Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Amphitheater Unified District

701 W Wetmore, Tucson, AZ 85705-

No Child Left Behind

Adequate Yearly Progress [1]

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator [2]

Title: Superintendent

Name: Dr. Vicki Balentine

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District At A Glance

Enrollment [3]

	State	District
2003-2004 Student Enrollment	1,012,068	16,868

Expenditures [4]

2004 Administration Expense	$10,366,496.00
2004 Classroom Supplies Expense	$3,772,324.00
2004 Classroom Instruction Expense	$51,514,976.00
2004 Other Support Services Expense	$28,217,803.00
2004 Student Support Services Expense	$5,192,641.00
2004 Total Current Expenditures	$99,064,240.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	136	51	1	1
4 to 6 years	125	68	1	0
7 to 9 years	82	69	1	1
10 or more years	211	270	14	8

Teachers with Emergency Certificaton.	18
Classes not Taught by Highly Qualified Teachers.	*
District Poverty Level.	*

* Due to the unavailablity of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

Amphitheater Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1254	75509	99	100	532	521	10	13	21	23	30	33	40	31
All Students (02-03)	1286	75372	99	100	537	523	6	9	17	25	36	36	41	30
Female (03-04)	652	37013	99	100	534	522	9	12	21	24	28	33	42	31
Female (02-03)	626	36901	98	100	537	524	6	8	16	25	37	36	41	31
Male (03-04)	598	38430	98	99	531	521	10	14	21	22	32	33	37	31
Male (02-03)	658	38385	99	100	538	523	6	9	18	24	34	36	41	30
African American (03-04)	41	3660	100	99	499	496	11	24	41	31	30	28	19	18
African American (02-03)	42	3589	98	96	523	501	13	18	13	33	38	33	38	16
Hispanic (03-04)	426	30486	99	99	509	505	17	18	29	29	30	32	24	21
Hispanic (02-03)	425	29103	97	99	515	510	14	12	23	31	36	36	27	20
Asian/Pacific Islander (03-04)	41	1780	98	98	558	549	0	5	6	13	39	33	55	50
Asian/Pacific Islander (02-03)	38	1574	97	96	558	549	0	3	6	14	38	34	56	48
American Indian/Alaskan Native (03-04)	20	4075	95	100	510	486	15	28	45	34	5	26	35	12
American Indian/Alaskan Native (02-03)	31	5086	97	100	514	491	7	22	36	38	32	28	25	12
White (03-04)	723	35192	99	99	544	534	6	8	17	19	30	35	47	39
White (02-03)	749	34597	100	98	546	535	3	4	15	20	36	38	46	38
Students with Disabilities (03-04)	191	9708	100	100	509	489	20	32	25	27	30	24	25	17
Students with Disabilities (02-03)	157	8057	97	99	493	496	39	23	23	31	14	28	25	17
Students without Disabilities (03-04)	1063	65801	98	98	535	525	8	11	20	23	30	34	42	33
Students without Disabilities (02-03)	1129	67315	99	100	539	525	4	8	17	24	37	37	42	31
Limited English Proficient Students (03-04)	120	16928	100	100	NA	485	NA	29	NA	33	NA	26	NA	12
Limited English Proficient Students (02-03)	170	16925	100	100	479	482	29	27	36	40	29	26	7	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	32	869	NA	NA	522	501	11	17	0	30	72	39	17	14
Economically Disadvantaged (03-04)	506	36411	NA	NA	506	503	18	19	29	29	30	32	23	20
Economically Disadvantaged (02-03)	459	26325	NA	NA	512	504	15	15	26	34	35	33	24	18
Non-Economically Disadvantaged (03-04)	748	39040	NA	NA	546	534	5	8	17	19	30	34	48	39
Non-Economically Disadvantaged (02-03)	827	49047	NA	NA	548	530	2	6	14	21	36	37	48	35

