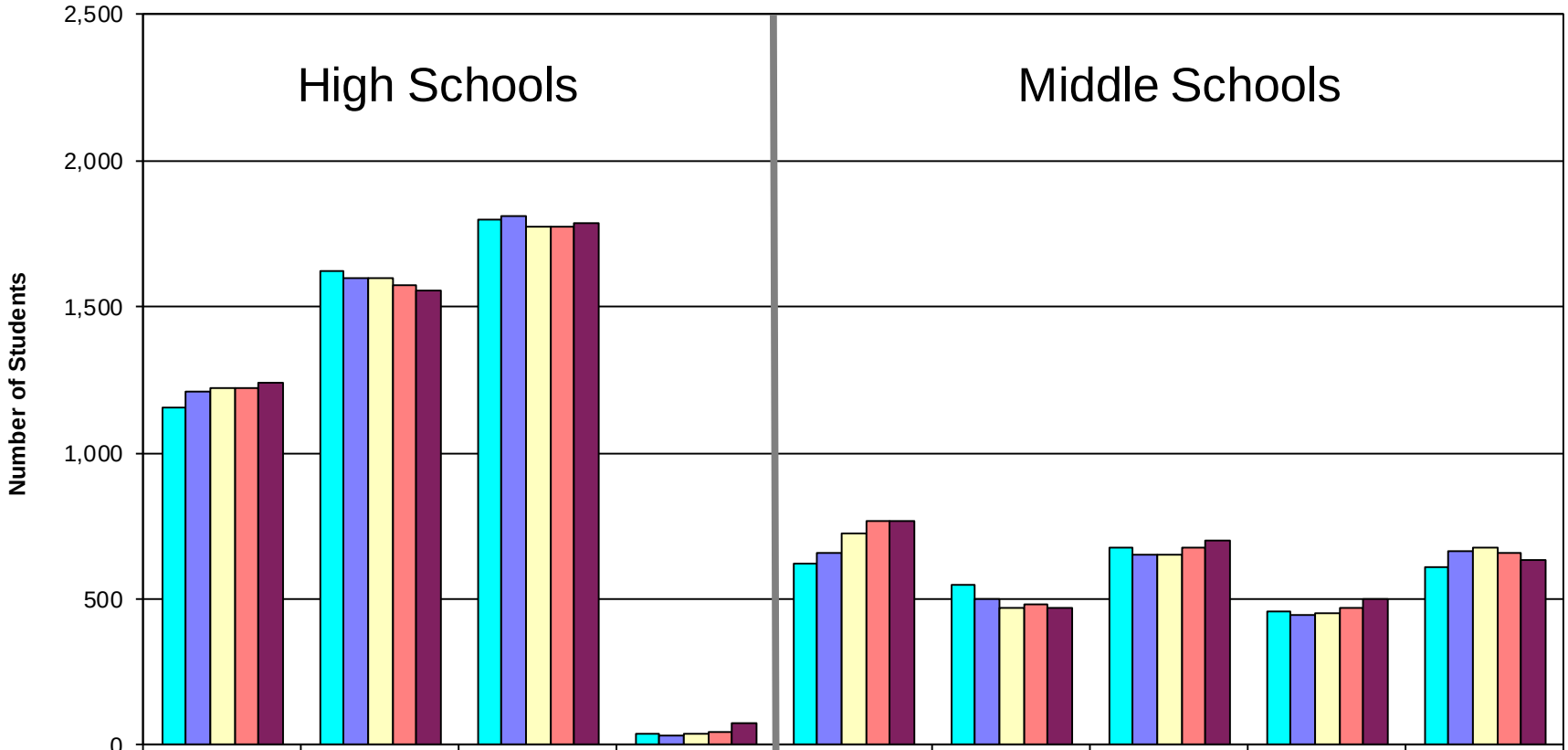
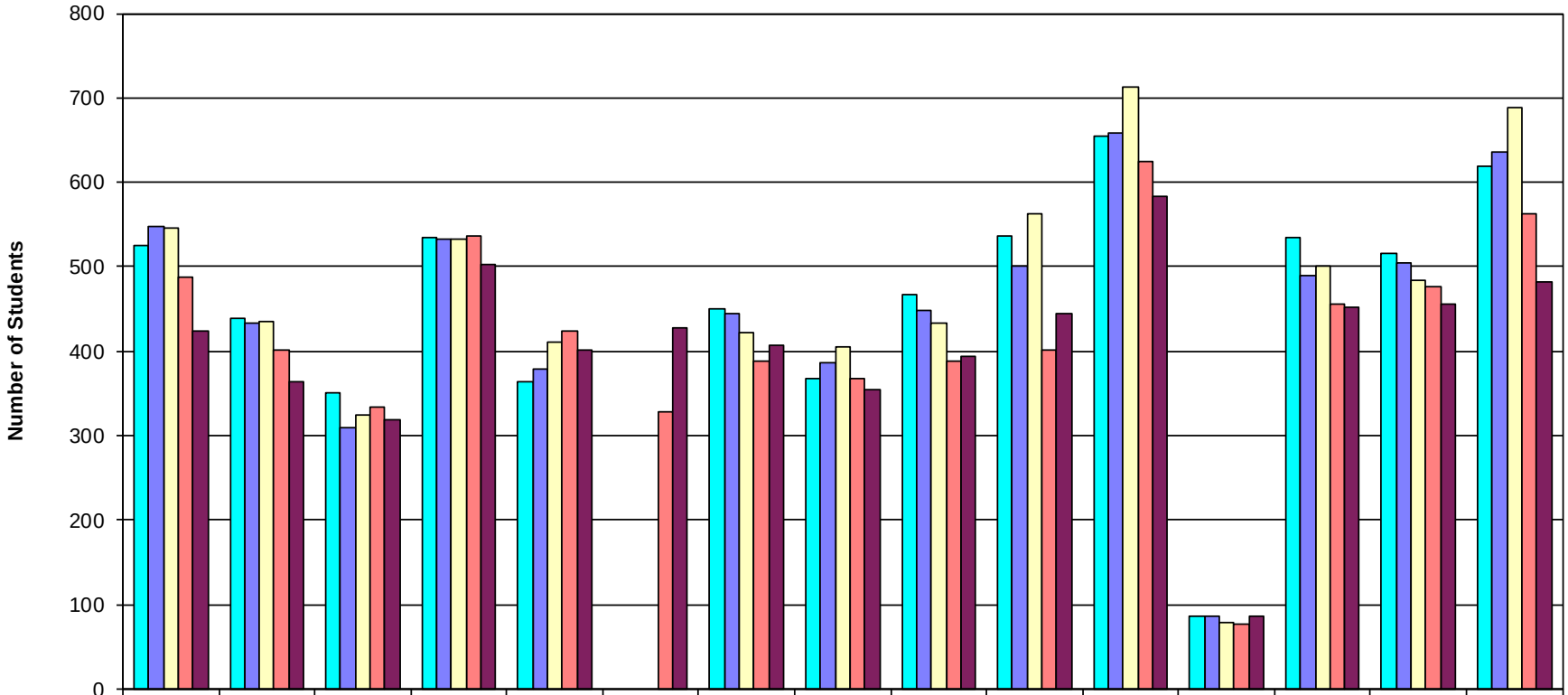
Enrollment on the 100th Day



	AHS	CDO	IRHS	Amphi Academy Online	AMS	Coronado MS	Cross	La Cima	Wilson MS
2014-15	1,153	1,621	1,796	41	623	546	679	456	608
2015-16	1,210	1,598	1,809	34	657	501	651	448	662
2016-17	1,221	1,596	1,776	37	722	472	654	454	674
2017-18	1224	1572	1775	46	770	484	677	470	660
2018-19	1241	1559	1785	76	769	468	700	497	633

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

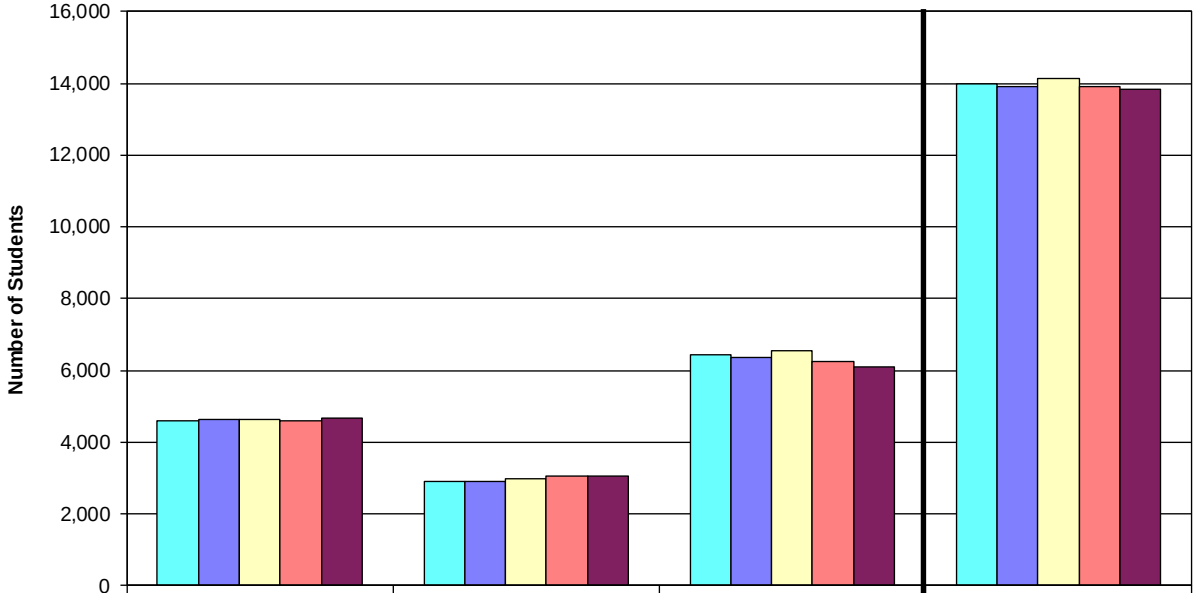
Enrollment on the 100th Day (cont.)



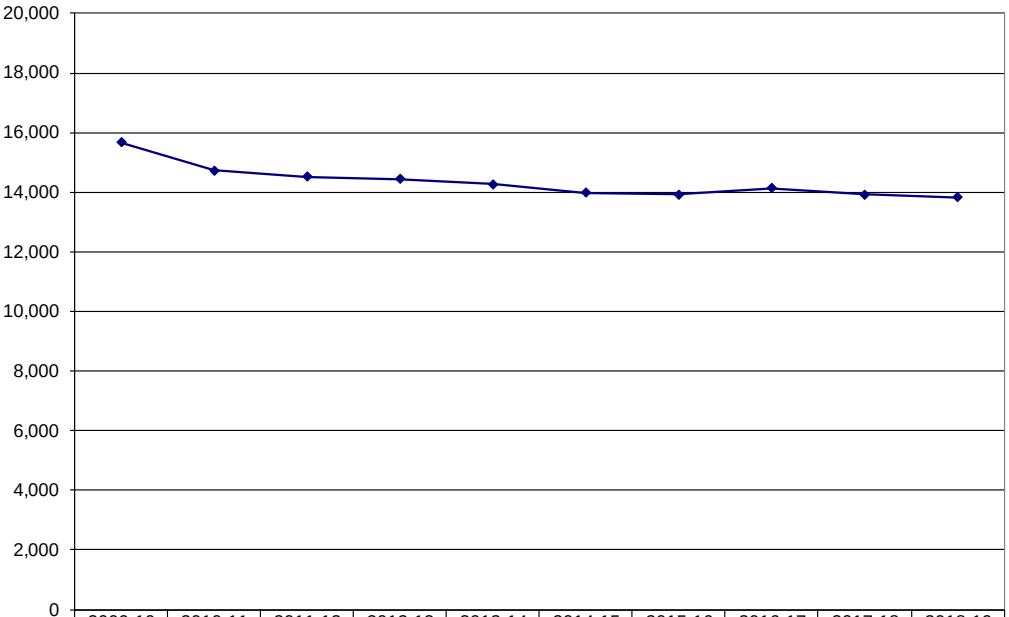
	Copper Creek	Coron-ado Elem.	Donald-son	Harelson	Holaway	Inno-vation Acad.	Keeling	Mesa Verde	Nash	Painted Sky	Prince	*Rillito	Rio Vista	Walker	Wilson Elem.
2014-15	525	439	350	535	363	n/a	451	368	467	536	655	86	535	515	619
2015-16	548	433	310	533	379		445	387	449	501	658	86	490	504	635
2016-17	546	435	324	532	411		422	406	433	562	713	79	500	483	689
2017-18	488	401	333	536	424	329	388	367	388	401	625	77	456	476	562
2018-19	424	364	319	503	402	428	407	355	394	444	583	86	452	455	482

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

Enrollment on 100th Day & Historical Trend



	High Schools	Middle Schools	Elementary Schools	District
2014-15	4,611	2,912	6,451	13,974
2015-16	4,651	2,919	6,358	13,928
2016-17	4,630	2,976	6,536	14,142
2017-18	4,617	3,061	6,251	13,929
2018-19	4,661	3,067	6,098	13,826

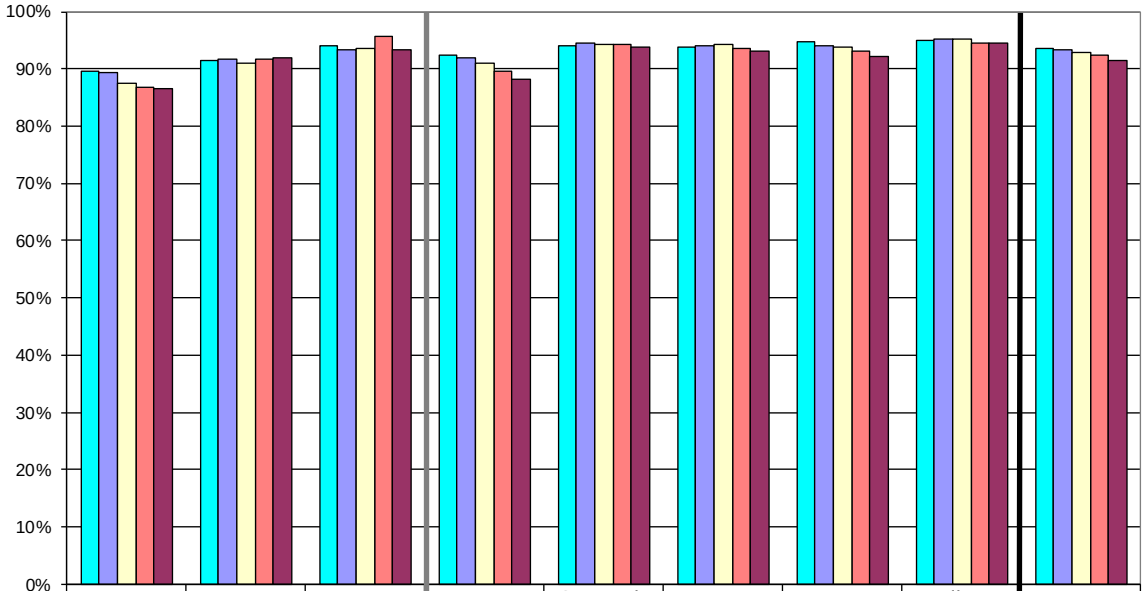


	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
District	15,670	14,730	14,514	14,440	14,270	13,974	13,928	14,142	13,929	13,826

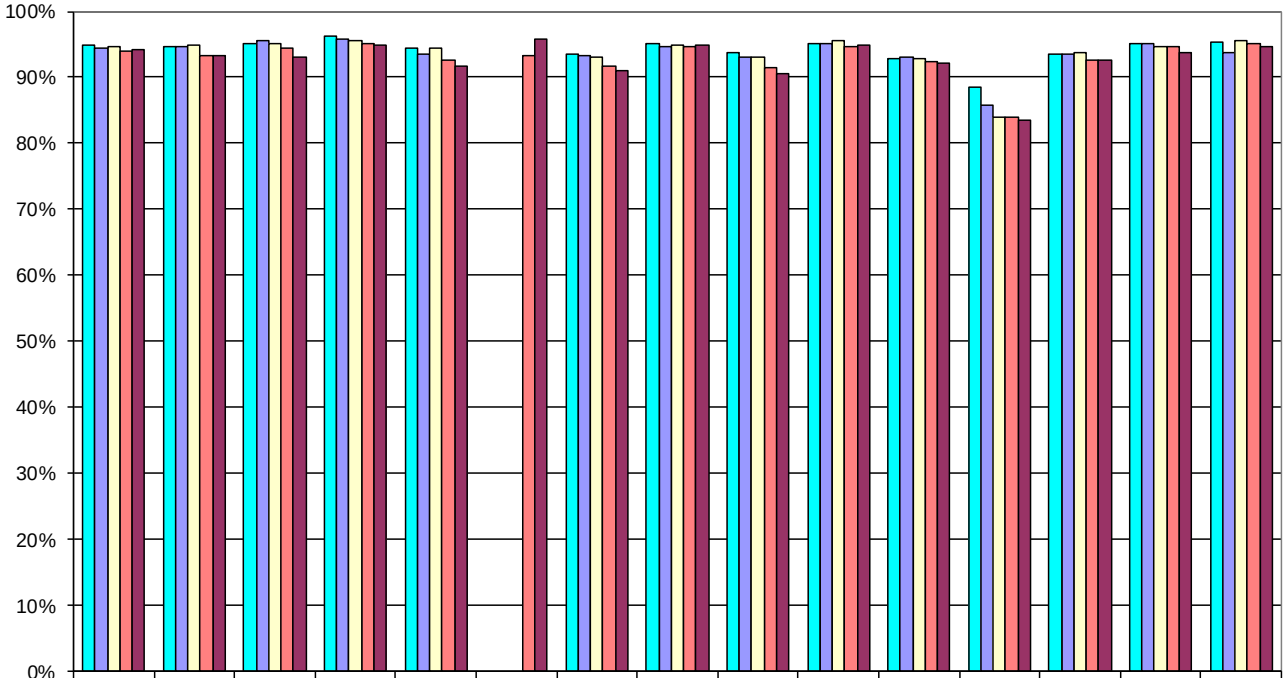
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Change From the Previous Year	-1.1%	-6.4%	-1.5%	-0.5%	-1.2%	-2.1%	-0.3%	1.5%	-1.5%	-0.7%

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

Average Daily Attendance – 1st through 100th Day

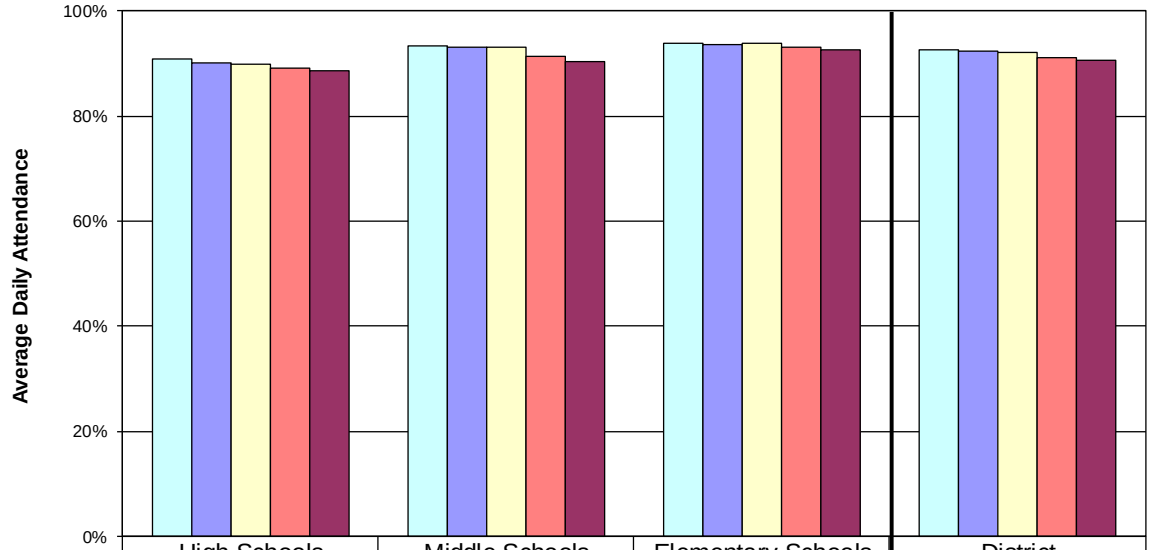


	AHS	CDO	IRHS	AMS	Coronado 6-8	Cross	La Cima	Wilson 6-8	District
2014-15	90%	92%	94%	92%	94%	94%	95%	95%	94%
2015-16	89%	92%	93%	92%	94%	94%	94%	95%	93%
2016-17	88%	91%	94%	91%	94%	94%	94%	95%	93%
2017-18	87%	92%	96%	90%	94%	93%	93%	95%	92%
2018-19	87%	92%	93%	88%	94%	93%	92%	94%	92%

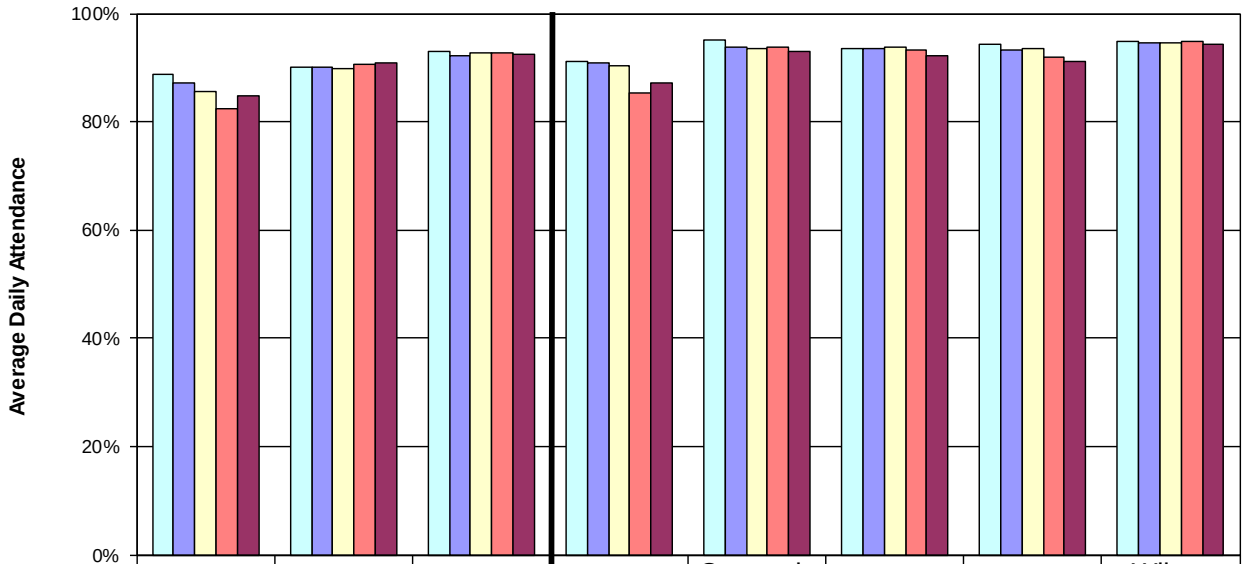


	Copper Creek	Coron-ado	Don-aldson	Harel-son	Hola-way	Innova-tion	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rillito	Rio Vista	Walker	Wilson
2014-15	95%	95%	95%	96%	94%		94%	95%	94%	95%	93%	89%	94%	95%	95%
2015-16	95%	95%	95%	96%	94%	n/a	93%	95%	93%	95%	93%	86%	94%	95%	94%
2016-17	95%	95%	95%	95%	94%		93%	95%	93%	95%	93%	84%	94%	95%	95%
2017-18	94%	93%	94%	95%	93%	93%	92%	95%	91%	95%	92%	84%	93%	95%	95%
2018-19	94%	93%	93%	95%	92%	96%	91%	95%	91%	95%	92%	84%	93%	94%	95%

Average Daily Attendance – Year-End

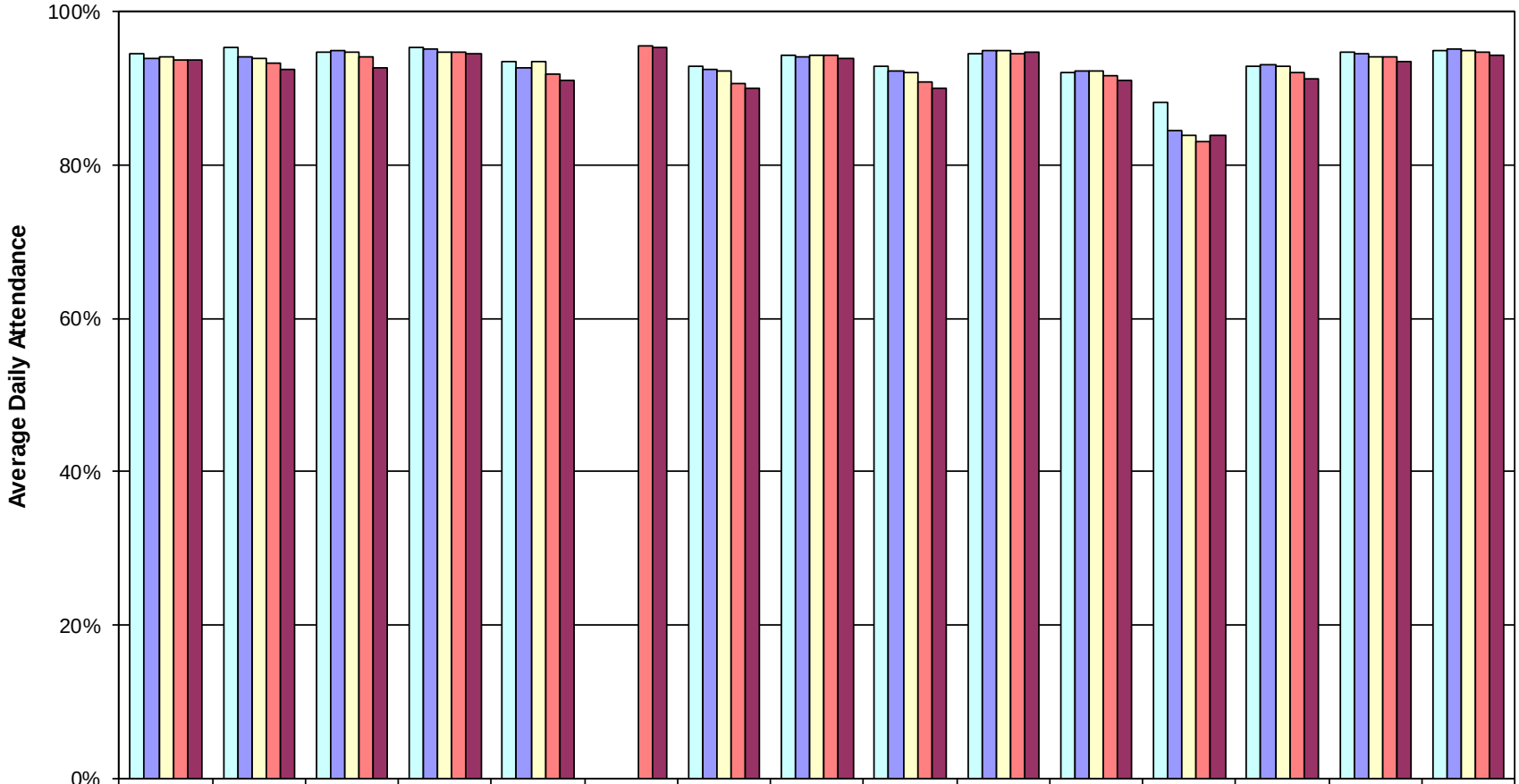


	High Schools	Middle Schools	Elementary Schools	District
2014-15	90.8%	93.5%	93.9%	92.8%
2015-16	90.1%	93.1%	93.8%	92.4%
2016-17	89.8%	93.0%	93.8%	92.1%
2017-18	89.1%	91.3%	93.2%	91.2%
2018-19	88.7%	90.4%	92.5%	90.6%



	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS
2014-15	88.7%	90.0%	92.9%	91.1%	95.0%	93.4%	94.2%	94.9%
2015-16	87.3%	90.0%	92.1%	90.8%	93.7%	93.5%	93.3%	94.5%
2016-17	85.7%	89.9%	92.7%	90.2%	93.7%	93.8%	93.4%	94.7%
2017-18	82.3%	90.7%	92.6%	85.4%	93.8%	93.1%	92.0%	94.8%
2018-19	84.8%	90.8%	92.3%	87.1%	93.1%	92.1%	91.2%	94.3%

Average Daily Attendance – Year-End (cont.)



	Copper Creek	Cor-onado Elem	Don-aldson	Harel-son	Hol-away	Innova-tion Acad.	Keeling	Mesa Verde	Nash	Painted Sky	Prince	*Rillito	Rio Vista	Walker	Wilson Elem
2014-15	94.5%	95.4%	94.8%	95.4%	93.6%	n/a	92.9%	94.4%	93.0%	94.5%	92.1%	88.1%	92.9%	94.8%	95.0%
2015-16	94.0%	94.1%	95.0%	95.3%	92.7%		92.6%	94.2%	92.3%	94.9%	92.4%	84.5%	93.1%	94.5%	95.2%
2016-17	94.2%	94.0%	94.8%	94.9%	93.5%		92.3%	94.4%	92.1%	95.0%	92.2%	84.0%	93.0%	94.3%	95.0%
2017-18	93.7%	93.3%	94.2%	94.8%	91.9%	95.5%	90.8%	94.4%	90.8%	94.6%	91.7%	83.2%	92.0%	94.1%	94.8%
2018-19	93.8%	92.6%	92.7%	94.5%	91.2%	95.4%	90.0%	94.0%	90.0%	94.7%	91.1%	84.0%	91.4%	93.6%	94.3%

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

How Are Our Students Achieving?

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Arizona LEARNS A-F Letter Grades

2018

	Proficiency/ Stability Points (30% Weight)	Growth Points (50% Weight - K-8; 20% Weight - HS)	English Language Proficiency & Growth Points (10% Weight)	Graduation Rate Points (20% Weight) *High School only*	College & Career Ready Self-Report Scaled Score (20% Weight) *High School only*	Acceleration /Readiness Points (10% Weight) *K-8 only*	Total Bonus Points	Total Points	Percent Tested	Percentage Earned	Letter Grade
Amphitheater High	10.39	13.66	10	14	14.2	—	2	64.25	82.3%	64.3%	C
Amphitheater Middle	11.17	36.48	9	—	—	10	2	68.64	98.3%	68.6%	C
Canyon del Oro	19.08	14.79	—	15	17.8	—	3.5	70.17	93.6%	78.0%	A
Copper Creek	23.49	35.94	—	—	—	4	5	68.43	100%	76.0%	B
Coronado K-8	20.45	39.97	8	—	—	10	3.5	81.92	99.6%	81.9%	B
Cross Middle	22.40	45.91	4	—	—	10	3.5	85.82	98.3%	85.8%	A
Donaldson	18.39	24.80	9	—	—	2	2	56.19	99.1%	56.2%	C
Harelson	29.96	39.97	—	—	—	8	5	79.93	99.0%	88.8%	A
Holaway	15.43	31.43	10	—	—	8	2	66.86	97.7%	66.9%	C
Innovation Academy	26.58	38.92	—	—	—	10	5	80.50	100%	89.4%	A
Ironwood Ridge	16.61	13.46	—	10	16.2	—	2	58.27	96.4%	64.8%	B
Keeling	9.27	31.09	10	—	—	8	2	60.36	96.9%	60.4%	C
La Cima Middle	16.01	37.11	7	—	—	10	2	72.12	98.8%	72.1%	C
Mesa Verde	23.48	39.91	—	—	—	10	5	78.39	99.0%	87.1%	A
Nash	12.67	32.65	5	—	—	8	2	60.32	96.9%	60.3%	C
Painted Sky	28.54	39.56	—	—	—	8	5	81.10	98.0%	90.1%	A
Prince	10.49	29.62	9	—	—	10	2	61.10	97.5%	61.1%	C
Rio Vista	19.29	40.57	10	—	—	10	2	81.86	98.0%	81.9%	B
Walker	19.92	40.24	10	—	—	8	2	80.16	98.4%	80.2%	B
Wilson K-8	23.60	42.11	8	—	—	10	3.5	87.21	99.3%	87.2%	A

Note: Determinations for 2019 were not available in time to be included in this report.

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

Arizona LEARNS A-F Letter Grades – History

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

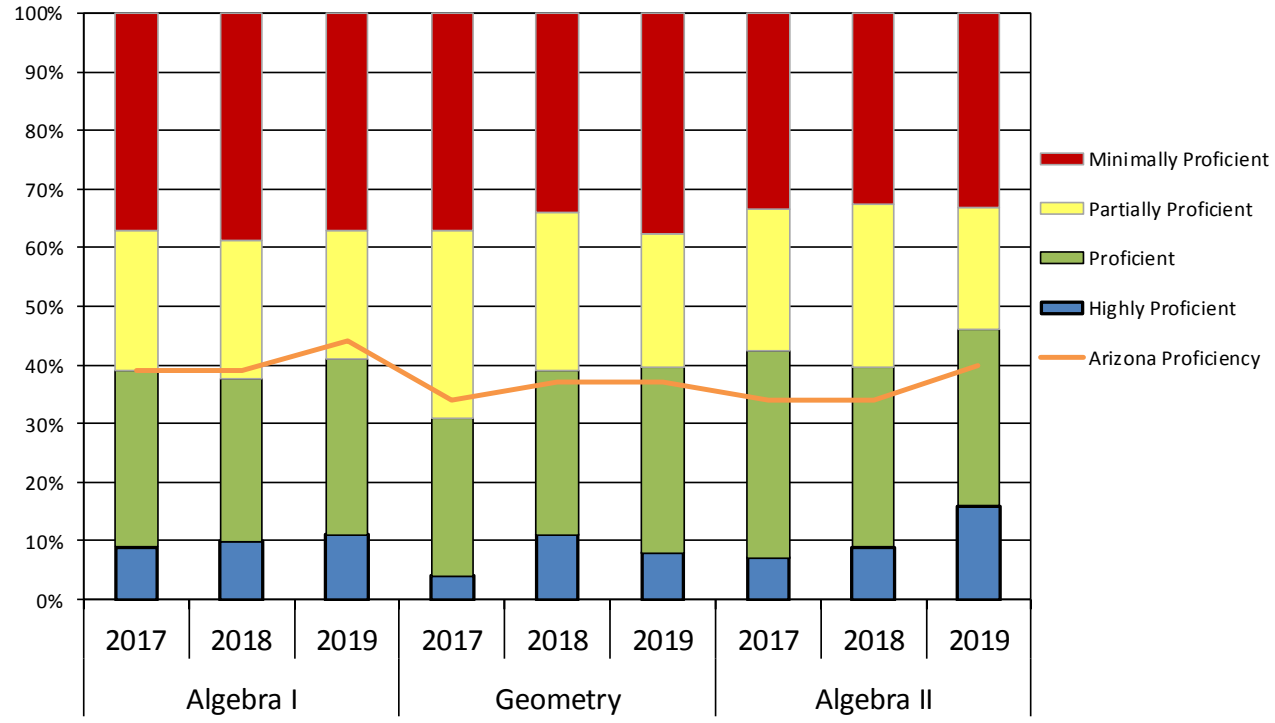
Note: Determinations from 2014 remained unchanged for 2015 and 2016 while the state assessment transitioned to the AzMERIT. Determinations for 2017 and 2018 are based on a different accountability model than used in previous years. Determinations for 2019 were not available in time to be included in this report.

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

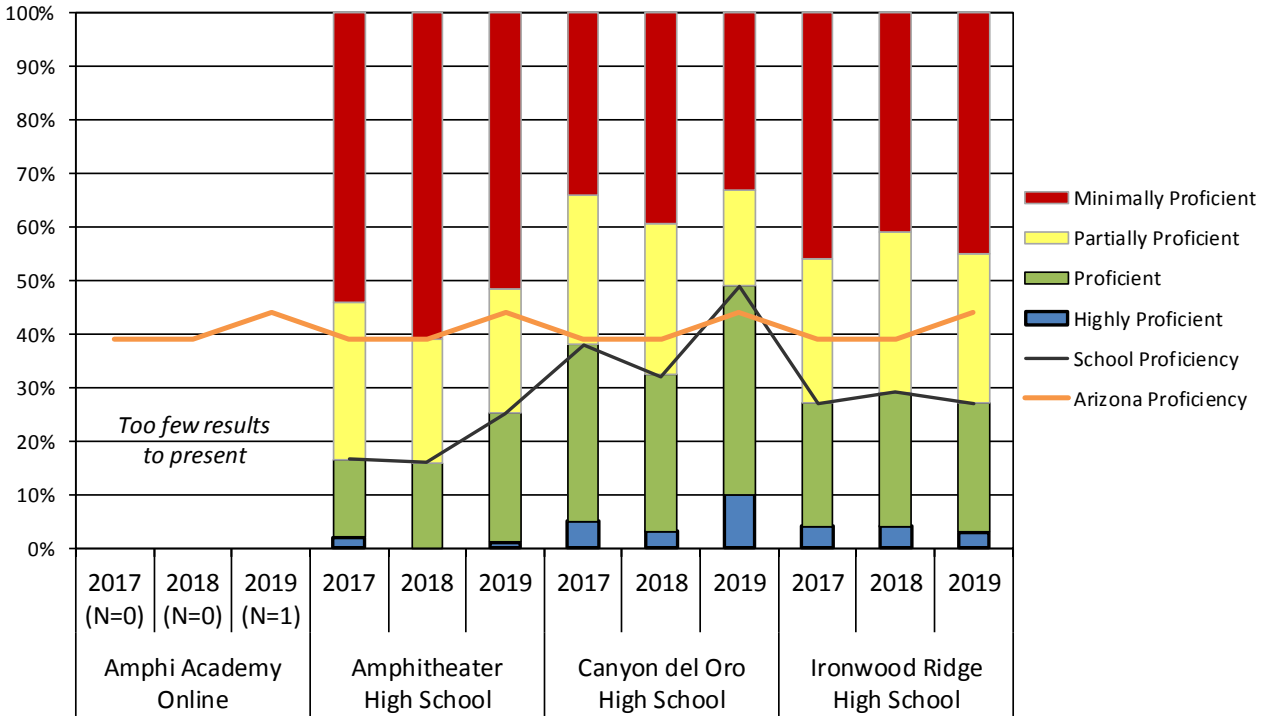
Spring AzMERIT Performance – End-of-Course (High Schools)

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

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



Algebra I



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

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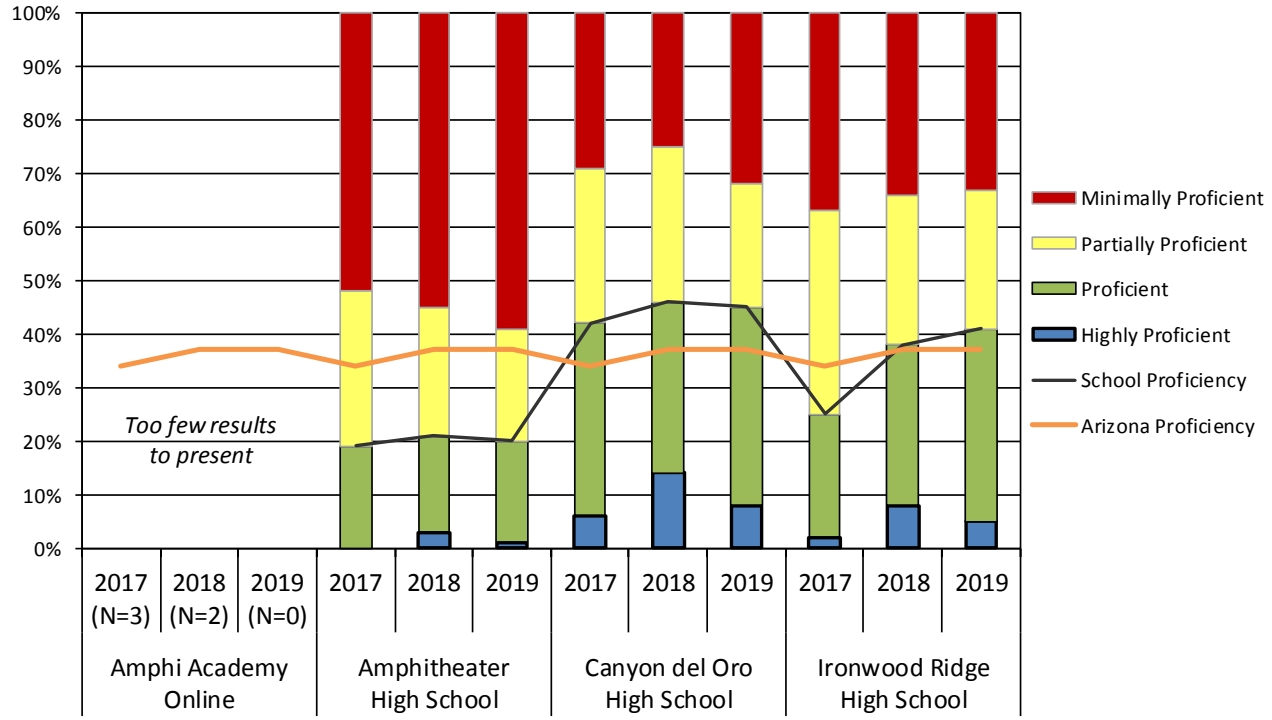
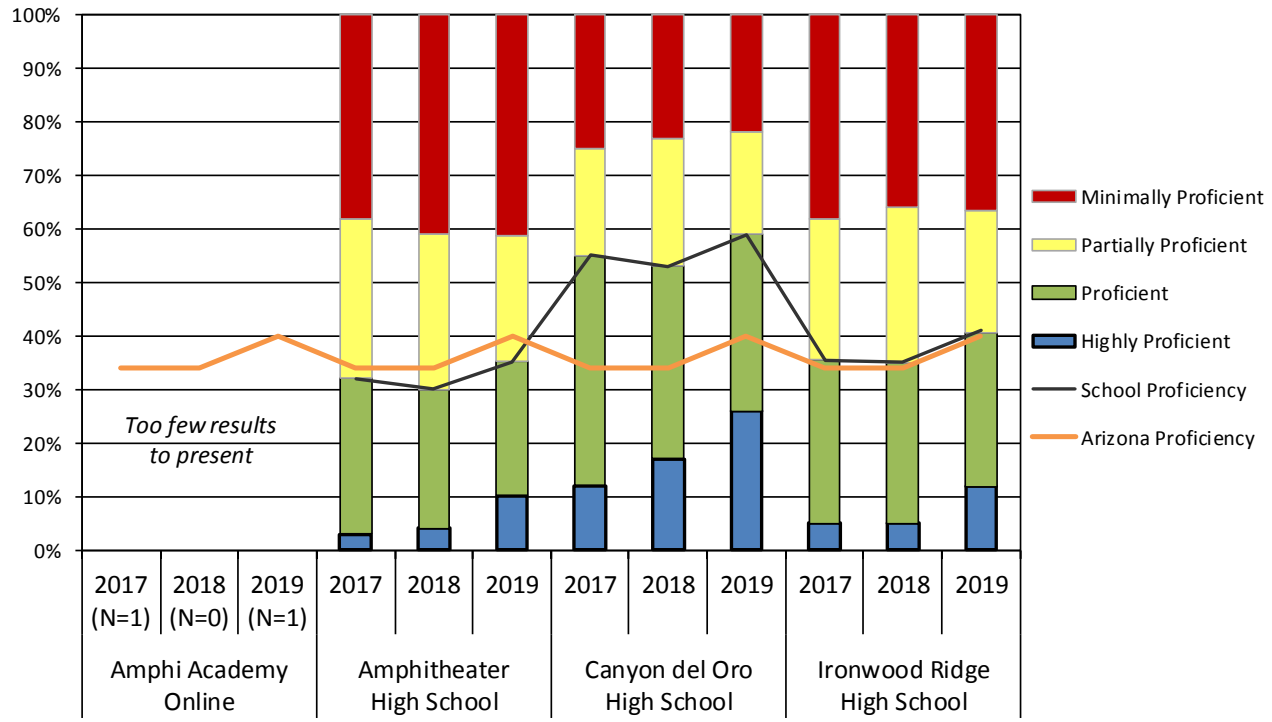
Geometry



