



Data Book

2020-2021

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District Overview

Unless otherwise noted, all statistics were collected on the last day of the 2020-21 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 (2020-21)	\$1,658,280,681
Geographic Area.....	112 sq. miles
Estimated Population of School District	145,515

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2019

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	1,394
Part-Time Employees	501

Student Enrollment at Year End	12,105
Elementary	6,956
Secondary	5,149

Race/Ethnicity Distribution

Asian	3.3%
Black	4.8%
Hispanic (of any Race)	43.0%
Native American/American Indian	1.6%
White (not of Hispanic origin)	44.0%
Multi-racial	3.4%

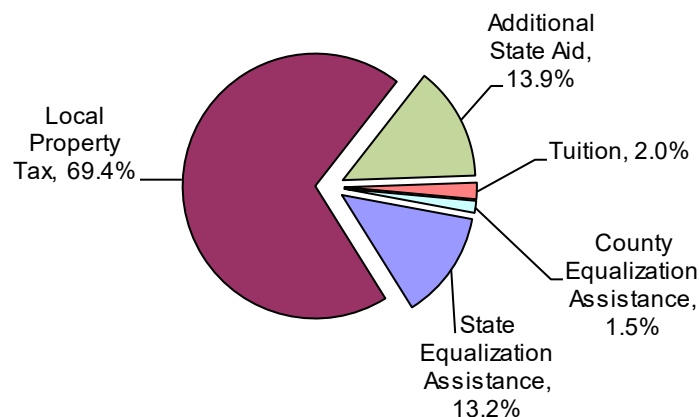
Number of Schools by AZ LEARNS Letter Grade (2019-21)

"A" Schools	6
"B" Schools	9
"C" Schools	5
"D" Schools	0
"F" Schools	0

Percent of Students Eligible for

Free or Reduced Lunch	31.0%
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General Fund M & O Revenue Sources (2020-21)



Amphitheater Governing Board (as of January 2021)

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

School District Spending (Fiscal Year 2020)

Source: Arizona Office of the Auditor General, Arizona School District Spending – Fiscal Year 2020, March 2021, Report No 21-201

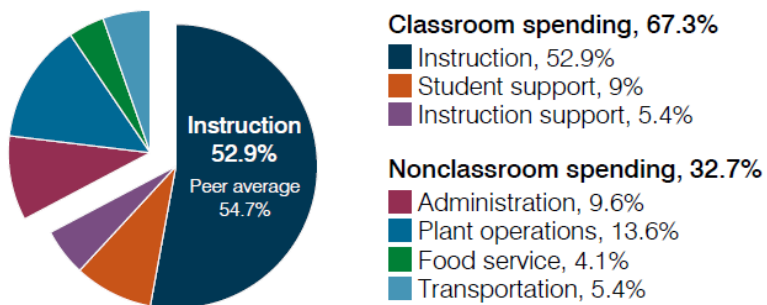
Per pupil spending

Spending by area	District		Peer average 2020
	2019	2020	
Instruction	\$ 4,839	\$ 4,793	\$ 4,636
Student Support	733	812	715
Instruction Support	438	491	514
Administration	801	868	855
Plant Operations	1,191	1,228	988
Food Service	376	377	362
Transportation	549	484	386
Total operational	\$ 8,927	\$ 9,053	\$ 8,456
Land and buildings	\$ 627	\$ 841	\$ 1,754
Equipment	612	406	553
Interest	291	310	345
Other	80	80	153
Total nonoperational	\$ 1,610	\$ 1,637	\$ 2,805
Total per pupil spending	\$ 10,537	\$ 10,690	\$ 11,261

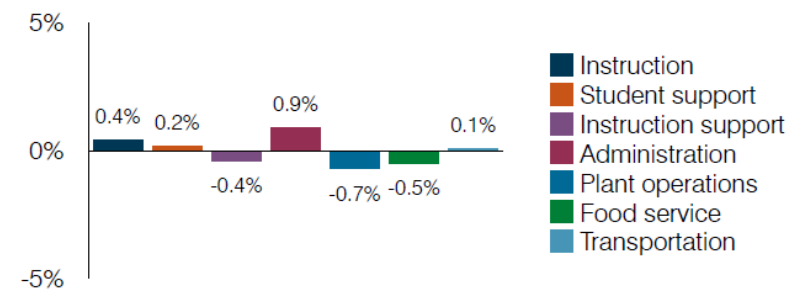
Operational measures relative to peer averages

Operational area	Measure	District	Peer average
Administration	Cost per pupil	\$868	\$855
	Students per administrative position	50	65
Plant Operations	Cost per square foot	\$5.99	\$6.79
	Square footage per student	205	147
Food Service	Cost per meal	\$3.29	\$3.89
Transportation	Cost per mile	\$5.50	\$4.22
	Cost per rider	\$1,538	\$1,471

Amphitheater District spending by operational area Fiscal year 2020



Percentage point change in spending by operational area (fiscal year 2015 versus 2020)



Arizona LEARNS A-F Letter Grades

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

Traditional K-8 Schools (Fiscal Year 2019 - unchanged for 2020, 2021)											
					English Language Proficiency & Growth Points (10% of Total Points)	Acceleration/ Readiness Points (10% of Total Points)		Percentage Earned (If EL category is NA, Total Points is divided by 90, not 100)	Bonus Points (for Special Education & Science Testing)	Total Score	Letter Grade
		Percent of Students Tested	Proficiency/ Stability Points (30% of Total Points)	Growth Points (50% of Total Points)			Total Points				
Middle & K-8 Schools	Amphitheater Middle	96%	10.26	34.26	6.0	10.0	60.51	60.5%	2.0	62.5	C
	Coronado K-8	99%	20.67	39.11	10.0	10.0	79.78	79.8%	3.5	83.3	B
	Cross Middle	98%	22.00	40.69	NA	10.0	72.69	80.8%	3.5	84.3	B
	La Cima Middle	98%	15.37	35.11	9.0	10.0	69.48	69.5%	2.0	71.5	B
	Wilson K-8	99%	24.80	42.76	10.0	10.0	87.56	87.6%	5.0	92.6	A
Elementary Schools	Copper Creek Elem.	100%	23.57	38.24	NA	10.0	71.82	79.8%	3.5	83.3	B
	Donaldson Elem.	98%	17.68	40.54	6.0	8.0	72.22	72.2%	3.5	75.7	B
	Harelson Elem.	100%	27.26	36.64	7.0	10.0	80.90	80.9%	5.0	85.9	A
	Holaway Elem.	98%	17.06	43.03	10.0	10.0	80.08	80.1%	2.0	82.1	B
	Innovation Academy	100%	27.81	44.15	NA	10.0	81.96	91.1%	5.0	96.1	A
	Keeling Elem.	99%	10.68	36.56	8.0	10.0	65.24	65.2%	2.0	67.2	C
	Mesa Verde Elem.	100%	24.23	35.93	NA	10.0	70.15	77.9%	3.5	81.4	B
	Nash Elem.	98%	13.26	33.07	9.0	10.0	65.32	65.3%	2.0	67.3	C
	Painted Sky Elem.	99%	28.16	40.80	NA	6.0	74.96	83.3%	5.0	88.3	A
	Prince Elem.	99%	14.25	42.92	10.0	10.0	77.17	77.2%	2.0	79.2	B
	Rio Vista Elem.	99%	19.62	34.31	10.0	2.0	65.93	65.9%	2.0	67.9	C
	Walker Elem.	100%	23.38	48.77	10.0	8.0	90.15	90.2%	3.5	93.6	A

Total Score Needed For Each Letter Grade (FY2019, 2020, 2021)				
A	B	C	D	F
84.67 - 100%	72.39 - 84.66%	60.11 - 72.38%	47.83 - 60.10%	< 47.82%

Arizona LEARNS A-F Letter Grades (cont.)