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Amphitheater Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1255	75492	99	100	525	519	8	12	16	16	47	47	29	24
All Students (02-03)	1286	75221	99	100	530	523	5	8	11	16	58	56	25	21
Female (03-04)	652	37013	99	100	528	523	7	10	16	15	44	48	34	27
Female (02-03)	628	36833	99	100	533	526	4	6	10	15	56	56	30	23
Male (03-04)	598	38400	98	99	521	516	10	14	15	17	49	47	25	21
Male (02-03)	658	38319	99	100	527	520	6	9	13	17	61	56	21	18
African American (03-04)	42	3665	100	99	506	505	18	20	18	22	50	43	13	14
African American (02-03)	42	3597	98	97	517	510	9	14	22	22	53	53	16	11
Hispanic (03-04)	425	30438	99	99	510	508	15	17	23	21	46	47	16	15
Hispanic (02-03)	424	29019	97	99	517	513	10	12	19	21	58	55	13	13
Asian/Pacific Islander (03-04)	41	1773	98	98	536	534	0	4	6	10	61	50	33	36
Asian/Pacific Islander (02-03)	38	1572	97	95	541	536	0	2	6	9	63	57	31	31
American Indian/Alaskan Native (03-04)	20	4081	95	100	517	498	5	25	21	26	58	40	16	8
American Indian/Alaskan Native (02-03)	31	5071	97	100	516	502	15	20	7	27	56	46	22	8
White (03-04)	723	35177	99	99	533	528	5	8	12	13	46	49	36	31
White (02-03)	748	34543	100	97	536	531	3	4	8	12	59	58	30	26
Students with Disabilities (03-04)	191	9707	100	100	512	495	16	33	16	21	48	33	20	13
Students with Disabilities (02-03)	158	8006	98	99	519	505	26	22	3	23	42	42	29	13
Students without Disabilities (03-04)	1064	65785	98	98	527	522	7	10	15	16	47	49	31	26
Students without Disabilities (02-03)	1128	67215	99	100	530	524	4	7	11	16	59	56	25	21
Limited English Proficient Students (03-04)	121	16905	100	100	NA	489	NA	34	NA	28	NA	32	NA	6
Limited English Proficient Students (02-03)	169	16853	100	100	475	489	64	29	7	36	29	32	0	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	32	866	NA	NA	511	503	11	19	6	23	78	49	6	8
Economically Disadvantaged (03-04)	506	36302	NA	NA	506	507	16	18	24	21	47	46	12	14
Economically Disadvantaged (02-03)	461	26256	NA	NA	513	509	13	14	17	24	55	51	14	11
Non-Economically Disadvantaged (03-04)	749	39164	NA	NA	535	528	4	8	11	13	47	48	38	31
Non-Economically Disadvantaged (02-03)	825	48965	NA	NA	537	528	2	5	9	13	60	58	30	24

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1250	75053	99	99	619	597	5	7	11	12	70	72	14	9
All Students (02-03)	1257	73654	97	99	539	530	7	9	8	13	74	70	11	7
Female (03-04)	649	36872	99	99	645	621	3	5	7	9	72	74	18	12
Female (02-03)	618	36239	97	99	545	537	6	7	7	11	72	72	15	10
Male (03-04)	596	38109	98	99	591	573	8	10	15	14	68	69	9	6
Male (02-03)	638	37301	96	98	532	523	7	12	10	15	76	68	7	5
African American (03-04)	42	3636	100	99	556	568	8	12	28	16	59	67	5	6
African American (02-03)	40	3488	93	94	534	515	16	16	6	18	69	62	9	4
Hispanic (03-04)	421	30235	98	98	592	575	10	9	14	14	65	70	12	6
Hispanic (02-03)	415	28348	95	96	522	520	13	13	14	17	65	65	8	5
Asian/Pacific Islander (03-04)	41	1768	98	98	644	651	3	3	9	5	73	72	15	19
Asian/Pacific Islander (02-03)	38	1558	97	95	559	547	0	3	3	8	81	76	16	13
American Indian/Alaskan Native (03-04)	20	4044	95	99	569	550	0	13	25	17	75	66	0	4
American Indian/Alaskan Native (02-03)	30	4947	94	100	526	507	15	22	22	22	44	53	19	3
White (03-04)	722	35028	99	99	635	613	3	6	9	10	73	73	15	11
White (02-03)	732	33924	98	96	545	537	4	5	6	10	79	75	12	9
Students with Disabilities (03-04)	189	9625	100	100	563	530	9	21	20	21	67	55	3	4
Students with Disabilities (02-03)	142	7306	88	90	499	506	30	24	21	20	49	52	0	4
Students without Disabilities (03-04)	1061	65428	97	98	627	604	5	6	10	11	71	73	15	10
Students without Disabilities (02-03)	1115	66348	98	100	540	531	5	8	8	13	75	71	12	8
Limited English Proficient Students (03-04)	120	16765	100	100	NA	525	NA	17	NA	20	NA	60	NA	2
Limited English Proficient Students (02-03)	164	16422	99	100	470	495	64	30	7	27	29	43	0	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	32	849	NA	NA	528	511	11	19	0	22	78	56	11	4
Economically Disadvantaged (03-04)	502	36077	NA	NA	581	566	9	10	16	16	65	69	9	5
Economically Disadvantaged (02-03)	447	25711	NA	NA	520	514	15	16	14	19	64	61	7	3
Non-Economically Disadvantaged (03-04)	748	38950	NA	NA	639	618	3	5	8	9	73	73	16	12
Non-Economically Disadvantaged (02-03)	810	47943	NA	NA	547	535	3	7	6	11	78	74	13	9