Algebra II



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

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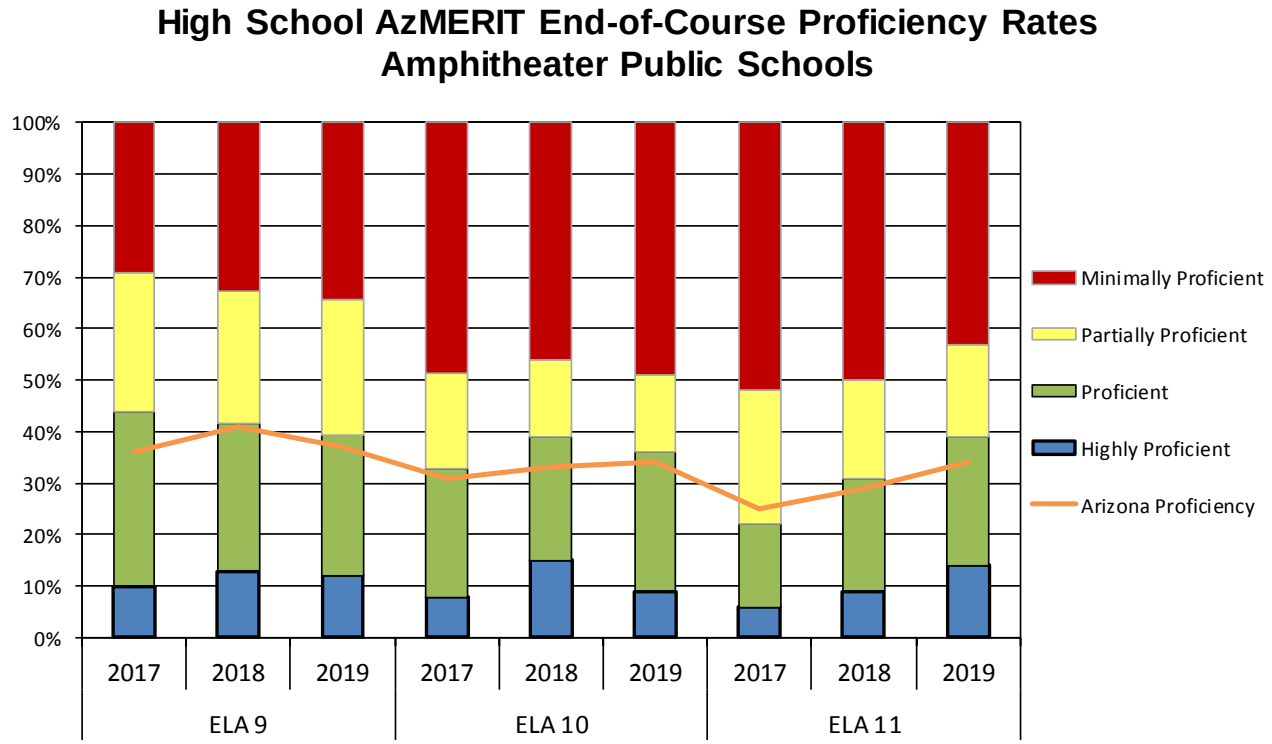

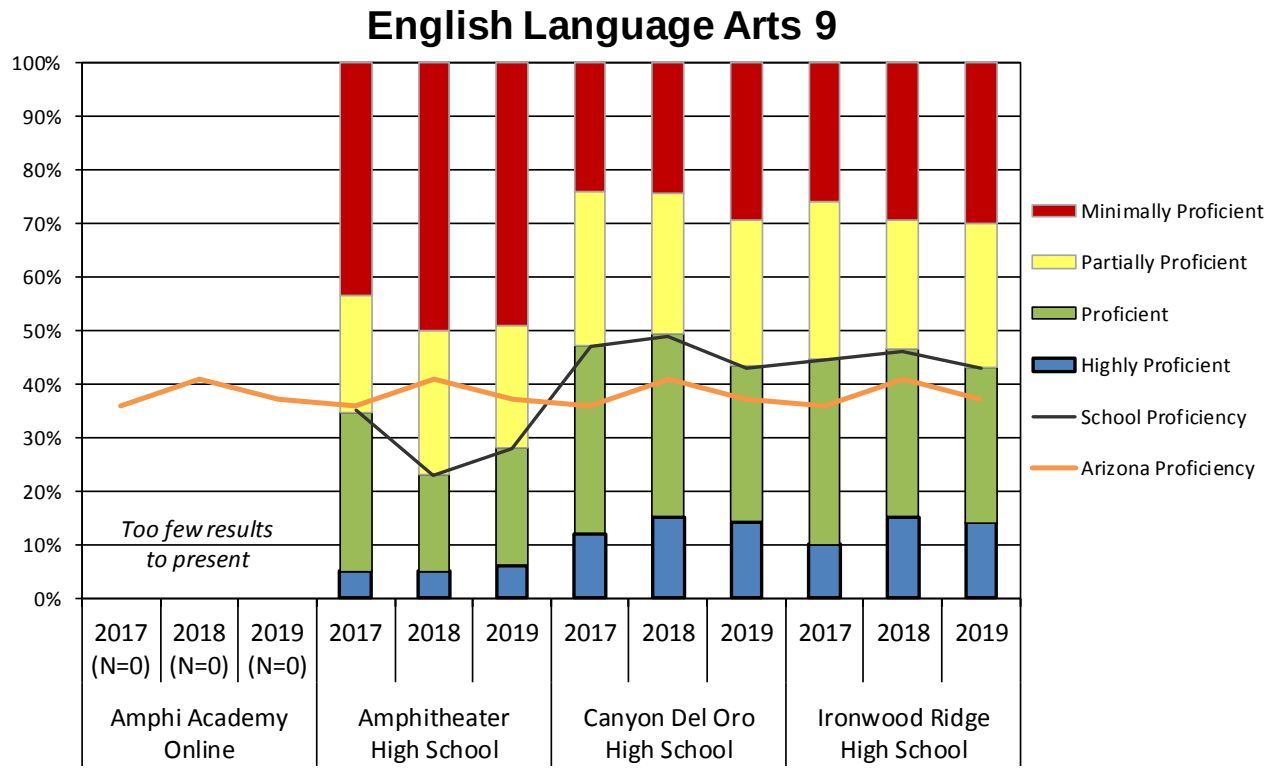

Spring AzMERIT Performance – End-of-Course (cont.)

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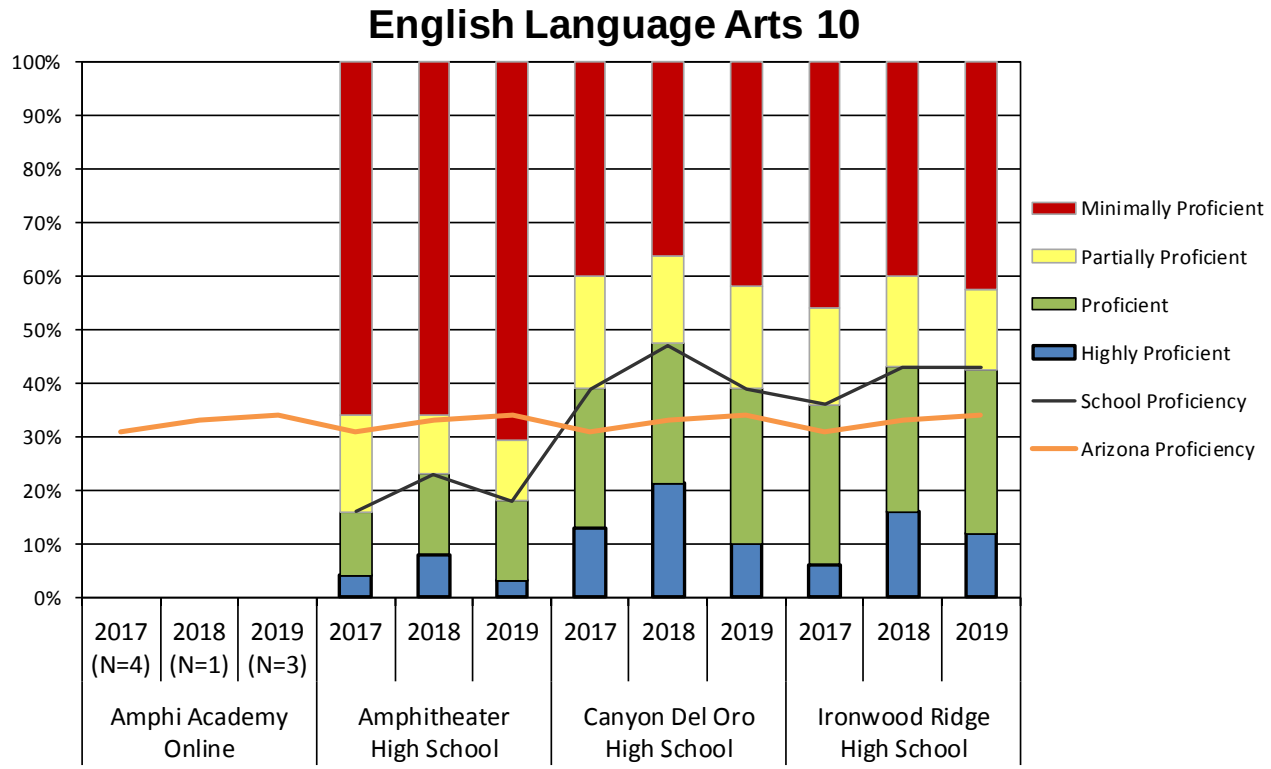

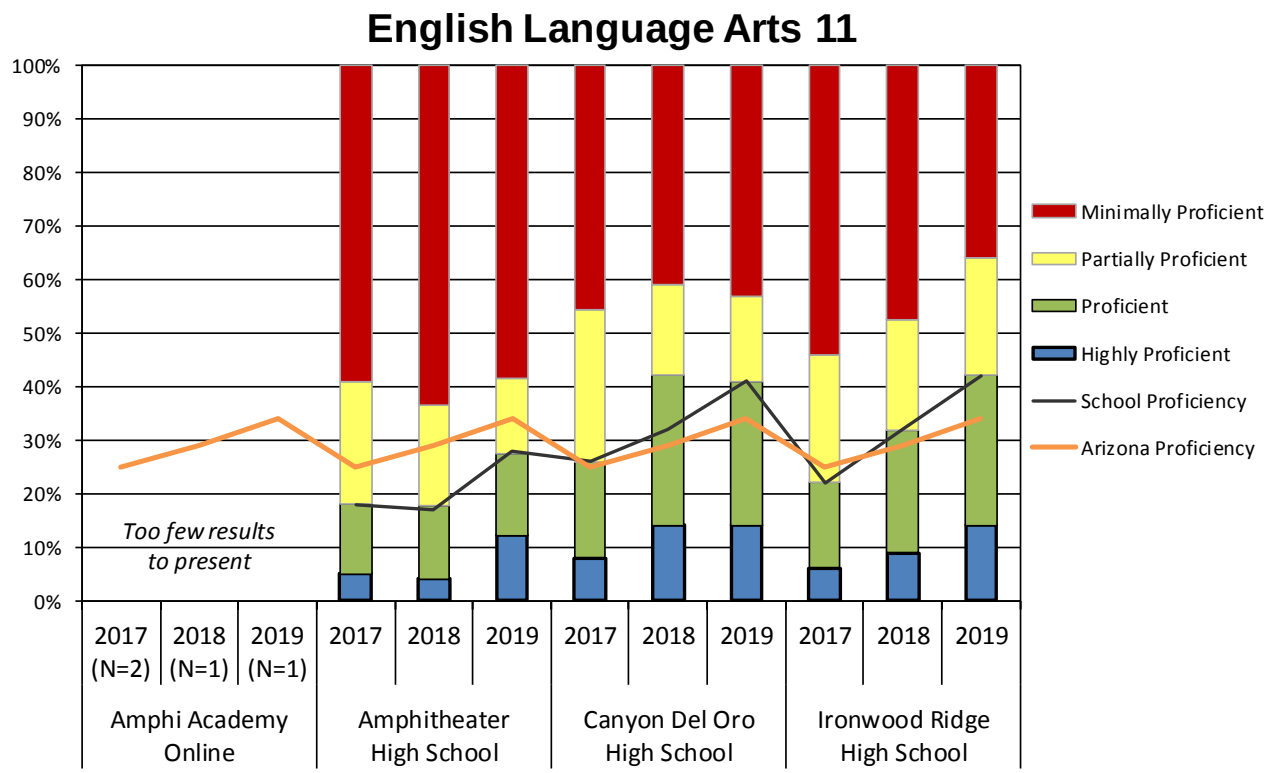

Spring AzMERIT Performance – End-of-Course (Middle Schools)

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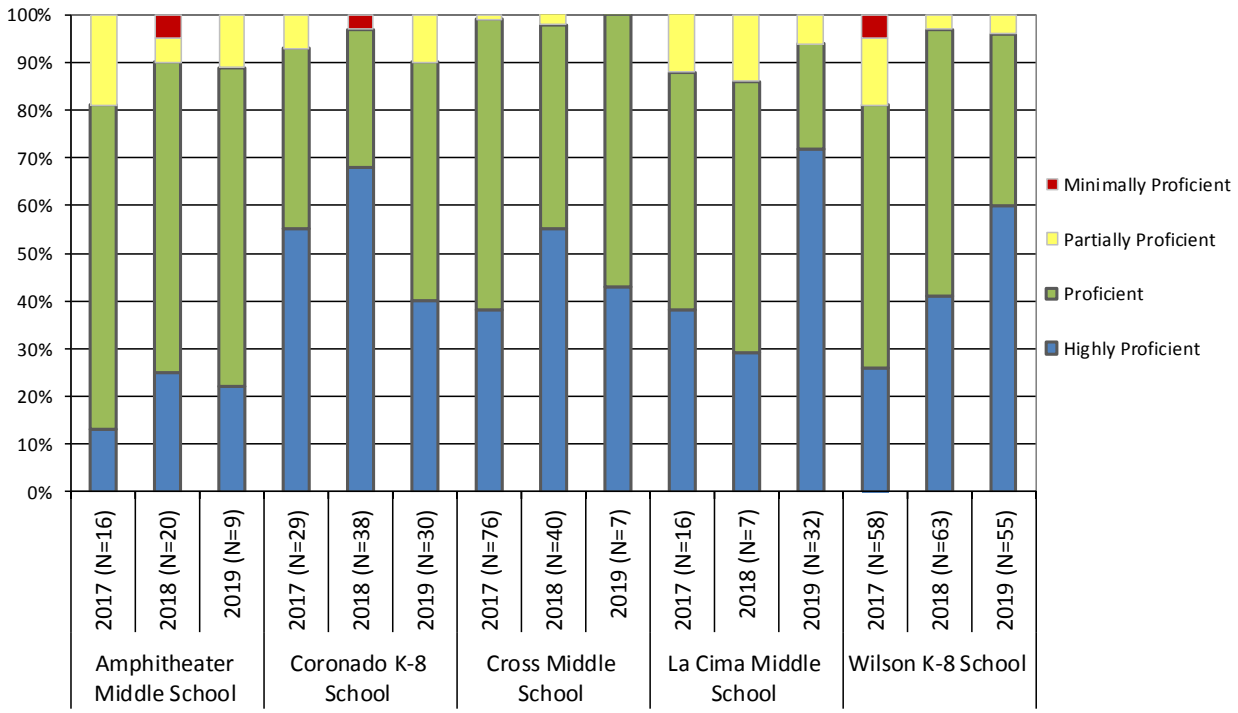
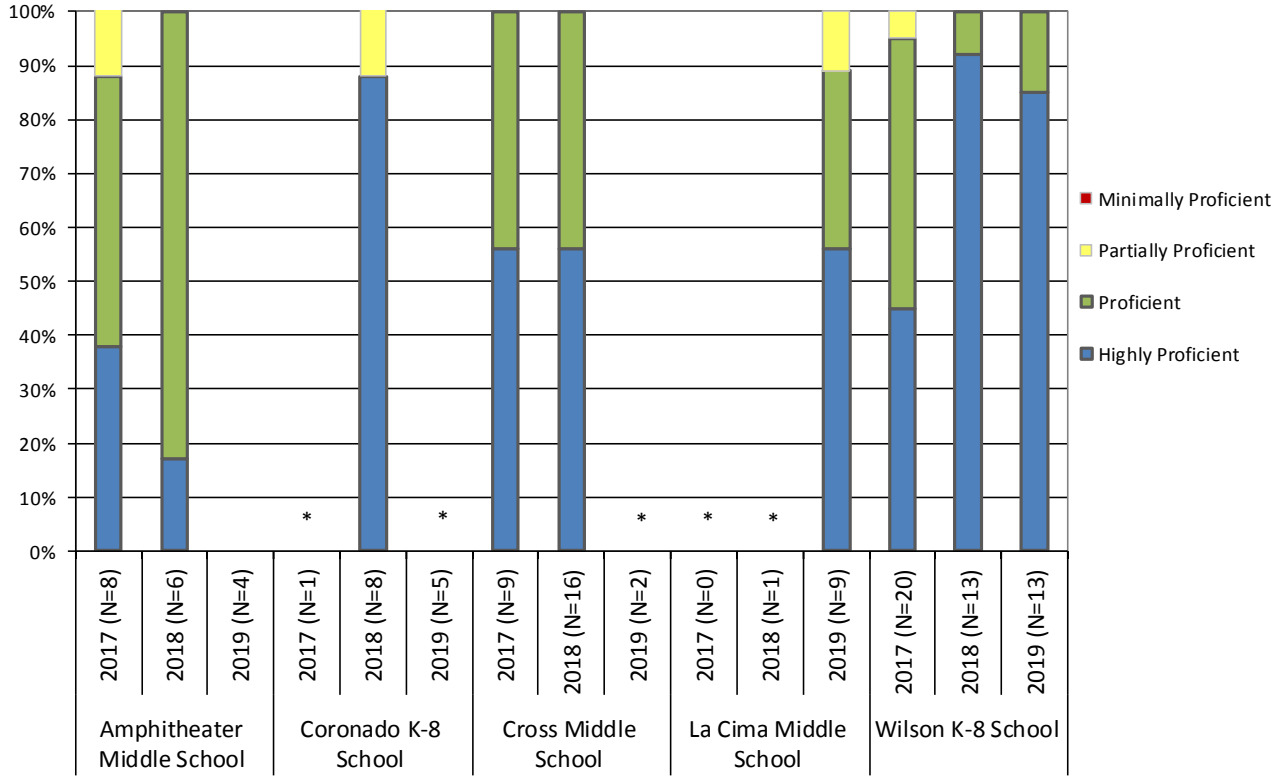
Algebra I



Geometry



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

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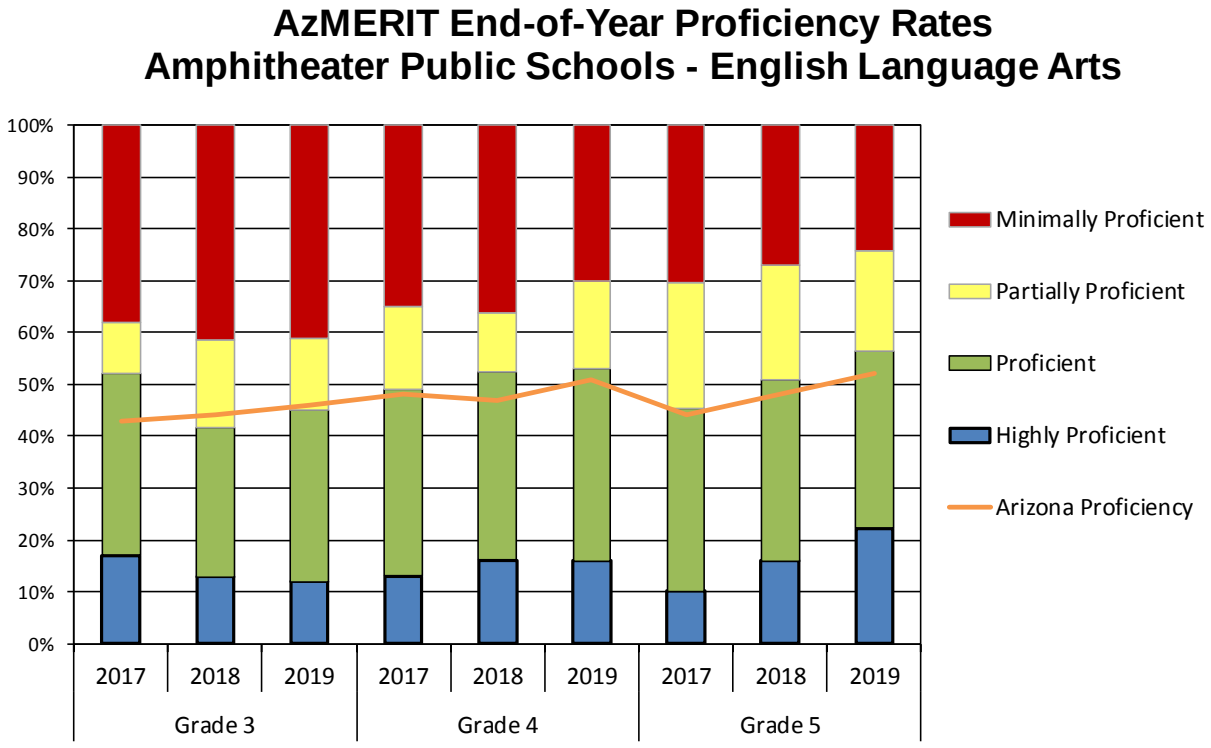

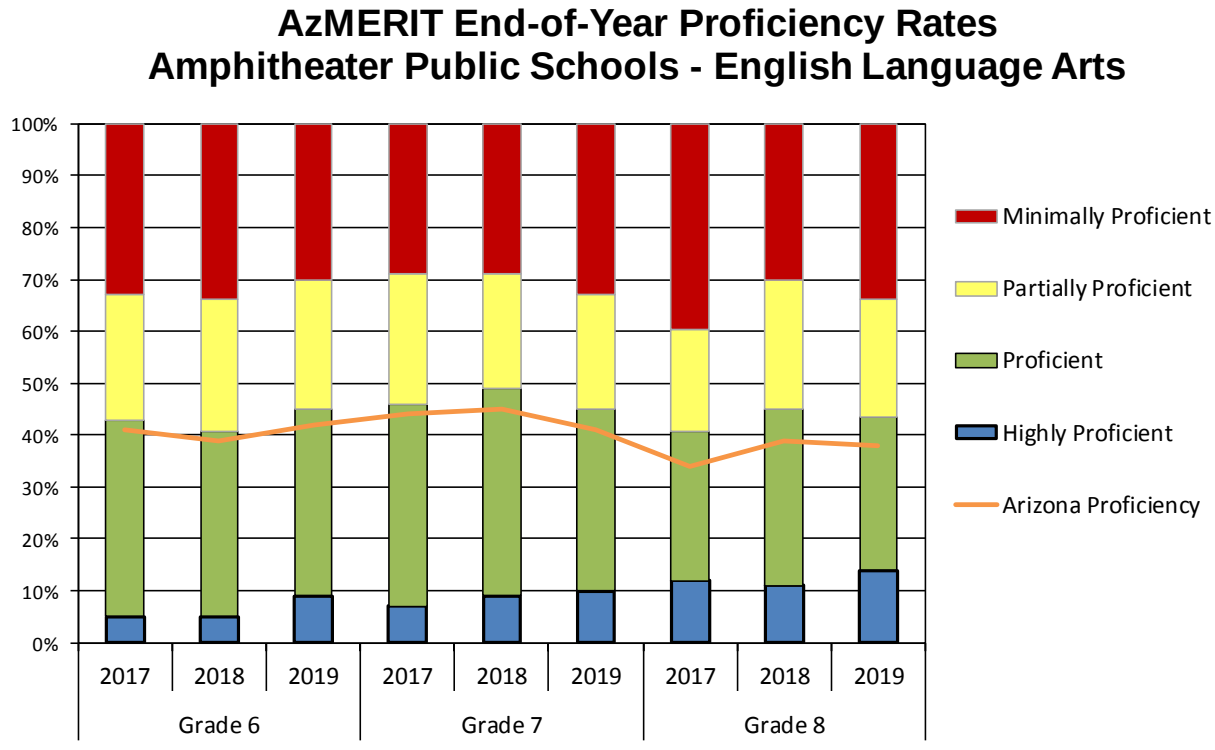

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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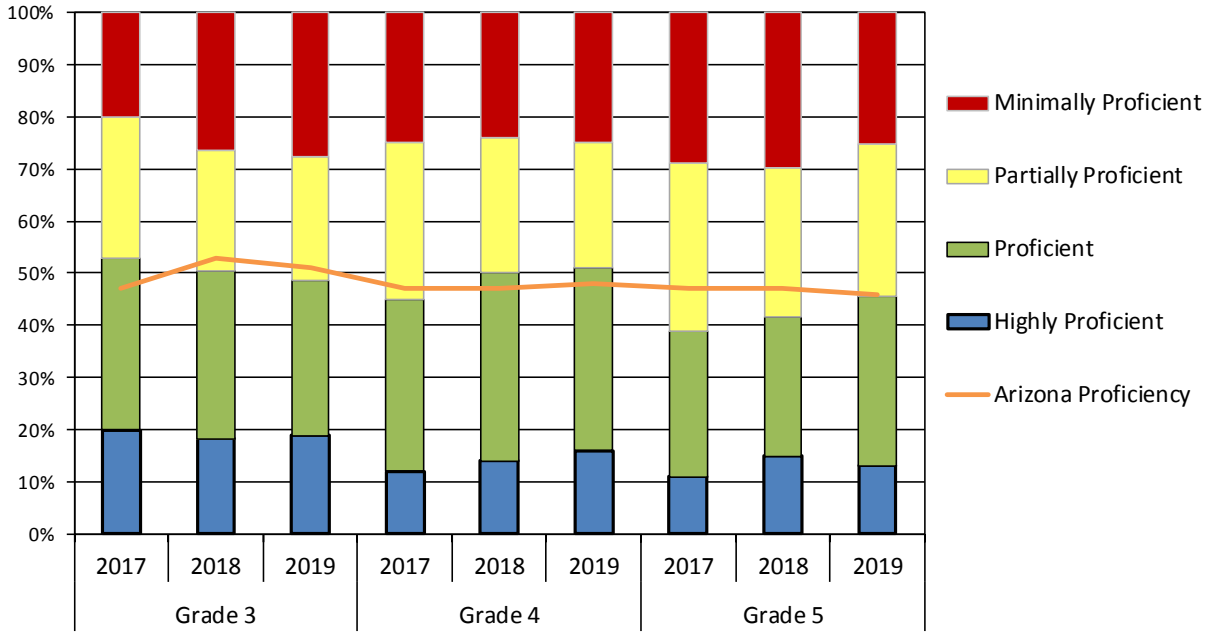
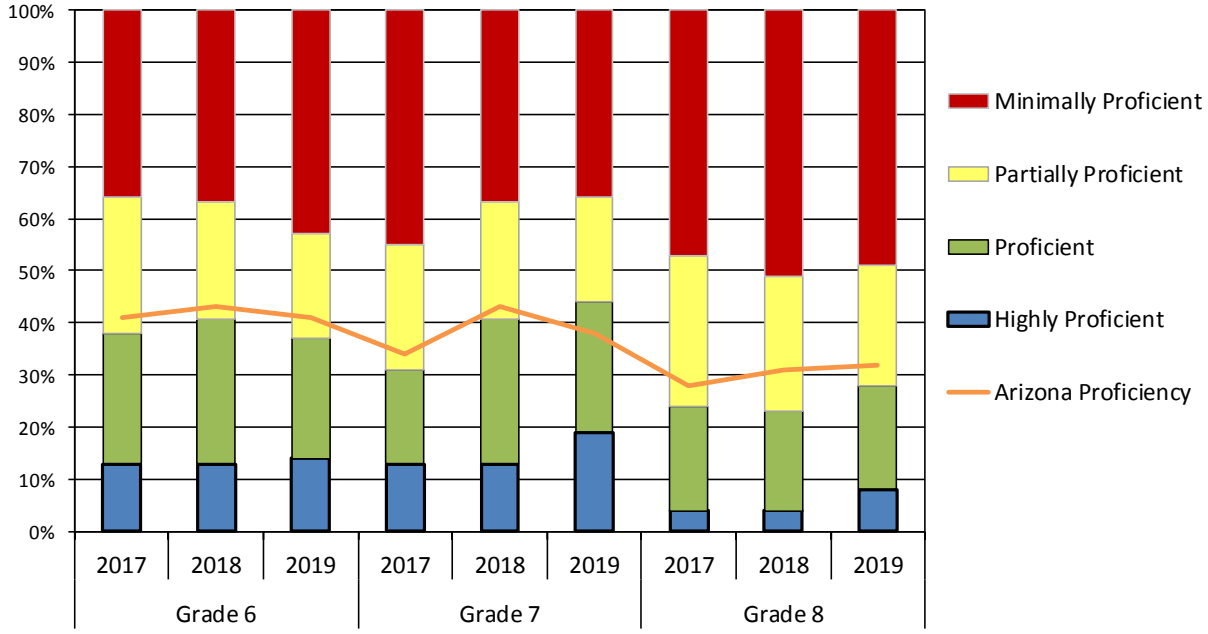
AzMERIT End-of-Year Proficiency Rates
Amphitheater Public Schools - Mathematics



AzMERIT End-of-Year Proficiency Rates
Amphitheater Public Schools - Mathematics



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

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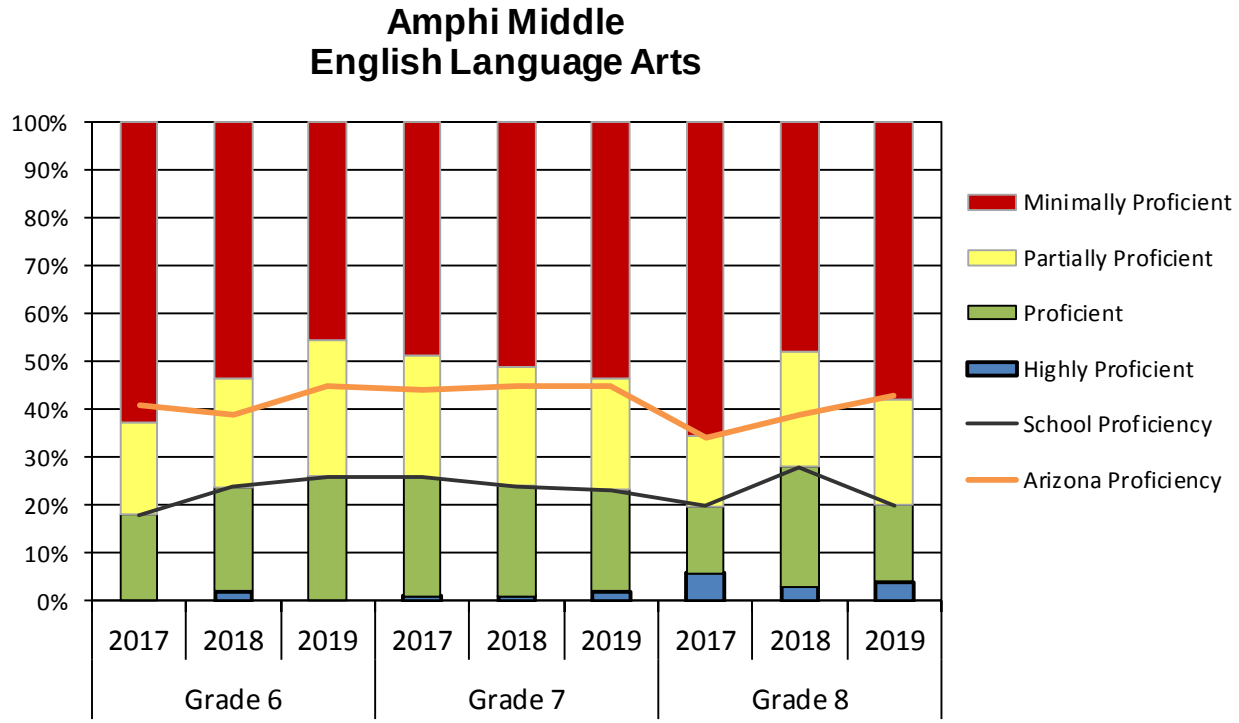

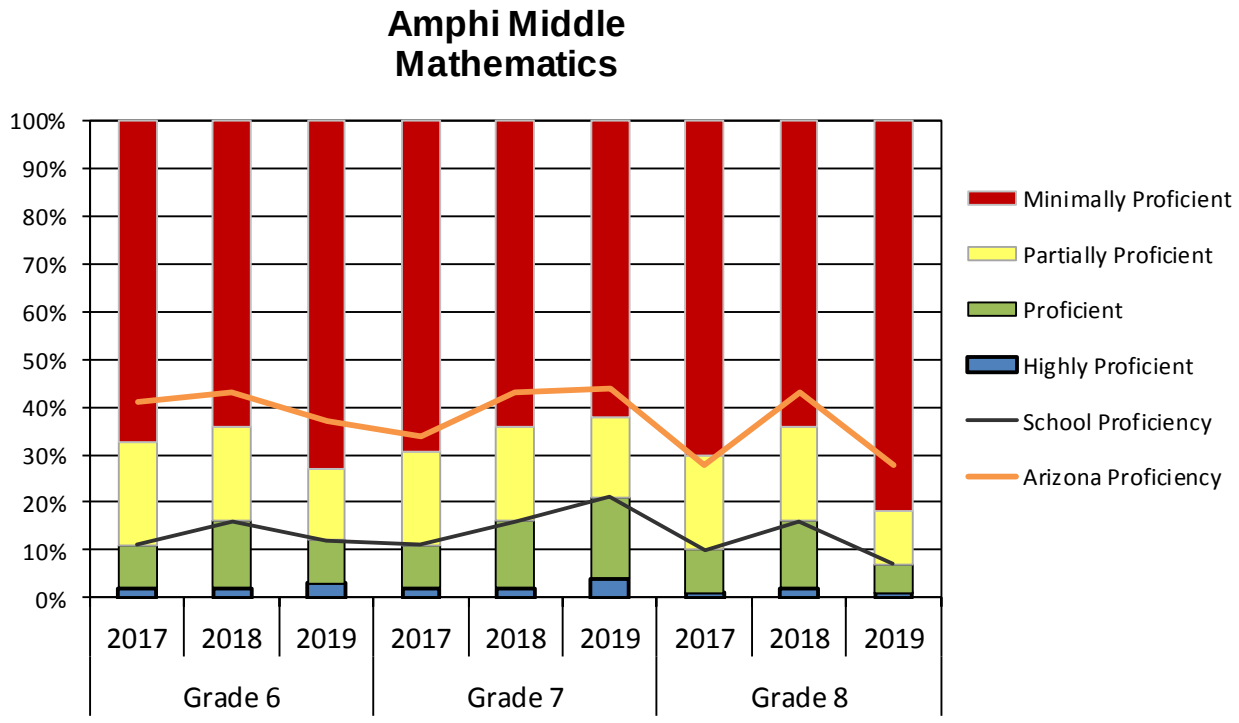

Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

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

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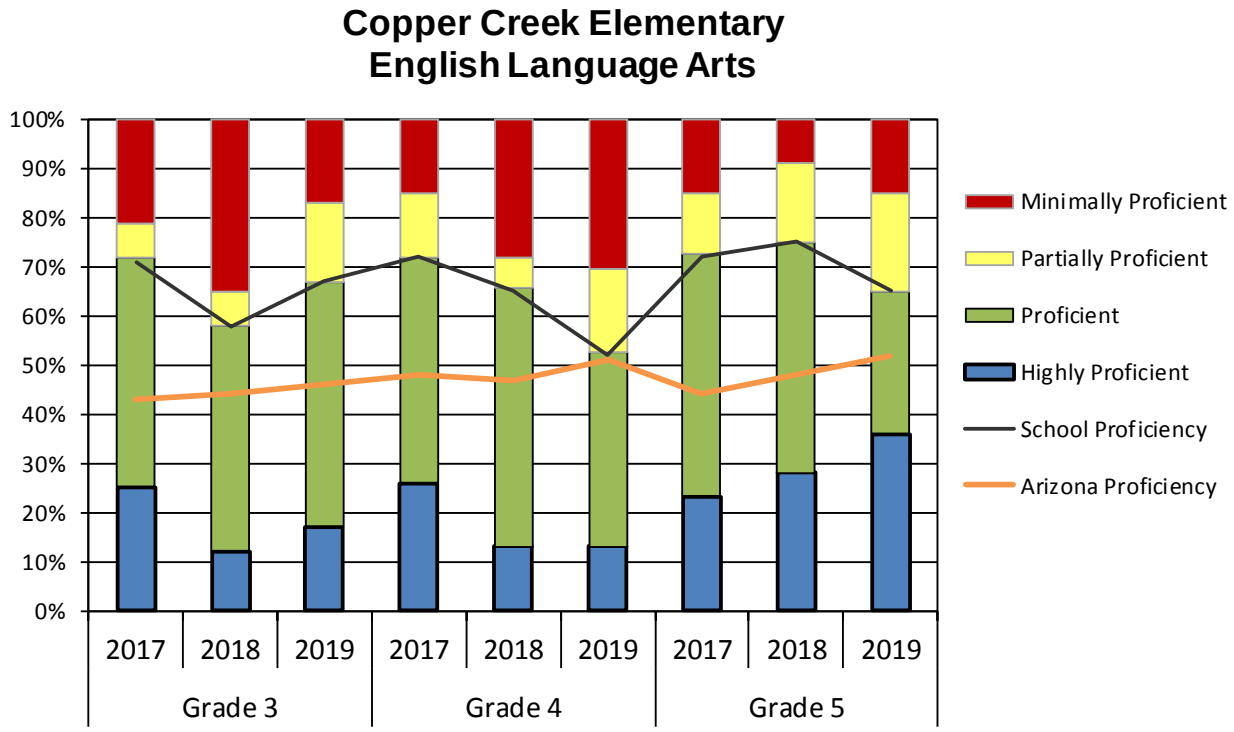