Traditional 9-12 Schools (Fiscal Year 2019, unchanged for 2020, 2021)				
		Amphitheater High School	Canyon del Oro High School	Ironwood Ridge High School
Percent Tested		90%	97%	97%
Proficiency Points (30% of Total Points)		11.23	18.26	17.12
Subgroup Improvement	Proficiency Points (10% of Total Points)	4.67	2.67	4.00
	Graduation Points (5% of Total Points)	2.50	2.50	2.50
	Dropout Points (5% of Total Points)	1.67	3.75	2.22
English Language Proficiency & Growth Points (10% of Total Points)		10.0	NA	9.0
Graduation Rate	4-, 5-, 6-, 7-year Graduation Rate Points (10% of Total Points)	9.0	10.0	10.0
	4-year Graduation Rate Improvement (10% of Total Points)	5.0	5.0	5.0
College & Career Ready Self-Report Scaled Score (20% of Total Points)		14.7	17.3	14.4
Total Points		58.76	59.48	64.24
Percentage Earned (If EL category is NA, Total Points is divided by 90, not 100)		58.8%	66.1%	64.2%
Bonus Points (for Special Education & Science Testing)		3.00	4.50	4.50
Total Score		61.76	70.59	68.74
Letter Grade		C	A	B

Total Score Needed For Each Letter Grade (FY2019)

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

Arizona LEARNS A-F Letter Grades – History

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

Note: Determinations from 2014 remained unchanged for 2015 and 2016 while the state transitioned between state assessments. Determinations for 2017 and 2018 are based on a different accountability model than used in previous years. Determinations for 2020 and 2021 remained unchanged from 2019 due to COVID-19 school closures, affecting Spring 2020 testing.

About the A-F Letter Grades

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

Who Attends Our Schools?

Race/Ethnic Distribution: District

DISTRICT TOTALS (all grades)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.6%	5.0%	42.0%	1.8%	45.0%	2.6%
2017-18	3.6%	4.9%	42.3%	1.9%	44.6%	2.8%
2018-19	3.5%	4.9%	42.6%	1.8%	44.4%	2.8%
2019-20	3.4%	5.0%	42.6%	1.8%	44.3%	2.9%
2020-21	3.3%	4.8%	43.0%	1.6%	44.0%	3.4%

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
2016-17	5.0%	11.1%	60.8%	3.5%	18.5%	1.1%
2017-18	4.9%	11.6%	61.5%	3.4%	17.0%	1.6%
2018-19	4.8%	10.8%	63.5%	3.1%	16.5%	1.3%
2019-20	4.7%	10.9%	63.3%	3.4%	16.1%	1.6%
2020-21	4.4%	11.6%	65.0%	2.5%	15.0%	1.5%

Canyon del Oro High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.4%	2.8%	34.4%	1.1%	56.5%	1.8%
2017-18	3.7%	2.3%	34.4%	1.2%	56.6%	1.9%
2018-19	4.1%	2.7%	33.8%	1.1%	56.4%	2.0%
2019-20	4.9%	2.4%	32.6%	1.2%	56.7%	2.2%
2020-21	4.8%	2.5%	32.5%	1.4%	56.2%	2.6%

Ironwood Ridge High						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	4.1%	2.4%	24.6%	0.6%	67.2%	1.2%
2017-18	4.3%	3.1%	25.2%	0.6%	65.2%	1.6%
2018-19	3.9%	2.8%	25.6%	0.6%	65.2%	1.9%
2019-20	4.1%	2.2%	27.0%	0.6%	64.3%	1.8%
2020-21	3.5%	1.8%	25.6%	0.4%	66.1%	2.6%

Rillito (grades 9-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	6.3%	6.3%	40.6%	0.0%	46.9%	0.0%
2017-18	5.6%	8.3%	33.3%	2.8%	50.0%	0.0%
2018-19	6.3%	9.4%	21.9%	3.1%	59.4%	0.0%
2019-20	3.7%	3.7%	25.9%	3.7%	63.0%	0.0%
2020-21	5.6%	0.0%	27.8%	0.0%	66.7%	0.0%

Amphi Academy Online (grades 6-12)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	0.0%	0.0%	33.3%	0.0%	60.3%	6.3%
2017-18	1.4%	2.7%	45.2%	0.0%	50.7%	0.0%
2018-19	1.7%	5.0%	44.6%	0.8%	46.3%	1.7%
2019-20	0.0%	1.4%	40.3%	2.1%	52.8%	3.5%
2020-21	3.5%	2.4%	44.7%	2.7%	43.3%	3.3%

HIGH SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	4.0%	4.7%	37.3%	1.5%	51.0%	1.4%
2017-18	4.2%	5.0%	38.0%	1.5%	49.6%	1.7%
2018-19	4.2%	4.9%	38.3%	1.4%	49.5%	1.8%
2019-20	4.4%	4.4%	38.6%	1.6%	49.1%	1.9%
2020-21	4.1%	4.1%	39.1%	1.6%	48.6%	2.5%

Race/Ethnic Distribution: Middle School

Amphitheater Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	4.4%	13.4%	61.3%	4.5%	14.5%	2.0%
2017-18	3.5%	12.7%	59.9%	4.4%	16.8%	2.6%
2018-19	2.4%	11.6%	62.8%	3.9%	16.9%	2.4%
2019-20	2.0%	13.2%	60.1%	5.5%	15.8%	3.4%
2020-21	1.8%	15.0%	58.8%	4.1%	15.5%	4.8%

Coronado (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	1.9%	2.9%	33.7%	0.6%	59.6%	1.3%
2017-18	2.1%	2.3%	33.1%	0.4%	60.3%	1.9%
2018-19	1.7%	1.9%	33.0%	0.9%	60.2%	2.3%
2019-20	1.2%	2.4%	35.9%	0.5%	56.5%	3.6%
2020-21	1.2%	2.3%	41.6%	0.0%	52.0%	2.9%

Cross Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	4.6%	2.2%	33.1%	0.9%	57.2%	2.0%
2017-18	3.9%	2.7%	33.5%	1.8%	55.2%	3.0%
2018-19	3.8%	2.8%	32.4%	2.5%	55.4%	3.0%
2019-20	3.5%	2.5%	31.2%	2.2%	57.1%	3.5%
2020-21	2.9%	2.3%	32.8%	1.1%	57.8%	3.2%

La Cima Middle						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2015-16	3.1%	5.5%	64.4%	3.7%	22.3%	1.1%
2016-17	4.5%	5.2%	67.3%	2.5%	19.6%	0.9%
2017-18	4.4%	4.2%	67.7%	3.1%	19.6%	1.1%
2018-19	5.2%	3.1%	66.6%	3.7%	20.3%	1.0%
2020-21	2.7%	4.8%	71.3%	3.7%	16.2%	1.3%

Wilson (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.6%	2.2%	20.6%	1.0%	70.5%	2.1%
2017-18	3.2%	1.4%	23.5%	0.6%	68.9%	2.4%
2018-19	3.1%	2.0%	20.6%	0.8%	70.1%	3.4%
2019-20	2.5%	2.3%	25.6%	0.5%	65.6%	3.5%
2020-21	2.7%	2.3%	27.8%	0.4%	61.9%	4.9%

Rillito (grades 6-8)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	0.0%	0.0%	22.2%	0.0%	77.8%	0.0%
2017-18	0.0%	0.0%	14.3%	0.0%	85.7%	0.0%
2018-19	25.0%	8.3%	25.0%	0.0%	41.7%	0.0%
2019-20	14.3%	0.0%	35.7%	7.1%	35.7%	7.1%
2020-21	11.1%	0.0%	44.4%	5.6%	33.3%	5.6%