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Amphitheater Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1315	76019	99	100	519	499	8	14	29	39	16	14	47	33
All Students (02-03)	1337	76230	98	100	515	498	6	12	31	38	13	12	50	37
Female (03-04)	653	37207	99	100	518	499	8	12	28	41	18	14	47	33
Female (02-03)	642	37247	97	100	516	500	4	11	33	40	14	13	49	37
Male (03-04)	659	38677	98	100	520	498	9	15	30	38	14	13	47	34
Male (02-03)	690	38725	97	100	514	497	7	14	29	37	13	12	51	37
African American (03-04)	50	3817	100	100	494	475	12	23	44	47	23	11	21	18
African American (02-03)	49	3594	100	96	489	476	14	22	36	46	14	11	36	21
Hispanic (03-04)	436	29458	99	100	494	480	14	20	41	48	17	12	29	20
Hispanic (02-03)	423	28100	95	98	496	482	10	18	42	47	15	11	33	24
Asian/Pacific Islander (03-04)	40	1673	98	99	561	531	6	4	9	29	6	14	80	53
Asian/Pacific Islander (02-03)	39	1447	93	95	549	527	0	5	23	26	9	11	69	58
American Indian/Alaskan Native (03-04)	20	4735	95	100	478	466	33	28	22	49	22	10	22	13
American Indian/Alaskan Native (02-03)	24	5292	100	100	511	463	0	31	58	47	5	8	37	14
White (03-04)	768	35880	99	100	531	515	5	7	24	32	15	16	56	45
White (02-03)	797	35389	98	96	522	514	4	6	25	32	13	14	57	48
Students with Disabilities (03-04)	192	9786	100	100	474	457	29	39	39	40	14	7	18	13
Students with Disabilities (02-03)	169	9022	91	100	483	465	19	31	38	43	19	8	24	17
Students without Disabilities (03-04)	1123	66233	98	99	524	503	6	11	28	39	16	14	50	35
Students without Disabilities (02-03)	1168	67208	98	100	515	500	6	12	31	38	13	12	51	38
Limited English Proficient Students (03-04)	130	15206	99	100	460	459	36	31	43	53	13	7	9	9
Limited English Proficient Students (02-03)	118	14826	100	100	455	460	28	31	62	51	0	8	10	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	23	837	NA	NA	485	478	8	19	50	51	25	8	17	21
Economically Disadvantaged (03-04)	525	35714	NA	NA	488	480	17	20	43	47	16	12	24	20
Economically Disadvantaged (02-03)	462	25037	NA	NA	495	477	11	21	45	47	11	11	33	21
Non-Economically Disadvantaged (03-04)	790	40266	NA	NA	537	513	3	9	21	33	16	15	60	43
Non-Economically Disadvantaged (02-03)	875	51193	NA	NA	523	507	3	9	25	35	15	13	57	43