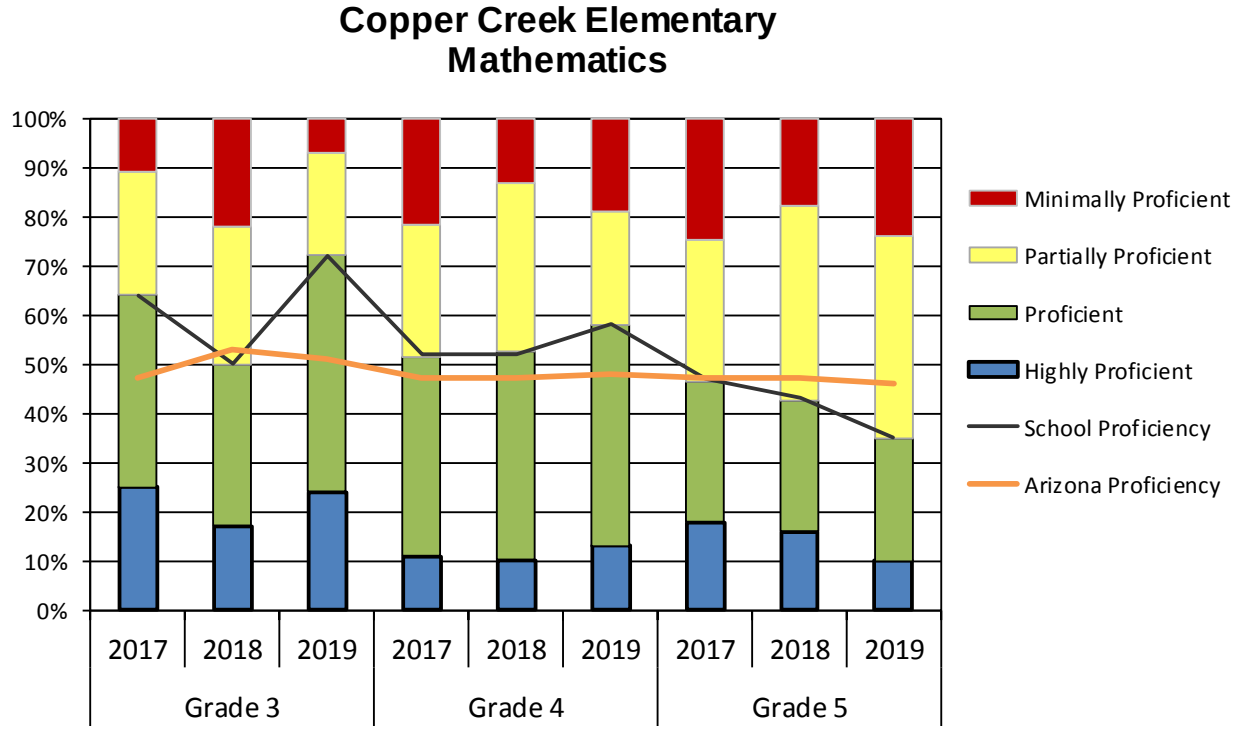

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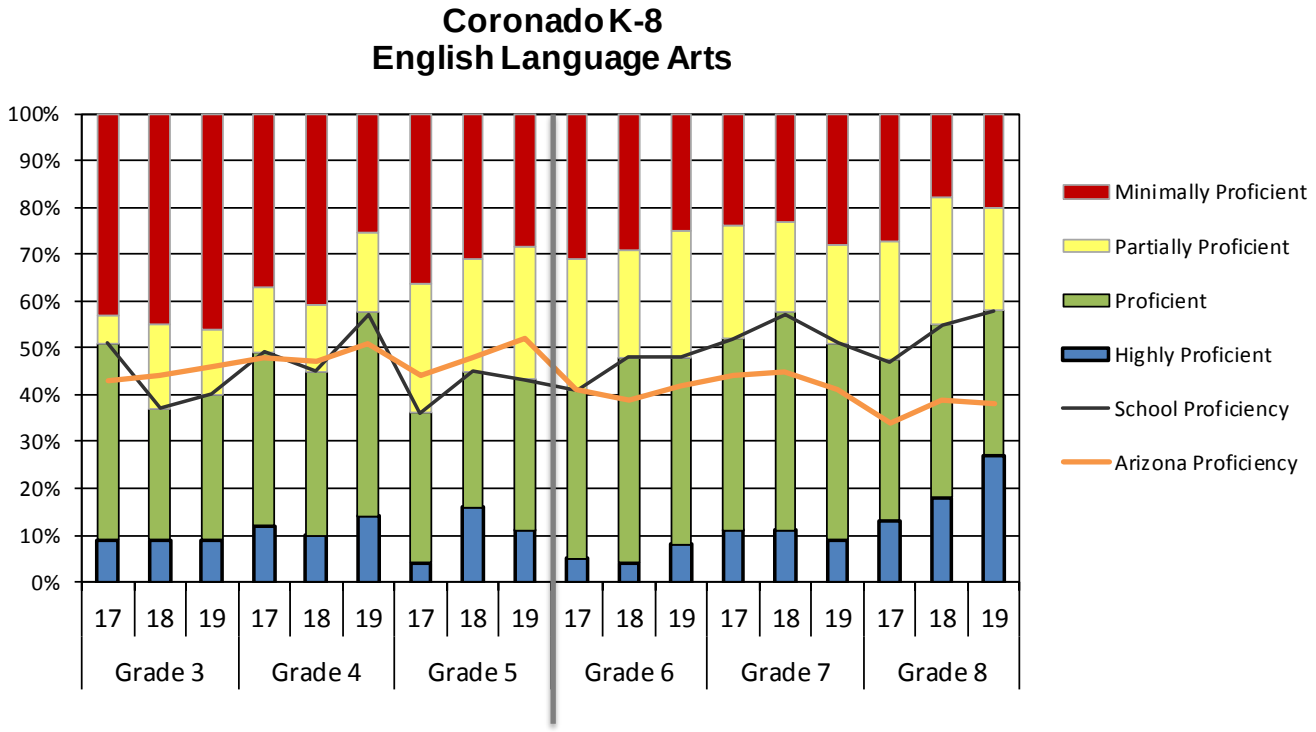

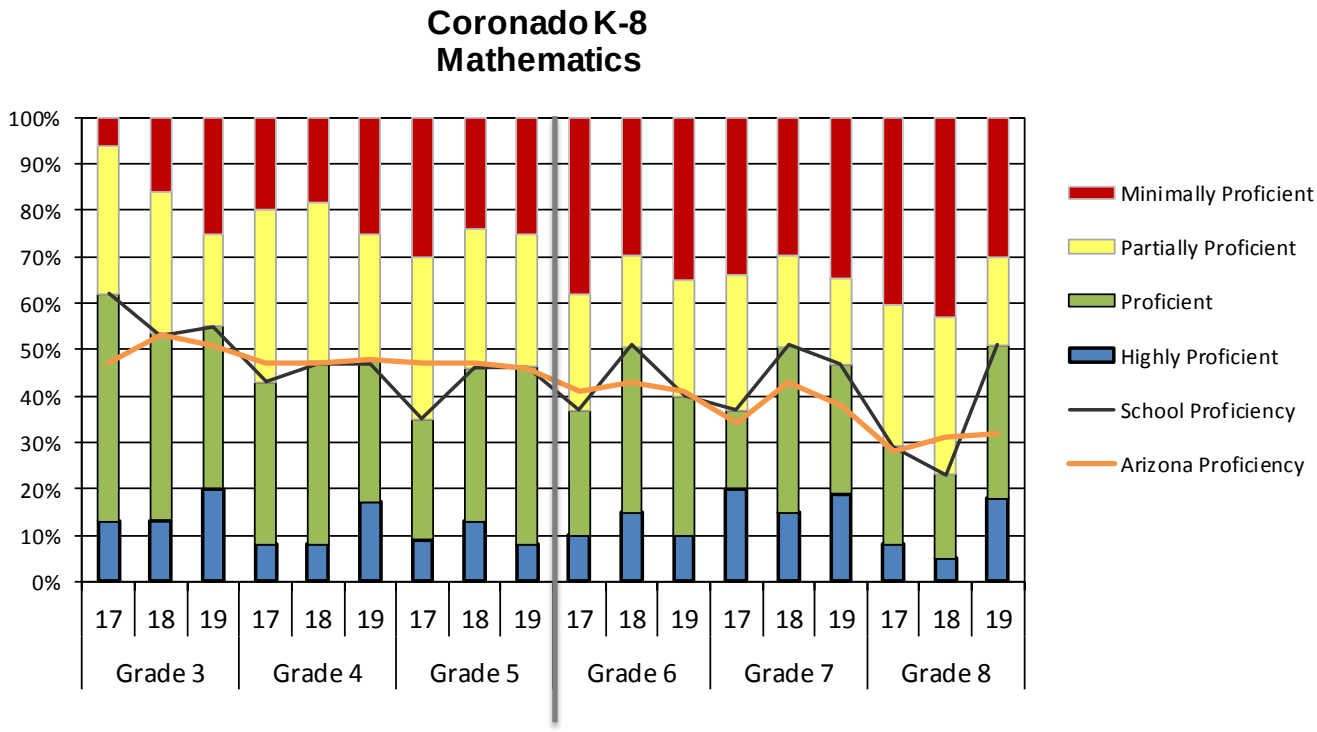

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Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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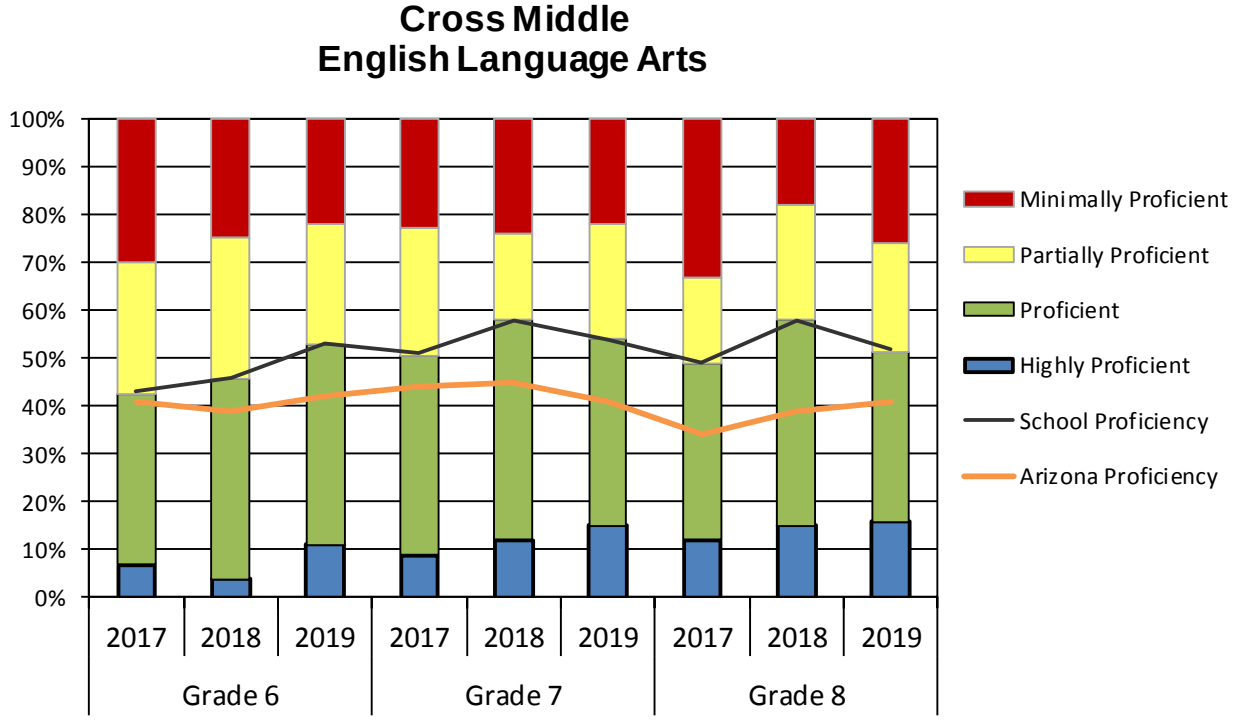

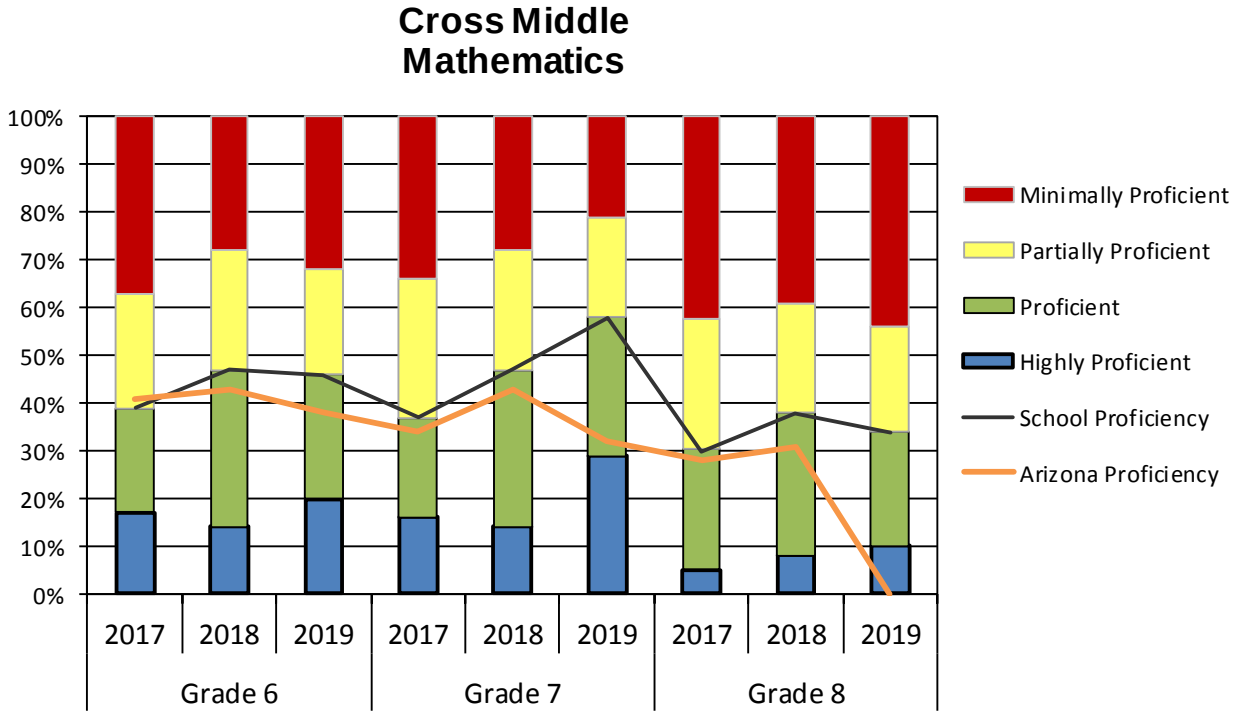

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Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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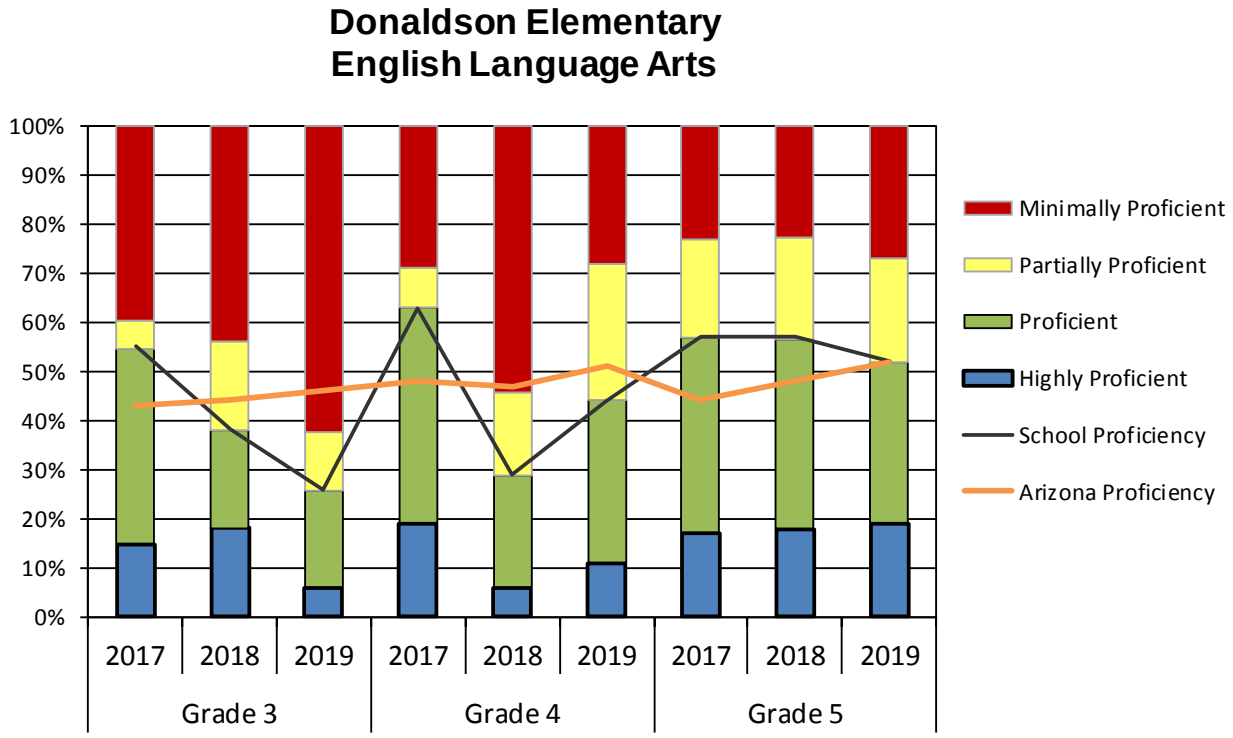

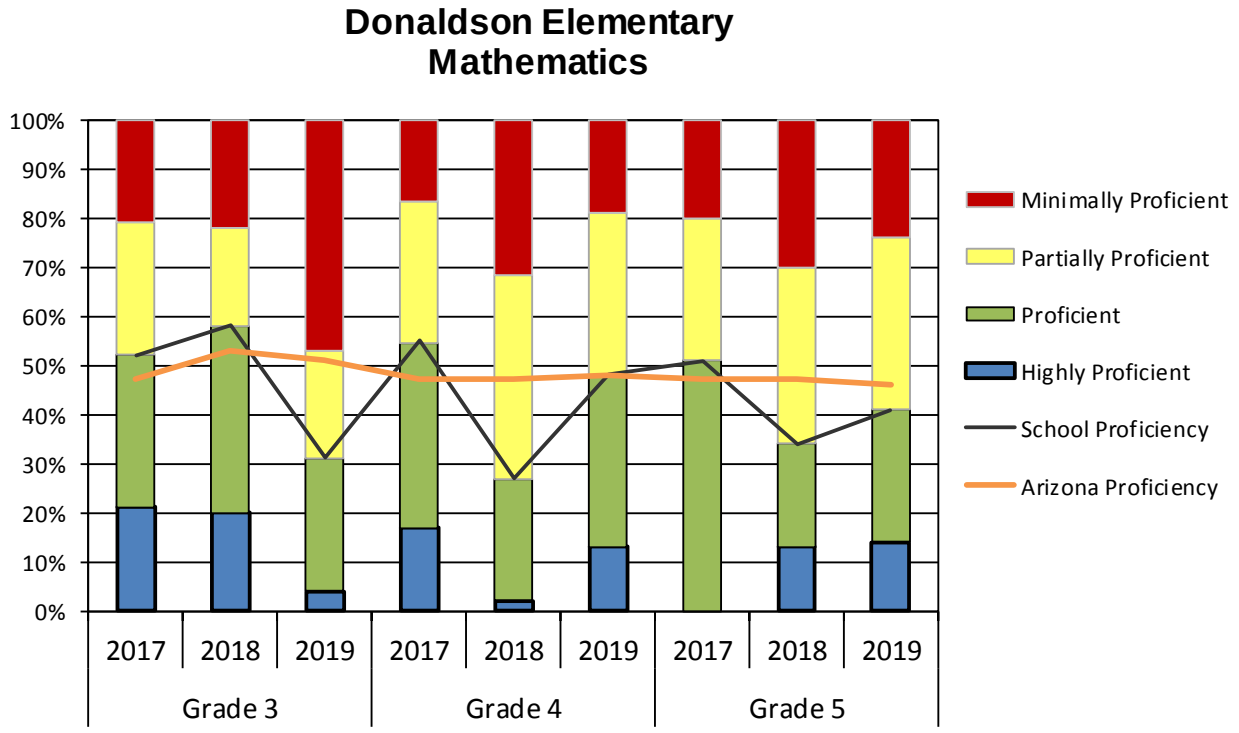

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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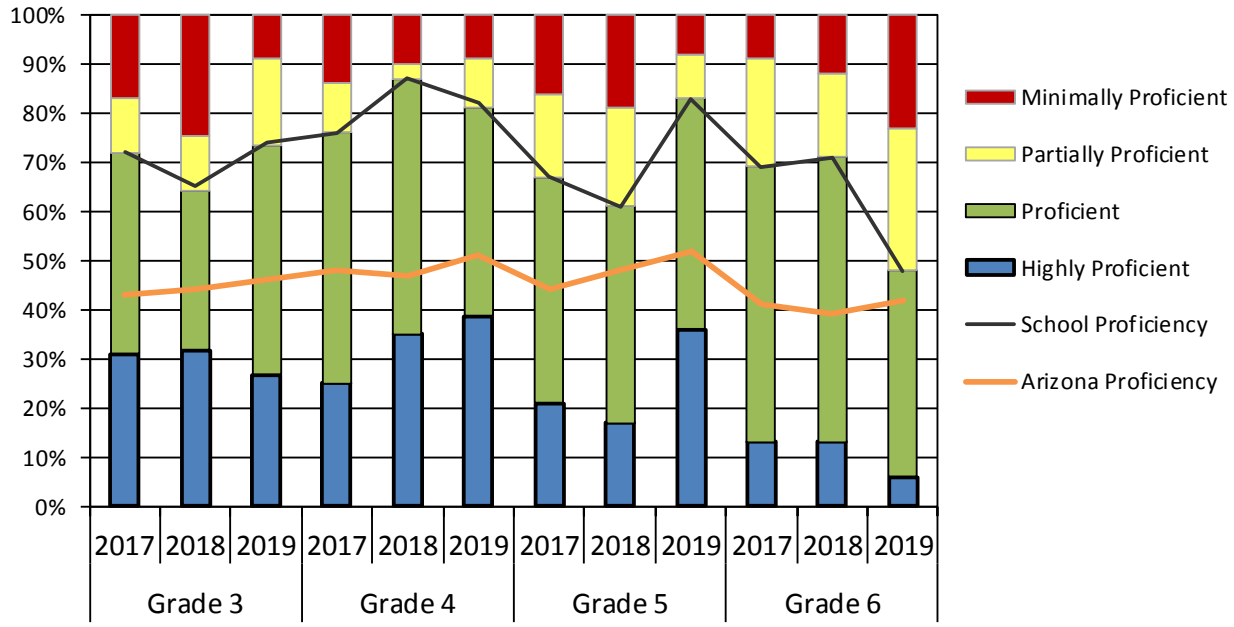
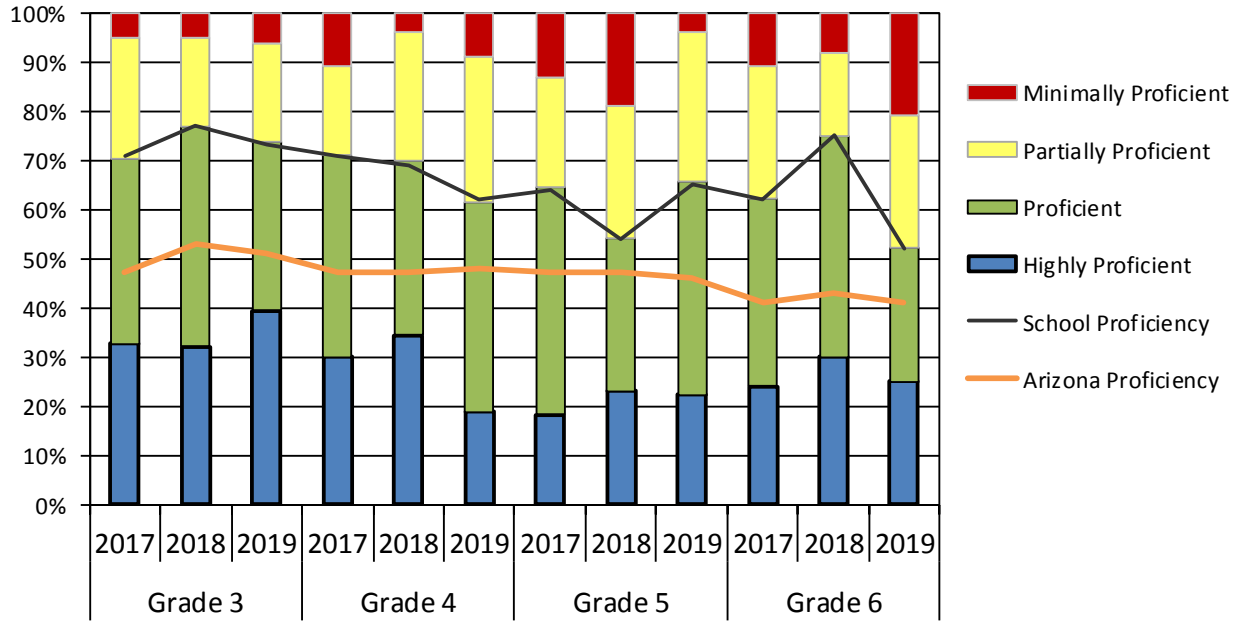
Harelson Elementary
English Language Arts



Harelson Elementary
Mathematics



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

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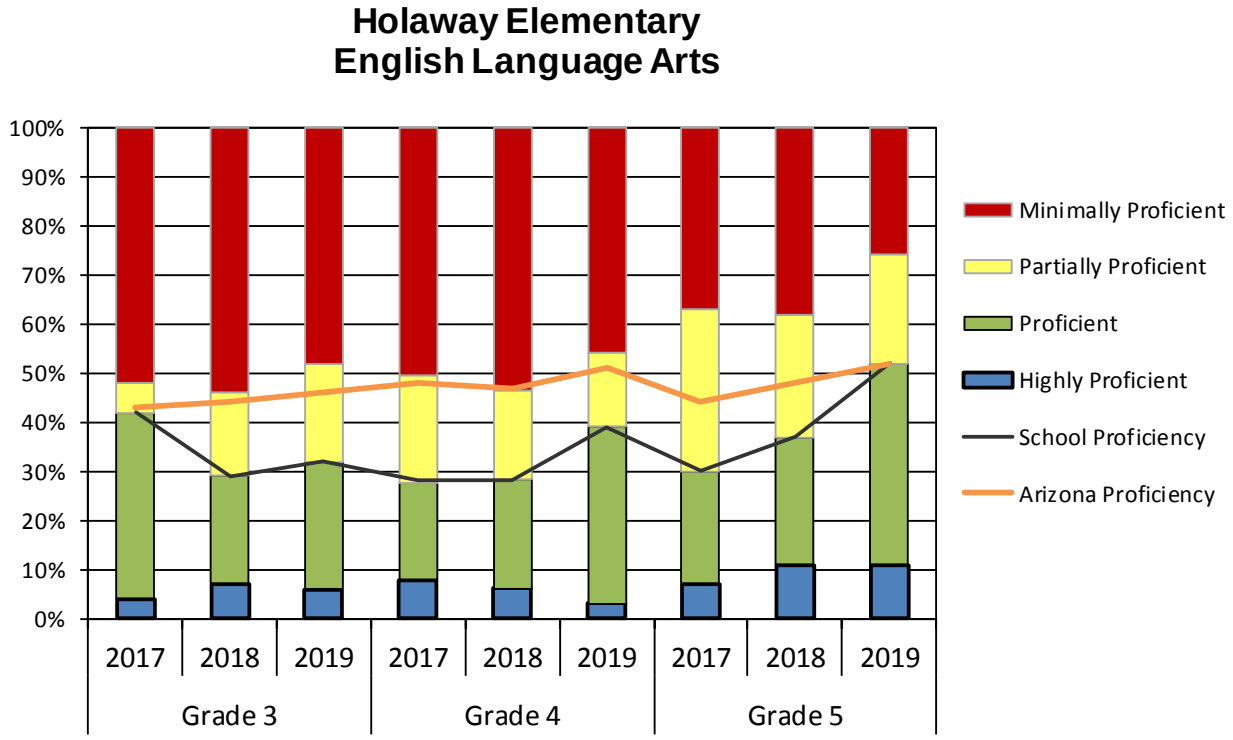

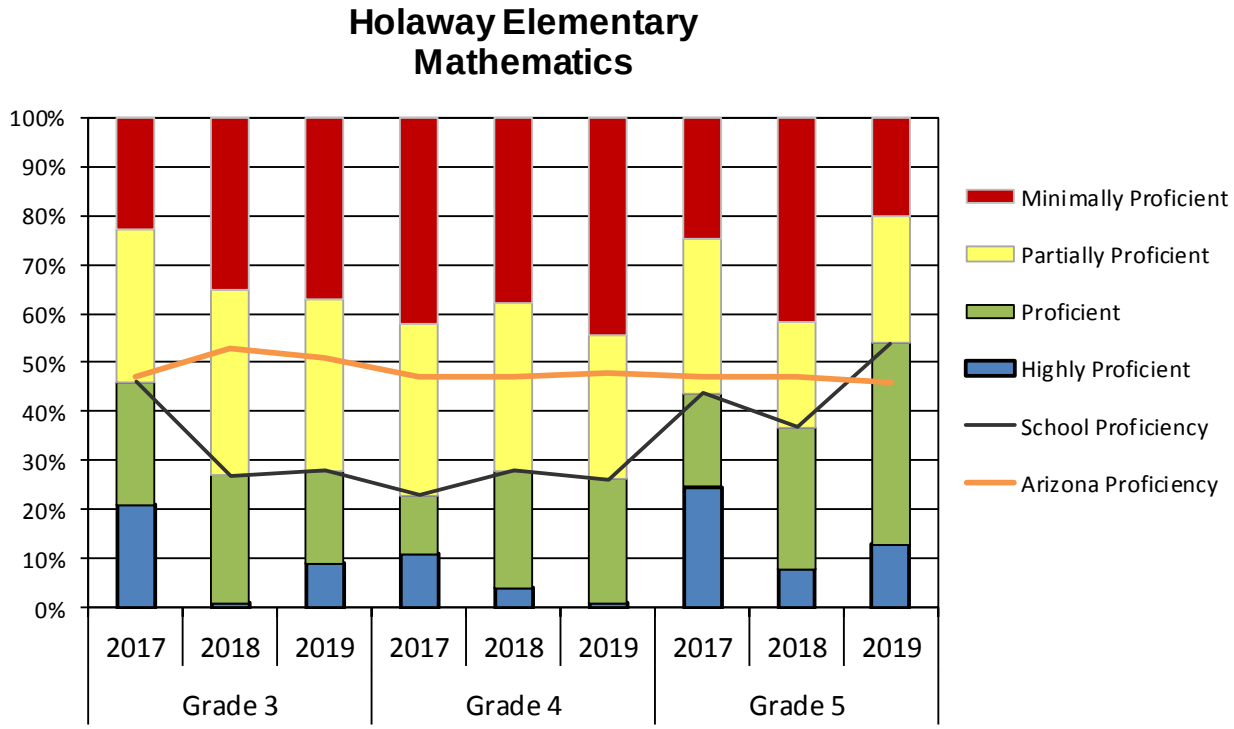

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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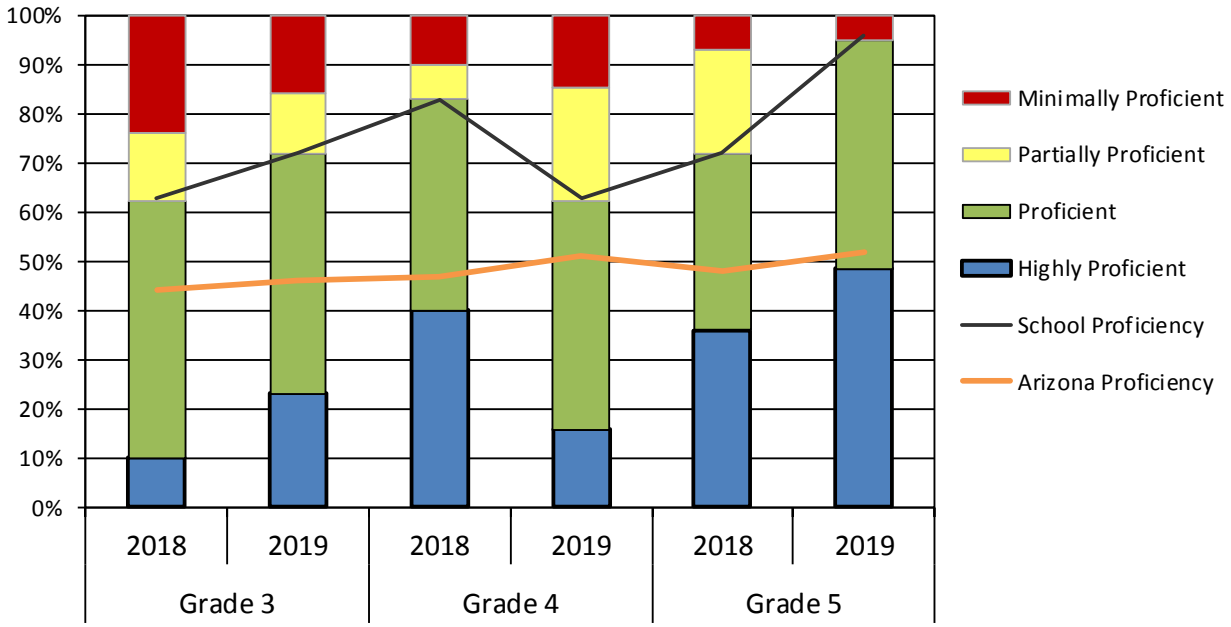
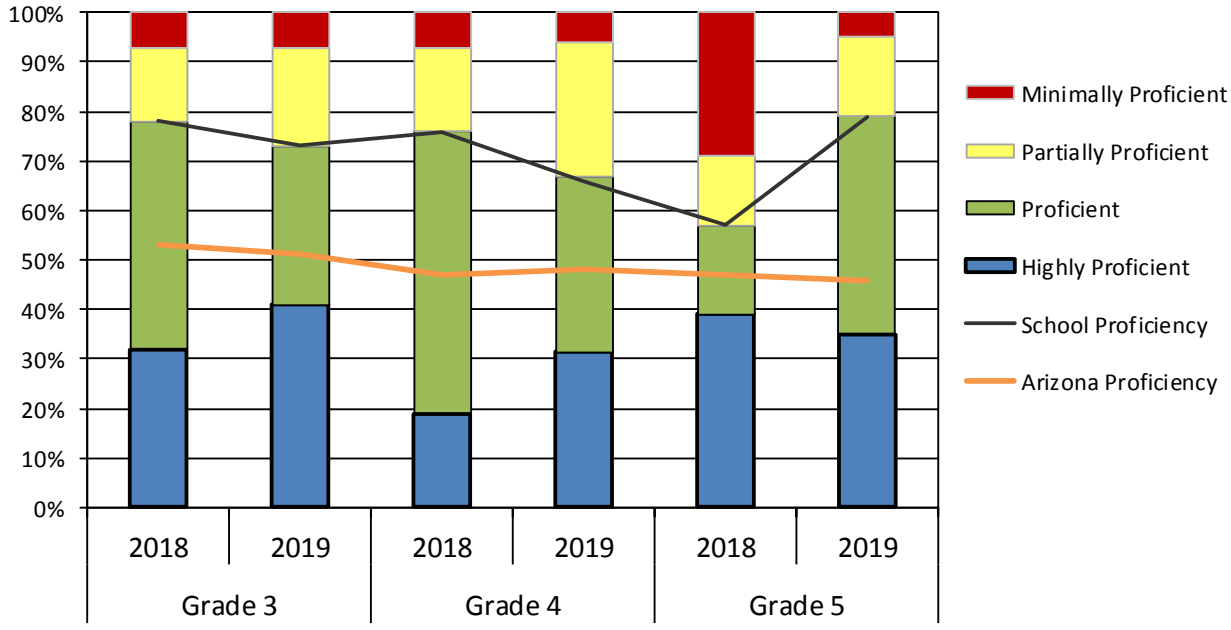
Innovation Academy
English Language Arts



Innovation Academy
Mathematics



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

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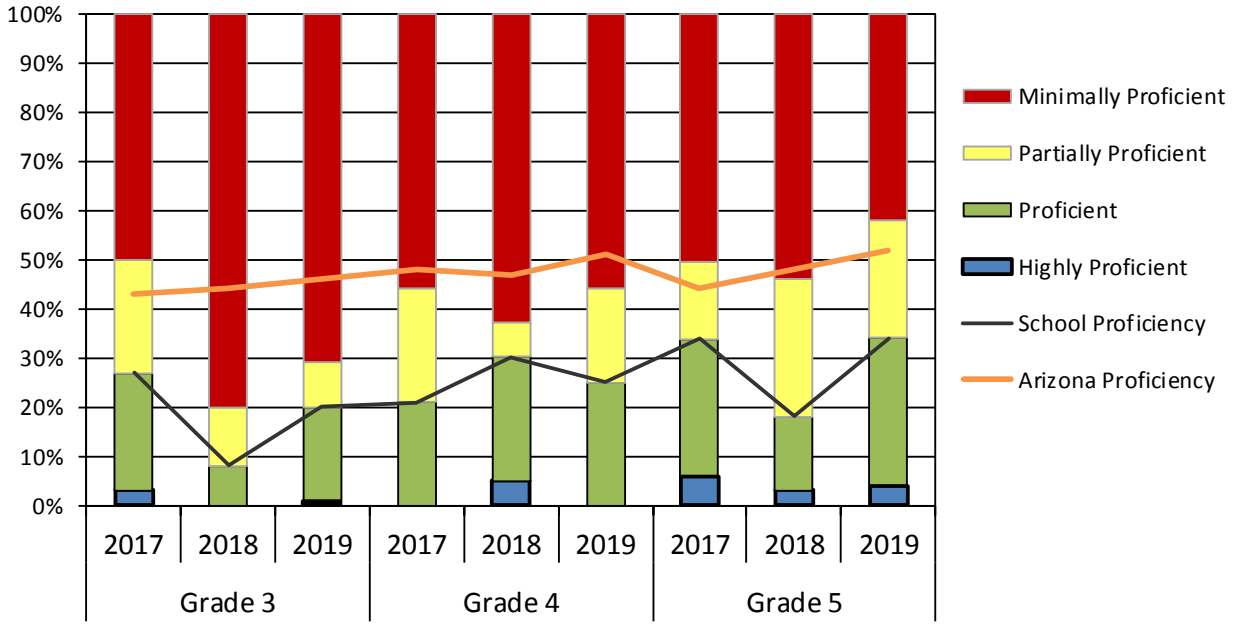
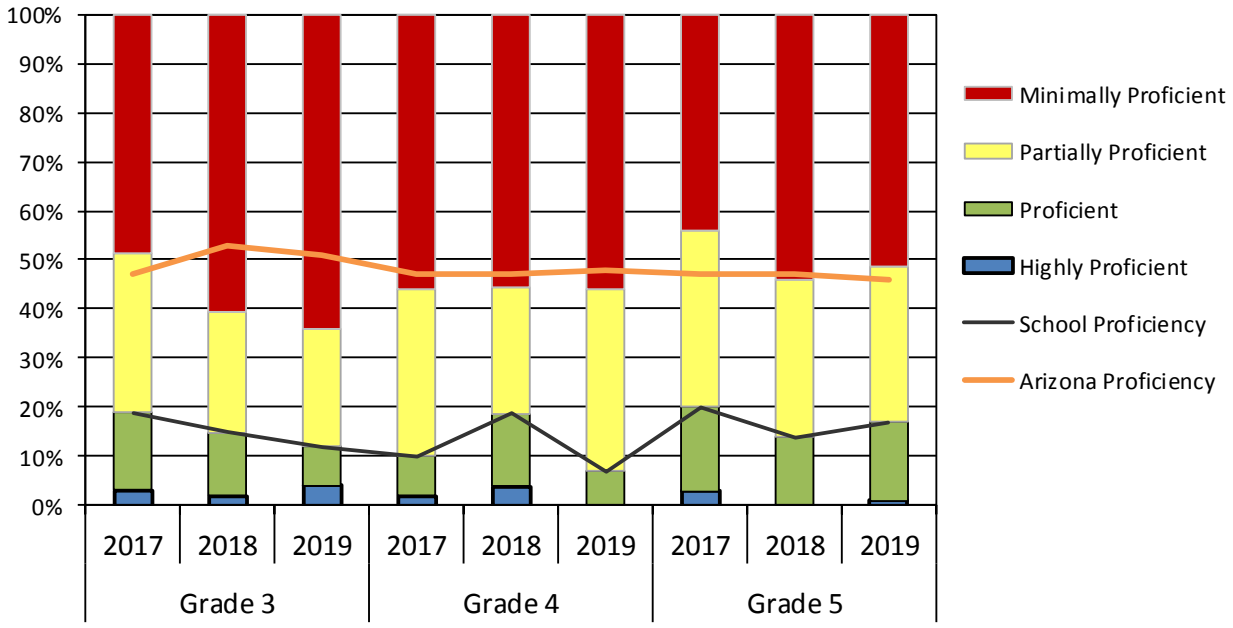
Keeling Elementary
English Language Arts



Keeling Elementary
Mathematics



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

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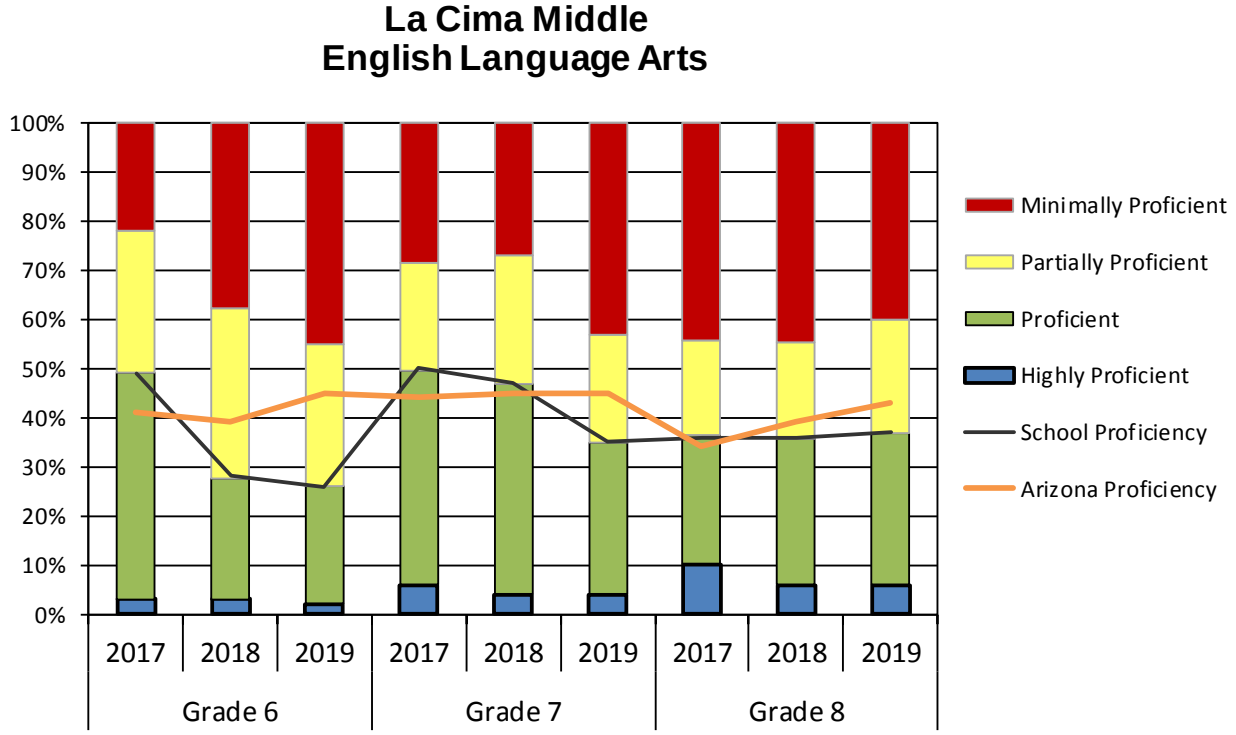

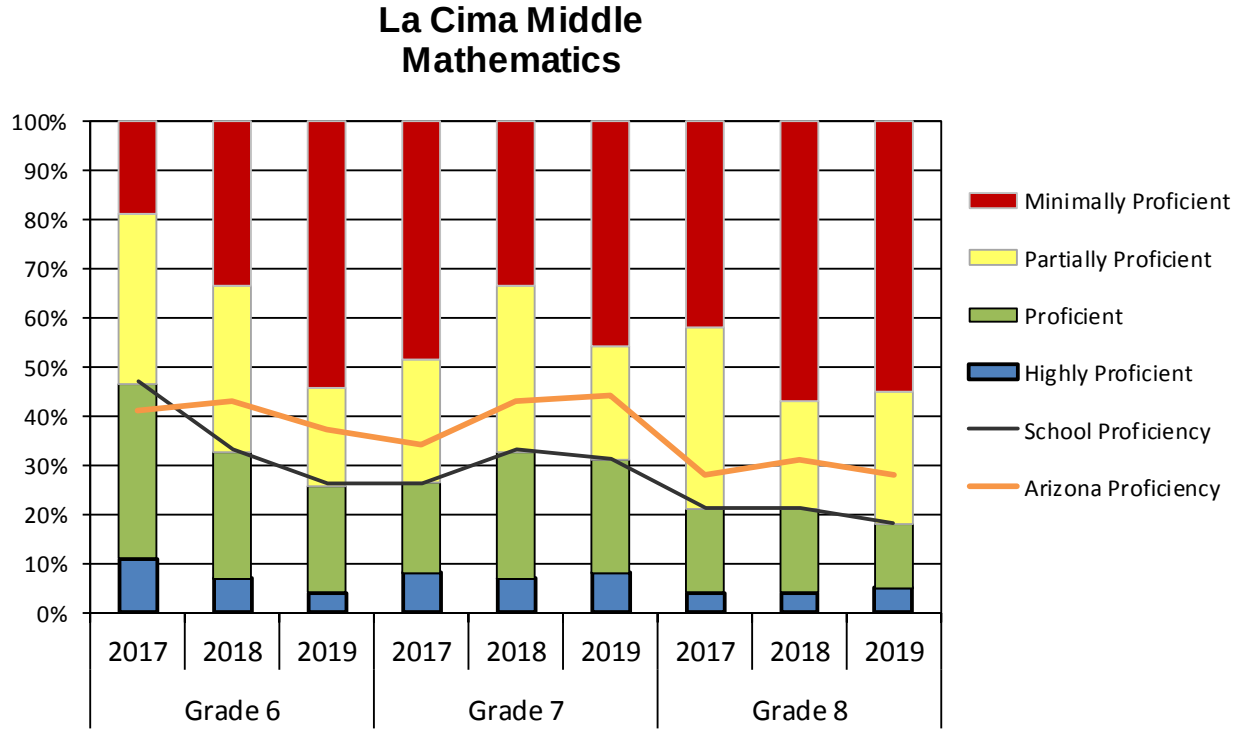

Note: Middle school students taking high school math courses are not required to take the AzMERIT End-of-Year Math test for their grade level. Those students are included in the AzMERIT End-of-Course Math charts.