MIDDLE SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.8%	5.4%	42.2%	2.0%	44.8%	1.7%
2017-18	3.4%	5.1%	43.0%	2.2%	44.0%	2.3%
2018-19	3.3%	4.7%	42.8%	2.4%	44.3%	2.5%
2019-20	2.6%	5.4%	43.6%	2.7%	42.4%	3.2%
2020-21	2.4%	5.6%	45.0%	1.9%	41.5%	3.6%

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
2016-17	3.6%	2.5%	28.5%	0.2%	57.3%	7.9%
2017-18	3.3%	1.6%	28.5%	0.2%	58.3%	8.1%
2018-19	2.5%	2.3%	30.3%	0.2%	58.7%	6.0%
2019-20	2.0%	3.0%	27.6%	0.5%	61.7%	5.2%
2020-21	1.6%	2.9%	29.7%	0.6%	60.6%	4.5%

Coronado (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	0.5%	0.7%	50.9%	0.9%	44.7%	2.3%
2017-18	0.5%	0.7%	49.5%	0.5%	47.3%	1.5%
2018-19	0.8%	0.5%	50.3%	0.3%	46.4%	1.6%
2019-20	0.8%	0.3%	53.4%	0.0%	43.9%	1.6%
2020-21	1.1%	0.4%	54.9%	0.0%	42.9%	0.7%

Donaldson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	4.3%	2.2%	42.5%	3.1%	44.9%	3.1%
2017-18	3.7%	3.7%	47.0%	1.1%	41.6%	2.8%
2018-19	2.3%	2.6%	48.1%	2.0%	40.9%	4.0%
2019-20	1.5%	5.2%	47.6%	3.0%	38.8%	3.9%
2020-21	2.0%	8.1%	48.8%	2.4%	36.2%	2.4%

Harelson Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	5.4%	2.1%	22.8%	0.8%	67.1%	1.9%
2017-18	5.2%	1.7%	22.9%	0.7%	66.9%	2.6%
2018-19	4.8%	1.6%	24.6%	0.6%	64.5%	3.8%
2019-20	4.1%	1.6%	26.9%	0.2%	63.6%	3.7%
2020-21	4.9%	0.7%	25.5%	0.0%	64.5%	4.4%

Holaway Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	2.2%	5.8%	58.2%	4.4%	25.1%	4.4%
2017-18	2.3%	5.7%	57.4%	3.9%	25.5%	5.2%
2018-19	2.5%	6.2%	60.5%	2.5%	23.2%	5.2%
2019-20	1.8%	5.5%	59.1%	3.6%	24.7%	5.2%
2020-21	3.4%	6.5%	54.0%	2.4%	27.8%	5.8%

Innovation Academy						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17						
2017-18	2.2%	1.9%	21.0%	1.9%	66.7%	6.5%
2018-19	2.6%	1.2%	21.8%	1.2%	67.1%	6.1%
2019-20	2.8%	1.1%	22.2%	1.1%	68.0%	4.9%
2020-21	1.9%	0.0%	25.1%	0.3%	67.1%	5.5%

Keeling Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	0.9%	11.2%	68.6%	3.3%	11.7%	4.2%
2017-18	3.5%	11.2%	67.3%	3.7%	9.2%	5.0%
2018-19	2.3%	12.9%	64.8%	3.9%	12.1%	4.1%
2019-20	3.7%	14.6%	61.8%	2.5%	14.9%	2.5%
2020-21	3.6%	13.3%	63.4%	3.2%	11.8%	4.7%

Mesa Verde Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	2.2%	1.2%	34.0%	0.2%	59.3%	3.0%
2017-18	1.4%	1.1%	34.8%	0.6%	60.1%	2.0%
2018-19	1.4%	1.4%	32.5%	0.0%	62.3%	2.5%
2019-20	1.6%	1.1%	35.4%	0.0%	59.3%	2.6%
2020-21	1.5%	0.9%	32.8%	0.0%	60.7%	4.0%

Race/Ethnic Distribution: Elementary School (cont.)

Nash Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	2.8%	5.1%	75.3%	4.4%	9.7%	2.8%
2017-18	3.1%	2.9%	78.0%	5.5%	9.7%	0.8%
2018-19	3.3%	3.6%	77.4%	5.9%	8.7%	1.3%
2019-20	2.7%	9.1%	72.5%	4.8%	9.1%	1.9%
2020-21	2.5%	7.5%	73.8%	5.4%	8.8%	2.1%

Painted Sky Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.1%	2.1%	17.5%	0.0%	71.5%	5.7%
2017-18	1.7%	2.2%	21.9%	0.0%	67.9%	6.3%
2018-19	3.7%	1.8%	24.8%	0.0%	65.3%	4.4%
2019-20	2.9%	2.4%	25.0%	0.0%	63.7%	6.0%
2020-21	2.8%	2.0%	25.8%	0.0%	63.0%	6.4%

Prince Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.7%	17.0%	55.6%	4.7%	15.3%	3.7%
2017-18	3.6%	17.3%	54.6%	4.5%	14.4%	5.5%
2018-19	3.4%	18.2%	59.5%	3.4%	11.4%	4.1%
2019-20	4.1%	17.7%	59.1%	3.2%	12.3%	3.6%
2020-21	2.6%	17.8%	57.3%	4.8%	13.9%	3.5%

Rio Vista Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	2.0%	5.1%	71.0%	2.4%	17.3%	2.0%
2017-18	2.1%	4.7%	70.1%	1.5%	19.4%	2.1%
2018-19	2.6%	4.9%	71.1%	1.5%	17.7%	2.2%
2019-20	2.4%	3.9%	71.5%	1.0%	20.2%	1.0%
2020-21	1.5%	5.4%	69.6%	1.9%	20.4%	1.2%

Walker Elementary						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	6.3%	3.4%	53.6%	1.2%	32.8%	2.6%
2017-18	6.3%	3.4%	53.7%	1.7%	33.5%	1.5%
2018-19	5.7%	3.8%	54.3%	1.1%	33.2%	1.9%
2019-20	4.6%	2.9%	55.7%	0.8%	32.6%	3.3%
2020-21	3.7%	3.4%	57.6%	1.2%	31.4%	2.7%

Wilson (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.9%	1.9%	25.4%	0.3%	64.6%	3.9%
2017-18	3.7%	2.3%	27.0%	0.7%	63.3%	3.0%
2018-19	4.2%	3.1%	25.9%	1.5%	61.9%	3.3%
2019-20	4.8%	3.0%	24.1%	0.7%	64.5%	3.0%
2020-21	5.0%	1.7%	27.4%	0.6%	60.3%	5.0%

Rillito (grades PS-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	8.1%	2.7%	43.2%	5.4%	40.5%	0.0%
2017-18	12.2%	0.0%	43.9%	7.3%	31.7%	4.9%
2018-19	12.2%	2.4%	43.9%	7.3%	29.3%	4.9%
2019-20	6.7%	4.4%	55.6%	2.2%	26.7%	4.4%
2020-21	4.8%	4.8%	57.1%	2.4%	28.6%	2.4%

Amphi Academy Online (grades K-5)						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2020-21	4.6%	4.1%	52.8%	1.1%	33.0%	4.4%

ELEMENTARY SCHOOL DISTRICT TOTALS						
	Asian	Black	Hispanic	Native Am.	White	Multi-racial
2016-17	3.3%	5.0%	45.1%	2.0%	40.9%	3.7%
2017-18	3.2%	4.6%	45.0%	1.9%	41.4%	3.8%
2018-19	3.2%	4.9%	45.8%	1.8%	40.7%	3.7%
2019-20	3.0%	5.2%	45.2%	1.5%	41.6%	3.5%
2020-21	3.1%	5.0%	45.4%	1.5%	41.1%	4.0%

Notes:

"Hispanic" includes students of any racial category.