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1314	76020	99	100	509	503	18	25	21	23	42	40	18	12
All Students (02-03)	1332	76202	97	100	512	505	10	19	19	24	54	46	16	11
Female (03-04)	654	37207	100	100	511	504	17	22	22	23	44	42	17	13
Female (02-03)	641	37231	97	100	513	507	9	16	18	24	56	48	17	13
Male (03-04)	657	38666	98	100	506	501	20	29	21	22	41	38	18	12
Male (02-03)	686	38718	97	100	511	503	11	22	21	24	52	44	16	10
African American (03-04)	50	3819	100	100	498	494	20	37	36	26	40	31	4	6
African American (02-03)	50	3600	100	97	499	497	25	28	31	29	36	39	8	5
Hispanic (03-04)	436	29442	99	99	498	494	34	37	24	26	33	31	10	6
Hispanic (02-03)	417	28090	94	98	504	497	16	28	27	30	48	37	8	5
Asian/Pacific Islander (03-04)	39	1672	95	99	514	513	9	12	17	19	54	49	20	20
Asian/Pacific Islander (02-03)	38	1443	90	95	520	515	0	9	21	19	62	53	18	19
American Indian/Alaskan Native (03-04)	20	4735	95	100	493	489	41	48	18	25	35	24	6	3
American Indian/Alaskan Native (02-03)	24	5311	100	100	506	491	11	38	37	31	47	28	5	3
White (03-04)	768	35890	99	100	515	511	11	15	20	20	46	48	23	18
White (02-03)	800	35371	98	96	516	512	8	10	15	20	57	54	20	16
Students with Disabilities (03-04)	191	9784	100	100	490	485	47	58	27	19	18	19	8	4
Students with Disabilities (02-03)	177	9097	96	100	503	493	17	39	22	27	48	29	13	5
Students without Disabilities (03-04)	1123	66236	98	99	511	504	15	23	21	23	45	42	19	13
Students without Disabilities (02-03)	1155	67105	97	100	512	506	10	18	19	24	54	47	16	12
Limited English Proficient Students (03-04)	129	15198	98	100	479	483	67	59	22	25	11	14	0	1
Limited English Proficient Students (02-03)	113	14780	97	100	482	486	54	50	39	32	7	18	0	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	22	832	NA	NA	504	492	8	36	17	31	75	31	0	3
Economically Disadvantaged (03-04)	523	35703	NA	NA	495	494	35	37	25	26	33	31	8	6
Economically Disadvantaged (02-03)	456	24961	NA	NA	502	495	20	32	28	30	46	34	7	4
Non-Economically Disadvantaged (03-04)	791	40274	NA	NA	516	509	9	17	20	20	48	47	23	17
Non-Economically Disadvantaged (02-03)	876	51241	NA	NA	516	509	6	14	16	22	58	51	20	14

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5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1307	75673	98	100	558	530	9	12	18	25	66	58	8	4
All Students (02-03)	1315	74692	96	99	521	502	9	18	22	27	54	47	14	8
Female (03-04)	652	37099	99	100	573	548	6	8	15	22	70	64	9	6
Female (02-03)	637	36710	96	99	526	509	7	14	19	26	56	50	17	10
Male (03-04)	652	38441	97	99	543	513	11	16	21	29	62	52	6	3
Male (02-03)	674	37742	95	98	516	495	10	22	25	28	53	44	12	6
African American (03-04)	50	3791	100	99	536	506	4	18	24	29	69	50	2	3
African American (02-03)	50	3516	100	94	513	487	14	26	28	31	50	39	8	4
Hispanic (03-04)	432	29305	98	99	523	507	15	16	22	31	59	51	4	2
Hispanic (02-03)	413	27492	93	96	503	486	13	27	33	32	46	38	8	4
Asian/Pacific Islander (03-04)	40	1665	98	99	569	573	6	6	14	16	69	67	11	10
Asian/Pacific Islander (02-03)	39	1428	93	94	548	528	0	8	14	20	54	54	31	18
American Indian/Alaskan Native (03-04)	20	4707	95	100	520	492	22	19	11	33	61	46	6	1
American Indian/Alaskan Native (02-03)	23	5166	96	100	511	470	16	39	26	32	53	27	5	2
White (03-04)	764	35760	99	99	576	550	6	9	16	21	69	64	9	6
White (02-03)	788	34785	97	94	529	517	7	10	18	23	58	56	17	11
Students with Disabilities (03-04)	191	9706	100	100	492	462	25	36	29	32	44	31	2	1
Students with Disabilities (02-03)	165	8428	89	98	486	472	26	38	26	30	42	29	5	3
Students without Disabilities (03-04)	1116	65967	98	99	566	536	7	10	16	25	69	60	8	5
Students without Disabilities (02-03)	1150	66264	97	99	522	503	8	17	22	27	55	48	15	8
Limited English Proficient Students (03-04)	128	15115	98	100	455	471	22	26	48	38	30	35	0	1
Limited English Proficient Students (02-03)	110	14363	94	100	444	459	59	47	41	34	0	19	0	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	22	814	NA	NA	493	475	17	33	50	37	25	27	8	2
Economically Disadvantaged (03-04)	520	35541	NA	NA	514	504	16	17	23	31	59	50	2	2
Economically Disadvantaged (02-03)	455	24507	NA	NA	495	480	19	31	35	33	38	33	7	3
Non-Economically Disadvantaged (03-04)	787	40091	NA	NA	583	550	4	9	15	21	70	64	11	6
Non-Economically Disadvantaged (02-03)	860	50185	NA	NA	533	511	4	13	17	24	61	53	18	10