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

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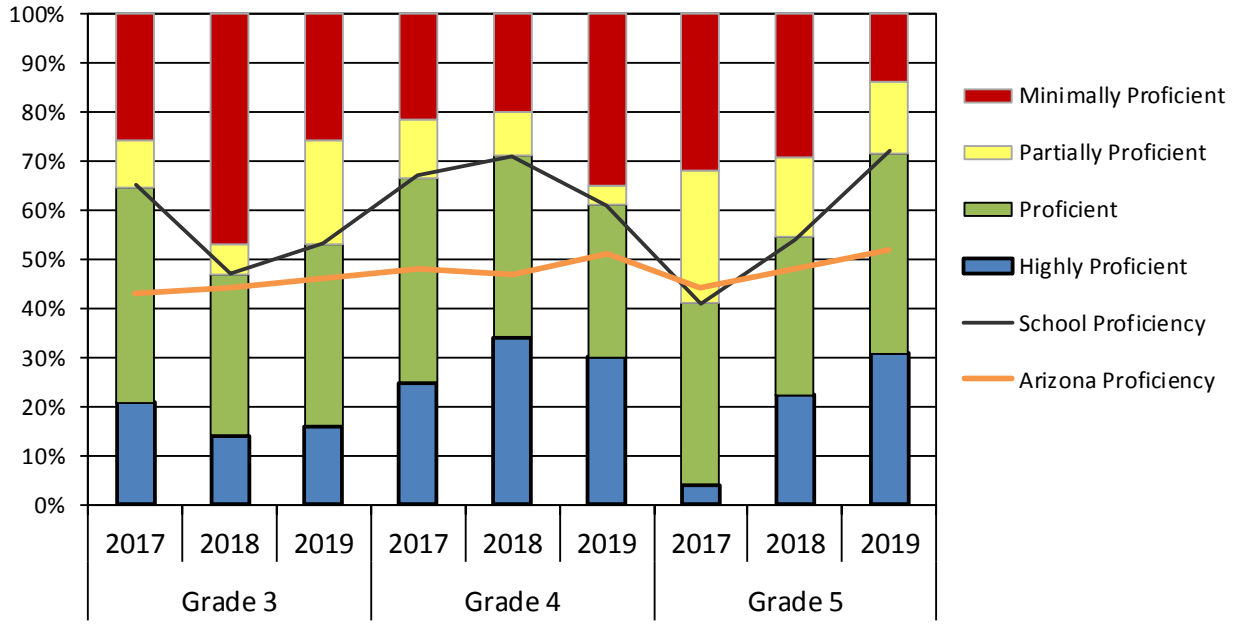
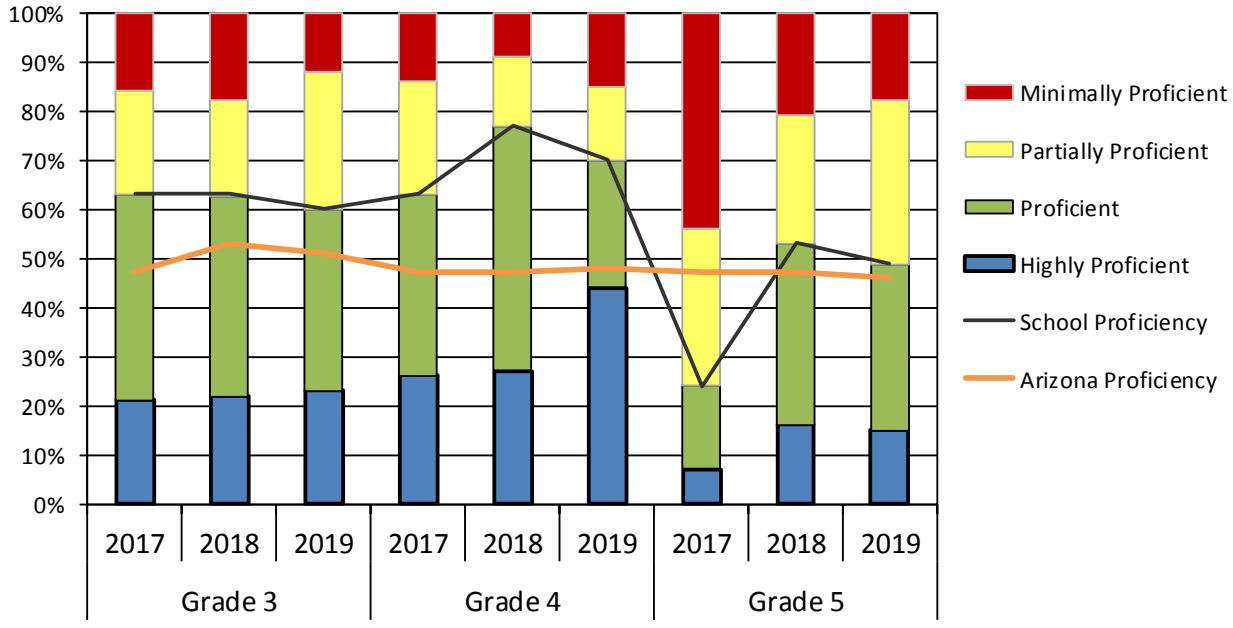
Mesa Verde Elementary
English Language Arts



Mesa Verde Elementary
Mathematics



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

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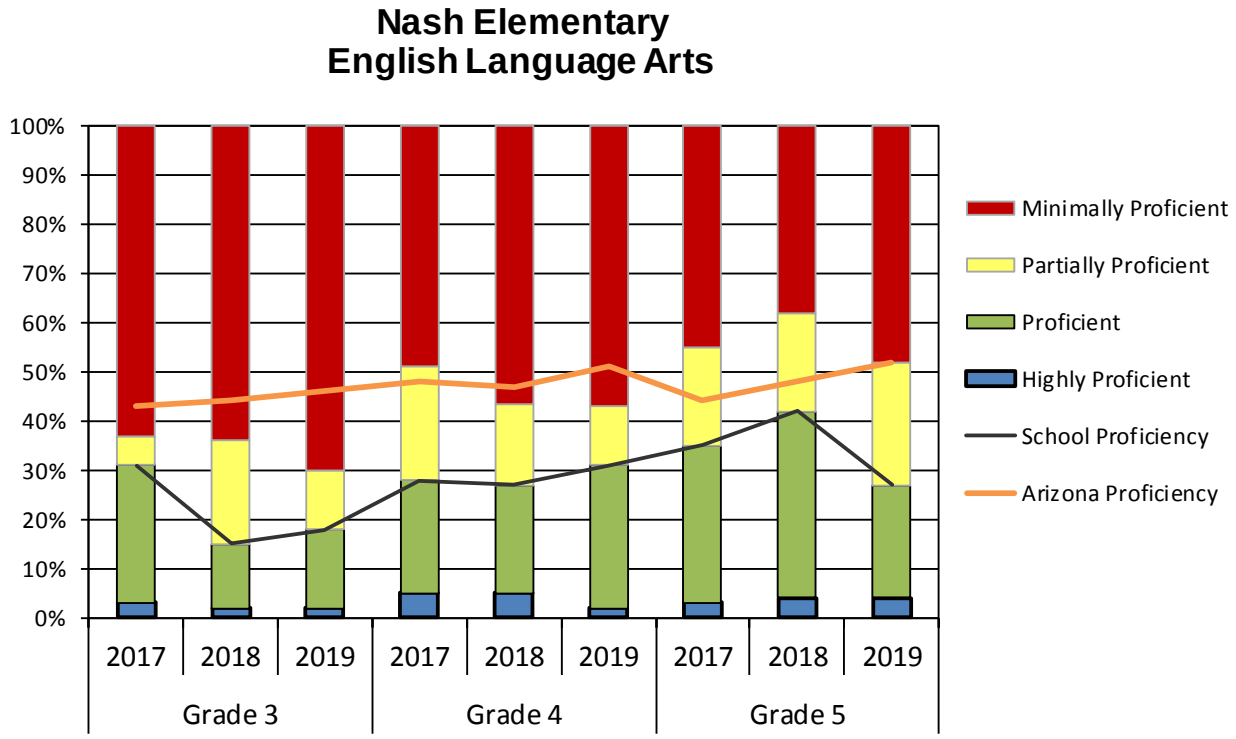

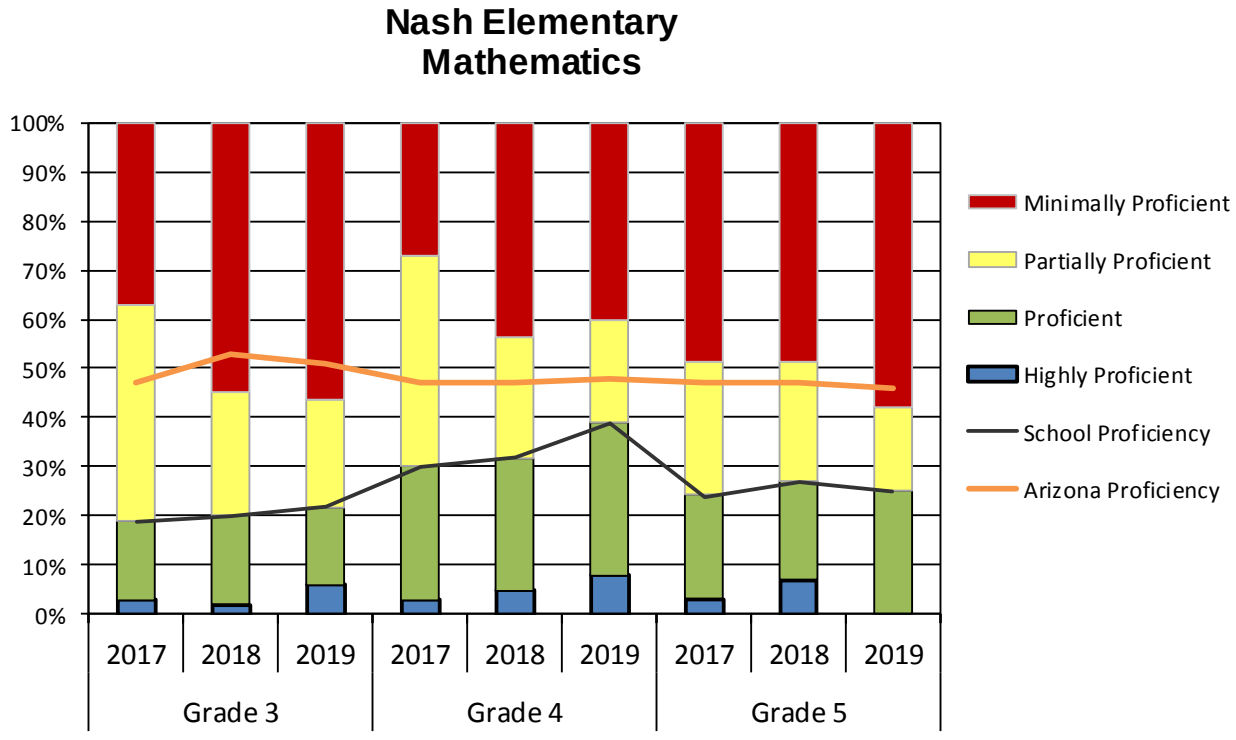

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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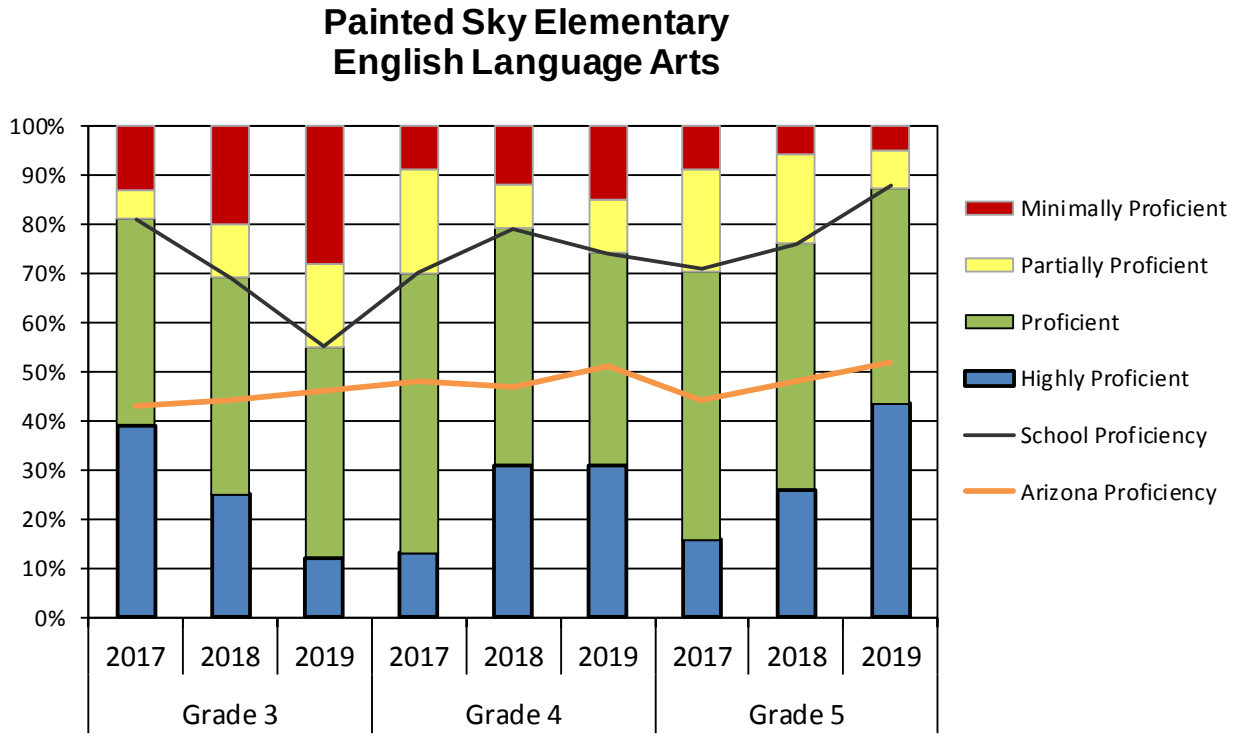

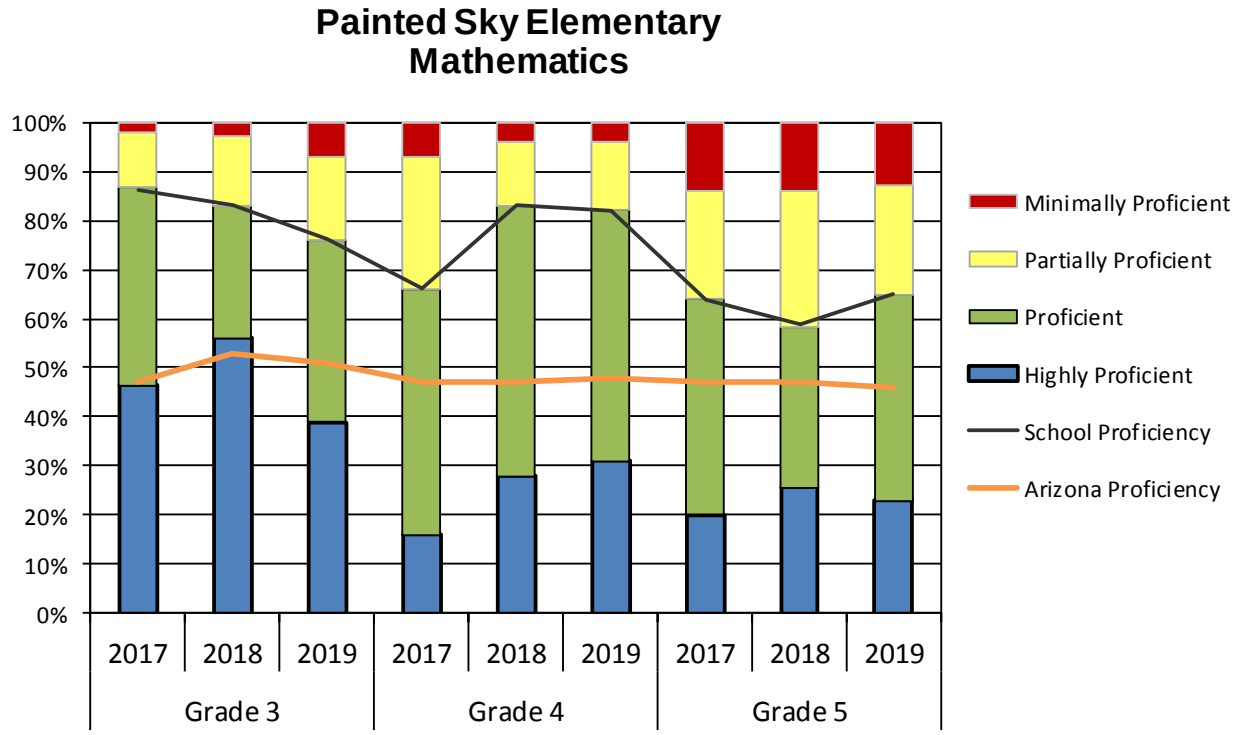

Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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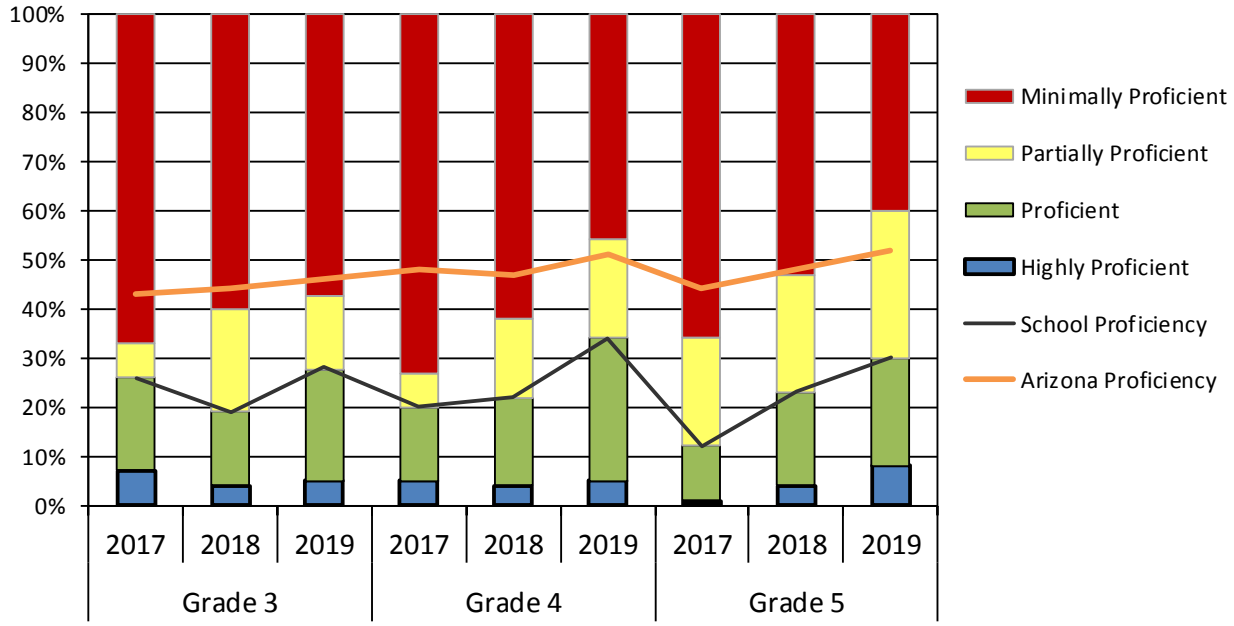
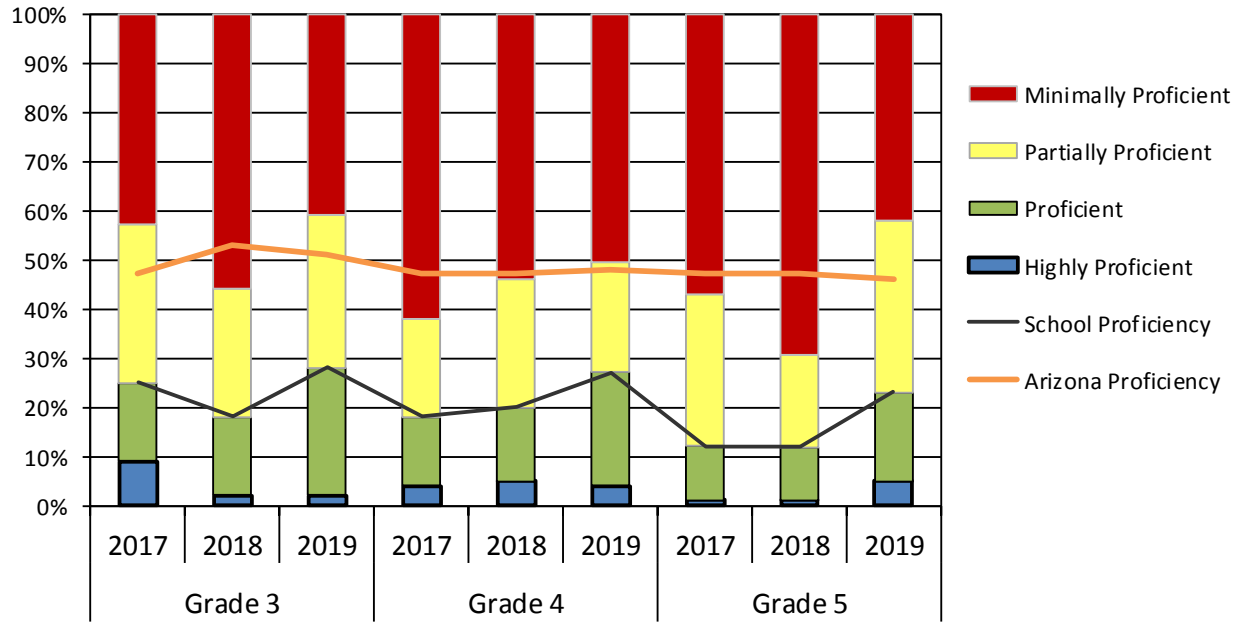
Prince Elementary
English Language Arts



Prince Elementary
Mathematics



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

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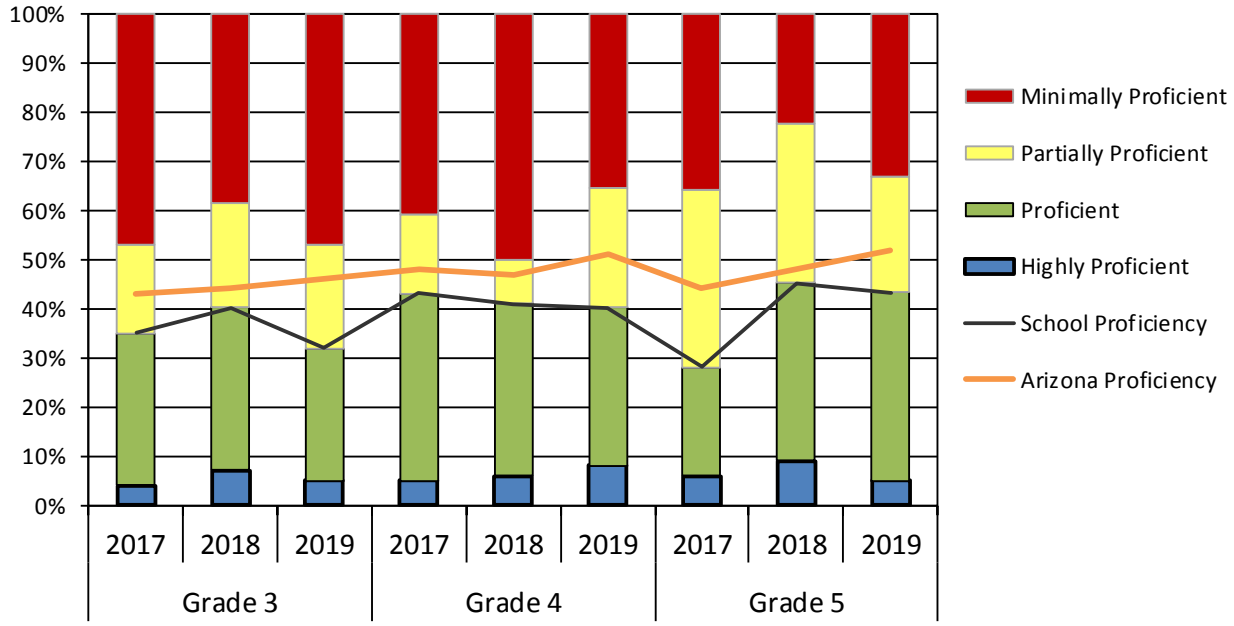
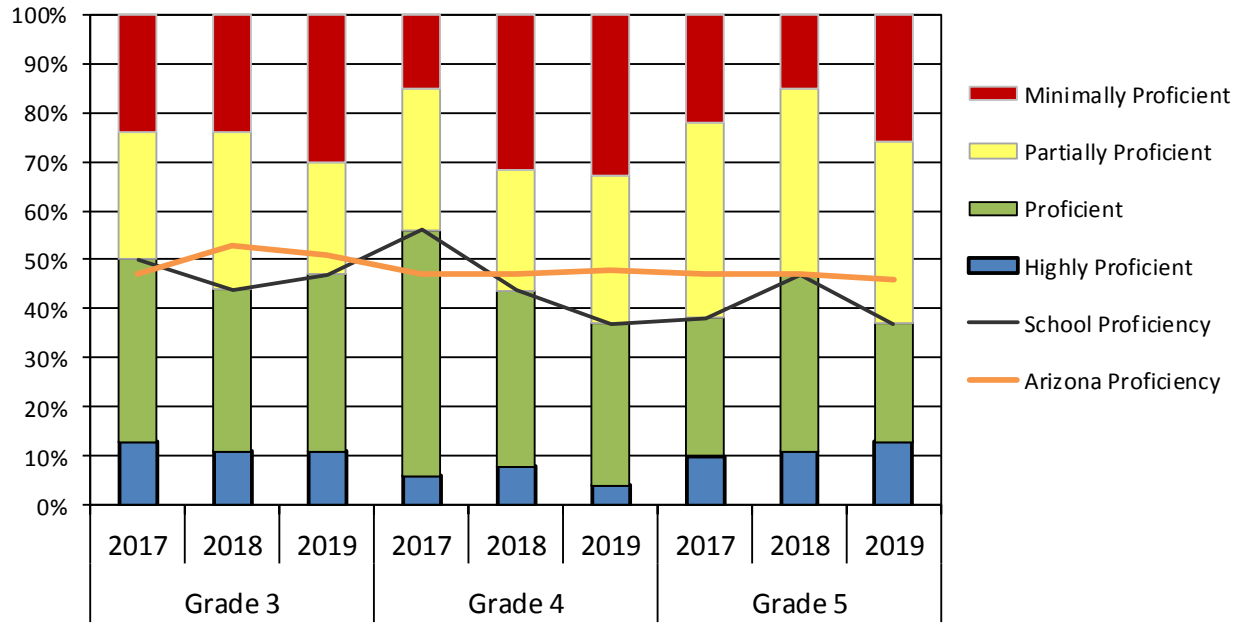
Rio Vista Elementary
English Language Arts



Rio Vista Elementary
Mathematics



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

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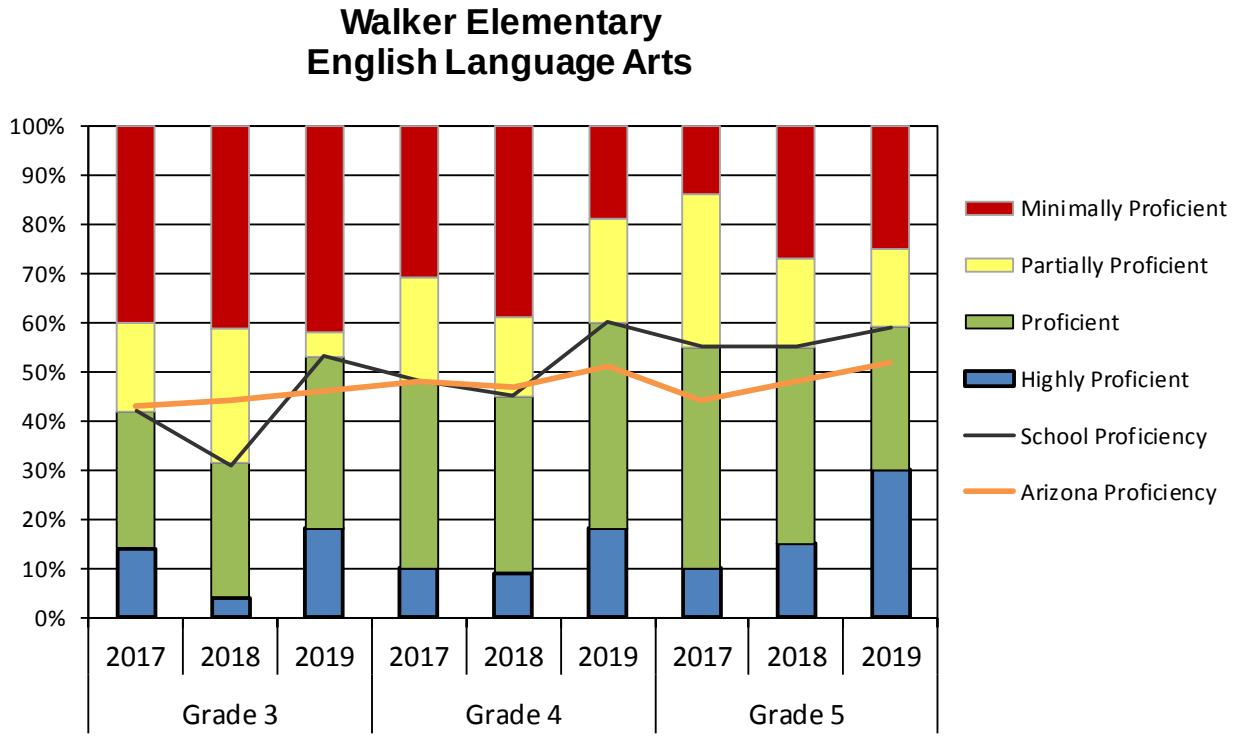
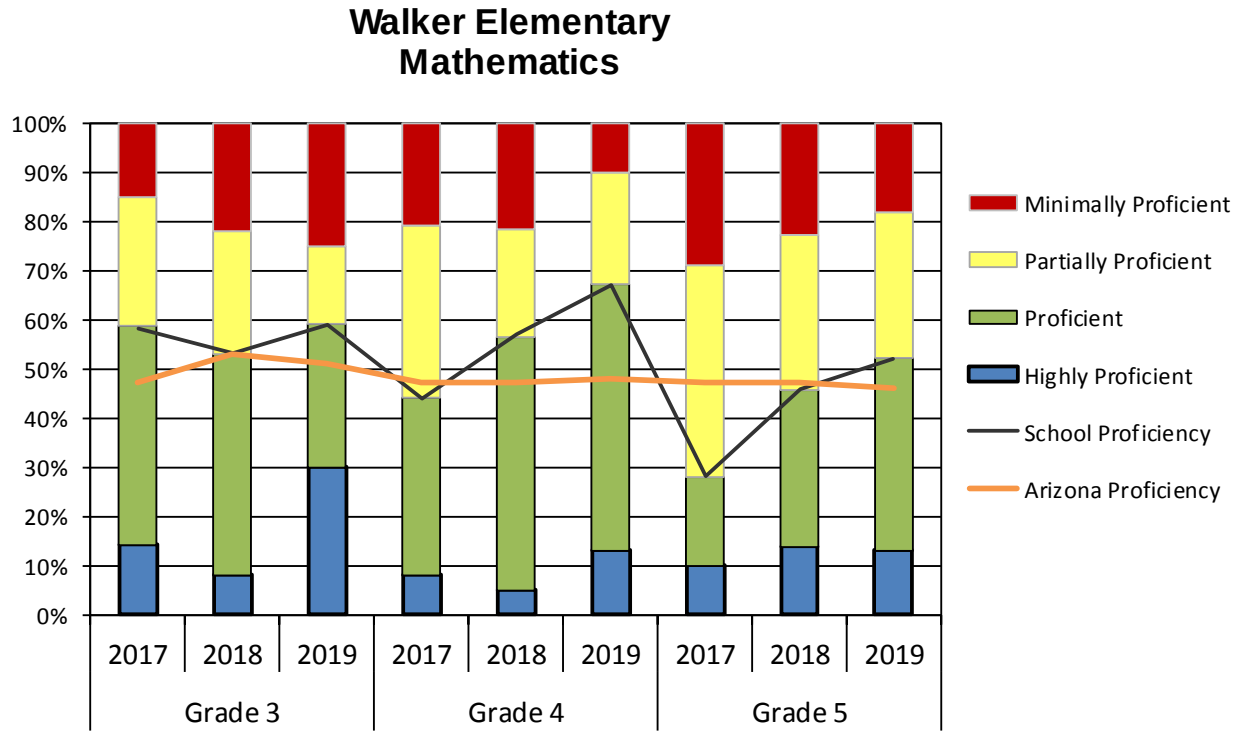
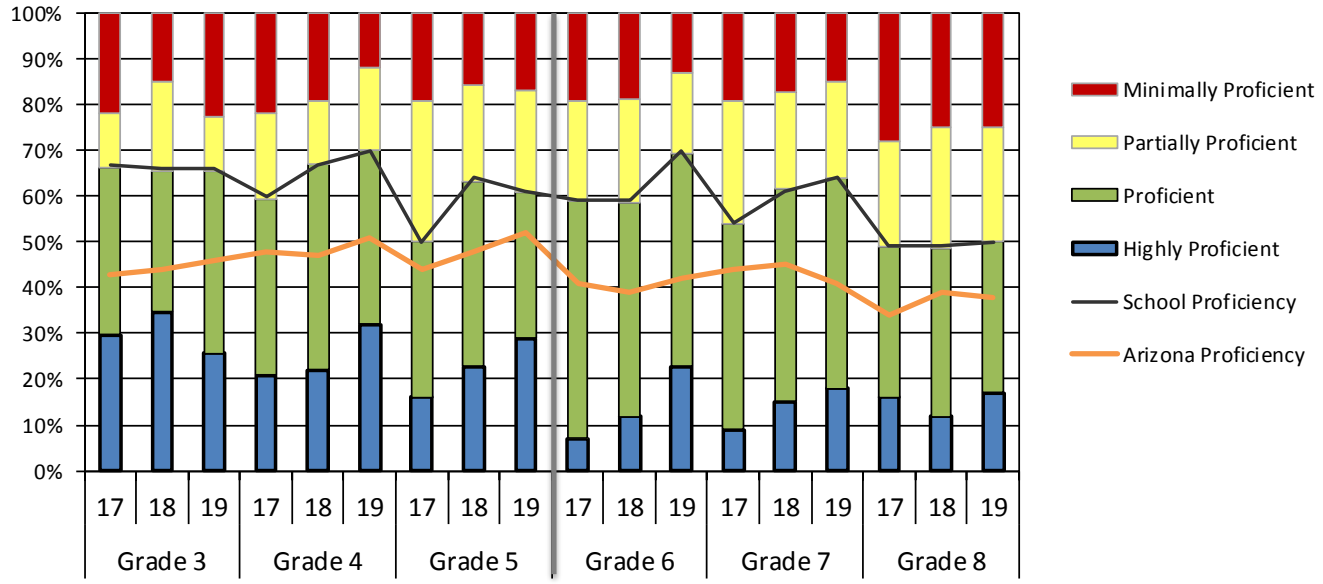




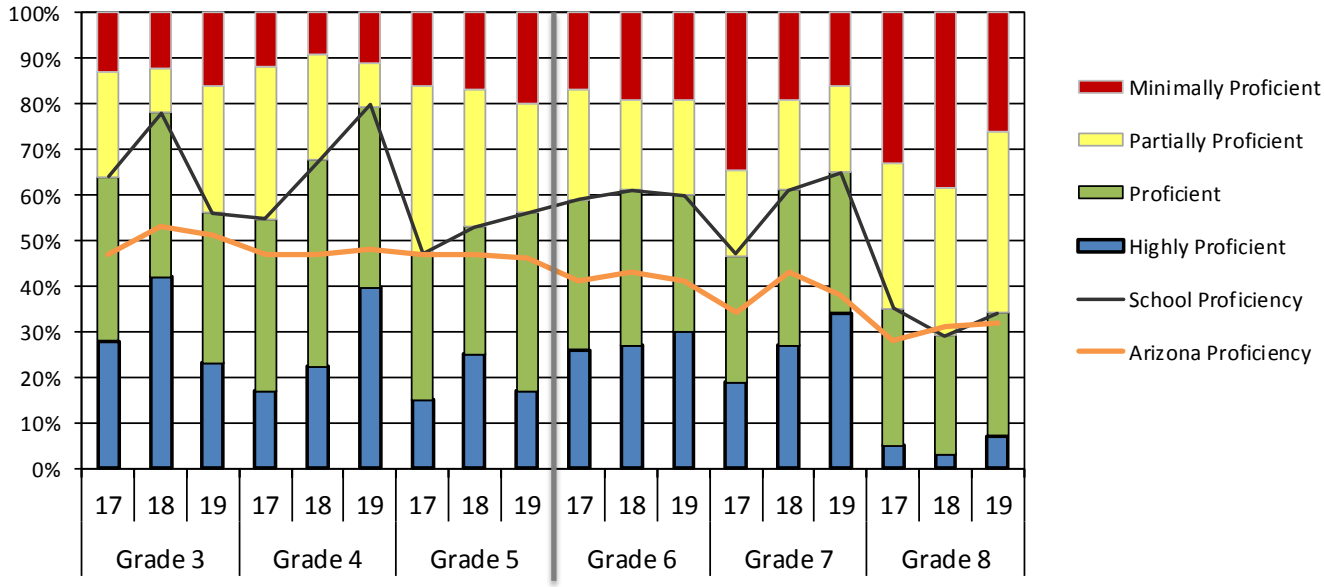
Spring AzMERIT Performance – End-of-Year (3-Year Trends, cont.)