"Asian" includes Hawaiian and Pacific Islander racial categories.

"Multi-racial" includes non-Hispanic students that marked more than one racial category.

Grade Level Distribution: High School

Amphitheater High School				
	9th	10th	11th	12th
2016-17	26.7%	27.3%	25.7%	20.2%
2017-18	25.8%	25.1%	25.2%	23.9%
2018-19	28.6%	25.4%	23.1%	23.0%
2019-20	25.7%	27.2%	24.0%	23.1%
2020-21	28.5%	24.9%	24.5%	22.1%

Canyon del Oro High School				
	9th	10th	11th	12th
2016-17	24.6%	24.1%	24.5%	26.7%
2017-18	27.7%	24.4%	24.1%	23.9%
2018-19	24.1%	27.9%	24.6%	23.4%
2019-20	26.2%	24.3%	26.4%	23.1%
2020-21	29.9%	24.3%	22.1%	23.8%

Ironwood Ridge High School				
	9th	10th	11th	12th
2016-17	25.5%	27.8%	22.7%	24.0%
2017-18	25.9%	25.3%	26.2%	22.5%
2018-19	26.7%	24.2%	23.9%	25.3%
2019-20	23.8%	27.2%	24.2%	24.8%
2020-21	25.6%	23.2%	26.8%	24.4%

*Rillito School (grades 9-12)				
	9th	10th	11th	12th
2016-17	15.6%	15.6%	9.4%	59.4%
2017-18	19.4%	11.1%	16.7%	52.8%
2018-19	6.3%	18.8%	12.5%	62.5%
2019-20	7.4%	11.1%	18.5%	63.0%
2020-21	22.2%	0.0%	16.7%	61.1%

**Amphi Academy Online				
	9th	10th	11th	12th
2016-17	12.0%	28.0%	32.0%	28.0%
2017-18	13.8%	17.2%	32.8%	36.2%
2018-19	15.9%	15.9%	24.8%	43.4%
2019-20	9.2%	18.3%	27.5%	45.0%
2020-21	18.7%	24.7%	25.6%	31.0%

GRADE DISTRIBUTION: DISTRICT				
	9th	10th	11th	12th
2016-17	8.2%	8.5%	7.8%	7.9%
2017-18	8.6%	8.1%	8.2%	7.7%
2018-19	8.6%	8.5%	7.9%	8.2%
2019-20	8.2%	8.6%	8.3%	8.1%
2020-21	9.3%	8.4%	8.6%	8.6%

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

** Amphi Academy Online is an online school.

Grade Level Distribution: Middle School

Amphitheater Middle School			
	6th	7th	8th
2016-17	33.8%	35.0%	31.2%
2017-18	39.0%	28.9%	32.1%
2018-19	35.6%	35.7%	28.7%
2019-20	30.4%	34.4%	35.2%
2020-21	29.3%	31.8%	38.9%

**Coronado (grades 6-8)			
	6th	7th	8th
2016-17	30.8%	37.2%	32.0%
2017-18	30.8%	32.8%	36.4%
2018-19	33.0%	33.8%	33.2%
2019-20	31.7%	33.1%	35.2%
2020-21	29.9%	34.0%	36.0%

Cross Middle School			
	6th	7th	8th
2016-17	23.6%	36.4%	40.1%
2017-18	29.2%	34.8%	36.0%
2018-19	28.7%	37.9%	33.4%
2019-20	31.0%	33.1%	35.8%
2020-21	27.9%	36.6%	35.5%

La Cima Middle School			
	6th	7th	8th
2016-17	35.9%	32.7%	31.4%
2017-18	33.0%	36.3%	30.8%
2018-19	34.9%	31.7%	33.4%
2019-20	32.3%	34.9%	32.8%
2020-21	32.7%	33.0%	34.3%

*Rillito School (grades 6-8)			
	6th	7th	8th
2016-17	22.2%	33.3%	44.4%
2017-18	42.9%	28.6%	28.6%
2018-19	41.7%	33.3%	25.0%
2019-20	42.9%	28.6%	28.6%
2020-21	50.0%	27.8%	22.2%

**Wilson (grades 6-8)			
	6th	7th	8th
2016-17	31.0%	35.9%	33.2%
2017-18	29.4%	33.2%	37.4%
2018-19	34.7%	31.9%	33.4%
2019-20	27.8%	36.9%	35.3%
2020-21	28.8%	30.5%	40.7%

***Amphi Academy Online			
	6th	7th	8th
2016-17	33.3%	33.3%	33.3%
2017-18	13.3%	20.0%	66.7%
2018-19	25.0%	12.5%	62.5%
2019-20	12.0%	48.0%	40.0%
2020-21	33.0%	35.2%	31.8%

GRADE DISTRIBUTION: DISTRICT			
	6th	7th	8th
2016-17	6.9%	7.5%	7.2%
2017-18	7.6%	7.2%	7.7%
2018-19	7.8%	7.7%	7.2%
2019-20	7.2%	7.7%	7.9%
2020-21	7.0%	7.5%	8.2%

* 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.

Grade Level Distribution: Elementary School

Copper Creek Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	10.6%	14.4%	16.2%	15.7%	14.1%	15.3%	13.7%
2017-18	15.7%	12.4%	14.4%	12.6%	13.8%	13.6%	17.5%
2018-19	13.2%	12.5%	13.9%	16.2%	13.9%	16.4%	14.1%
2019-20	9.4%	12.4%	14.1%	14.9%	14.6%	16.1%	18.4%
2020-21	11.3%	12.3%	13.9%	13.9%	14.8%	15.2%	18.7%

**Coronado (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.0%	16.1%	14.5%	16.1%	15.4%	20.0%	17.7%
2017-18	2.0%	13.1%	15.5%	14.5%	16.7%	17.7%	20.4%
2018-19	1.1%	14.0%	14.3%	16.5%	17.9%	17.0%	19.2%
2019-20	2.2%	11.6%	16.2%	15.9%	17.3%	19.7%	17.3%
2020-21	0.4%	12.1%	12.1%	19.0%	15.4%	19.8%	21.2%

Donaldson Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	15.4%	13.2%	14.5%	14.2%	15.1%	15.7%	12.0%
2017-18	14.0%	13.7%	10.5%	15.1%	14.5%	15.7%	16.5%
2018-19	13.8%	16.1%	14.1%	11.0%	15.0%	15.9%	14.1%
2019-20	12.7%	15.5%	15.2%	11.8%	11.2%	17.6%	16.1%
2020-21	11.0%	10.6%	15.9%	15.4%	14.2%	15.0%	17.9%

Harelson Elementary								
	PS	KG	1st	2nd	3rd	4th	5th	6th
2016-17	0.8%	13.0%	14.5%	13.2%	17.6%	14.3%	16.4%	10.1%
2017-18	0.7%	12.6%	14.7%	14.7%	13.8%	16.9%	15.4%	11.2%
2018-19	0.4%	11.0%	13.6%	17.0%	16.0%	14.4%	17.8%	9.6%
2019-20	0.0%	14.0%	12.6%	14.7%	17.4%	17.8%	14.7%	8.7%
2020-21	0.2%	11.8%	14.6%	13.9%	14.4%	18.1%	18.1%	8.8%