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1384	75001	99	99	486	468	27	37	33	36	22	16	18	10
All Students (02-03)	1343	71167	100	99	477	463	28	38	43	41	17	14	12	7
Female (03-04)	677	36846	99	99	485	468	27	36	34	38	22	16	17	10
Female (02-03)	660	34825	100	99	473	462	30	38	44	42	17	14	9	6
Male (03-04)	700	37974	99	99	486	467	28	39	31	34	22	16	19	11
Male (02-03)	682	36047	100	99	481	464	26	38	41	39	18	15	15	8
African American (03-04)	49	3720	100	98	451	446	47	53	37	33	14	9	2	4
African American (02-03)	40	3225	100	95	449	441	55	57	34	34	10	6	0	2
Hispanic (03-04)	405	26675	99	98	455	448	50	52	32	34	11	10	7	4
Hispanic (02-03)	372	23643	99	97	452	445	46	53	42	37	9	8	3	2
Asian/Pacific Islander (03-04)	35	1575	97	99	529	504	21	18	14	33	24	20	41	29
Asian/Pacific Islander (02-03)	50	1503	98	100	501	493	12	18	44	40	22	23	22	19
American Indian/Alaskan Native (03-04)	29	4731	94	98	463	438	27	61	50	30	19	7	4	2
American Indian/Alaskan Native (02-03)	22	5161	88	100	456	435	50	63	36	30	7	5	7	2
White (03-04)	859	37785	99	99	499	482	18	25	33	39	27	21	23	15
White (02-03)	852	35245	100	95	486	476	21	26	43	45	21	19	15	10
Students with Disabilities (03-04)	208	8802	100	100	431	418	64	79	30	16	2	3	3	1
Students with Disabilities (02-03)	196	8095	98	100	441	426	57	69	40	25	3	5	0	1
Students without Disabilities (03-04)	1176	66199	99	99	490	472	24	34	33	38	24	17	19	11
Students without Disabilities (02-03)	1147	63072	100	99	478	464	27	37	43	41	18	15	12	7
Limited English Proficient Students (03-04)	90	11710	100	100	415	429	87	70	13	25	0	4	0	1
Limited English Proficient Students (02-03)	75	10317	100	100	427	426	76	72	24	25	0	2	0	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Economically Disadvantaged (03-04)	452	29814	NA	NA	452	448	49	53	34	33	12	10	5	4
Economically Disadvantaged (02-03)	251	17057	NA	NA	456	440	43	58	44	34	10	6	4	2
Non-Economically Disadvantaged (03-04)	932	45170	NA	NA	499	479	19	28	32	38	26	20	23	14
Non-Economically Disadvantaged (02-03)	1092	54110	NA	NA	481	468	25	33	42	43	19	16	14	8

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1382	74918	99	99	507	497	26	32	16	19	36	35	21	15
All Students (02-03)	1344	71100	100	99	518	502	14	25	18	21	44	40	25	15
Female (03-04)	676	36846	99	99	512	501	21	28	17	19	41	37	22	16
Female (02-03)	659	34801	100	99	519	505	12	21	18	22	47	42	23	15
Male (03-04)	701	37936	99	99	501	493	31	35	16	18	32	33	21	14
Male (02-03)	683	36010	100	99	517	499	16	28	17	20	40	38	26	14
African American (03-04)	48	3719	98	98	483	481	42	43	17	21	29	29	13	7
African American (02-03)	40	3219	100	95	501	486	18	38	32	24	39	31	11	7
Hispanic (03-04)	405	26645	99	98	484	478	44	46	16	20	30	27	10	6
Hispanic (02-03)	370	23630	98	96	501	485	24	37	24	25	40	32	12	6
Asian/Pacific Islander (03-04)	35	1571	97	99	522	521	23	18	6	15	35	38	35	30
Asian/Pacific Islander (02-03)	50	1509	98	100	533	522	10	12	12	14	41	46	37	28
American Indian/Alaskan Native (03-04)	30	4729	97	98	486	468	34	57	28	19	34	19	3	4
American Indian/Alaskan Native (02-03)	23	5144	92	100	514	478	13	46	27	24	40	25	20	5
White (03-04)	859	37773	99	99	517	511	17	20	17	18	40	41	26	21
White (02-03)	853	35198	100	95	524	515	10	15	15	18	46	47	29	21
Students with Disabilities (03-04)	208	8801	100	100	450	448	74	75	13	13	11	10	2	2
Students with Disabilities (02-03)	194	8121	97	100	476	470	39	55	36	20	21	21	4	4
Students without Disabilities (03-04)	1174	66117	99	99	516	501	18	28	17	19	41	37	24	16
Students without Disabilities (02-03)	1150	62979	100	99	519	503	13	23	17	21	44	41	25	15
Limited English Proficient Students (03-04)	90	11706	100	100	438	454	94	71	6	16	0	12	0	1
Limited English Proficient Students (02-03)	74	10304	100	100	465	462	71	63	18	23	12	13	0	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Economically Disadvantaged (03-04)	451	29785	NA	NA	480	477	46	47	16	20	30	26	7	6
Economically Disadvantaged (02-03)	253	17040	NA	NA	512	483	18	40	17	25	48	29	16	6
Non-Economically Disadvantaged (03-04)	931	45115	NA	NA	518	508	17	23	17	18	39	39	27	20
Non-Economically Disadvantaged (02-03)	1091	54060	NA	NA	519	507	13	20	18	20	43	43	26	17