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



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

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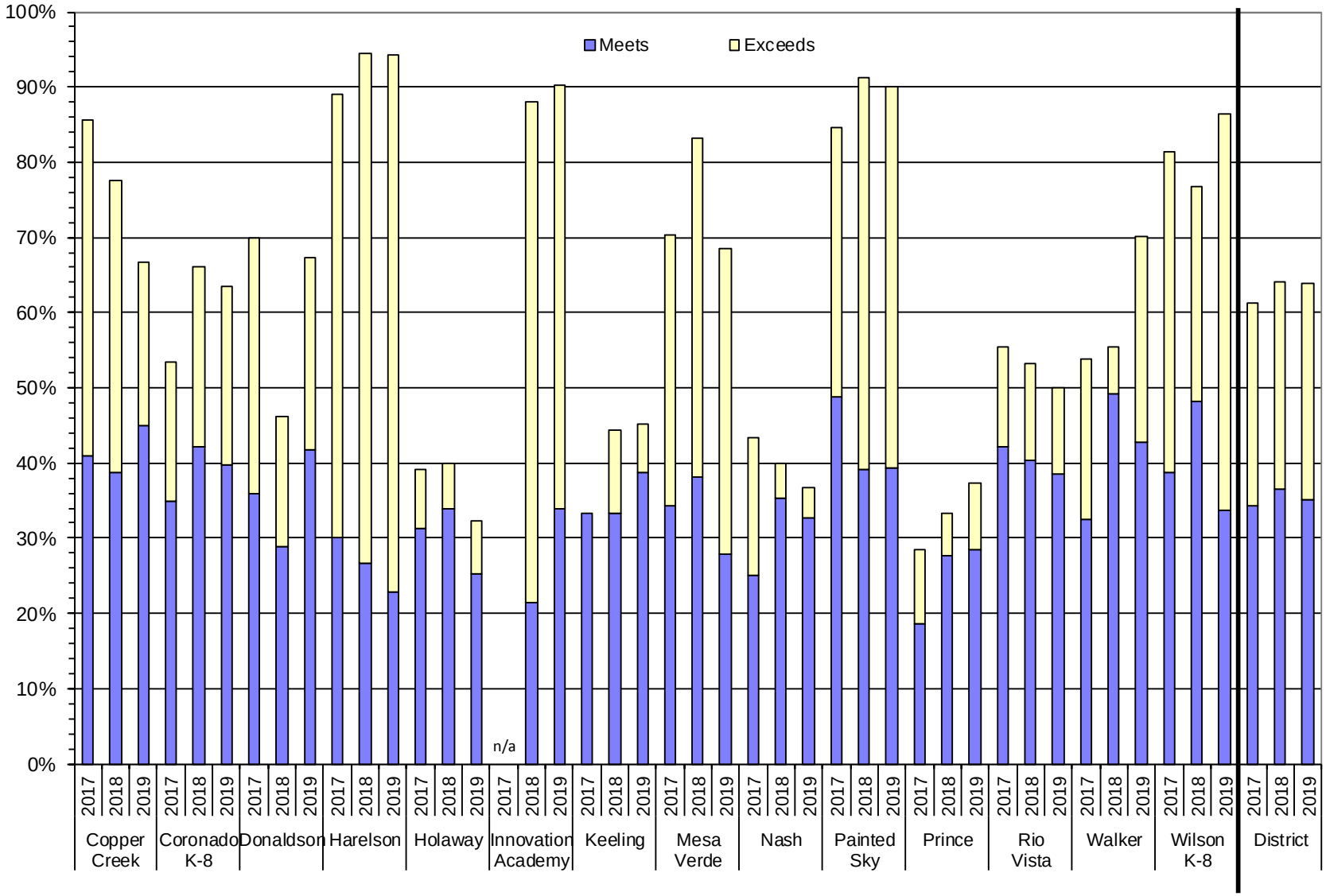

AIMS Science Meets/Exceeds Rates (3-Year Trends)

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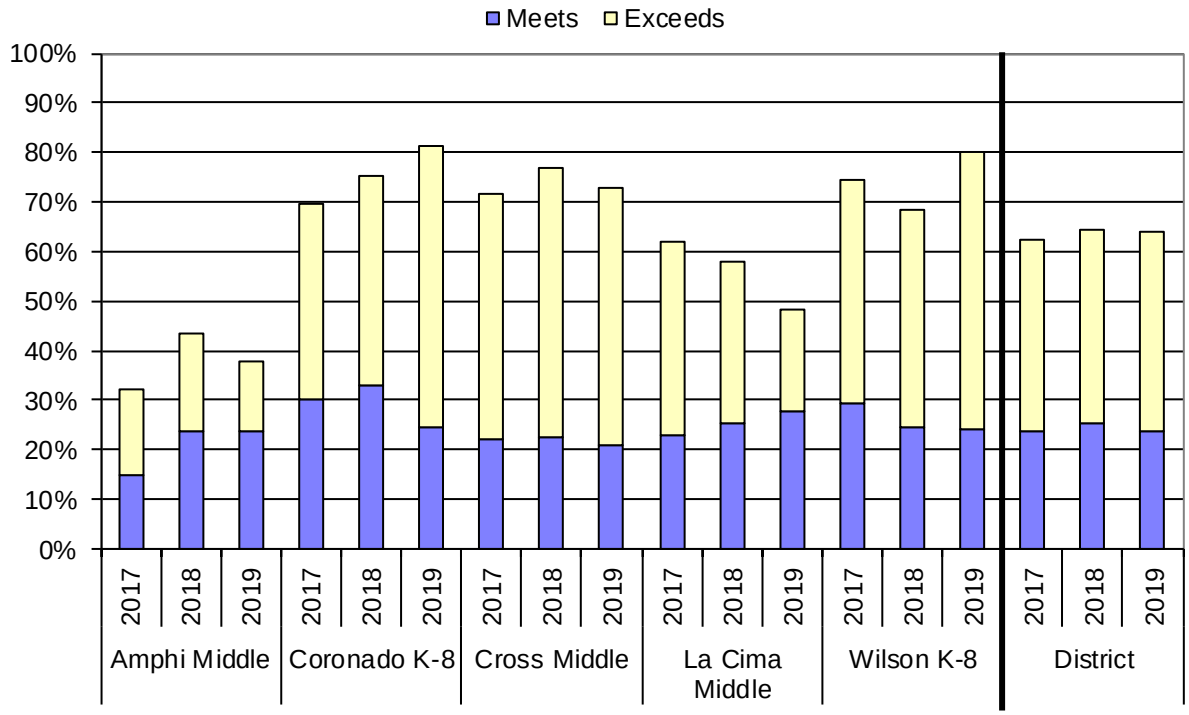
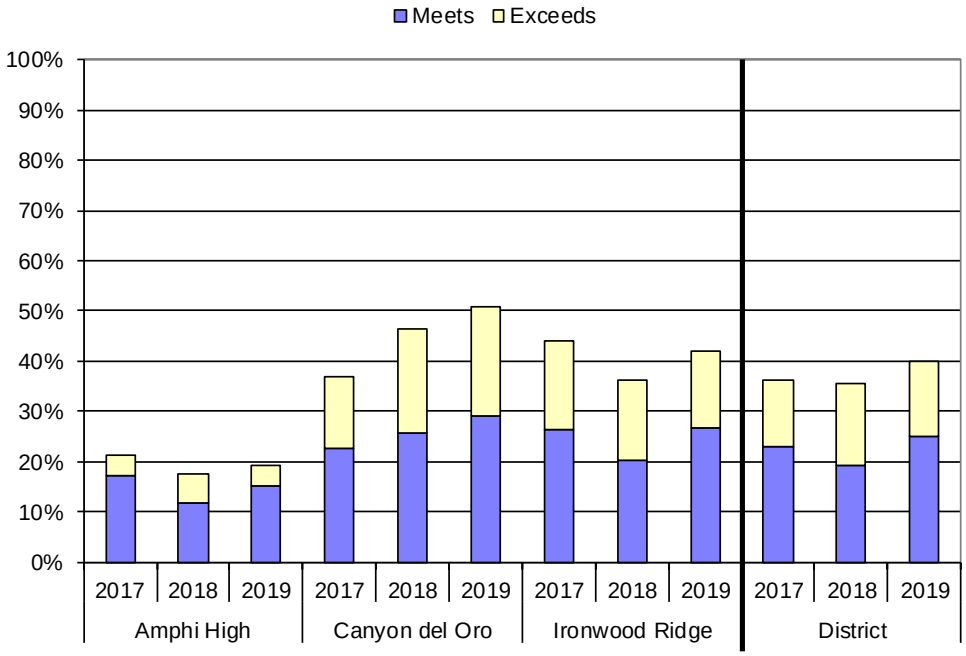
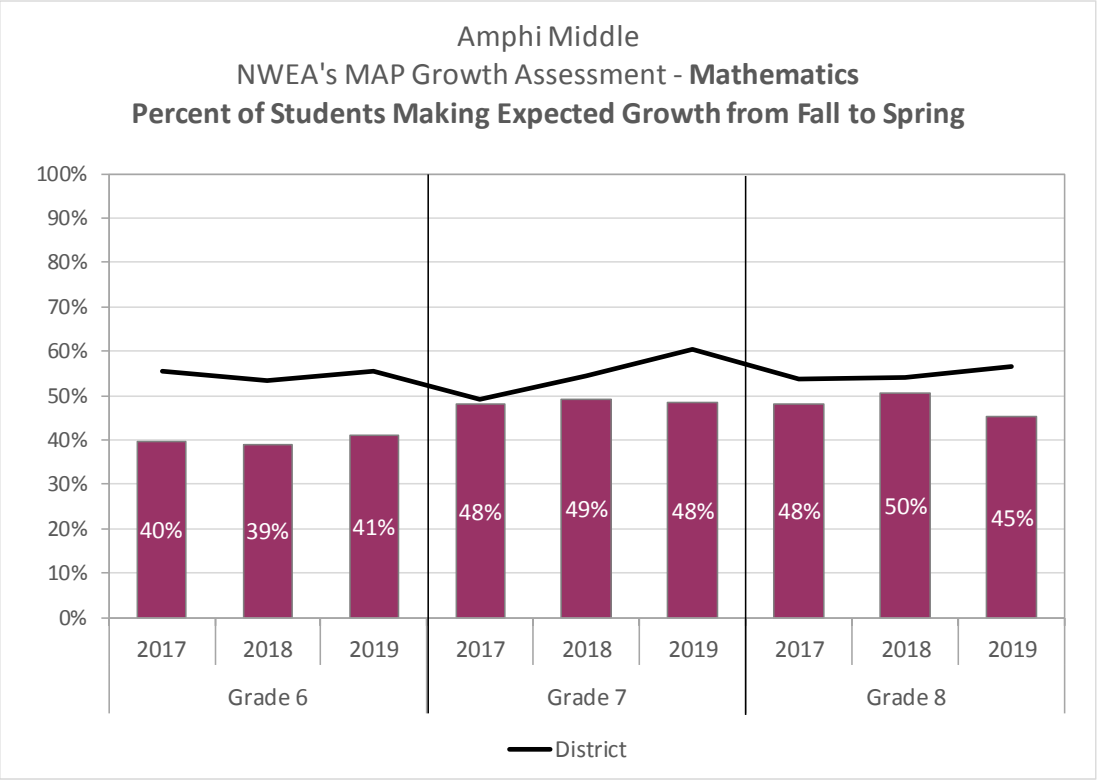
8th Grade

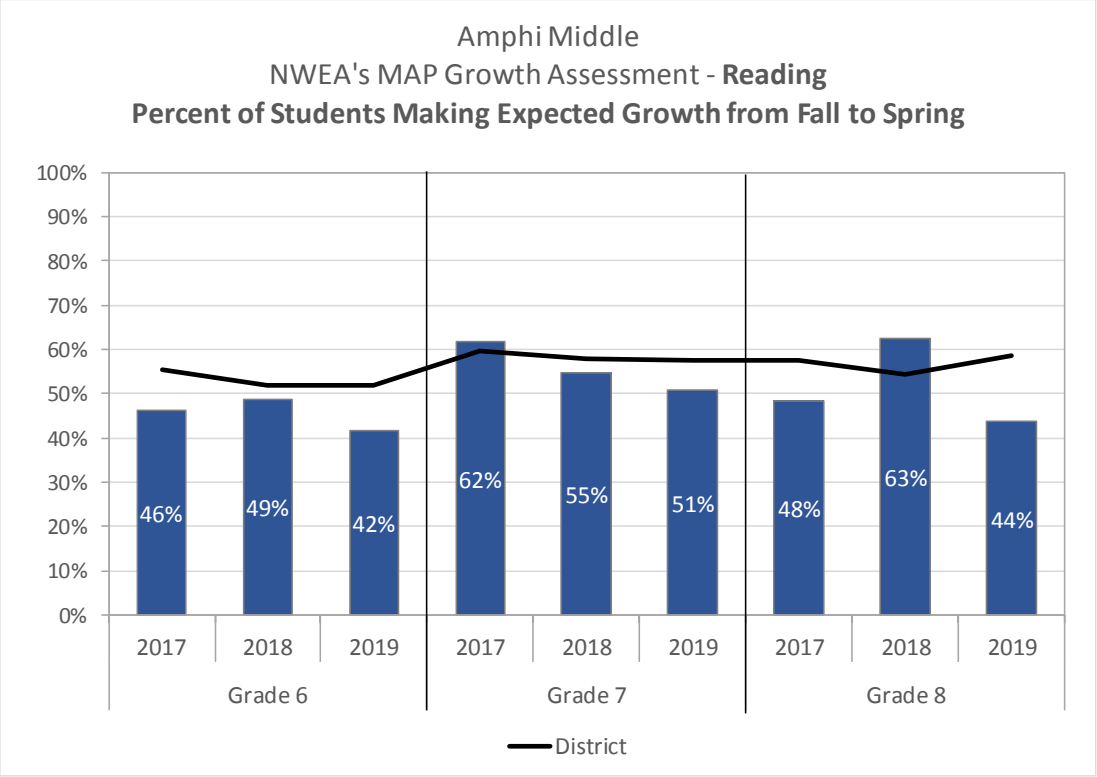


High School *(includes both 9th and 10th grades)* – *3-Year Trends*



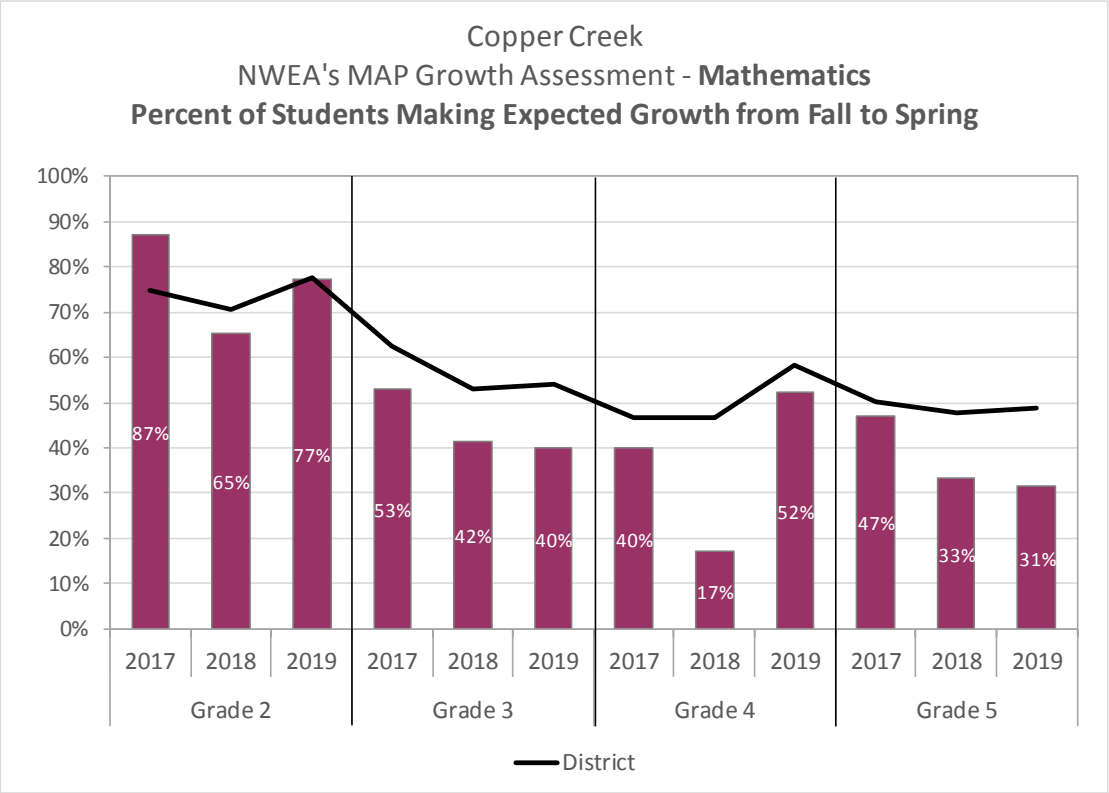
MAP Results – Percent Making Expected Growth

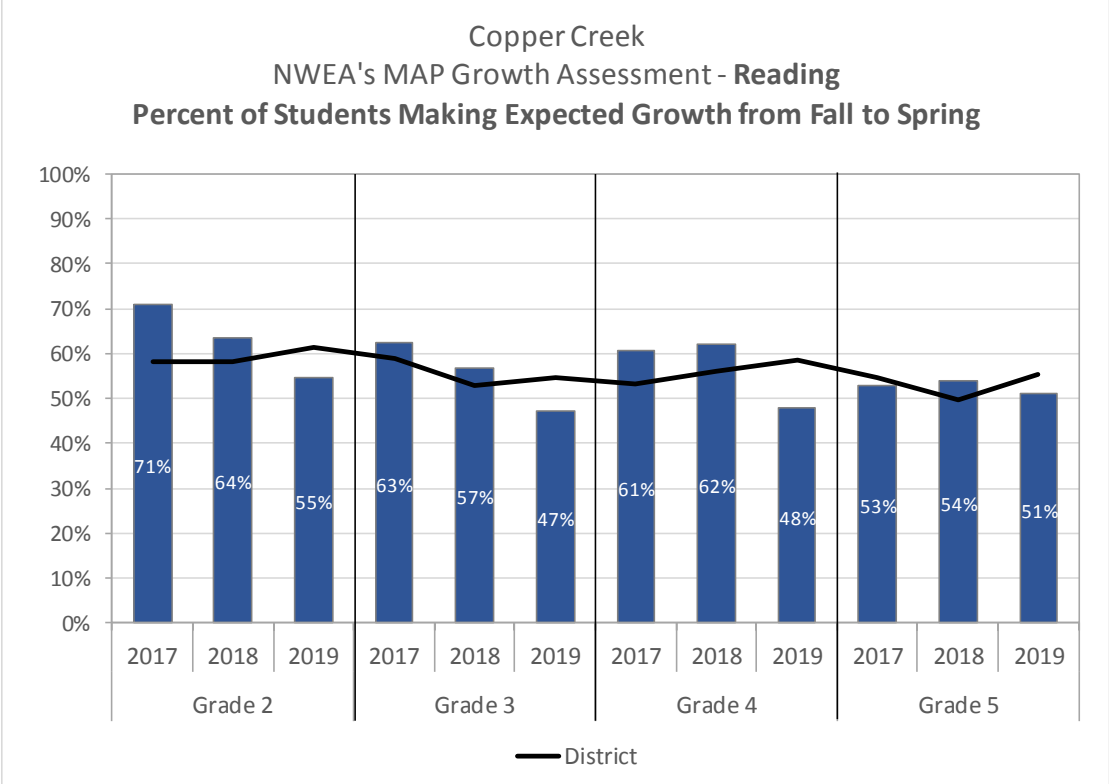




Note: MAP Growth provides a Fall-to-Spring growth target for each student based on his/her Fall performance as it compares to the average (normative) performance. NWEA does not report national percentages of students achieving their expected growth, but has said that it is reasonable to expect that about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

MAP Results – Percent Making Expected Growth (cont.)





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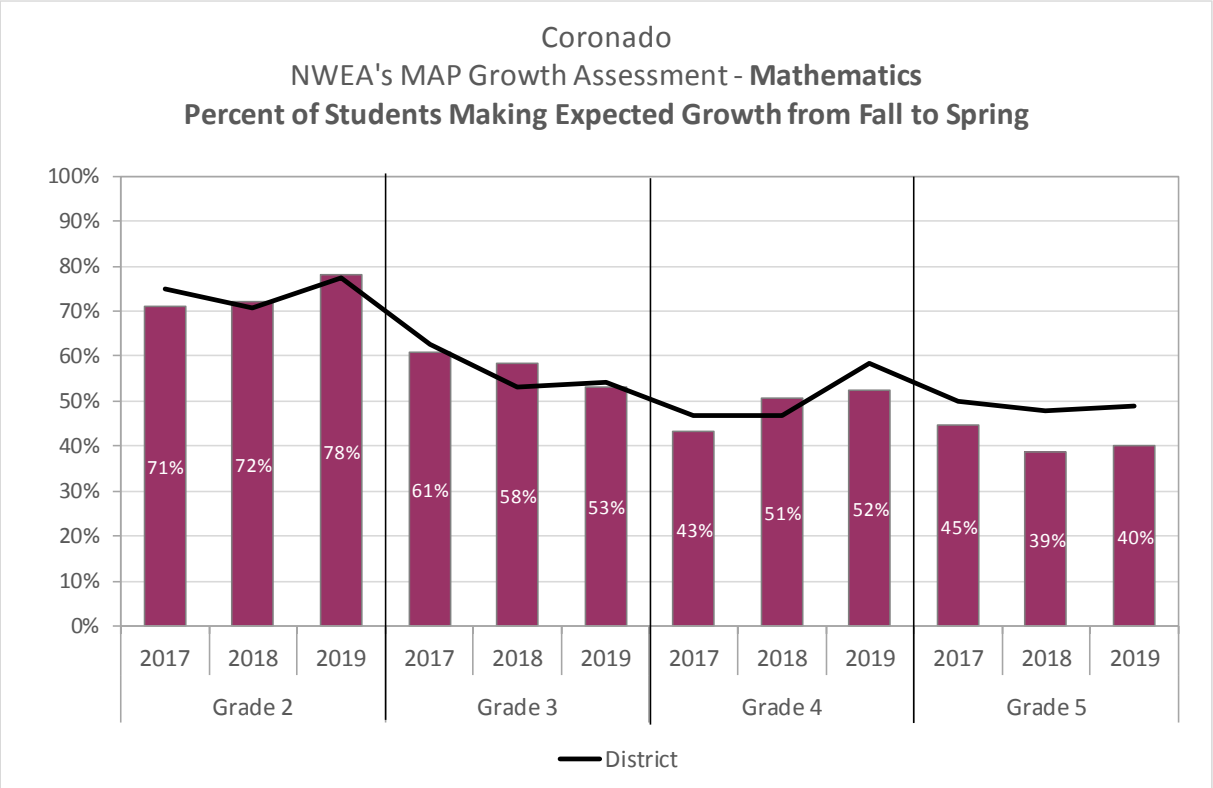
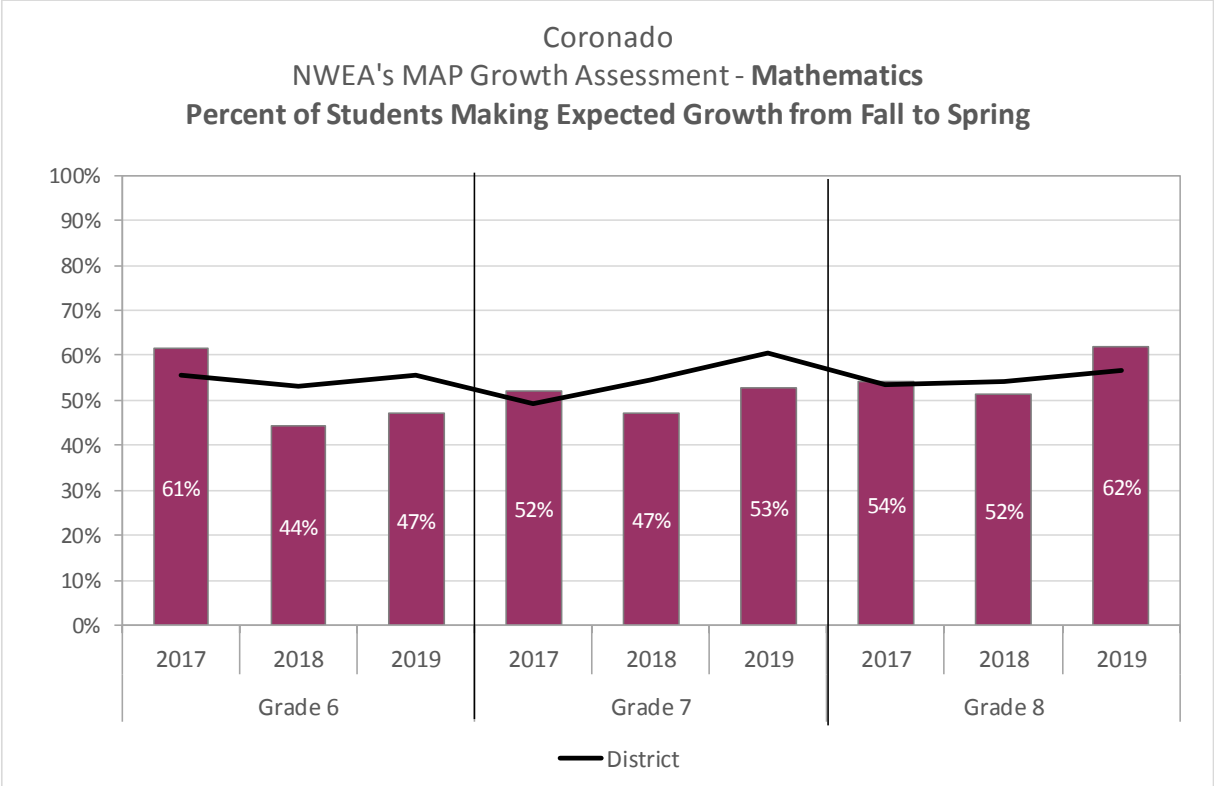
MAP Results – Percent Making Expected Growth (cont.)





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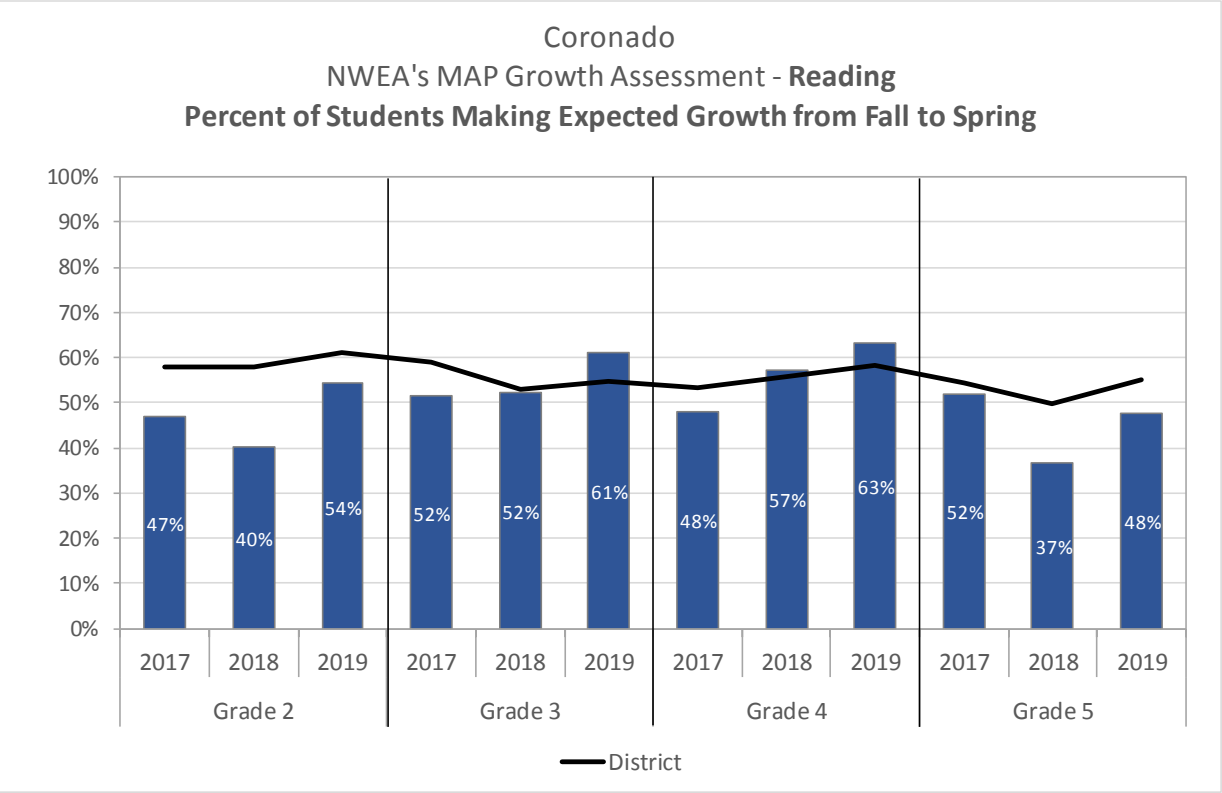
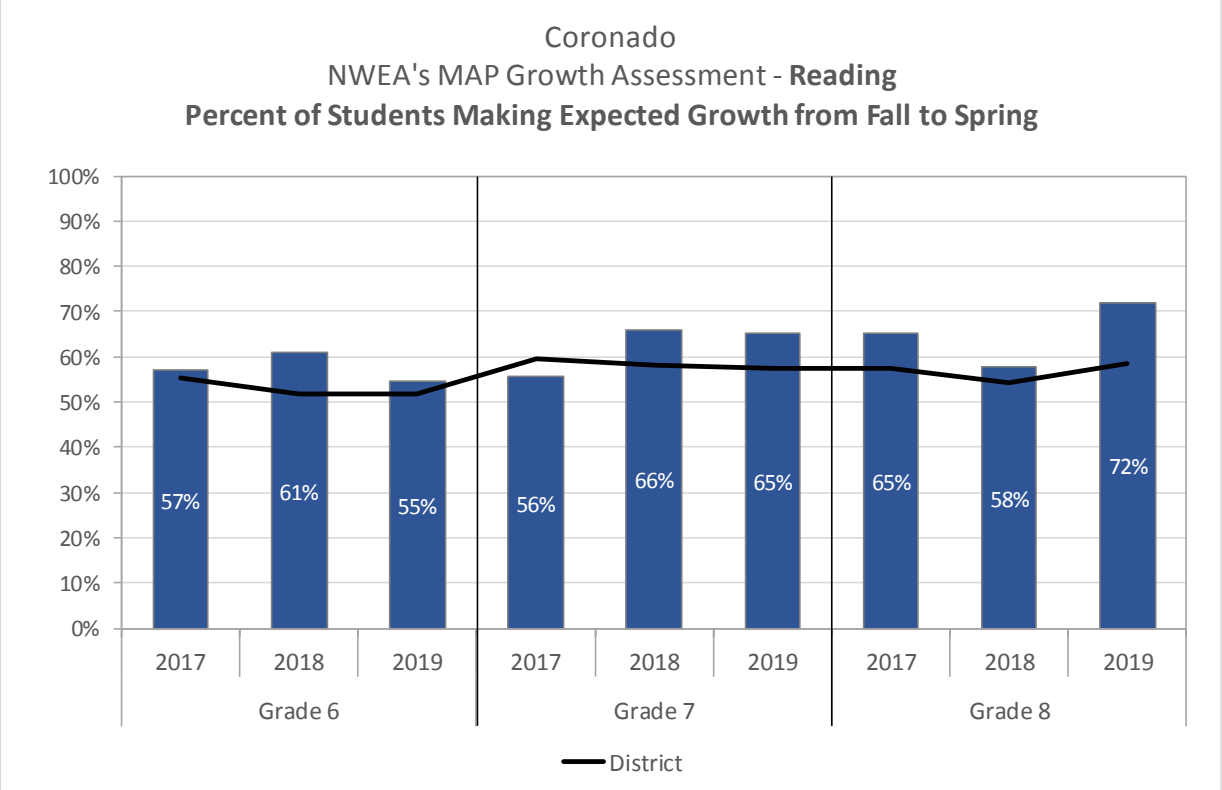
MAP Results – Percent Making Expected Growth (cont.)





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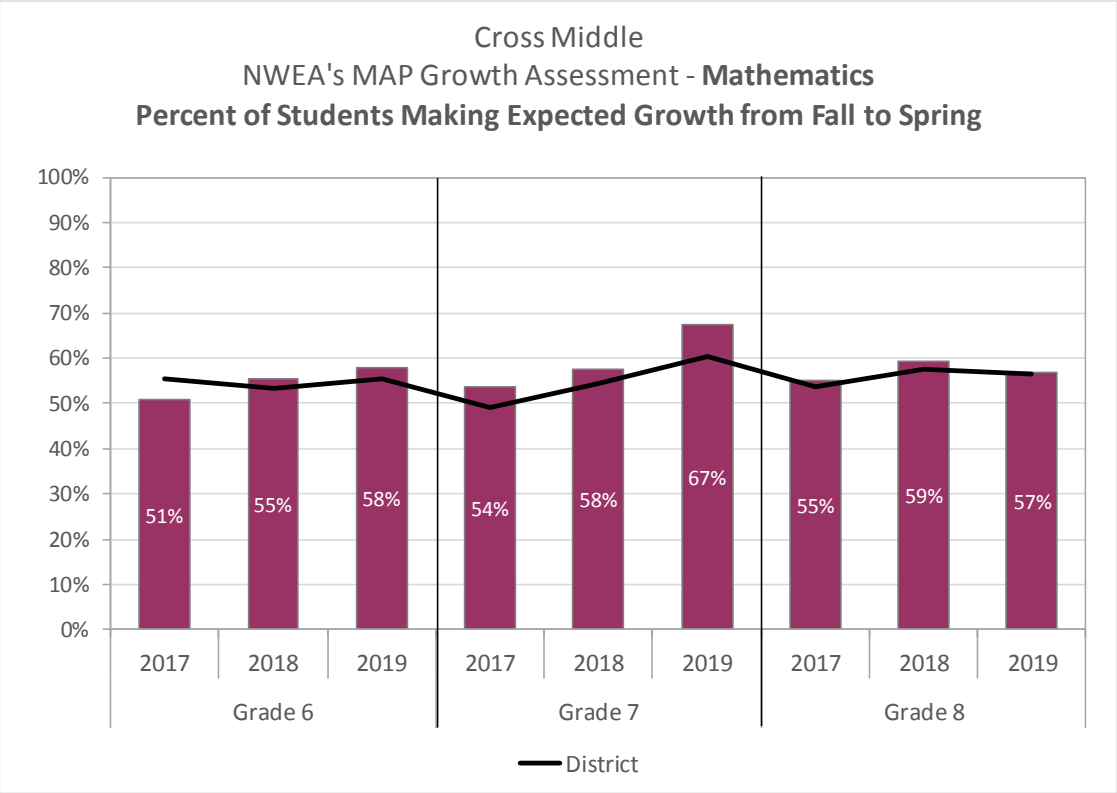
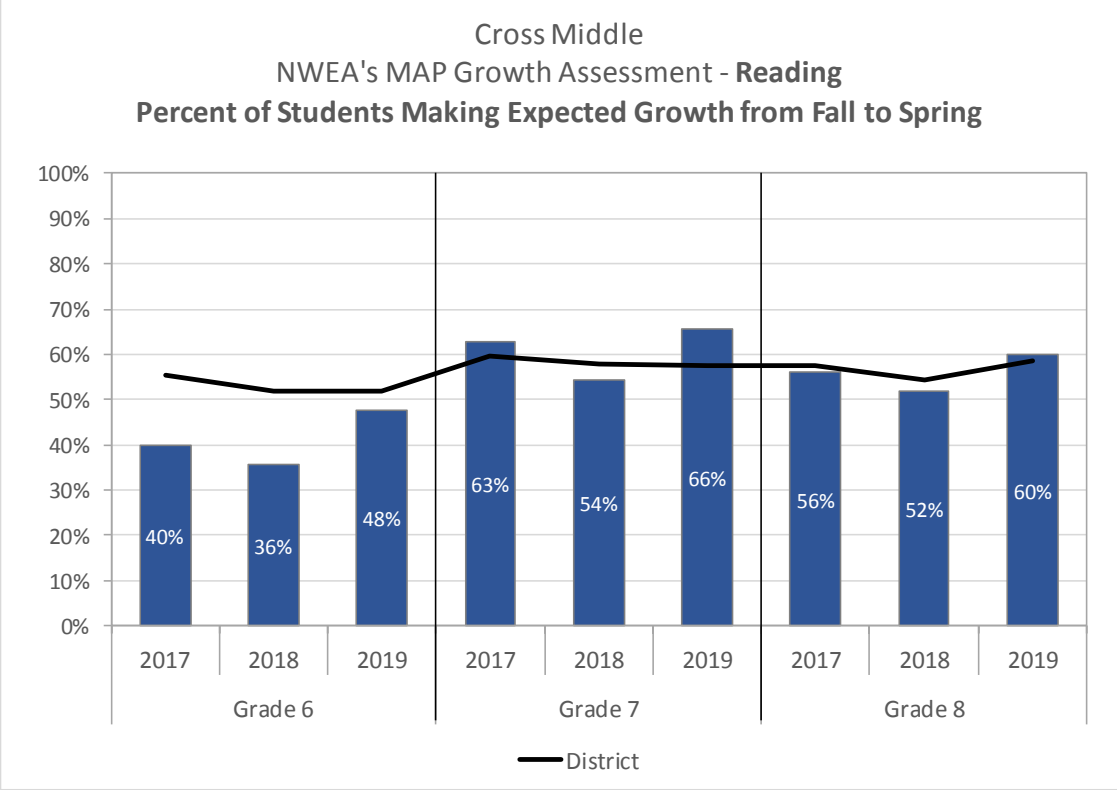
MAP Results – Percent Making Expected Growth (cont.)





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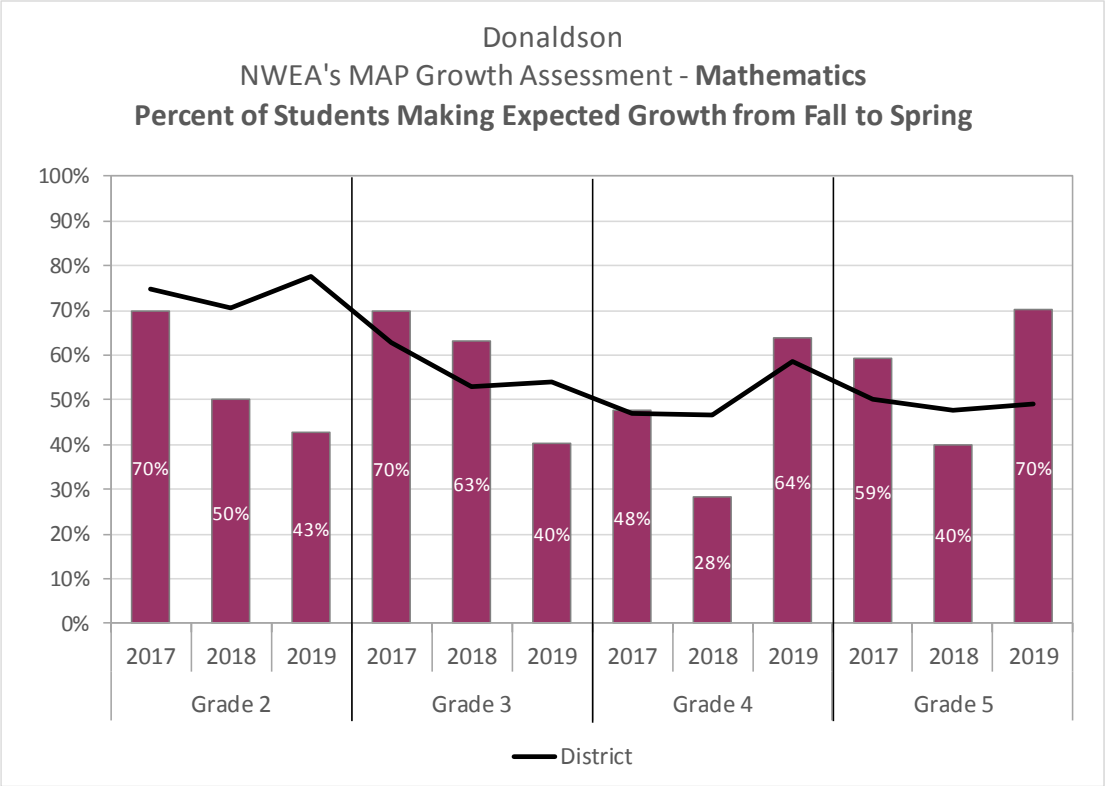
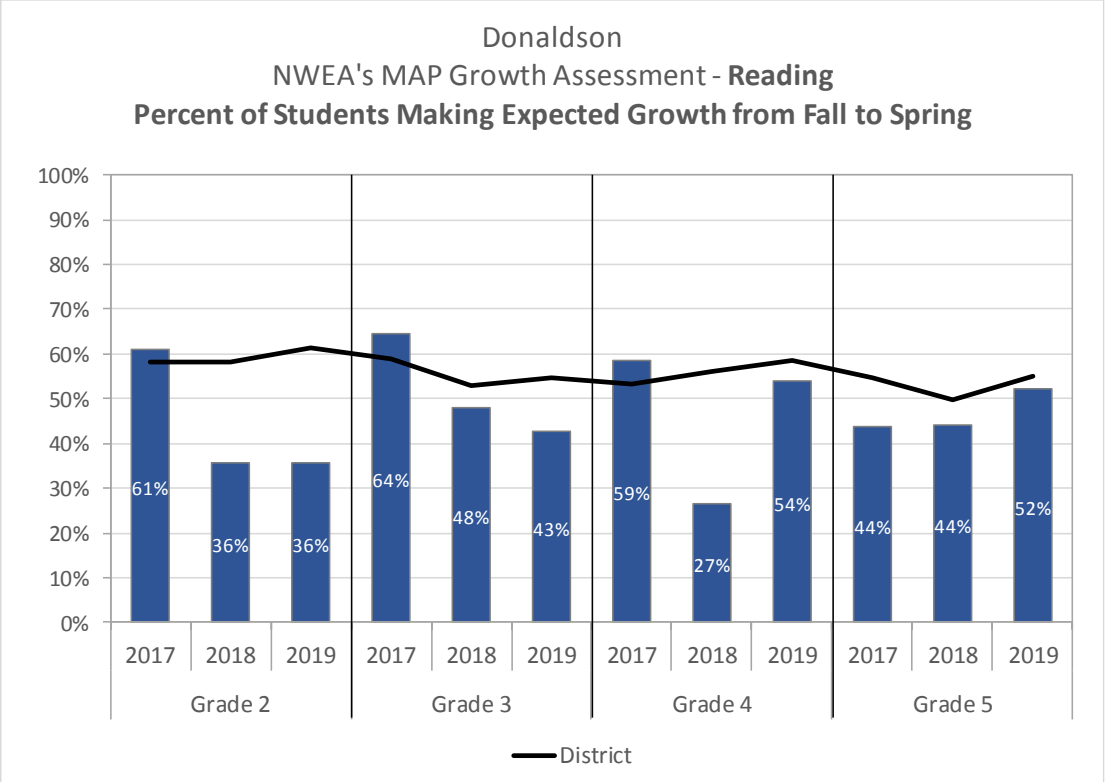
MAP Results – Percent Making Expected Growth (cont.)