Holaway Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	5.8%	18.0%	14.6%	17.0%	13.6%	16.5%	14.4%
2017-18	11.2%	14.8%	14.6%	15.0%	16.6%	12.1%	15.7%
2018-19	11.6%	15.1%	15.3%	13.8%	13.1%	18.8%	12.3%
2019-20	12.5%	13.8%	13.8%	14.6%	13.5%	15.6%	16.1%
2020-21	13.7%	14.8%	15.8%	15.1%	14.1%	12.7%	13.7%

Innovation Academy							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17							
2017-18	0.0%	21.3%	18.2%	20.7%	18.2%	13.0%	8.6%
2018-19	6.1%	18.3%	19.2%	15.5%	16.2%	14.6%	10.1%
2019-20	5.6%	16.3%	17.2%	18.3%	15.5%	15.5%	11.6%
2020-21	6.6%	16.0%	16.3%	14.9%	16.3%	14.6%	15.2%

Keeling Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.0%	15.0%	18.5%	15.5%	15.0%	15.2%	20.8%
2017-18	1.2%	16.0%	16.7%	17.0%	16.5%	14.2%	18.5%
2018-19	1.0%	14.9%	16.5%	15.7%	19.0%	15.4%	17.5%
2019-20	1.1%	16.0%	14.3%	17.7%	14.0%	19.9%	16.9%
2020-21	0.4%	15.4%	15.8%	14.7%	19.7%	15.1%	19.0%

Mesa Verde Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.2%	14.6%	17.6%	15.9%	15.6%	16.6%	19.4%
2017-18	0.0%	18.5%	14.2%	15.3%	14.2%	19.1%	18.8%
2018-19	0.0%	15.4%	18.5%	14.6%	15.7%	15.4%	20.4%
2019-20	0.5%	17.7%	16.9%	17.7%	14.6%	17.2%	15.3%
2020-21	0.3%	13.2%	16.9%	18.1%	18.4%	14.7%	18.4%

Grade Level Distribution: Elementary School (cont.)

Nash Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.0%	16.4%	21.7%	15.7%	16.6%	14.1%	15.5%
2017-18	0.3%	14.4%	14.7%	22.3%	16.3%	17.3%	14.7%
2018-19	1.3%	11.5%	16.8%	17.3%	21.4%	14.5%	17.3%
2019-20	0.8%	13.4%	12.6%	19.5%	18.4%	19.3%	16.0%
2020-21	0.0%	12.5%	13.8%	12.9%	21.7%	19.6%	19.6%

Painted Sky Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.3%	12.5%	17.5%	18.4%	14.8%	14.4%	22.0%
2017-18	1.5%	14.1%	12.7%	17.0%	18.2%	17.0%	19.5%
2018-19	10.1%	13.0%	13.6%	13.4%	16.9%	15.6%	17.4%
2019-20	10.8%	10.6%	18.1%	13.1%	13.9%	15.5%	17.9%
2020-21	10.4%	12.6%	12.9%	17.9%	14.0%	14.6%	17.6%

Prince Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	4.9%	15.3%	17.0%	14.2%	16.7%	17.0%	14.8%
2017-18	0.8%	14.3%	15.6%	17.7%	16.0%	17.3%	18.3%
2018-19	1.4%	15.5%	15.5%	17.0%	18.7%	15.5%	16.4%
2019-20	1.3%	16.4%	16.4%	14.8%	17.3%	18.0%	15.9%
2020-21	0.4%	16.1%	15.6%	18.5%	14.1%	15.4%	19.8%

*Rillito School (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	27.0%	13.5%	8.1%	18.9%	10.8%	13.5%	8.1%
2017-18	22.0%	9.8%	14.6%	7.3%	17.1%	14.6%	14.6%
2018-19	19.5%	14.6%	17.1%	9.8%	4.9%	19.5%	14.6%
2019-20	33.3%	13.3%	4.4%	13.3%	8.9%	2.2%	24.4%
2020-21	26.2%	19.0%	23.8%	11.9%	9.5%	7.1%	2.4%

Rio Vista Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.4%	15.7%	14.1%	19.6%	15.5%	16.3%	18.4%
2017-18	0.6%	11.1%	19.9%	15.6%	20.1%	16.9%	15.8%
2018-19	0.4%	14.3%	13.0%	19.0%	16.1%	21.0%	16.1%
2019-20	0.0%	15.4%	16.1%	12.0%	19.8%	15.1%	21.7%
2020-21	0.8%	11.9%	17.7%	20.4%	11.9%	20.0%	17.3%

Walker Elementary							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	4.7%	14.4%	17.4%	16.0%	14.6%	16.2%	16.8%
2017-18	8.8%	14.5%	15.6%	15.6%	15.6%	13.3%	16.6%
2018-19	10.4%	16.0%	14.5%	14.0%	16.4%	16.8%	11.9%
2019-20	10.2%	16.3%	15.0%	13.3%	13.1%	15.4%	16.7%
2020-21	10.1%	15.5%	18.6%	16.8%	12.2%	13.1%	13.7%

** Wilson (grades PS-5)							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	0.6%	10.2%	14.3%	15.5%	16.9%	23.8%	18.7%
2017-18	1.1%	11.5%	10.8%	14.7%	15.1%	19.3%	27.5%
2018-19	0.4%	12.8%	15.1%	11.7%	19.5%	16.3%	24.3%
2019-20	0.9%	12.0%	15.5%	15.9%	14.1%	22.5%	19.1%
2020-21	1.1%	13.4%	13.7%	14.5%	17.9%	14.5%	24.9%

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

GRADE DISTRIBUTION: DISTRICT							
	PS	KG	1st	2nd	3rd	4th	5th
2016-17	1.5%	6.7%	7.6%	7.4%	7.2%	7.8%	7.9%
2017-18	1.9%	6.4%	6.7%	7.3%	7.3%	7.3%	8.0%
2018-19	2.2%	6.3%	6.8%	6.8%	7.5%	7.2%	7.3%
2019-20	2.4%	6.4%	6.7%	6.7%	6.8%	7.7%	7.4%
2020-21	2.0%	5.9%	6.6%	6.9%	6.7%	6.8%	7.8%