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1368	74503	98	99	502	491	8	9	27	32	57	51	9	8
All Students (02-03)	1314	69001	98	96	503	490	8	17	31	37	59	45	1	1
Female (03-04)	675	36686	99	99	518	506	4	5	24	29	61	57	11	9
Female (02-03)	648	34086	98	97	507	496	6	13	30	36	63	51	1	1
Male (03-04)	688	37644	97	98	487	476	12	13	30	36	52	45	7	6
Male (02-03)	665	34644	97	95	499	484	11	22	33	39	55	38	1	0
African American (03-04)	47	3677	96	97	446	475	30	12	26	36	38	46	6	5
African American (02-03)	38	3115	100	92	493	478	11	25	50	44	36	31	4	0
Hispanic (03-04)	401	26500	98	97	474	467	11	13	37	39	49	44	4	4
Hispanic (02-03)	360	22656	95	92	490	476	15	27	43	43	40	30	1	0
Asian/Pacific Islander (03-04)	35	1566	97	99	518	537	10	5	26	23	45	55	19	18
Asian/Pacific Islander (02-03)	49	1472	96	98	513	507	10	8	15	30	73	60	2	2
American Indian/Alaskan Native (03-04)	29	4695	94	97	485	464	11	14	25	39	61	44	4	3
American Indian/Alaskan Native (02-03)	21	4940	84	98	492	469	8	34	46	43	46	23	0	0
White (03-04)	851	37606	98	99	517	508	5	6	23	28	61	56	11	10
White (02-03)	839	34501	98	93	508	500	5	10	27	34	67	55	1	1
Students with Disabilities (03-04)	202	8662	99	100	415	409	32	37	43	42	25	20	0	1
Students with Disabilities (02-03)	183	7386	92	95	476	459	19	46	52	37	29	17	0	0
Students without Disabilities (03-04)	1166	65841	98	98	516	499	4	7	24	32	61	53	10	8
Students without Disabilities (02-03)	1131	61615	99	97	504	491	8	16	31	37	60	45	1	1
Limited English Proficient Students (03-04)	89	11608	99	100	413	430	30	23	53	47	17	28	0	1
Limited English Proficient Students (02-03)	62	9662	95	100	445	454	46	51	54	40	0	9	0	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Economically Disadvantaged (03-04)	443	29587	NA	NA	457	465	18	14	36	40	44	43	3	4
Economically Disadvantaged (02-03)	241	16383	NA	NA	493	472	11	30	41	43	48	26	1	0
Non-Economically Disadvantaged (03-04)	925	44898	NA	NA	521	507	4	7	23	28	62	55	11	10
Non-Economically Disadvantaged (02-03)	1073	52618	NA	NA	505	494	8	14	29	36	62	49	1	1