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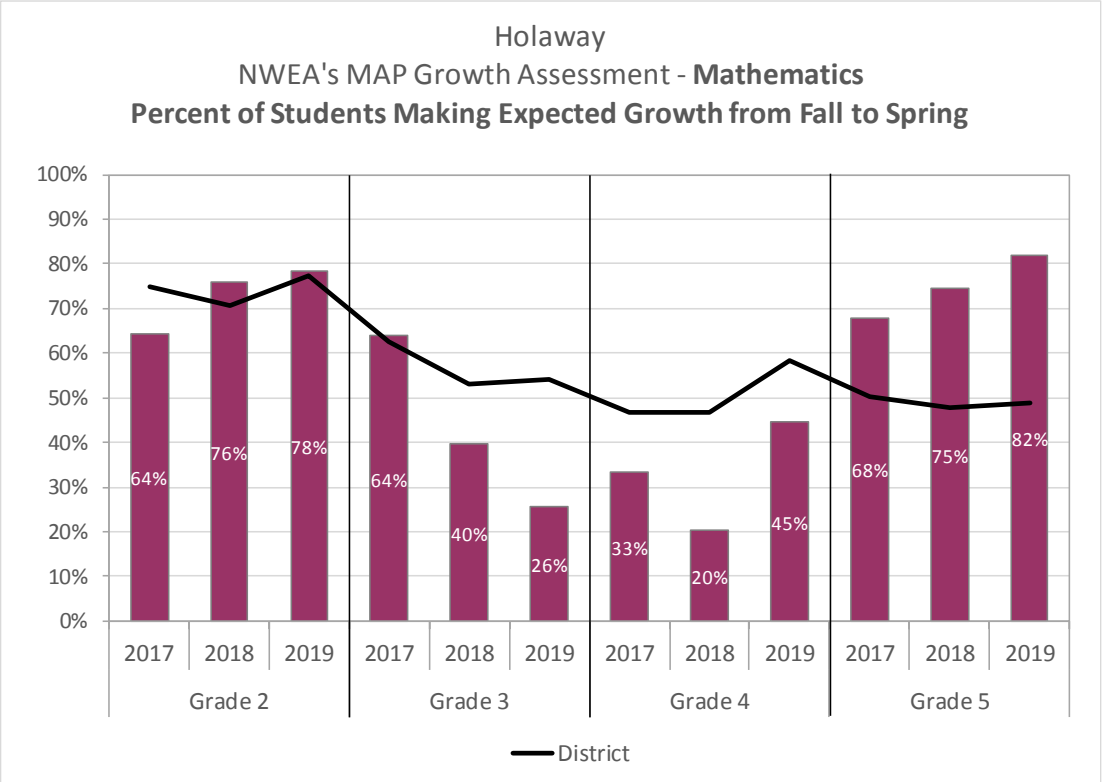
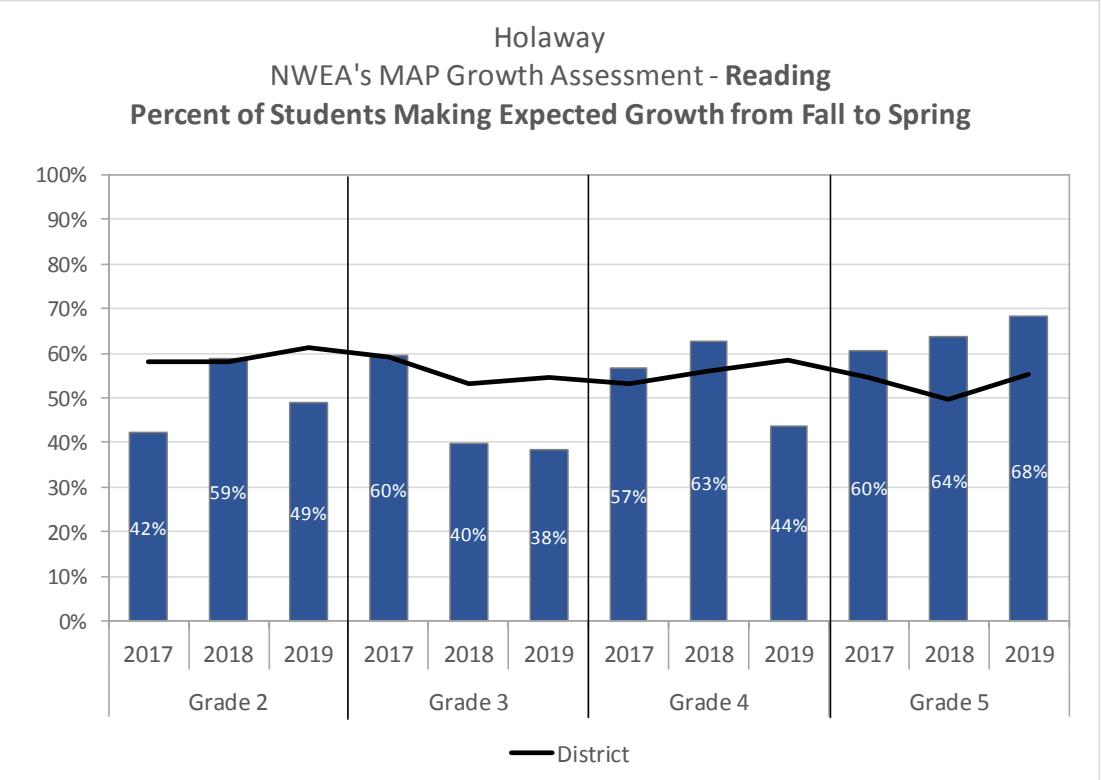
MAP Results – Percent Making Expected Growth (cont.)





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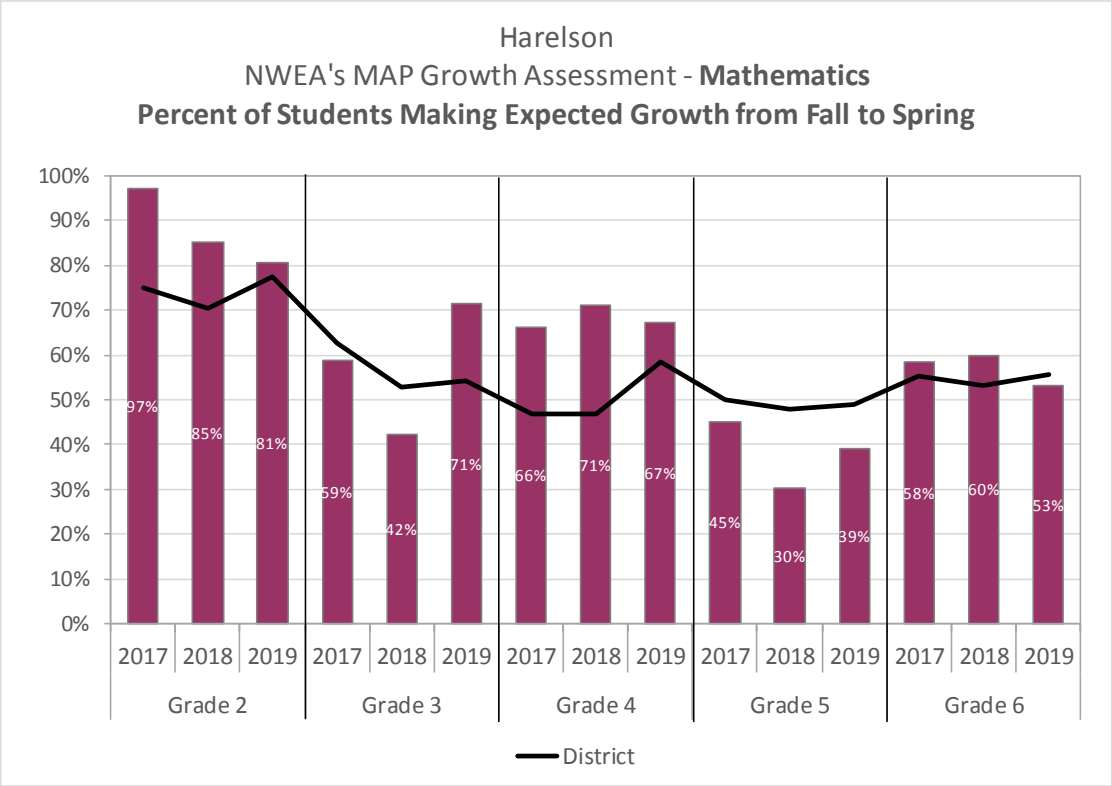
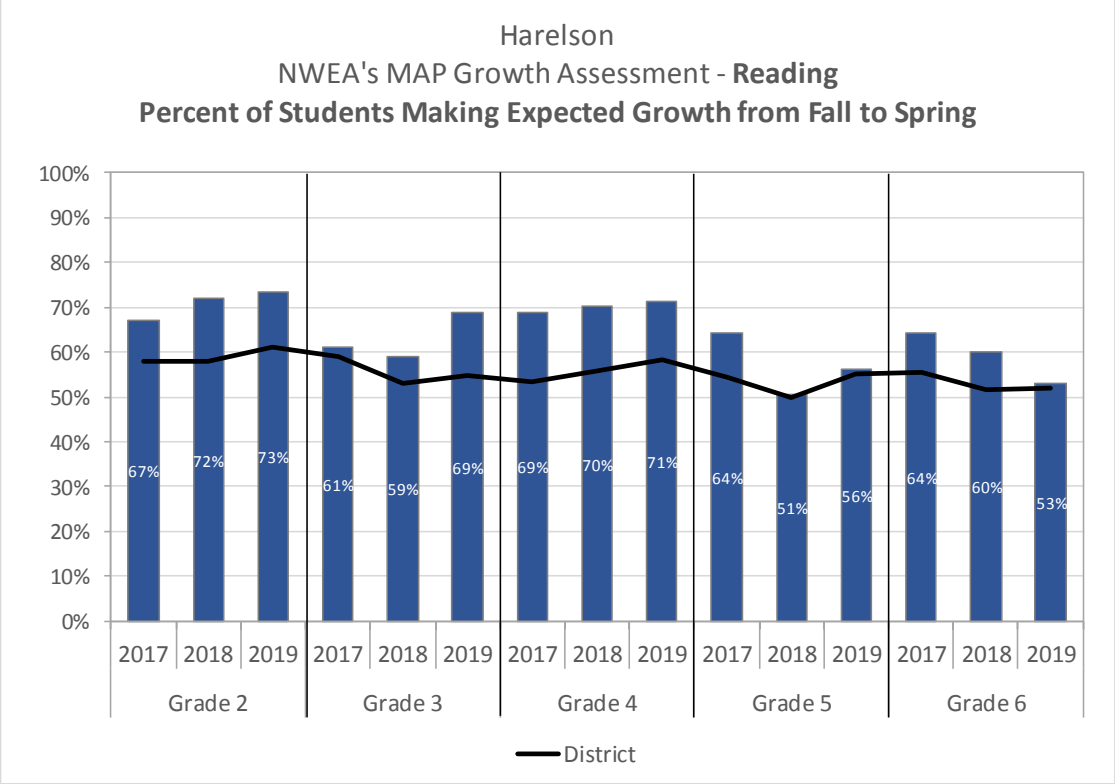
MAP Results – Percent Making Expected Growth (cont.)





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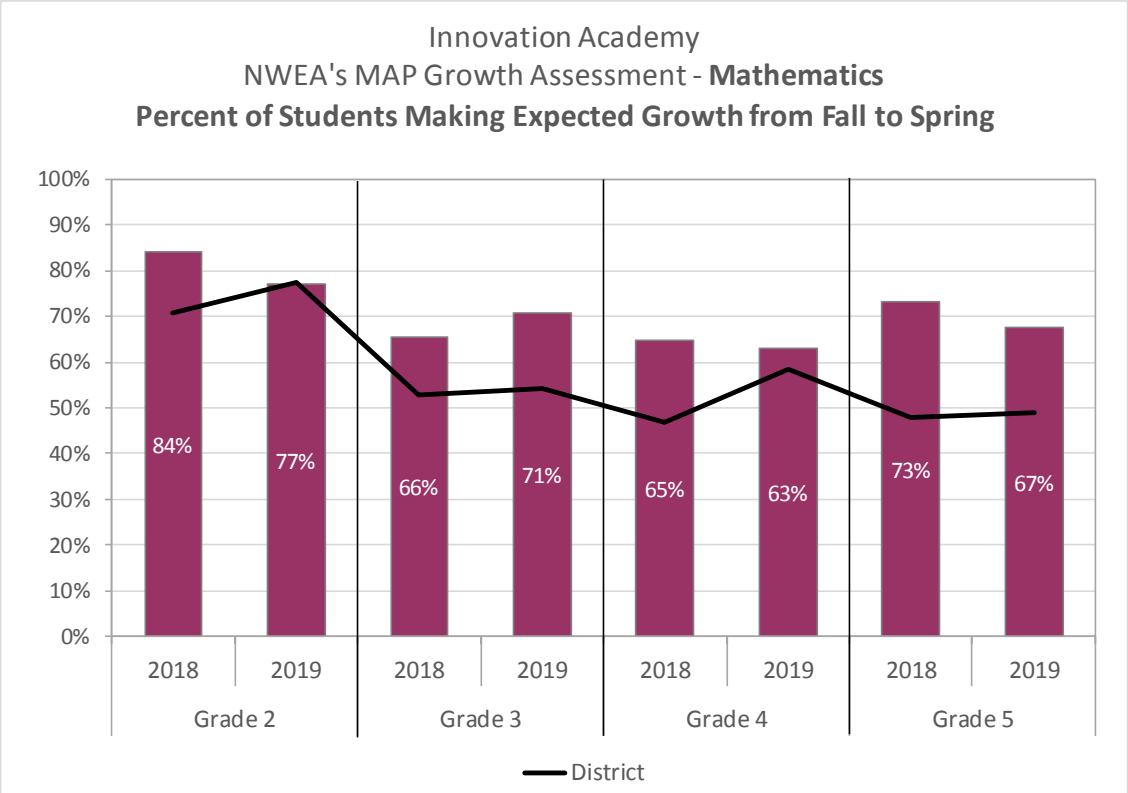
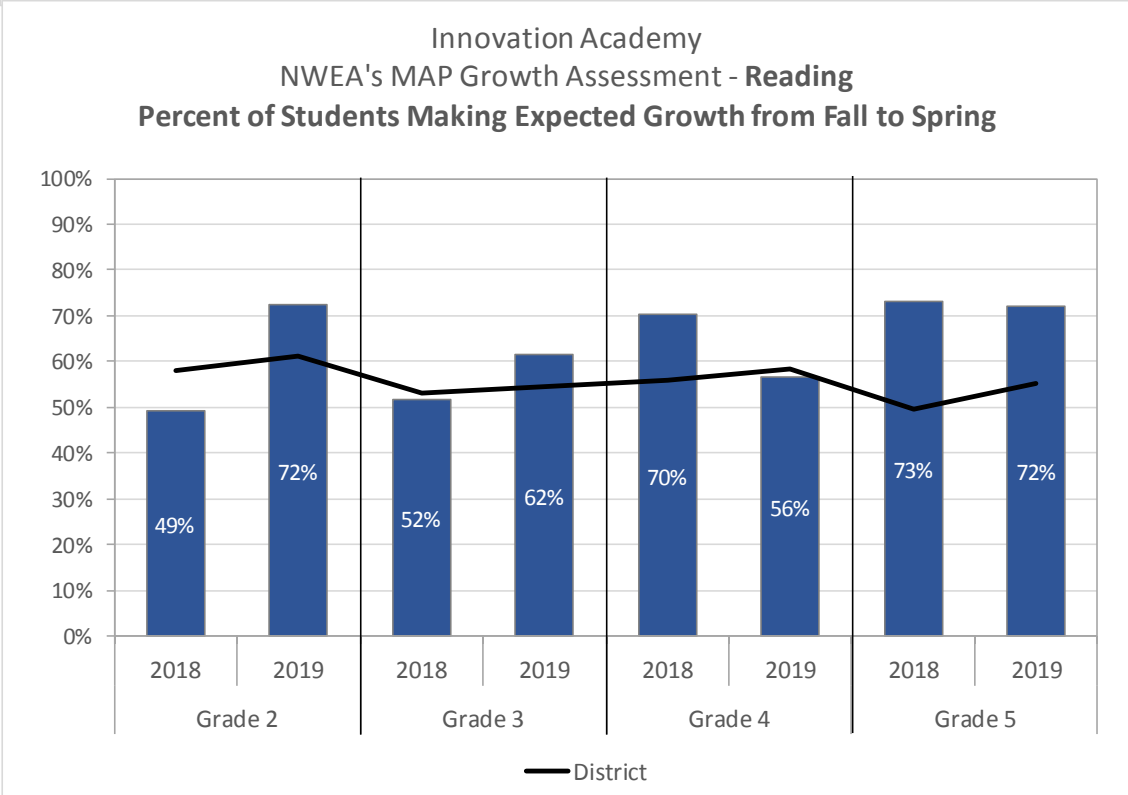
MAP Results – Percent Making Expected Growth (cont.)





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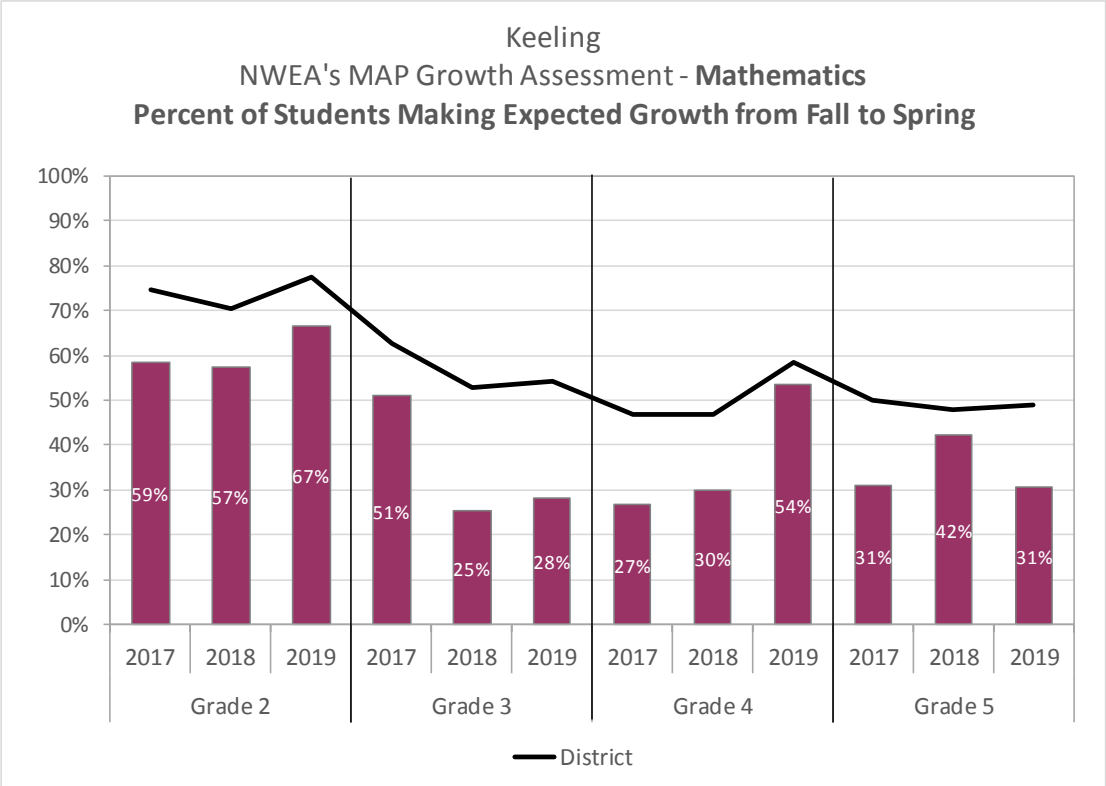
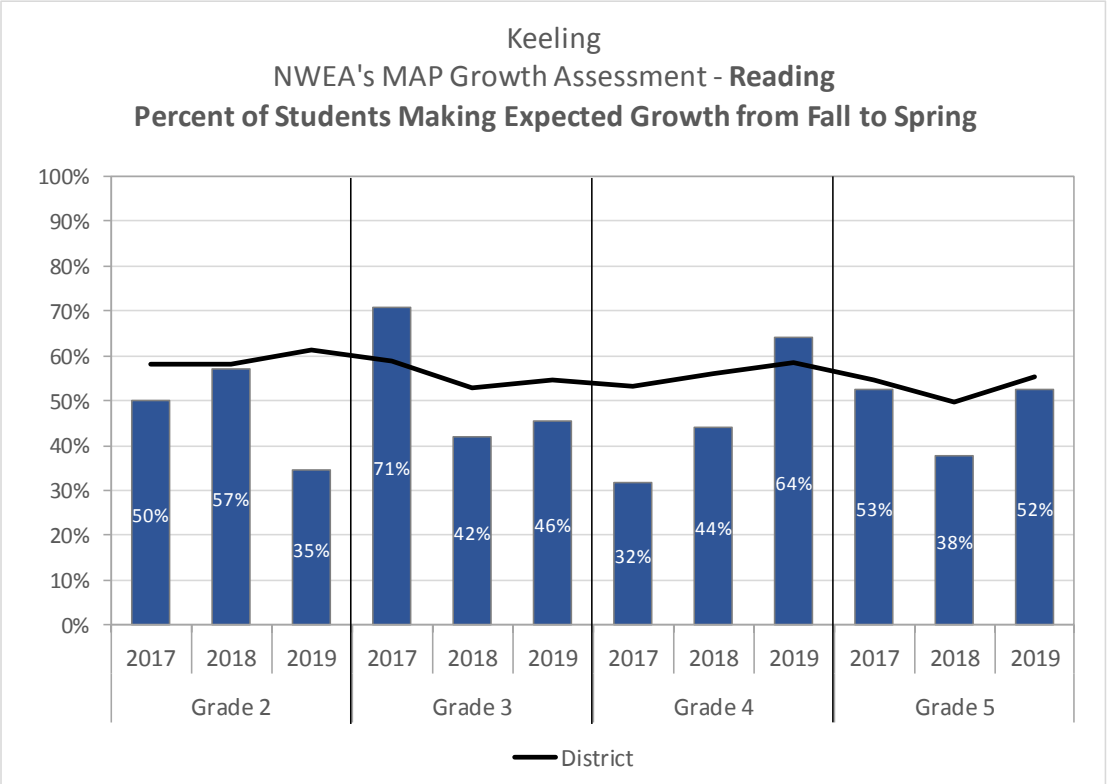
MAP Results – Percent Making Expected Growth (cont.)





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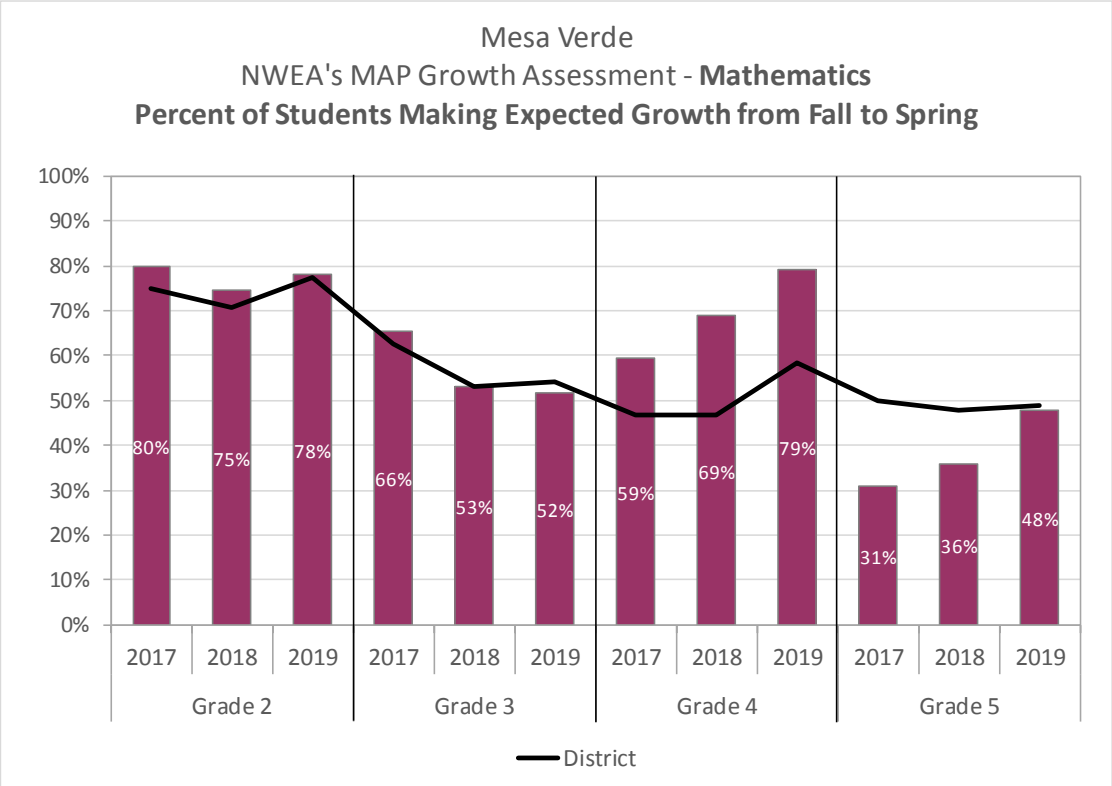
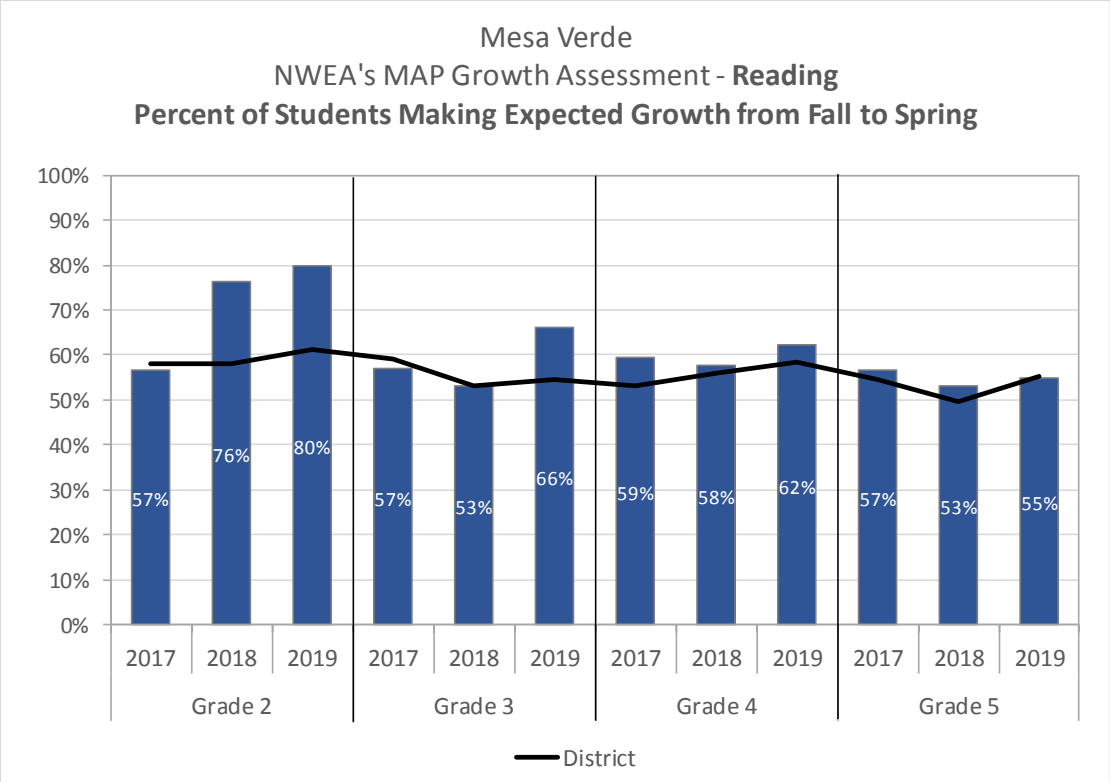
MAP Results – Percent Making Expected Growth (cont.)





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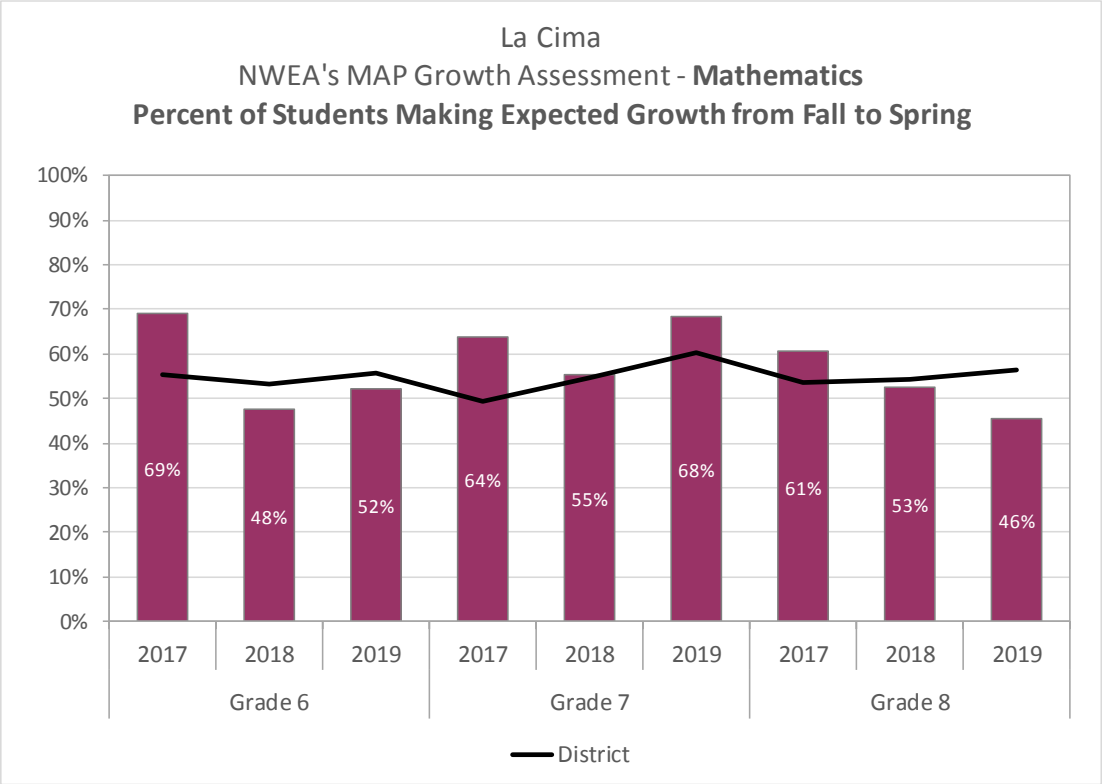

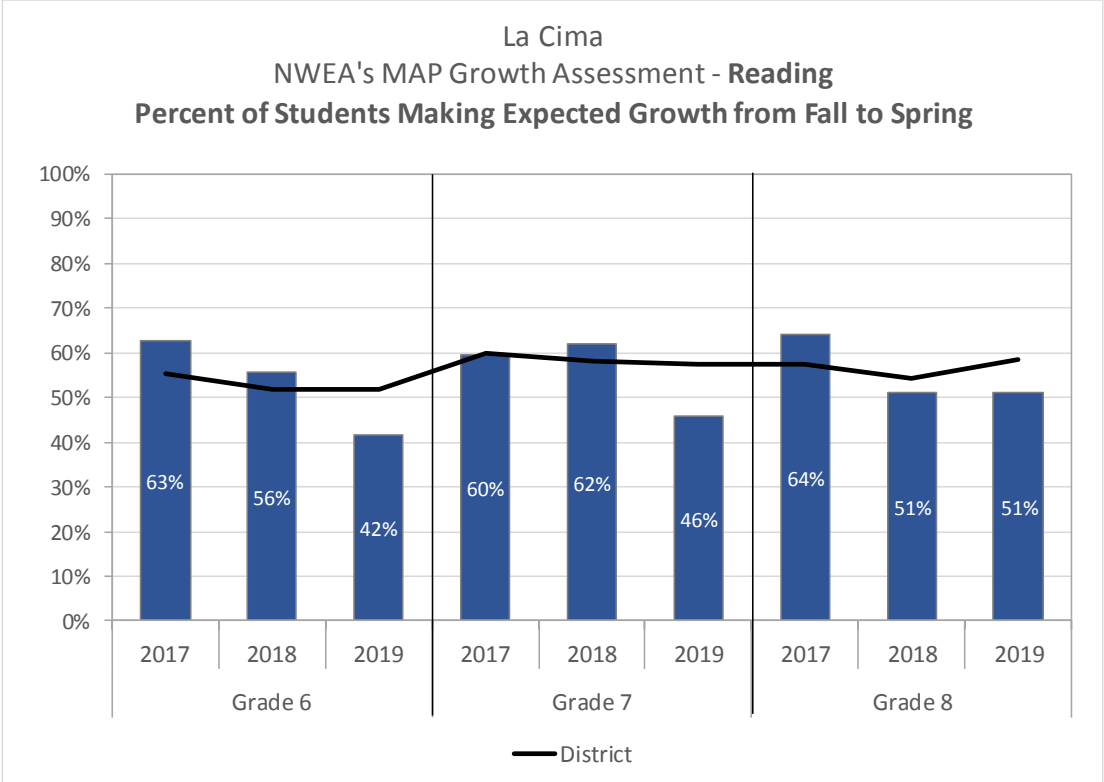

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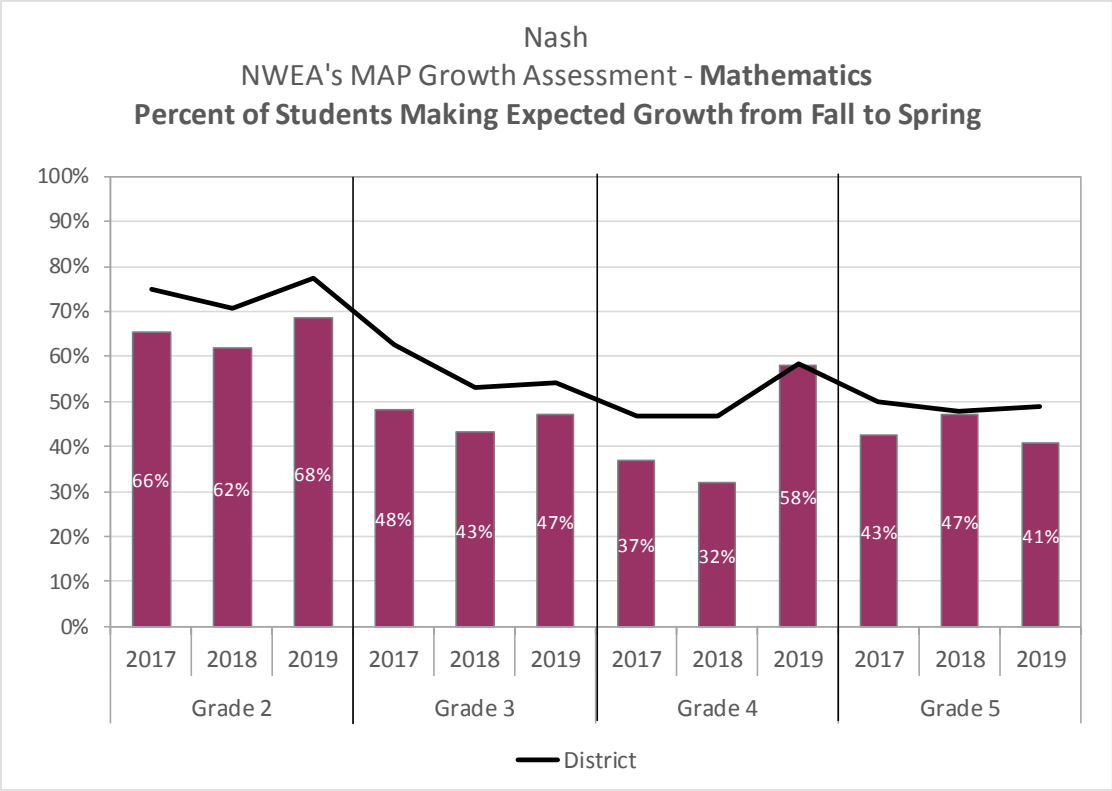

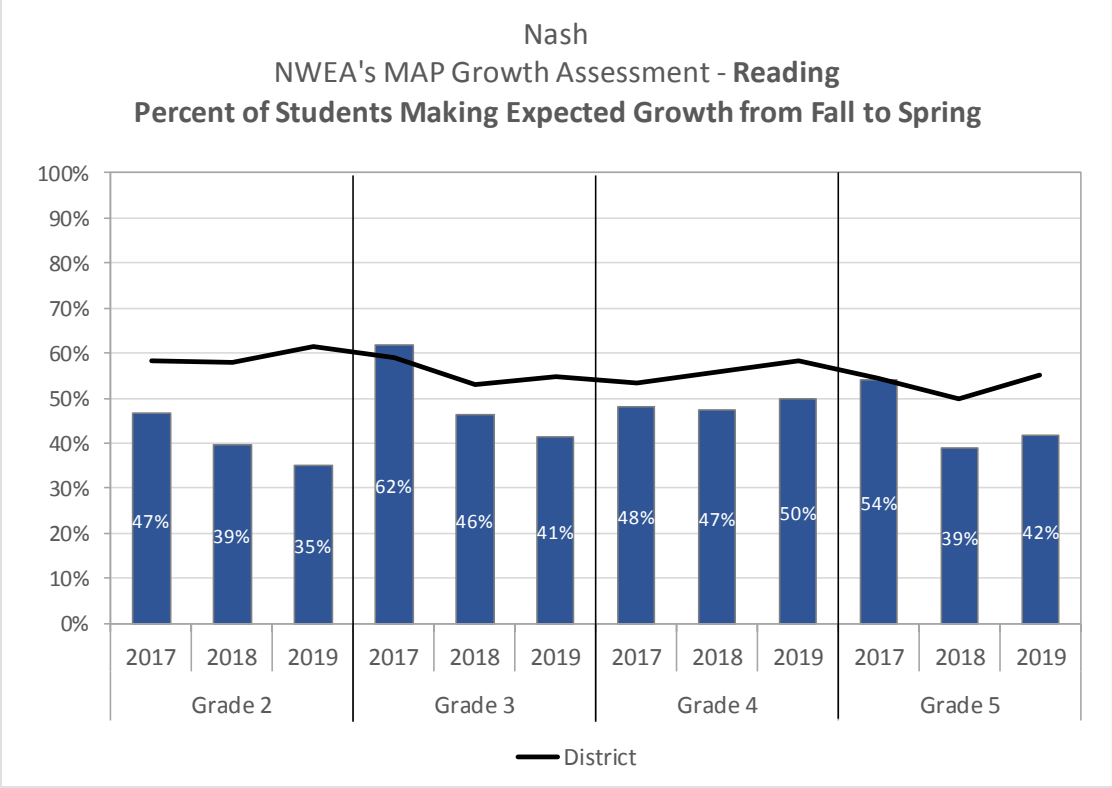

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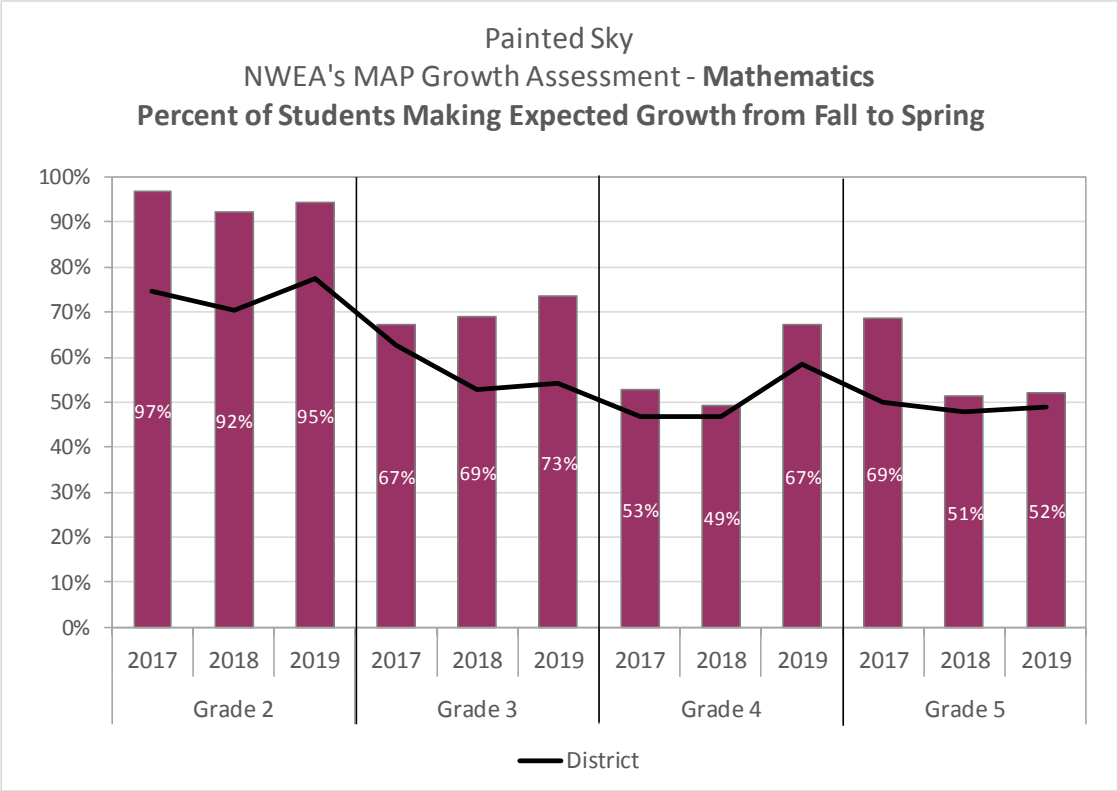