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

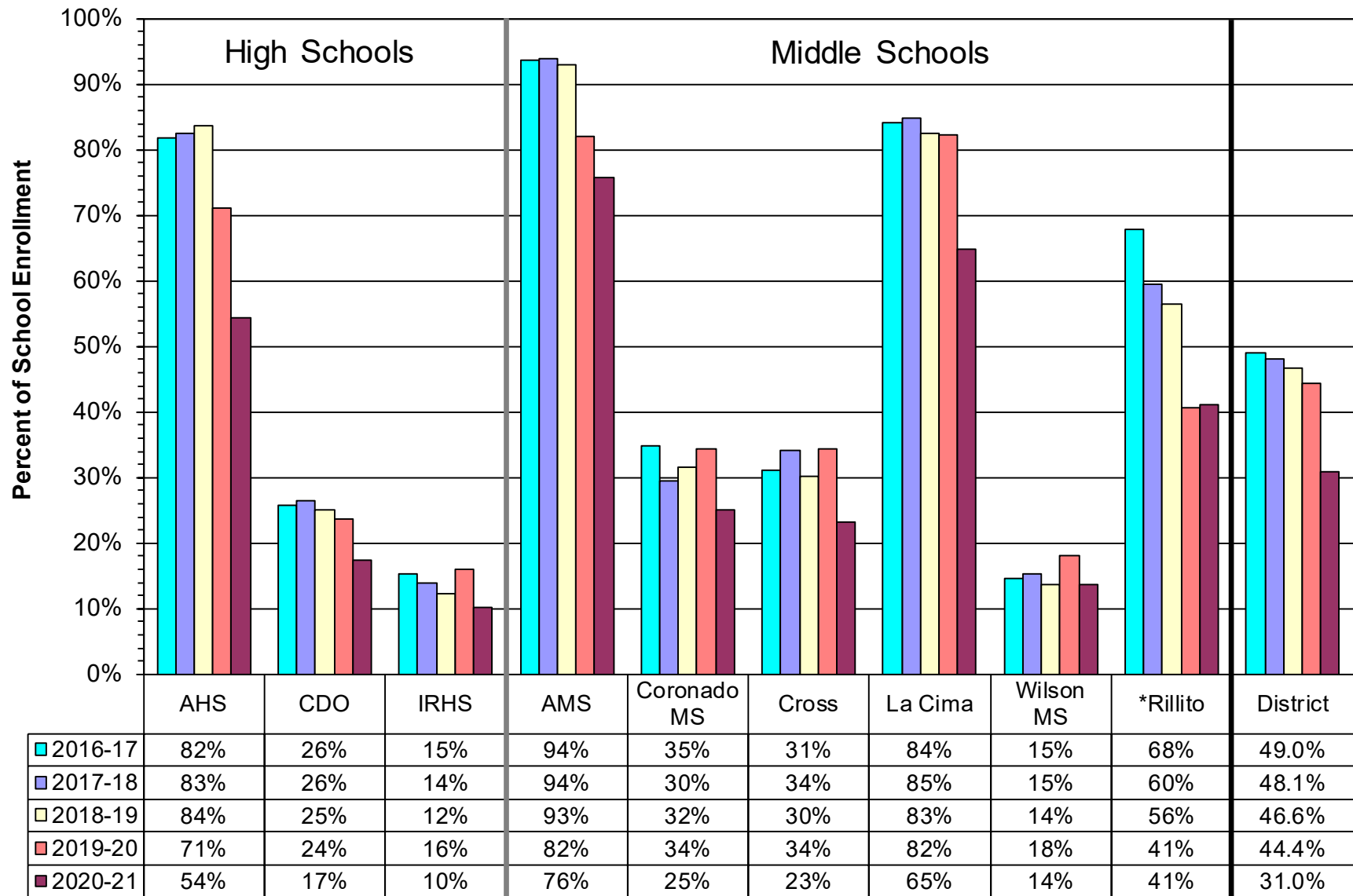
** Both Coronado and Wilson serve students in pre-school through 8th grade.

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

Title I School Enrollment

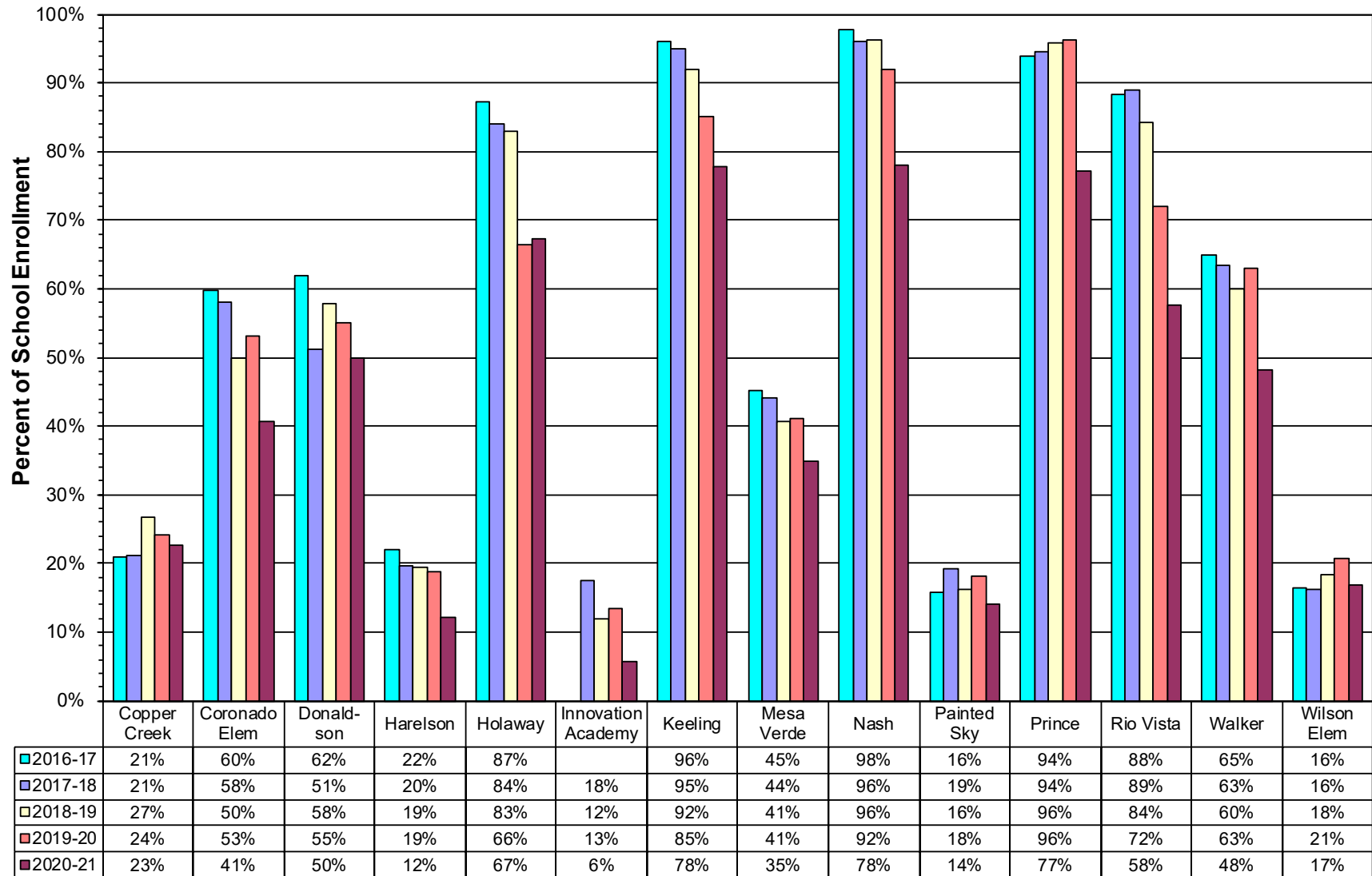
	2016-17	2017-18	2018-19	2019-20	2020-21
Amphitheater High	1,146	1,159	1,154	1,154	913
Amphitheater Middle	711	769	750	738	560
Coronado K-8	912	887	834	791	617
Donaldson Elementary	325	351	347	330	246
Holaway Elementary	411	439	405	384	291
Keeling Elementary	427	401	389	356	279
La Cima Middle	443	455	482	461	376
Mesa Verde Elementary	403	367	363	378	326
Nash Elementary	433	381	393	374	240
Prince Elementary	730	617	587	555	454
Rio Vista Elementary	490	468	453	410	260
Walker Elementary	494	475	470	480	328
Title I Year End Enrollment	6,925	6,769	6,627	6,411	4,890
Year End District Enrollment	14,025	13,871	13,765	13,500	12,105
% of Title I Enrollment	49.4%	48.8%	48.1%	47.5%	40.4%