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1227	65934	97	100	500	492	34	43	18	18	27	24	20	15
All Students (02-03)	1117	57534	94	91	497	491	38	46	19	16	25	23	18	15
Female (03-04)	575	32586	98	100	497	491	36	44	19	19	28	24	17	14
Female (02-03)	516	28155	93	90	496	491	39	47	18	16	26	24	17	14
Male (03-04)	651	33226	96	99	502	493	33	42	18	18	26	24	23	16
Male (02-03)	601	28932	94	89	498	491	36	46	20	15	25	23	19	16
African American (03-04)	41	3042	93	98	478	478	59	58	16	19	16	17	8	6
African American (02-03)	38	2558	90	86	483	475	52	64	12	15	24	16	12	6
Hispanic (03-04)	330	21740	95	100	476	475	60	63	19	17	16	15	5	5
Hispanic (02-03)	274	17547	90	86	485	475	52	64	24	15	15	15	9	6
Asian/Pacific Islander (03-04)	39	1643	95	99	521	519	24	23	8	13	39	30	29	34
Asian/Pacific Islander (02-03)	40	1395	93	96	506	519	29	22	29	16	14	28	29	35
American Indian/Alaskan Native (03-04)	21	4351	100	99	481	472	55	68	25	16	10	13	10	4
American Indian/Alaskan Native (02-03)	16	3794	89	91	491	468	36	72	29	13	29	12	7	3
White (03-04)	796	34819	98	99	510	505	22	27	19	20	32	31	27	22
White (02-03)	742	29790	95	86	501	501	33	34	17	17	29	29	20	20
Students with Disabilities (03-04)	160	6507	94	100	452	456	90	83	4	9	4	6	2	2
Students with Disabilities (02-03)	107	5562	71	93	466	461	77	79	6	10	17	8	0	3
Students without Disabilities (03-04)	1067	59427	97	100	503	494	30	41	19	19	29	25	22	16
Students without Disabilities (02-03)	1010	51972	97	90	498	492	36	45	20	16	26	24	18	15
Limited English Proficient Students (03-04)	78	6793	100	100	464	464	79	79	12	11	6	8	3	2
Limited English Proficient Students (02-03)	55	5467	90	100	452	458	100	87	0	7	0	5	0	1
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Migrant Students (02-03)	--	702	--	NA	--	471	--	74	--	9	--	14	--	3
Economically Disadvantaged (03-04)	272	18745	NA	NA	473	475	65	64	17	16	10	15	9	5
Economically Disadvantaged (02-03)	--	10446	--	NA	--	472	--	70	--	13	--	13	--	4
Non-Economically Disadvantaged (03-04)	955	47182	NA	NA	507	499	25	35	19	19	32	27	24	19
Non-Economically Disadvantaged (02-03)	1117	47088	NA	NA	497	495	38	42	19	16	25	26	18	17

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Amphitheater Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1272	68162	99	100	524	509	14	18	16	24	56	51	14	8
All Students (02-03)	1114	56700	93	89	528	512	7	15	19	23	59	52	16	10
Female (03-04)	596	32586	99	100	529	513	11	15	16	23	57	52	16	9
Female (02-03)	527	27862	95	89	533	517	5	12	17	22	59	54	20	12
Male (03-04)	676	34521	98	100	519	505	17	20	16	24	54	49	13	7
Male (02-03)	587	28398	92	88	523	507	9	19	20	24	59	49	13	9
African American (03-04)	43	3163	96	99	503	497	24	22	15	30	56	46	5	3
African American (02-03)	39	2529	93	85	517	495	16	24	29	31	45	41	10	4
Hispanic (03-04)	349	22624	98	100	487	487	37	32	24	31	36	35	4	2
Hispanic (02-03)	273	17305	90	85	506	494	11	24	31	31	52	41	5	4
Asian/Pacific Islander (03-04)	39	1666	95	100	524	523	11	11	16	17	65	60	8	12
Asian/Pacific Islander (02-03)	41	1382	95	95	527	530	9	6	11	17	69	59	11	17
American Indian/Alaskan Native (03-04)	21	4592	100	100	503	484	20	32	30	37	40	30	10	1
American Indian/Alaskan Native (02-03)	16	3815	89	91	524	489	7	29	50	35	36	35	7	2
White (03-04)	820	35727	99	100	542	526	4	7	13	17	64	64	19	12
White (02-03)	739	29209	94	84	535	525	5	9	14	17	61	59	20	15
Students with Disabilities (03-04)	174	6845	98	100	468	468	51	53	30	29	18	18	2	1
Students with Disabilities (02-03)	110	5215	73	87	493	478	23	43	29	29	43	25	6	2
Students without Disabilities (03-04)	1098	61317	99	100	531	512	10	15	15	23	60	53	16	8
Students without Disabilities (02-03)	1004	51485	96	89	529	513	6	15	18	23	59	52	17	11
Limited English Proficient Students (03-04)	88	7152	100	100	450	464	82	57	14	31	5	12	0	0
Limited English Proficient Students (02-03)	54	5378	89	100	457	471	70	48	30	36	0	15	0	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Migrant Students (02-03)	--	689	--	NA	--	486	--	31	--	36	--	30	--	2
Economically Disadvantaged (03-04)	289	19528	NA	NA	485	487	41	31	23	32	31	34	4	2
Economically Disadvantaged (02-03)	--	10358	--	NA	--	492	--	26	--	33	--	37	--	4
Non-Economically Disadvantaged (03-04)	983	48595	NA	NA	536	518	6	13	14	20	63	57	17	10
Non-Economically Disadvantaged (02-03)	1114	46342	NA	NA	528	516	7	13	19	21	59	54	16	12