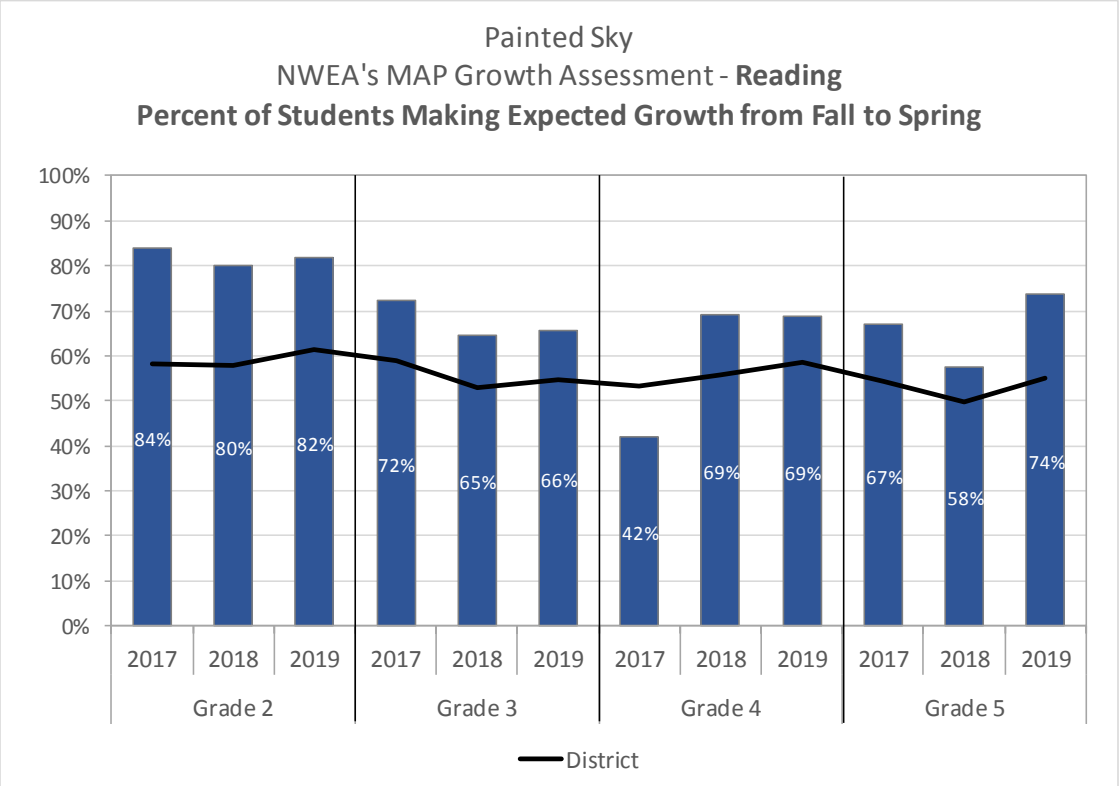

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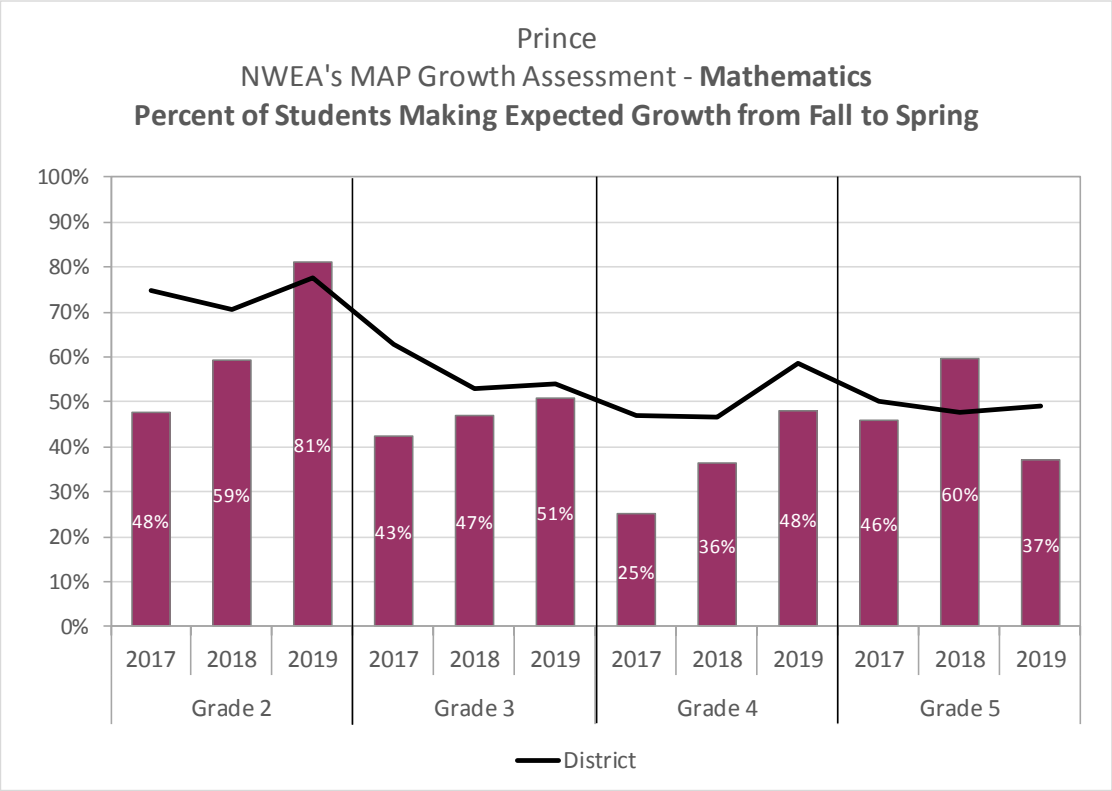
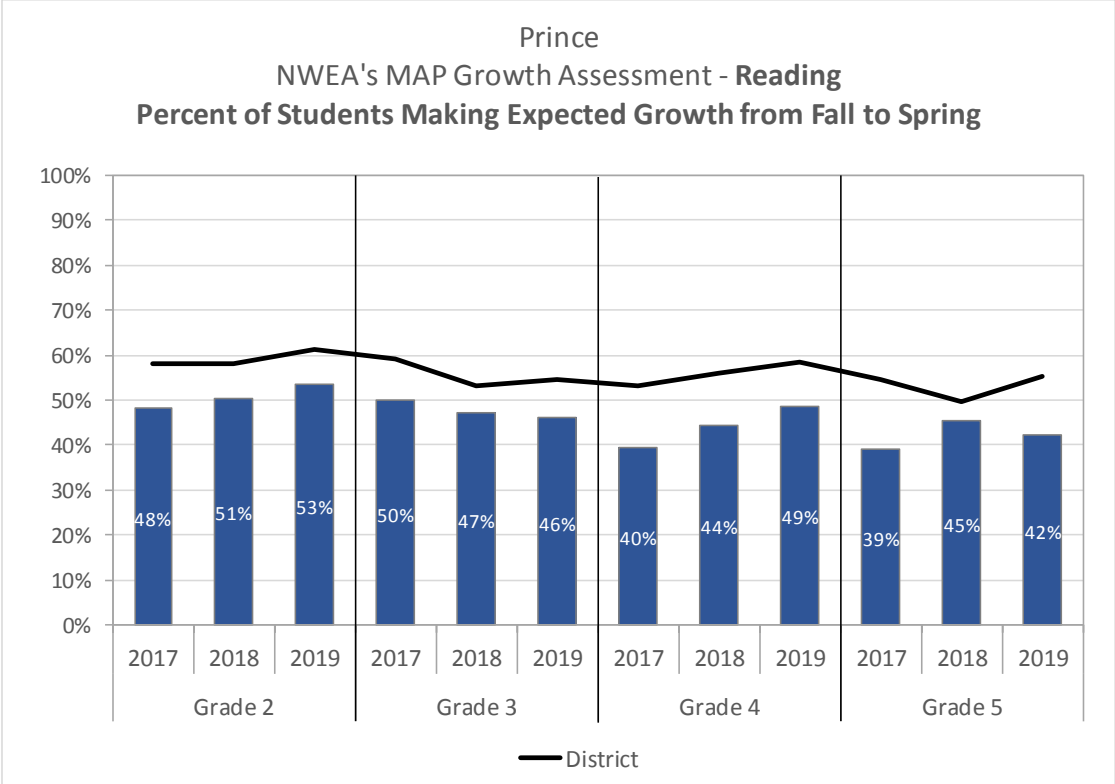
MAP Results – Percent Making Expected Growth (cont.)





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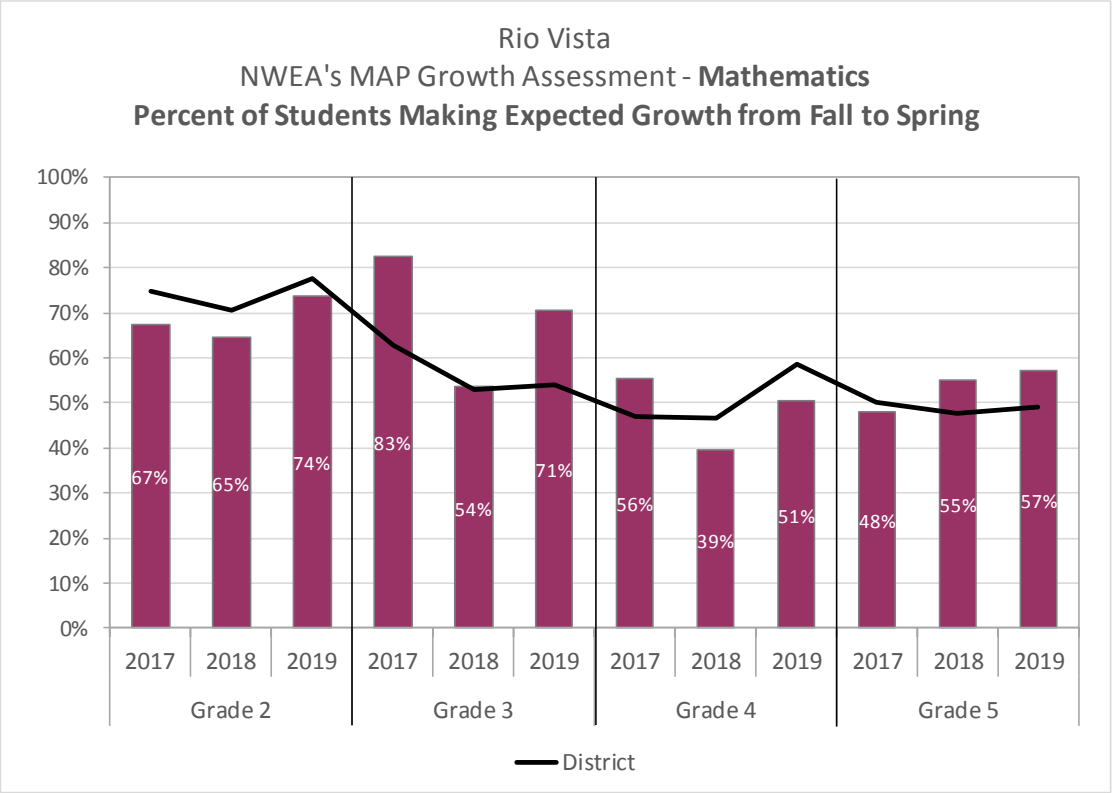

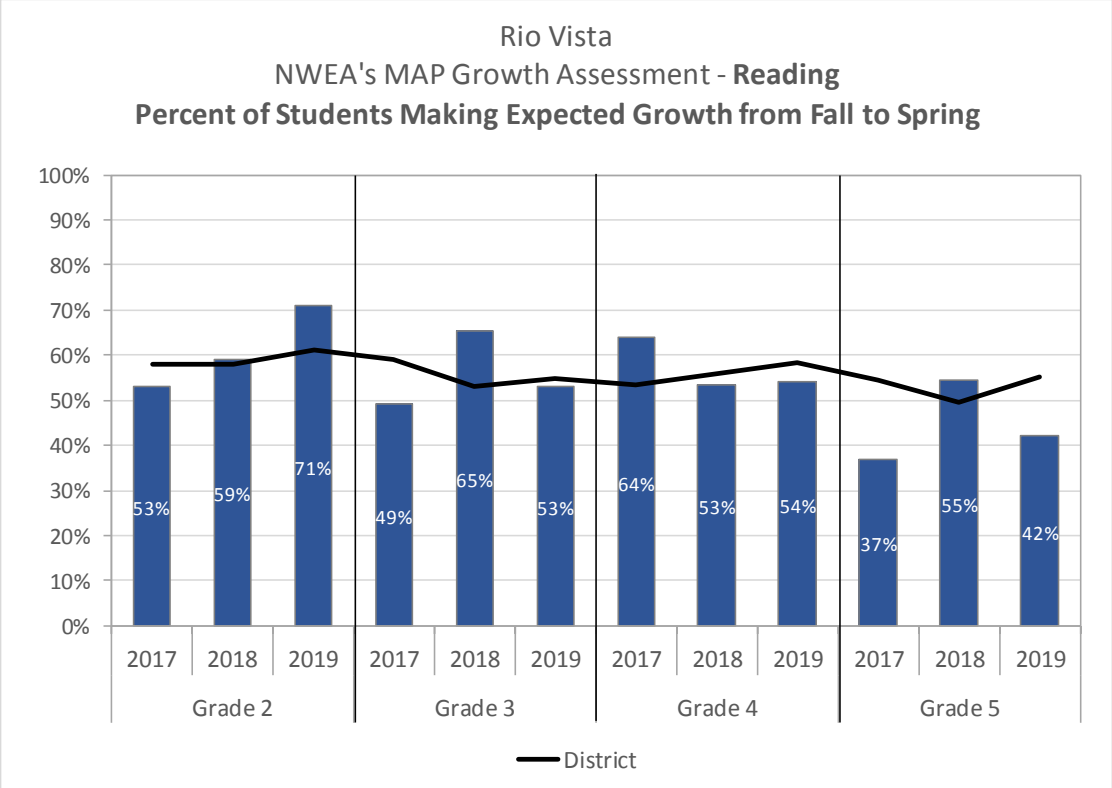

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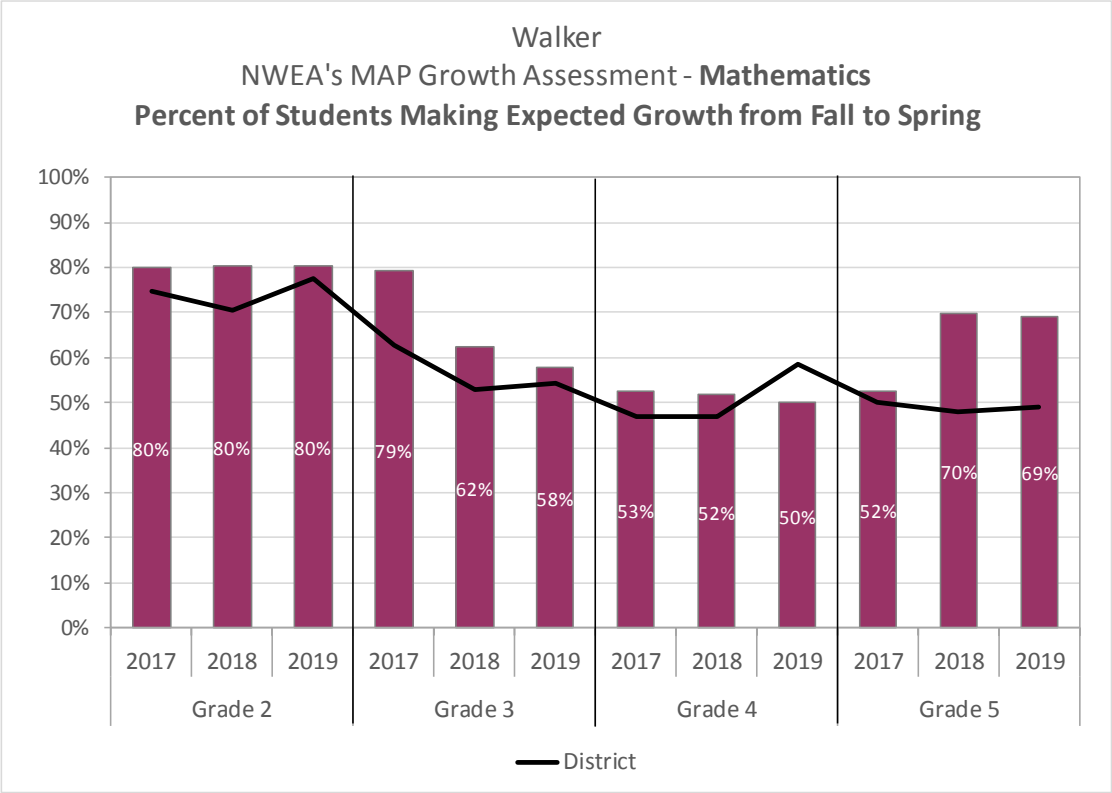

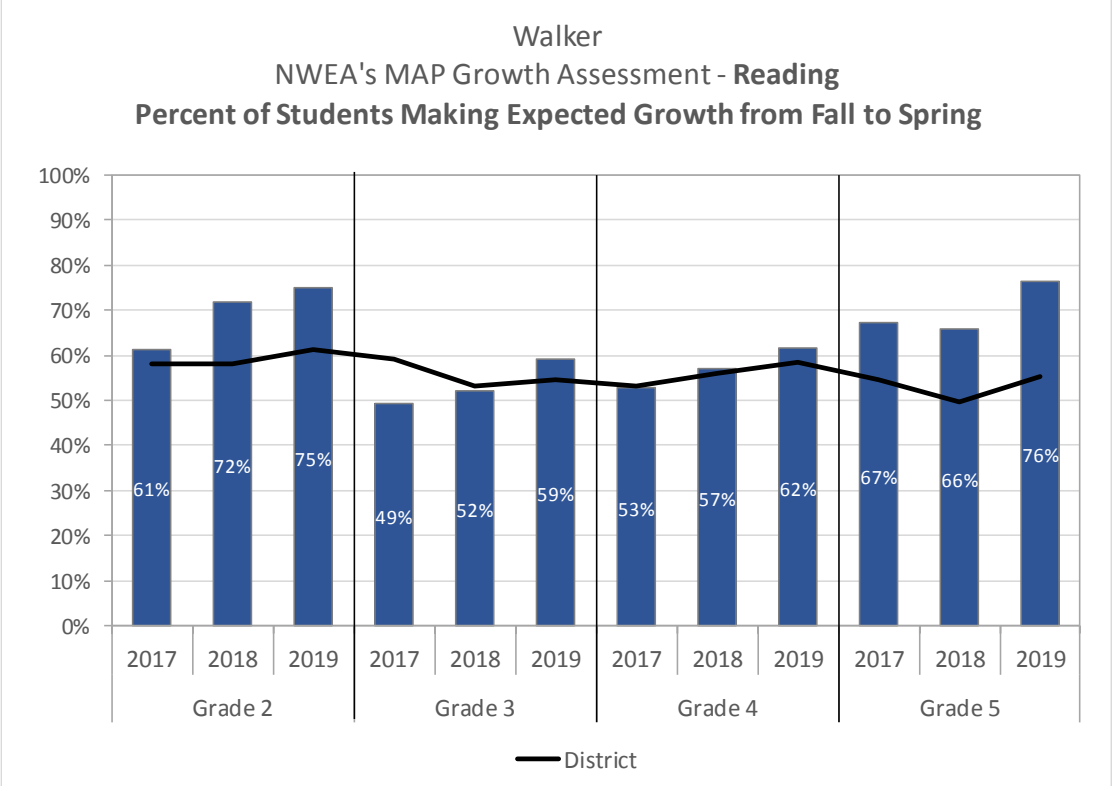

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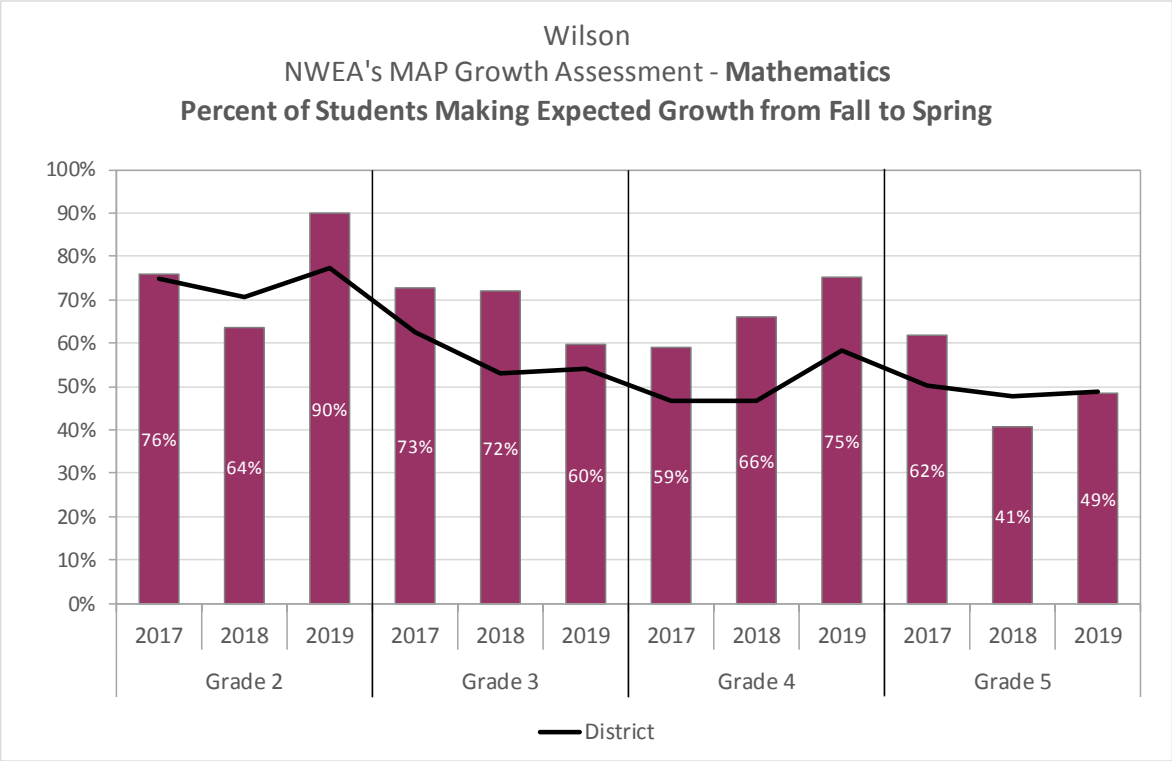

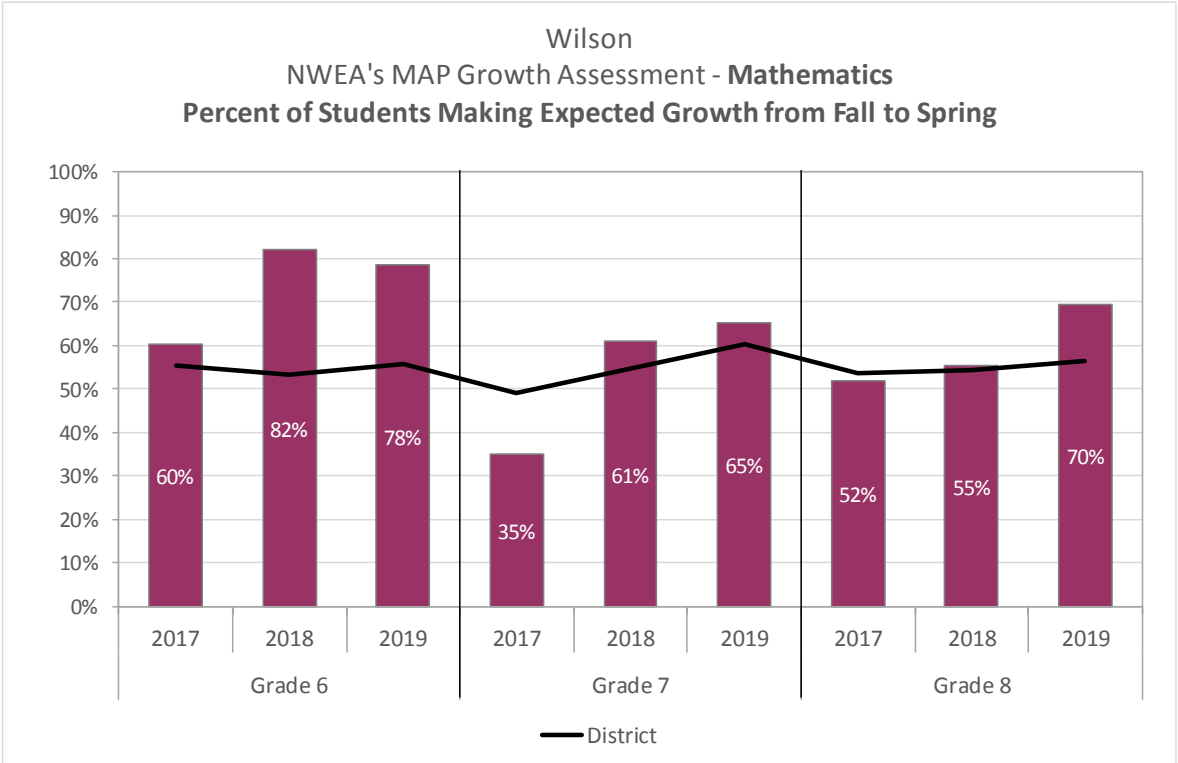

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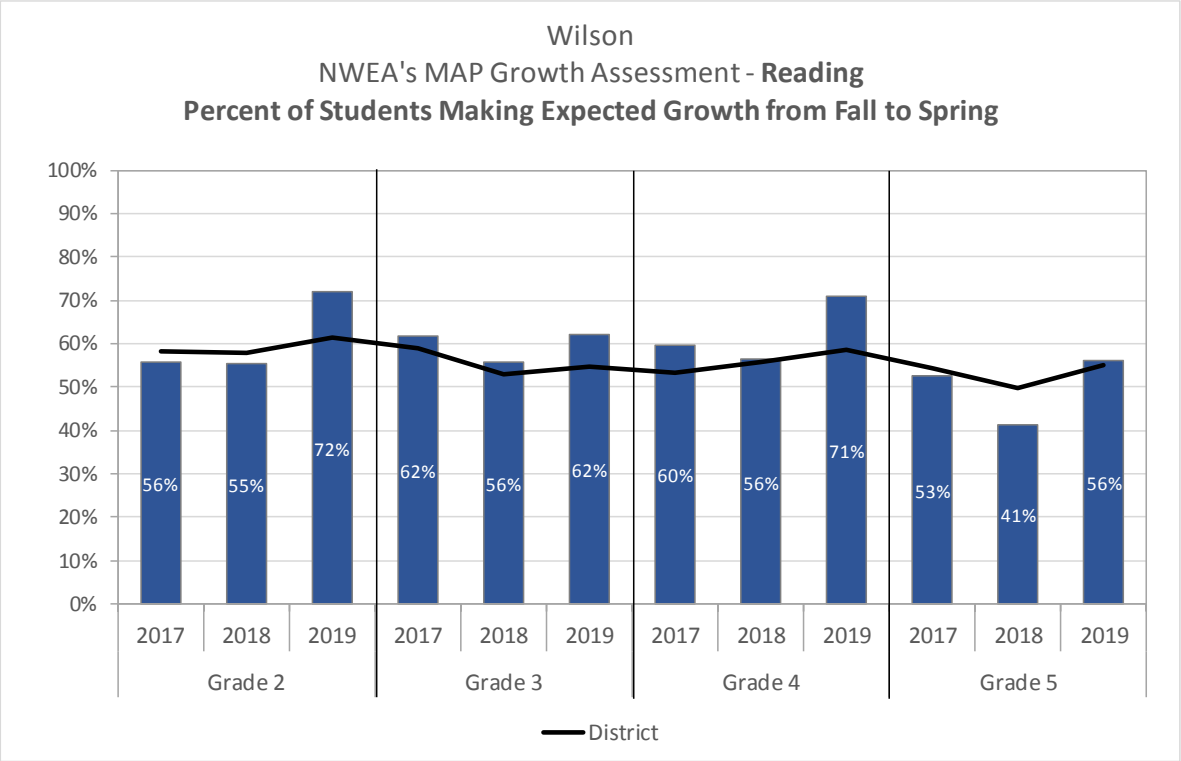

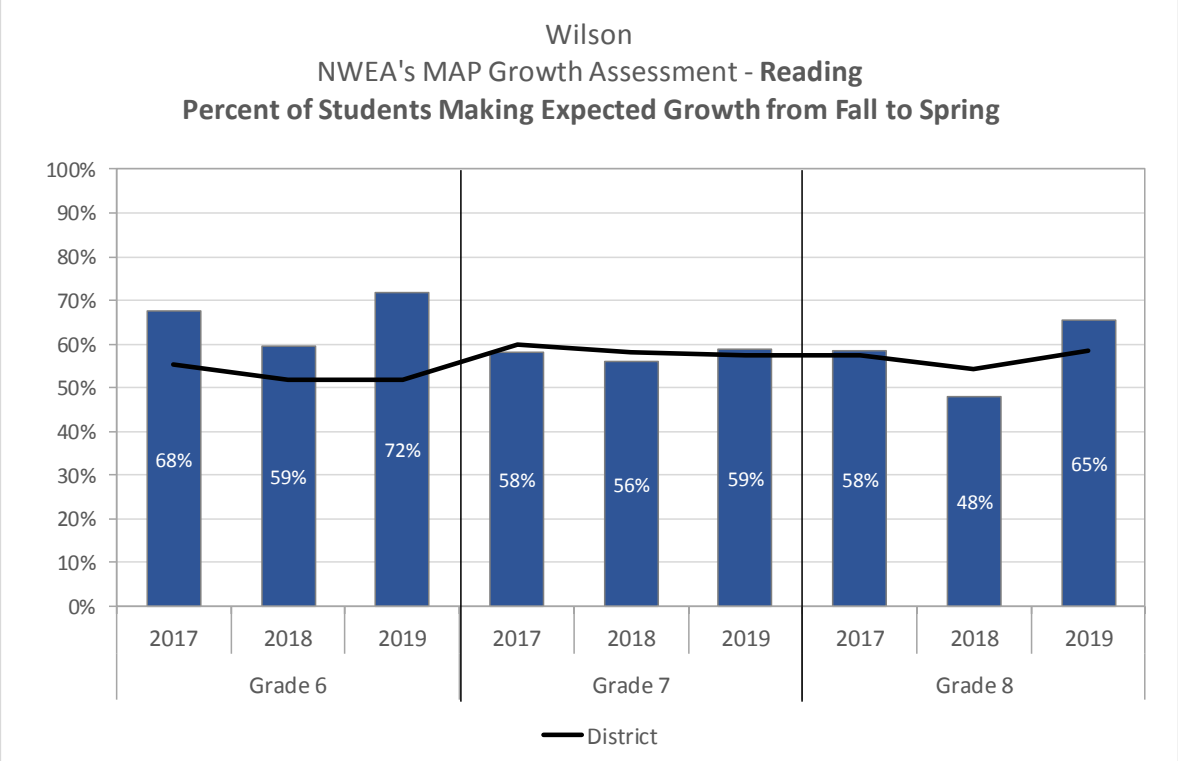

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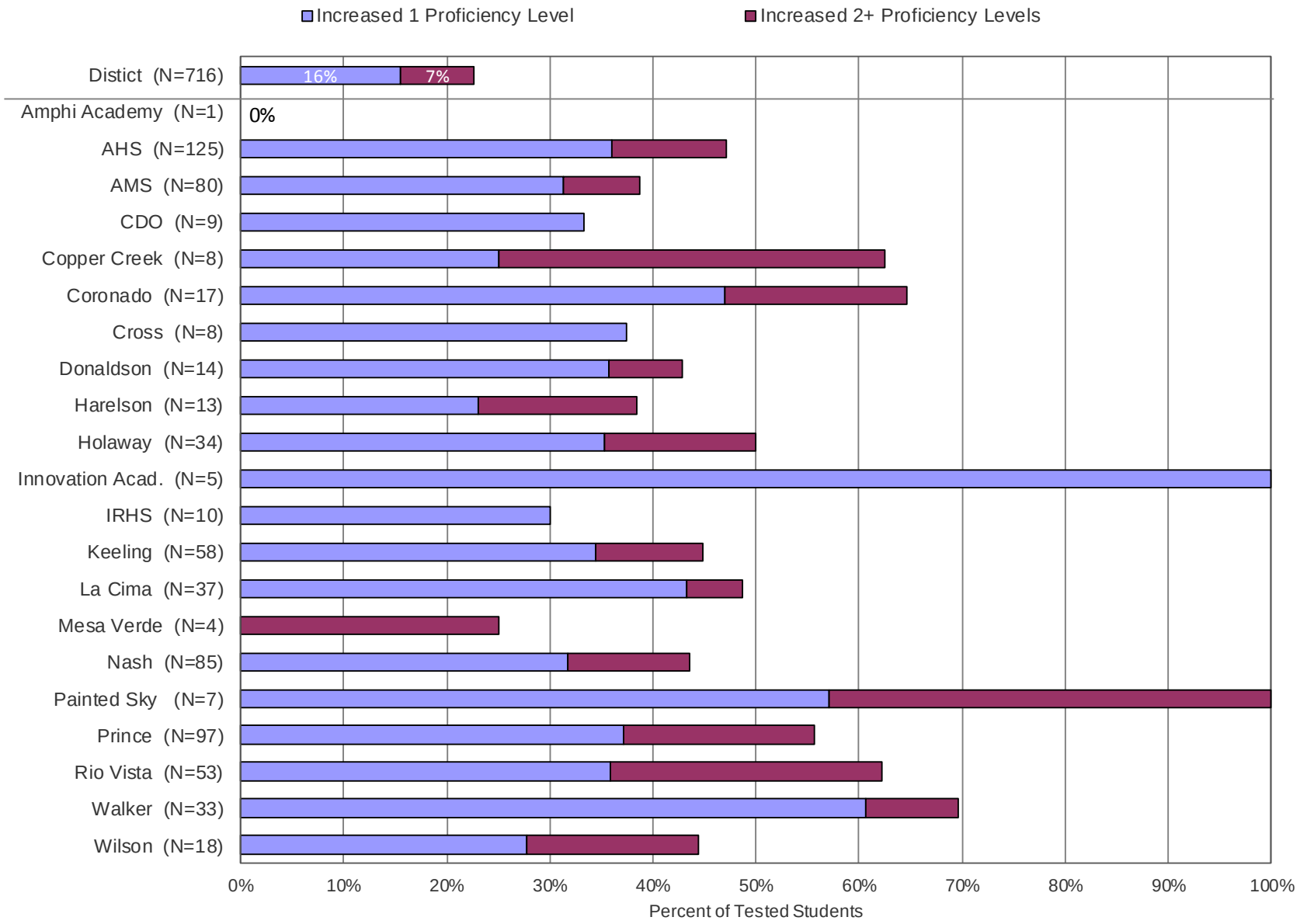
Arizona English Language Learner Assessment (AZELLA) Growth – 2018-19



Are Our Students Career and College Ready?

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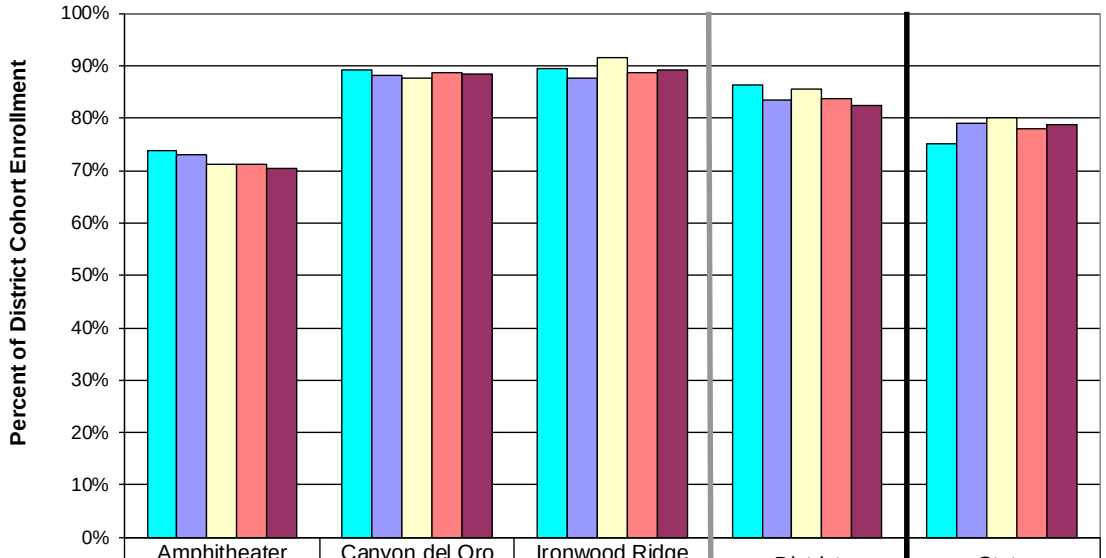
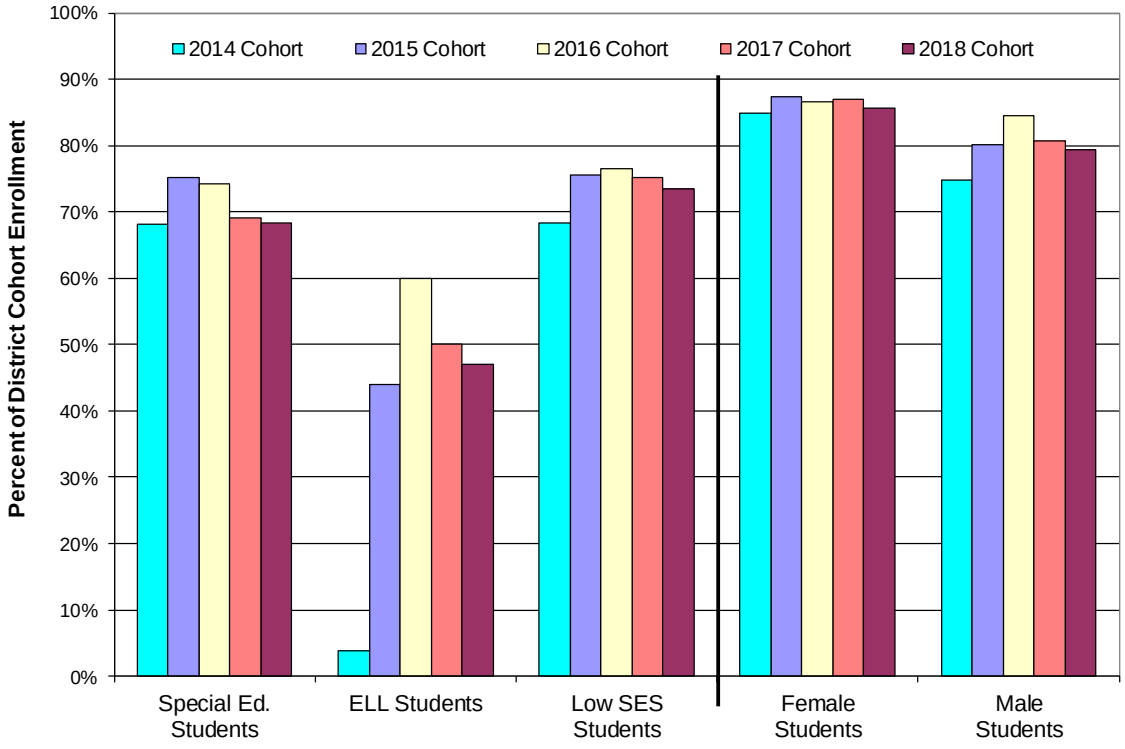
Graduation Rate: By School and Special Program Membership



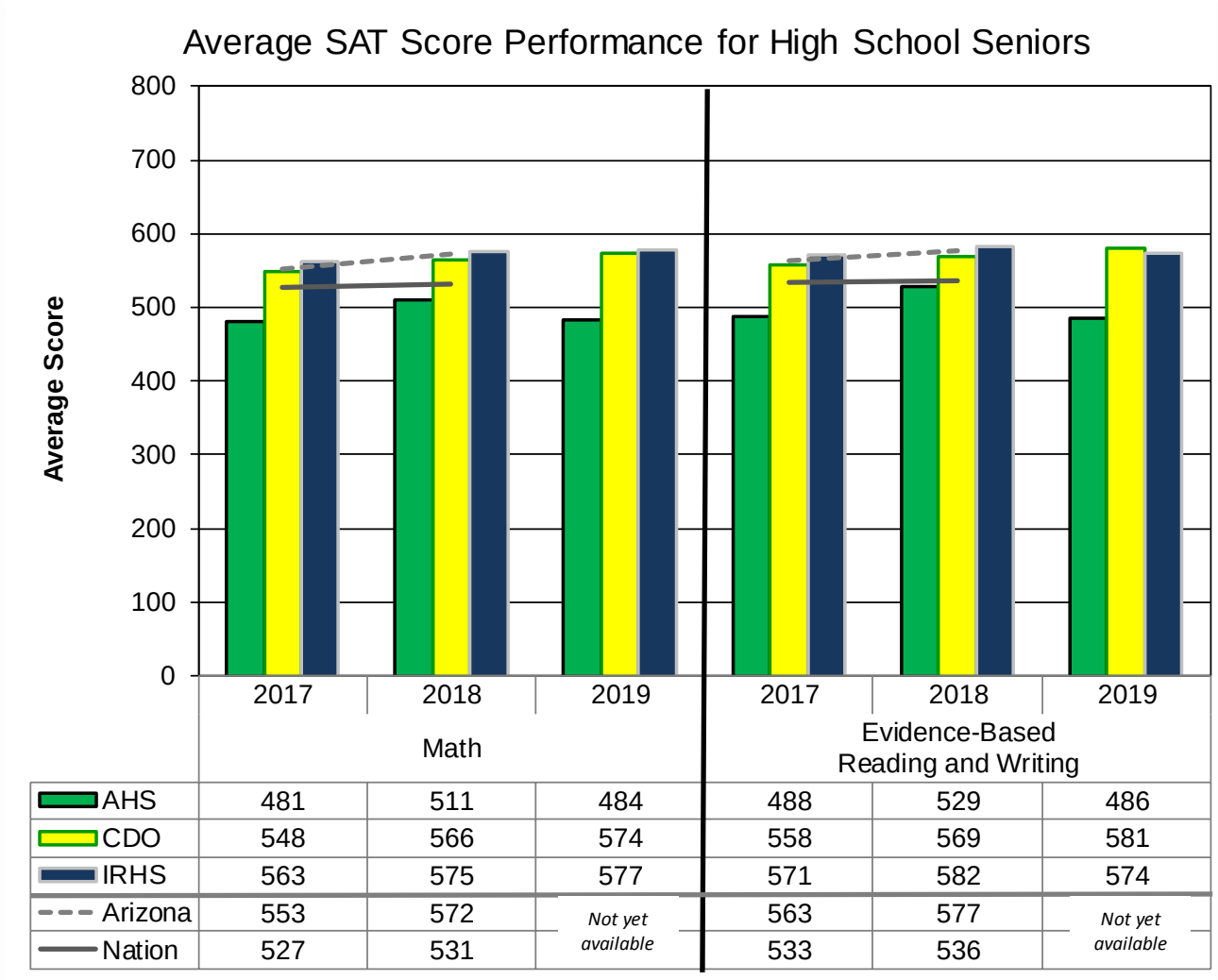
	Amphitheater HS	Canyon del Oro HS	Ironwood Ridge HS	District	State
2014 Cohort	73.8%	89.2%	89.5%	86.3%	75%
2015 Cohort	72.9%	88.3%	87.7%	83.6%	79%
2016 Cohort	71.1%	87.7%	91.5%	85.5%	80%
2017 Cohort	71.1%	88.7%	88.6%	83.8%	78%
2018 Cohort	70.4%	88.5%	89.2%	82.4%	79%



Note: Data provided is the 4-year graduation rate. Graduation data for Cohort 2018 is preliminary and may change. Graduation data for Cohort 2019 was not finalized in time to be included in this report.