Free and Reduced Lunch Program Enrollment

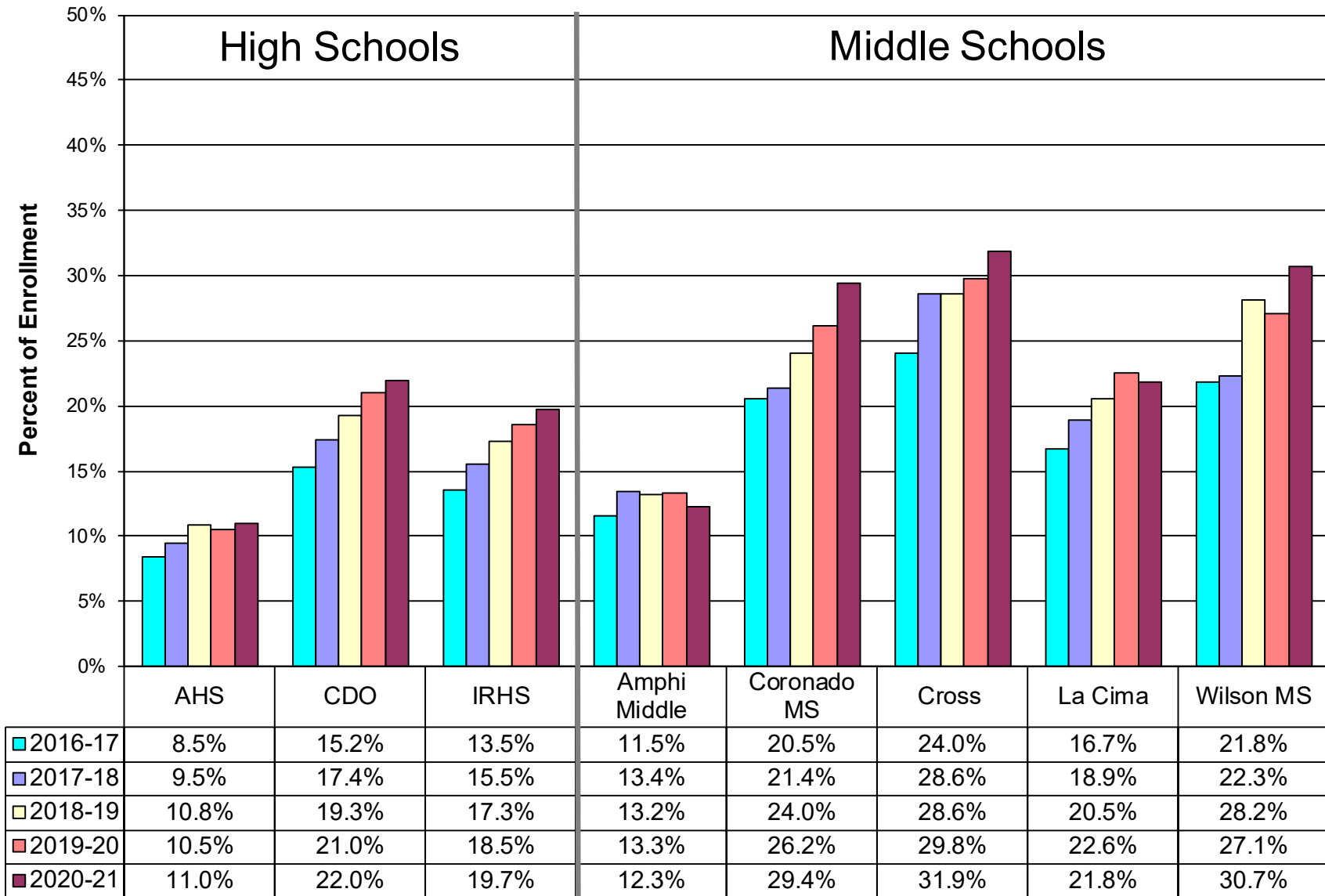


Note: Rillito School is a Special Education School serving pre-school through 12th grade.

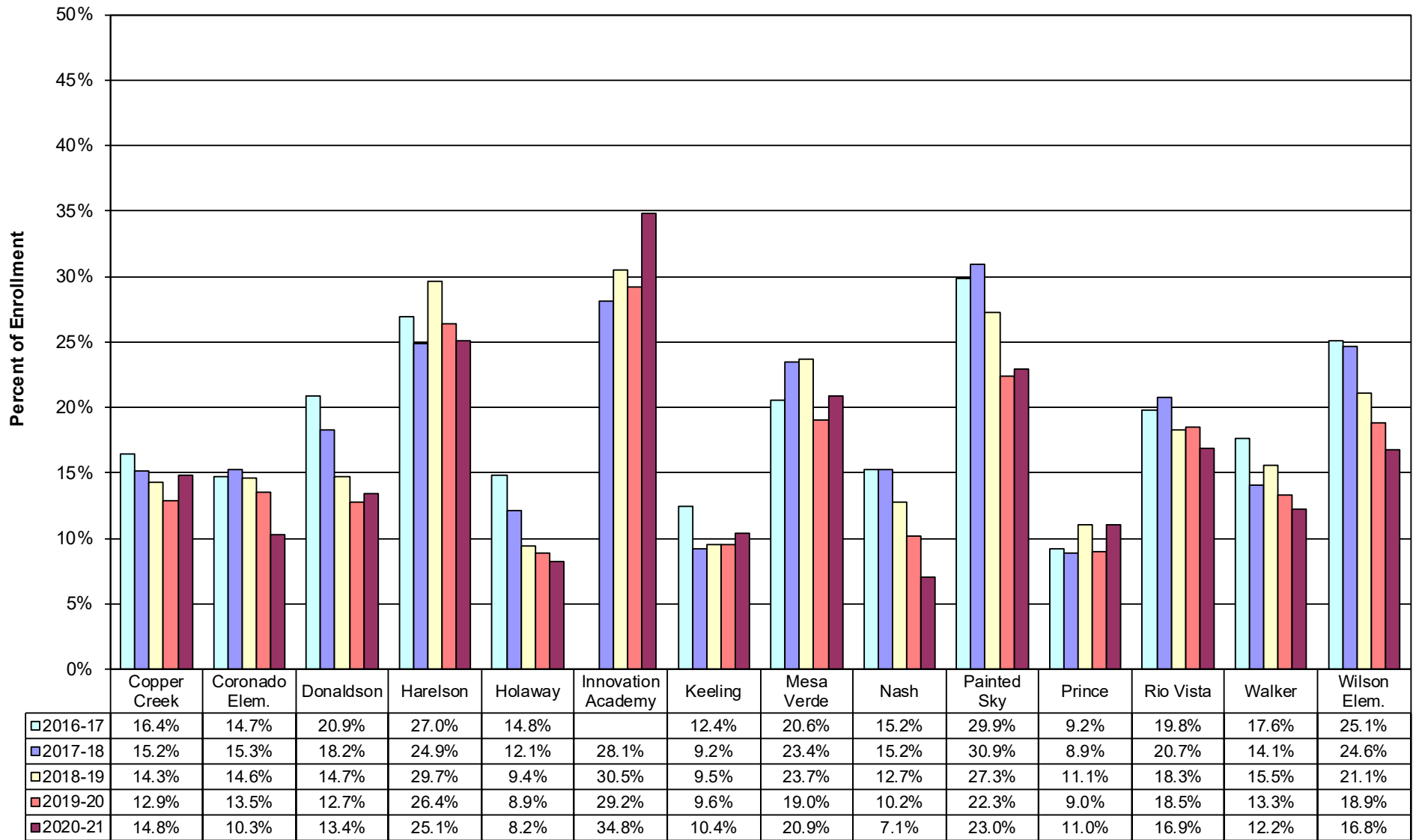
Free and Reduced Lunch Program Enrollment (cont.)