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1269	67629	98	100	541	524	20	22	15	16	58	59	7	3
All Students (02-03)	1050	55090	88	87	493	479	9	16	14	13	76	70	1	0
Female (03-04)	593	33347	99	100	555	537	16	17	13	15	63	64	8	4
Female (02-03)	488	27752	88	89	501	483	7	13	12	12	79	75	1	0
Male (03-04)	676	34151	98	99	529	512	23	27	17	18	54	54	6	2
Male (02-03)	562	26842	88	83	486	474	11	20	16	15	73	65	0	0
African American (03-04)	43	3150	96	99	517	515	24	24	20	19	54	56	2	2
African American (02-03)	33	2336	79	78	469	464	31	25	3	14	66	62	0	0
Hispanic (03-04)	349	22313	98	100	478	493	39	34	18	19	40	46	3	1
Hispanic (02-03)	248	16391	82	81	471	458	19	28	21	16	60	56	0	0
Asian/Pacific Islander (03-04)	39	1659	95	100	565	564	16	11	19	12	57	68	8	9
Asian/Pacific Islander (02-03)	38	1356	88	93	502	499	0	7	16	9	81	83	3	2
American Indian/Alaskan Native (03-04)	20	4528	95	99	472	492	42	35	37	21	21	42	0	1
American Indian/Alaskan Native (02-03)	16	3731	89	89	471	446	20	37	13	16	67	47	0	0
White (03-04)	817	35593	99	99	570	547	11	13	13	14	67	69	9	4
White (02-03)	715	29053	91	84	501	492	5	8	13	12	81	79	1	0
Students with Disabilities (03-04)	176	6712	99	100	435	445	61	61	22	18	17	21	0	0
Students with Disabilities (02-03)	92	4141	61	69	447	436	37	47	13	18	50	35	0	0
Students without Disabilities (03-04)	1093	60917	98	100	554	530	15	19	14	16	63	61	8	3
Students without Disabilities (02-03)	958	50949	92	89	495	479	8	16	14	13	77	71	1	0
Limited English Proficient Students (03-04)	87	6994	100	100	378	442	78	58	10	18	11	23	0	0
Limited English Proficient Students (02-03)	42	4711	69	96	412	422	67	61	33	13	0	26	0	0
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Migrant Students (02-03)	--	666	--	NA	--	444	--	39	--	11	--	50	--	0
Economically Disadvantaged (03-04)	288	19310	NA	NA	464	489	43	35	23	20	33	44	1	1
Economically Disadvantaged (02-03)	NC	10168	NC	NA	NC	453	NC	32	NC	18	NC	50	NC	0
Non-Economically Disadvantaged (03-04)	981	48278	NA	NA	564	538	13	17	13	15	66	65	9	4
Non-Economically Disadvantaged (02-03)	1049	44922	NA	NA	493	484	9	13	14	13	76	73	1	0

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Amphitheater Unified District

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Amphitheater Unified District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Amphitheater Unified District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Amphitheater High School	N/A	Performing	Met
Amphitheater Middle School	Highly Performing	N/A	Met
Canyon Del Oro High School	N/A	Highly Performing	Met
Copper Creek Elementary School	Highly Performing	N/A	Met
Coronado K-8 School	Performing	N/A	Met
E C Nash School	Performing	N/A	Met
Frances Owen Holaway Elementary School	Performing	N/A	Met
Helen Keeling Elementary School	Performing	N/A	Met
Ironwood Ridge High School	N/A	Highly Performing	Met
L M Prince School	Performing	N/A	Met
La Cima Middle School	Highly Performing	N/A	Met
Lawrence W Cross Middle School	Excelling	N/A	Met
Lulu Walker School	Performing	N/A	Met
Marion Donaldson Elementary School	Highly Performing	N/A	Met
Mesa Verde Elementary School	Performing	N/A	Met
Painted Sky Elementary School	Highly Performing	N/A	Met
Richard B Wilson Jr School	Excelling	N/A	Met
Rillito Center	Not Evaluated	Not Evaluated	Met
Rio Vista Elementary School	Performing	N/A	Met
Winifred Harelson Elementary School	Excelling	N/A	Met

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Footnotes

1 Adequate Yearly Progress, please visit our westsite at http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the distrct and not audited by the ADE. If all values are set to $0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.

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