SAT Testing and Performance *(Seniors Only)*

	2015-16		2016-17		2017-18		2018-19	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	39	15%	49	21%	57	21%	48	18%
Canyon del Oro HS	125	36%	164	39%	157	43%	155	44%
Ironwood Ridge HS	138	184	144	34%	155	40%	164	37%

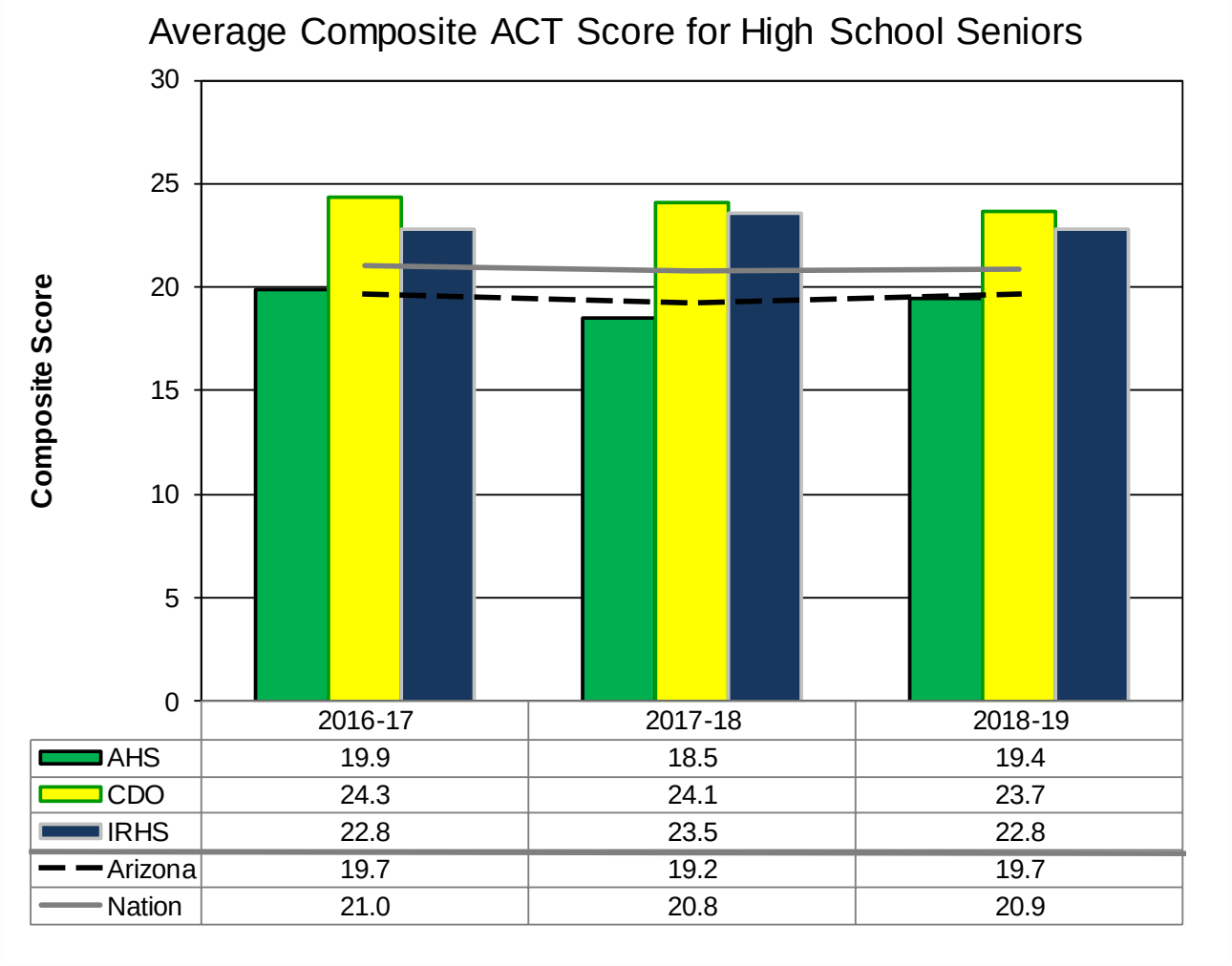


	Math			Evidence-Based Reading and Writing		
	2017	2018	2019	2017	2018	2019
AHS	481	511	484	488	529	486
CDO	548	566	574	558	569	581
IRHS	563	575	577	571	582	574
Arizona	553	572	*Not yet available*	563	577	*Not yet available*
Nation	527	531		533	536	

Note: The SAT was redesigned in March 2016. SAT results from tests administered before March 2016 are not comparable to results from the redesigned SAT. The above data represents seniors only to allow for comparison to state and national averages. State and national averages for 2018-19 are not available in time for this report.

ACT Testing and Performance *(Seniors Only)*

	2015-16		2016-17		2017-18		2018-19	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	27	11%	19	8%	20	7%	12	5%
Canyon del Oro HS	59	17%	65	15%	54	15%	39	11%
Ironwood Ridge HS	139	31%	102	24%	102	26%	66	15%



	2016-17	2017-18	2018-19
AHS	19.9	18.5	19.4
CDO	24.3	24.1	23.7
IRHS	22.8	23.5	22.8
Arizona	19.7	19.2	19.7
Nation	21.0	20.8	20.9

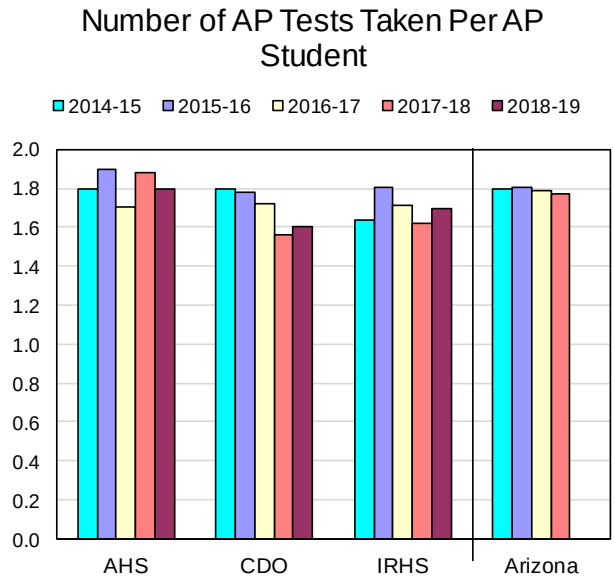
Note: Above data represents seniors only to allow for comparison to state and national averages. State and national averages for 2018-19 are predicted using the published averages for the most recent three years and updated when published.

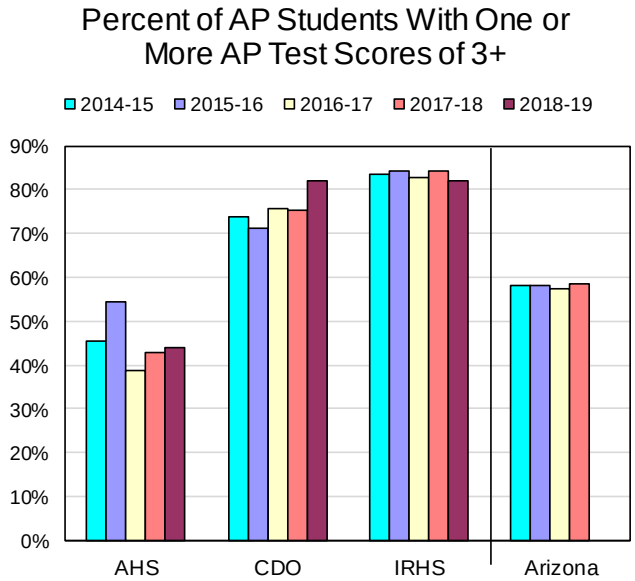
Advanced Placement Testing

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%

2018-19	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	344	458	465	1,267
Number of students taking at least one (1) AP test	141	283	245	669
High School enrollment (2018-19)	1,154	1,536	1,752	4,442
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	21%	24%	23%	23%
AP student testing rate (% of AP students taking at least one (1) AP test)	58%	76%	60%	65%
Number of AP tests administered	250	458	409	1117
Average number of tests taken per tested student	1.8	1.6	1.7	1.7
Number of AP tests passed (score of 3+)	62	232	200	494
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	44%	82%	82%	74%

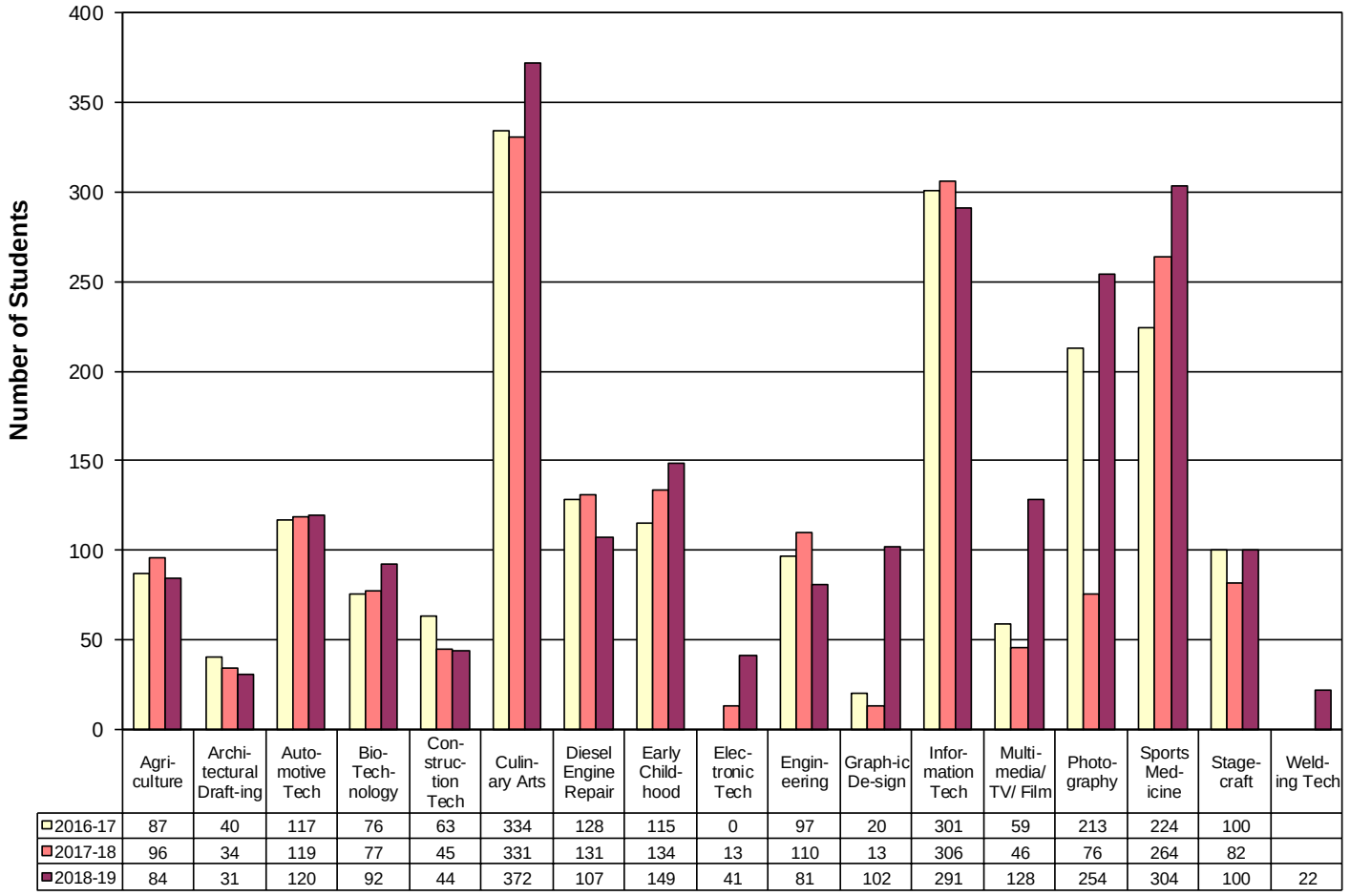
Advanced Placement Testing: 5-year Trends





Note: State data not available for 2019.

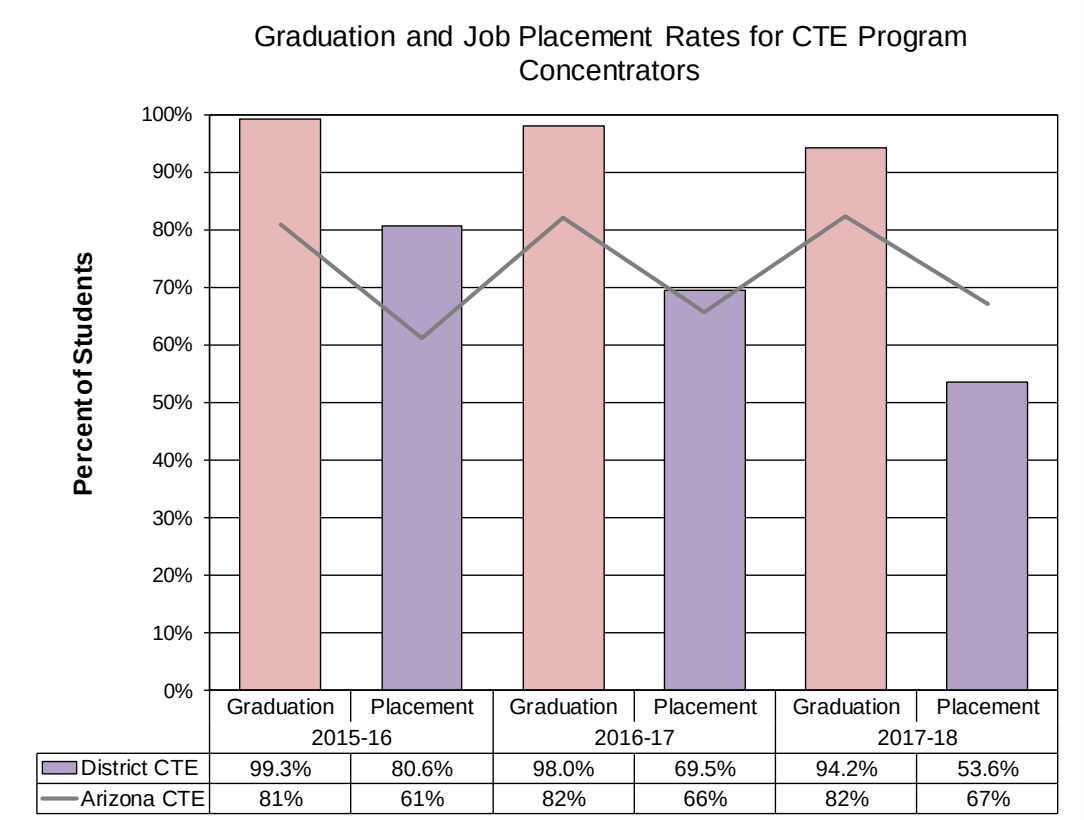
Career/ Technical Education Program Enrollment – 100th Day (2018-19)



	Agri-culture	Archi-tectural Draft-ing	Auto-motive Tech	Bio-Tech-nology	Con-struc-tion Tech	Culin-ary Arts	Diesel Engine Repair	Early Child-hood	Elec-tronic Tech	Engin-eering	Graph-ic De-sign	Infor-mation Tech	Multi-media/ TV/ Film	Photo-graphy	Sports Med-icine	Stage-craft	Weld-ing Tech
2016-17	87	40	117	76	63	334	128	115	0	97	20	301	59	213	224	100	
2017-18	96	34	119	77	45	331	131	134	13	110	13	306	46	76	264	82	
2018-19	84	31	120	92	44	372	107	149	41	81	102	291	128	254	304	100	22

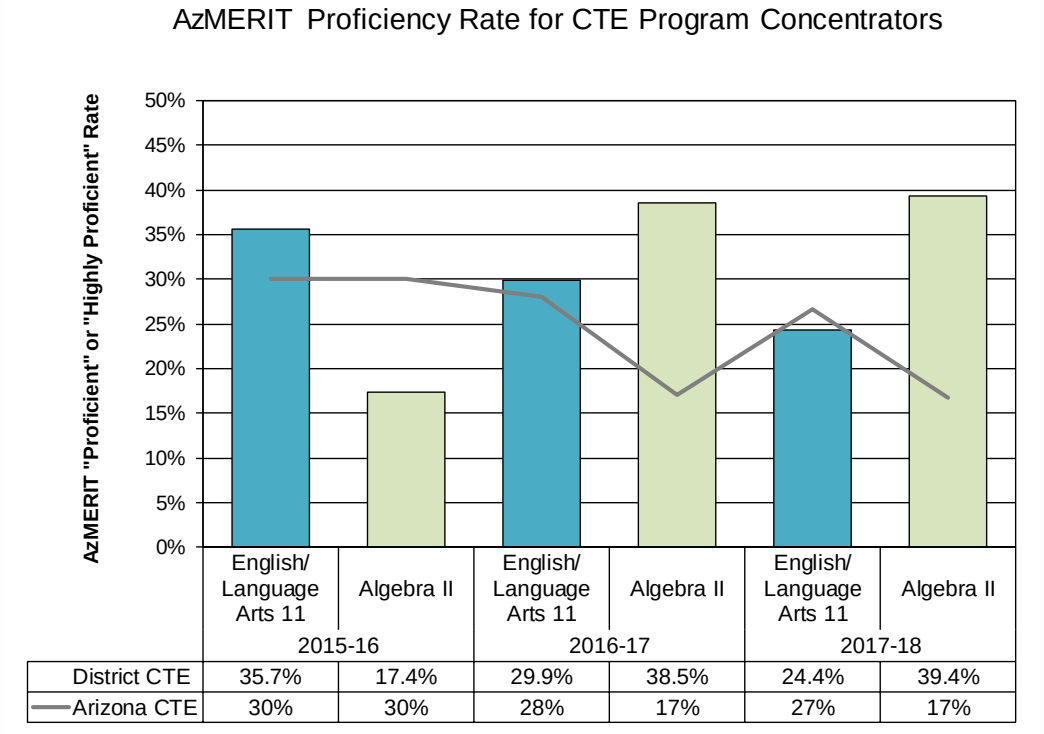
100th Day CTE Enrollment	2014-15	2015-16	2016-17	2017-18	2018-19
Amphitheater High School	306	566	548	577	606
Canyon del Oro High School	1,087	1,094	951	914	952
Ironwood Ridge High School	811	891	729	747	764

Career/ Technical Education Program Success (2017-18)



	Graduation	Placement	Graduation	Placement	Graduation	Placement
	2015-16		2016-17		2017-18	
District CTE	99.3%	80.6%	98.0%	69.5%	94.2%	53.6%
Arizona CTE	81%	61%	82%	66%	82%	67%

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 2018-19 was not available in time to be included in this report.



	English/ Language Arts 11	Algebra II	English/ Language Arts 11	Algebra II	English/ Language Arts 11	Algebra II
	2015-16		2016-17		2017-18	
District CTE	35.7%	17.4%	29.9%	38.5%	24.4%	39.4%
Arizona CTE	30%	30%	28%	17%	27%	17%

Other Student Indicators

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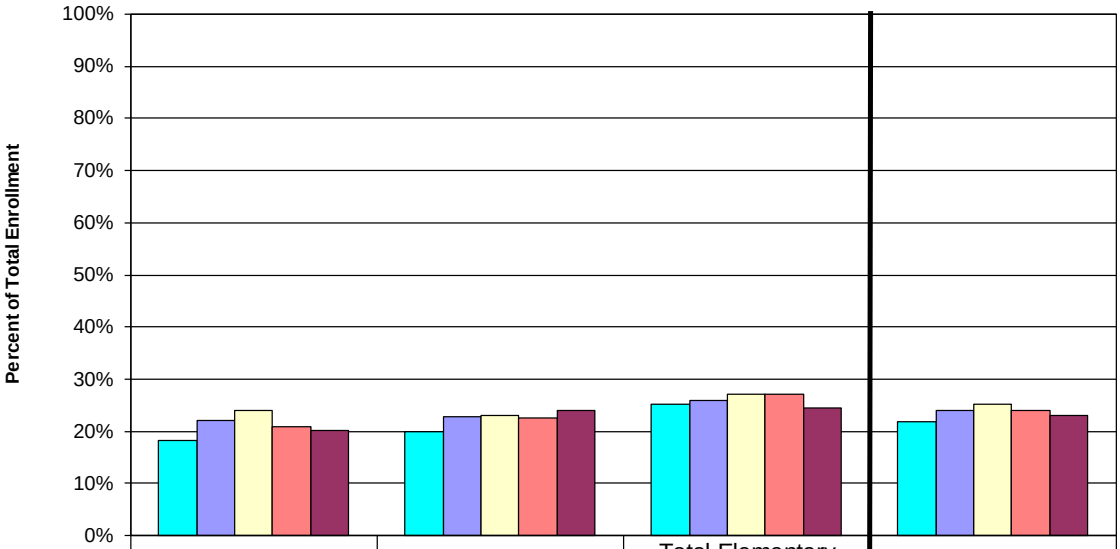
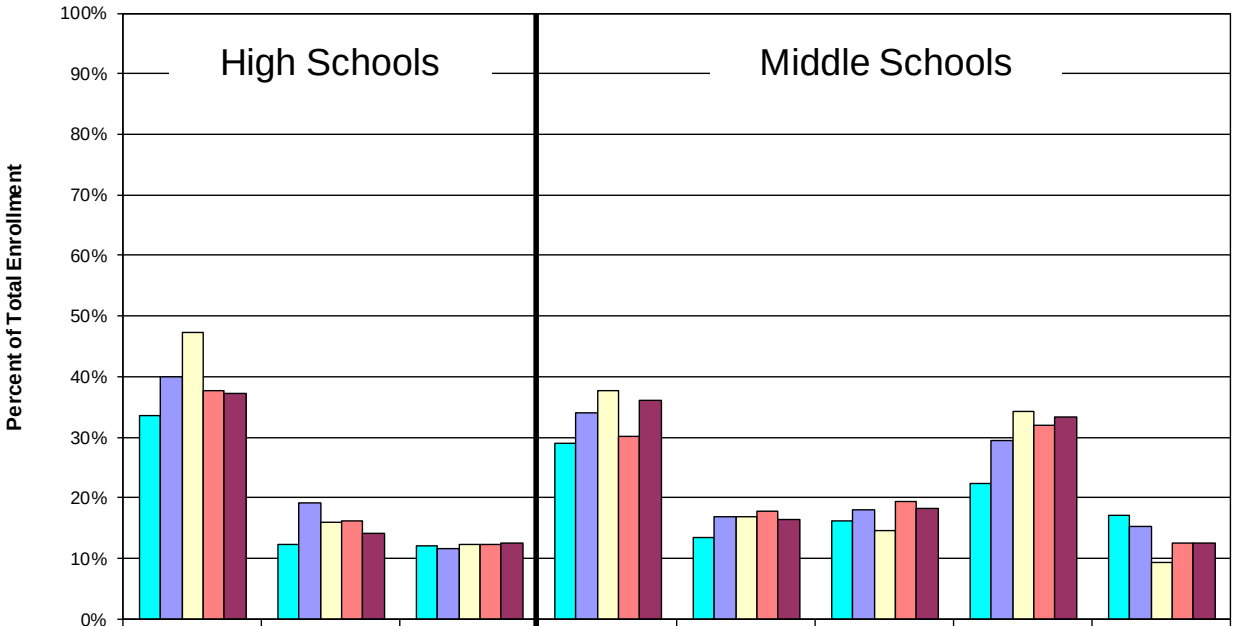
Mobility Rate



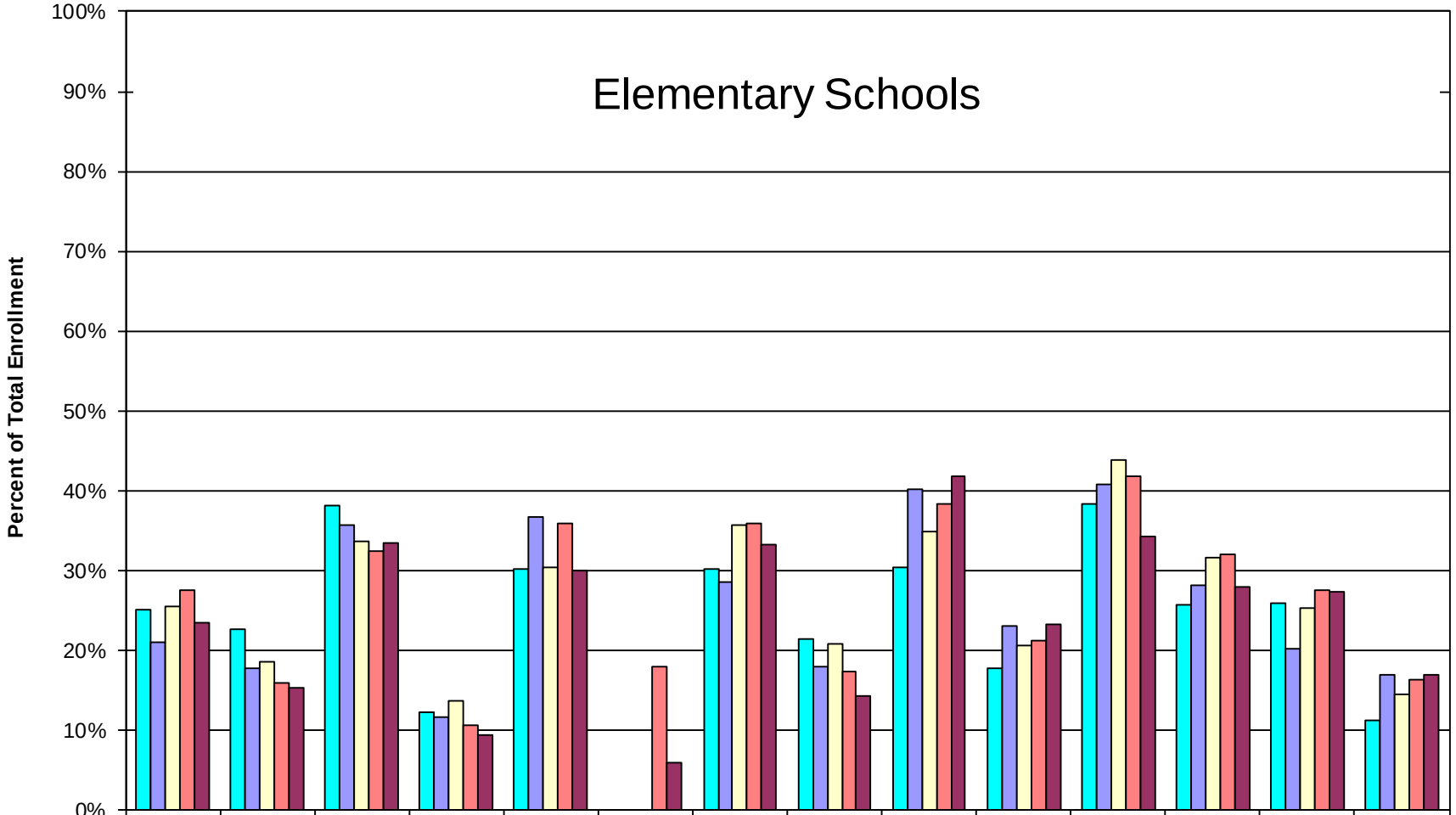
	Total High Schools	Total Middle Schools	Total Elementary Schools	DISTRICT
2014-15	18.3%	19.9%	25.2%	21.9%
2015-16	22.1%	22.8%	26.0%	24.1%
2016-17	23.9%	23.0%	27.0%	25.2%
2017-18	20.9%	22.5%	27.0%	24.1%
2018-19	20.3%	24.1%	24.4%	23.0%



	AHS	CDO	IRHS	AMS	Coronado MS	Cross	La Cima	Wilson MS
2014-15	33.5%	12.3%	12.1%	28.9%	13.4%	16.3%	22.3%	17.1%
2015-16	40.0%	19.1%	11.6%	34.1%	16.8%	18.1%	29.6%	15.4%
2016-17	47.4%	16.0%	12.3%	37.7%	17.0%	14.6%	34.2%	9.4%
2017-18	37.8%	16.3%	12.2%	30.1%	17.7%	19.4%	32.1%	12.6%
2018-19	37.3%	14.3%	12.5%	36.1%	16.5%	18.3%	33.3%	12.5%

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

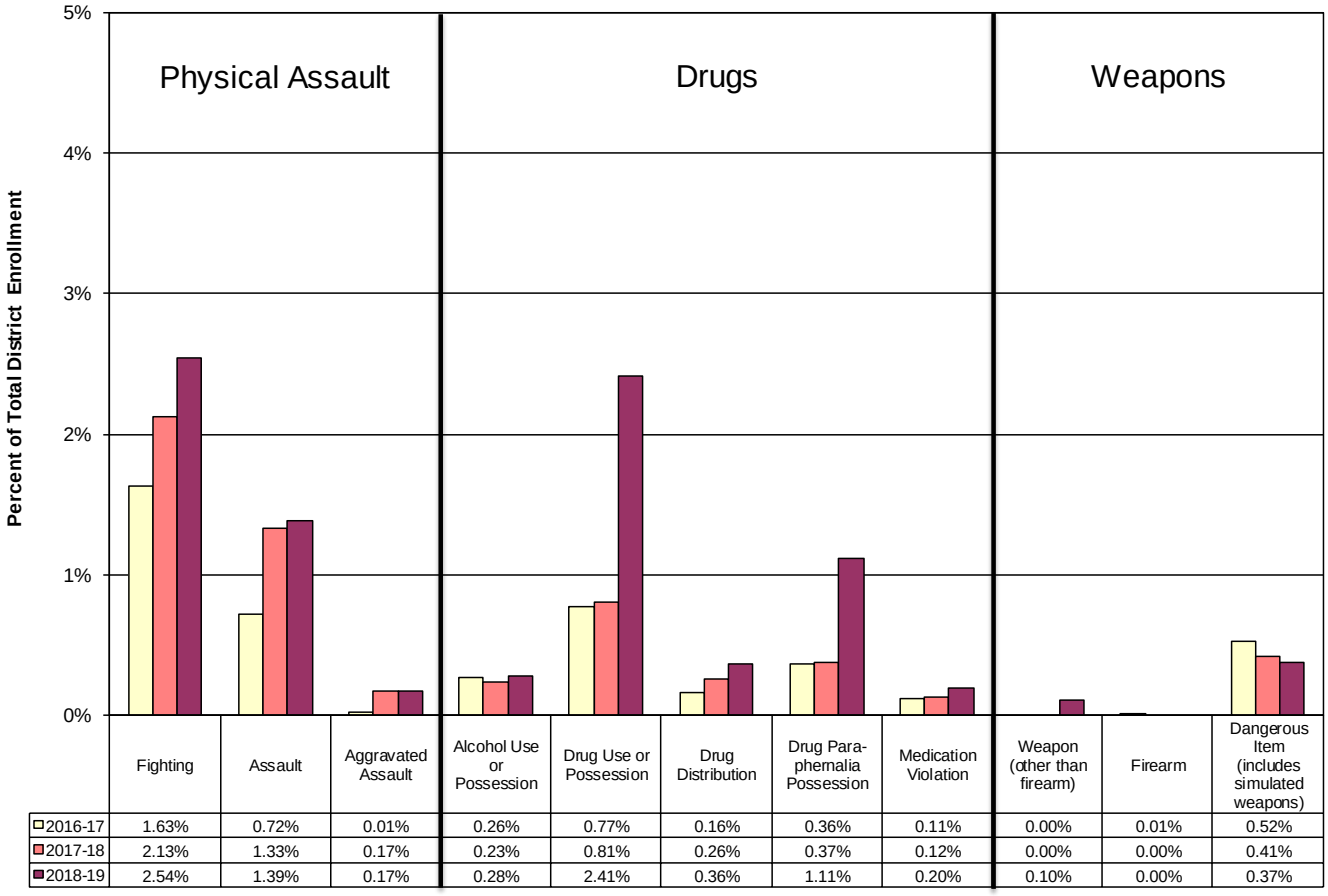
Mobility Rate (cont.)



	Copper Creek	Coronado ES	Donaldson	Harelson	Holaway	Innovation Acad.	Keeling	Mesa Verde	Nash	Painted Sky	Prince	Rio Vista	Walker	Wilson ES
2014-15	25.0%	22.6%	38.2%	12.2%	30.2%	n/a	30.1%	21.4%	30.4%	17.7%	38.4%	25.8%	25.9%	11.2%
2015-16	20.9%	17.8%	35.6%	11.5%	36.6%		28.5%	18.0%	40.1%	23.1%	40.8%	28.2%	20.2%	16.9%
2016-17	25.5%	18.4%	33.6%	13.6%	30.4%		35.7%	20.9%	34.8%	20.6%	43.8%	31.6%	25.2%	14.4%
2017-18	27.6%	15.9%	32.3%	10.5%	35.9%	17.8%	35.9%	17.4%	38.2%	21.2%	41.8%	32.0%	27.5%	16.2%
2018-19	23.3%	15.3%	33.5%	9.4%	29.9%	5.9%	33.2%	14.3%	41.7%	23.3%	34.3%	28.0%	27.4%	16.9%

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

Reports of Serious Offenses



	Fighting	Assault	Aggravated Assault	Alcohol Use or Possession	Drug Use or Possession	Drug Distribution	Drug Paraphernalia Possession	Medication Violation	Weapon (other than firearm)	Firearm	Dangerous Item (includes simulated weapons)
2016-17	1.63%	0.72%	0.01%	0.26%	0.77%	0.16%	0.36%	0.11%	0.00%	0.01%	0.52%
2017-18	2.13%	1.33%	0.17%	0.23%	0.81%	0.26%	0.37%	0.12%	0.00%	0.00%	0.41%
2018-19	2.54%	1.39%	0.17%	0.28%	2.41%	0.36%	1.11%	0.20%	0.10%	0.00%	0.37%

Note: Increases in Drug Use/Possession and Drug Paraphernalia Possession are likely related to an increase in students' use of electronic cigarettes, e-cigarettes, and/or vaporizers.

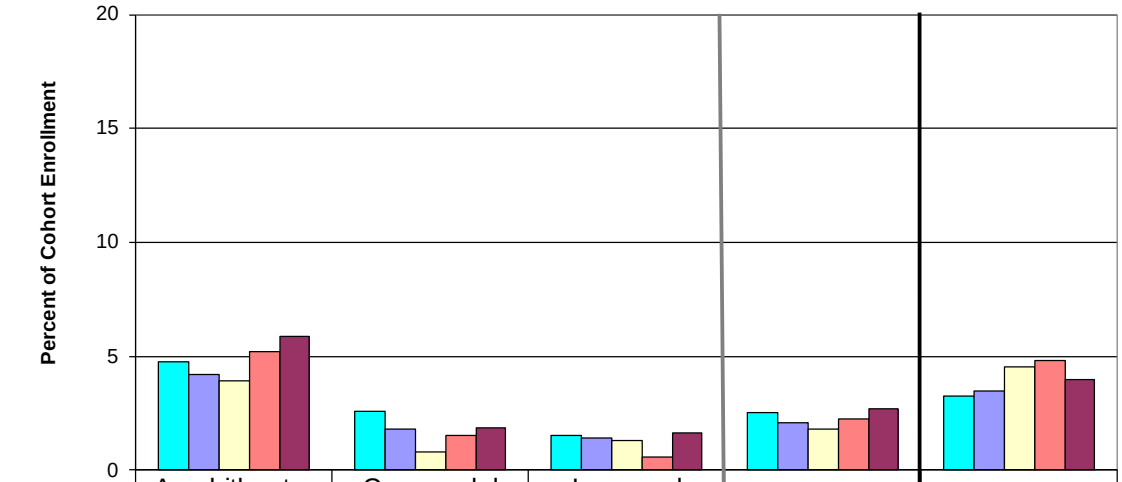
Historical Trend (as a Percent of Total Enrollment)

	Physical Assault		Drugs		Weapons		Total Serious Offenses	
2016-17	331	2.4%	234	1.7%	74	0.5%	639	4.6%
2017-18	502	3.6%	249	1.8%	57	0.4%	808	5.8%
2018-19	564	4.1%	600	4.4%	65	0.5%	1,229	8.9%

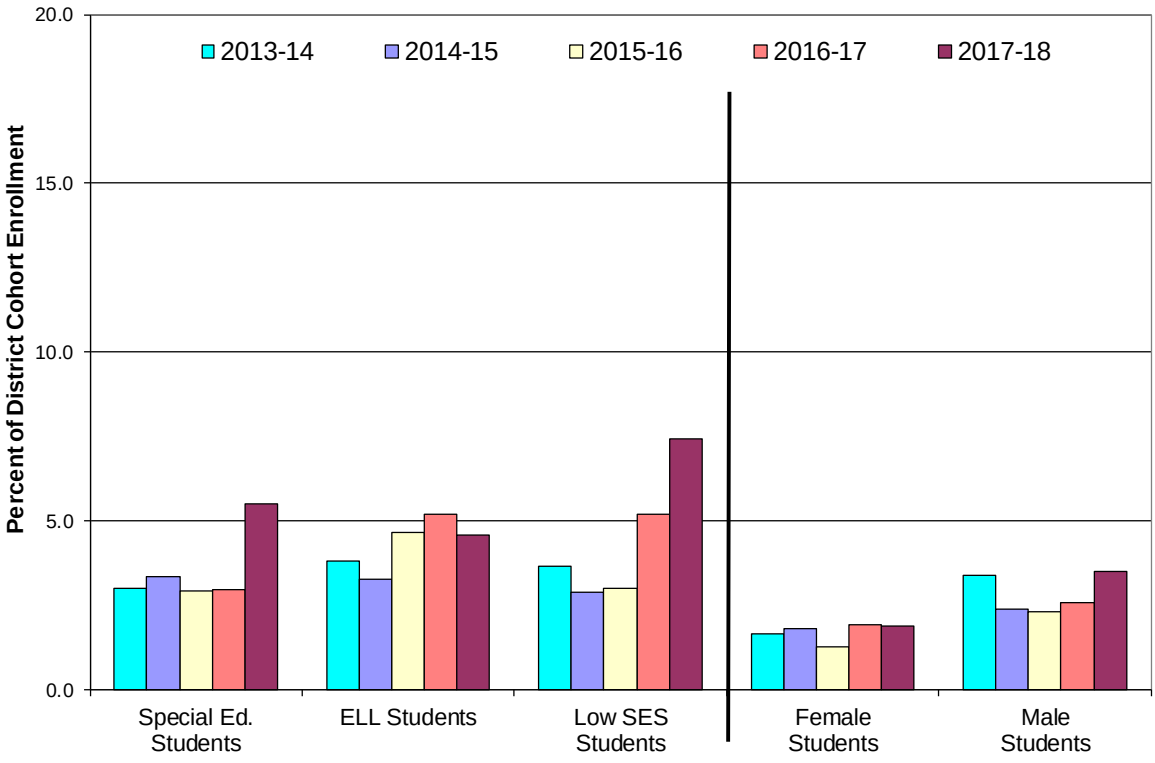
Physical Assault includes the following categories: Fighting, Assault, and Aggravated Assault
Drugs includes the following categories: Alcohol Use or Possession, Alcohol Distribution, Drug Use or Possession, Drug Distribution, Paraphernalia Possession, and Medication Violation
Weapons includes the following 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



	Amphitheater HS	Canyon del Oro HS	Ironwood Ridge HS	District	State
2013-14	4.8	2.6	1.5	2.5	3.2
2014-15	4.2	1.8	1.4	2.1	3.5
2015-16	3.9	0.8	1.3	1.8	4.5
2016-17	5.2	1.5	0.6	2.2	4.8
2017-18	5.9	1.9	1.6	2.7	4.0



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 2018-19 was not available in time to be included in this report.