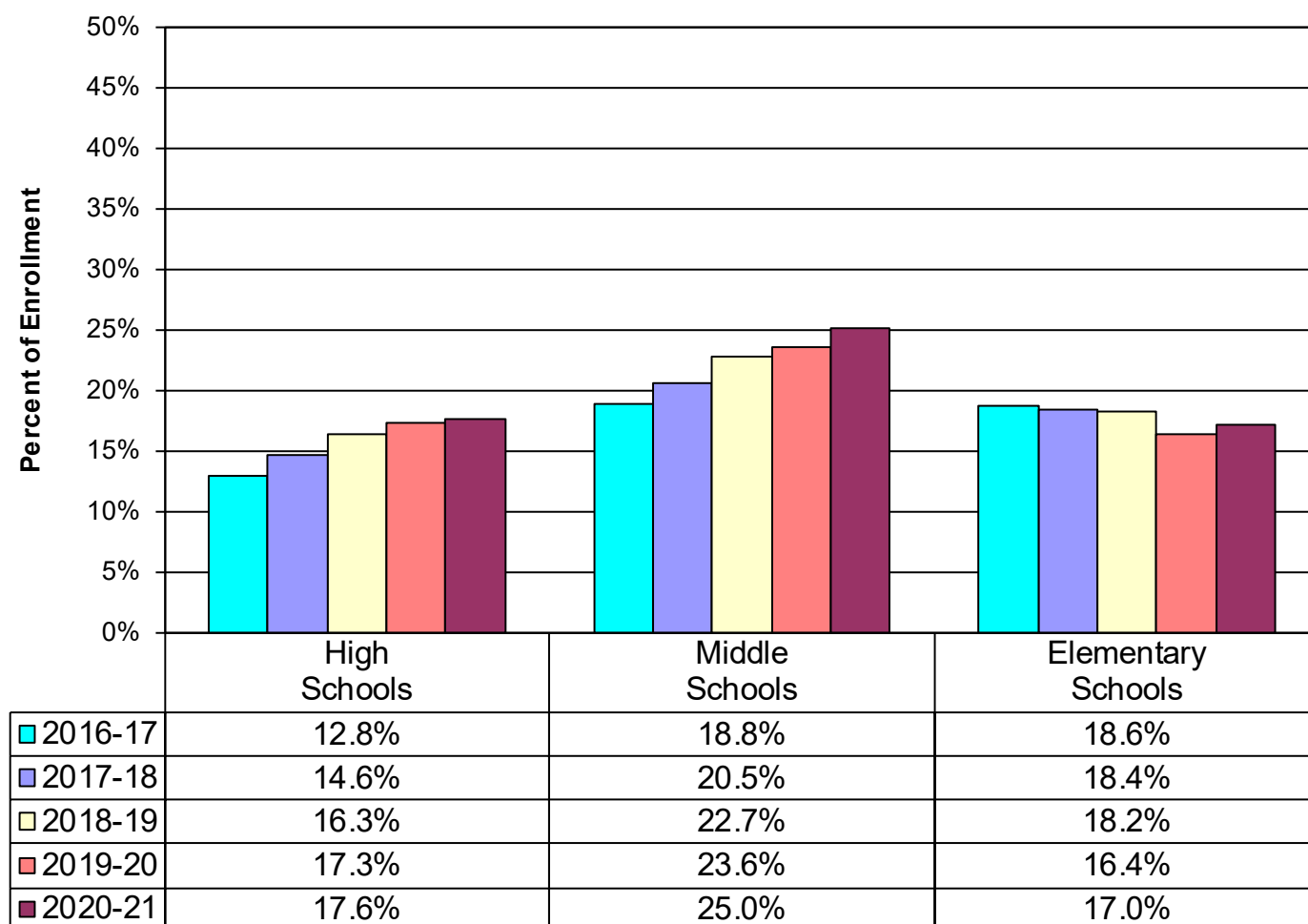
REACH Gifted & Talented Program – Student Enrollment



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



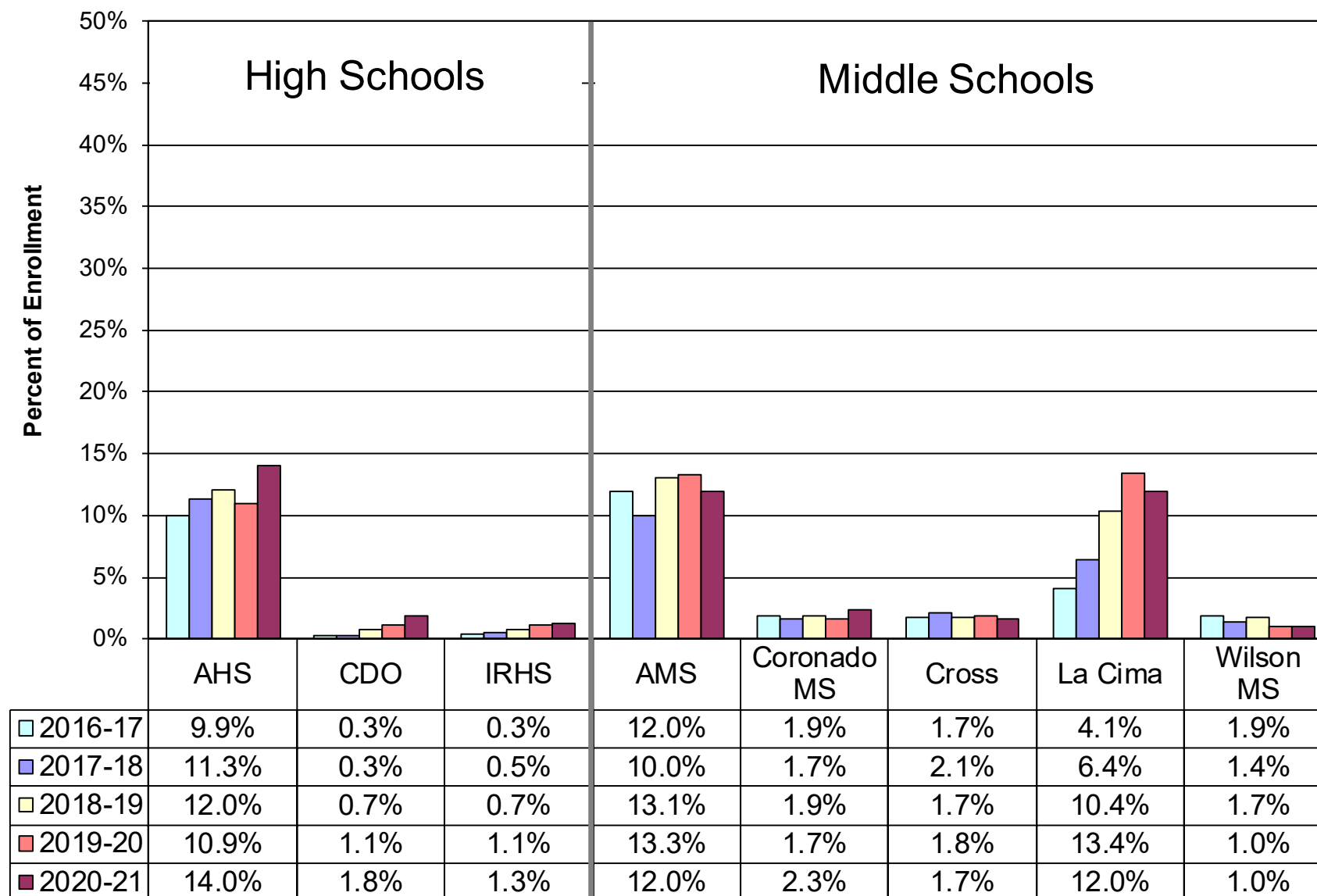
REACH Gifted & Talented Program – Student Enrollment (cont.)



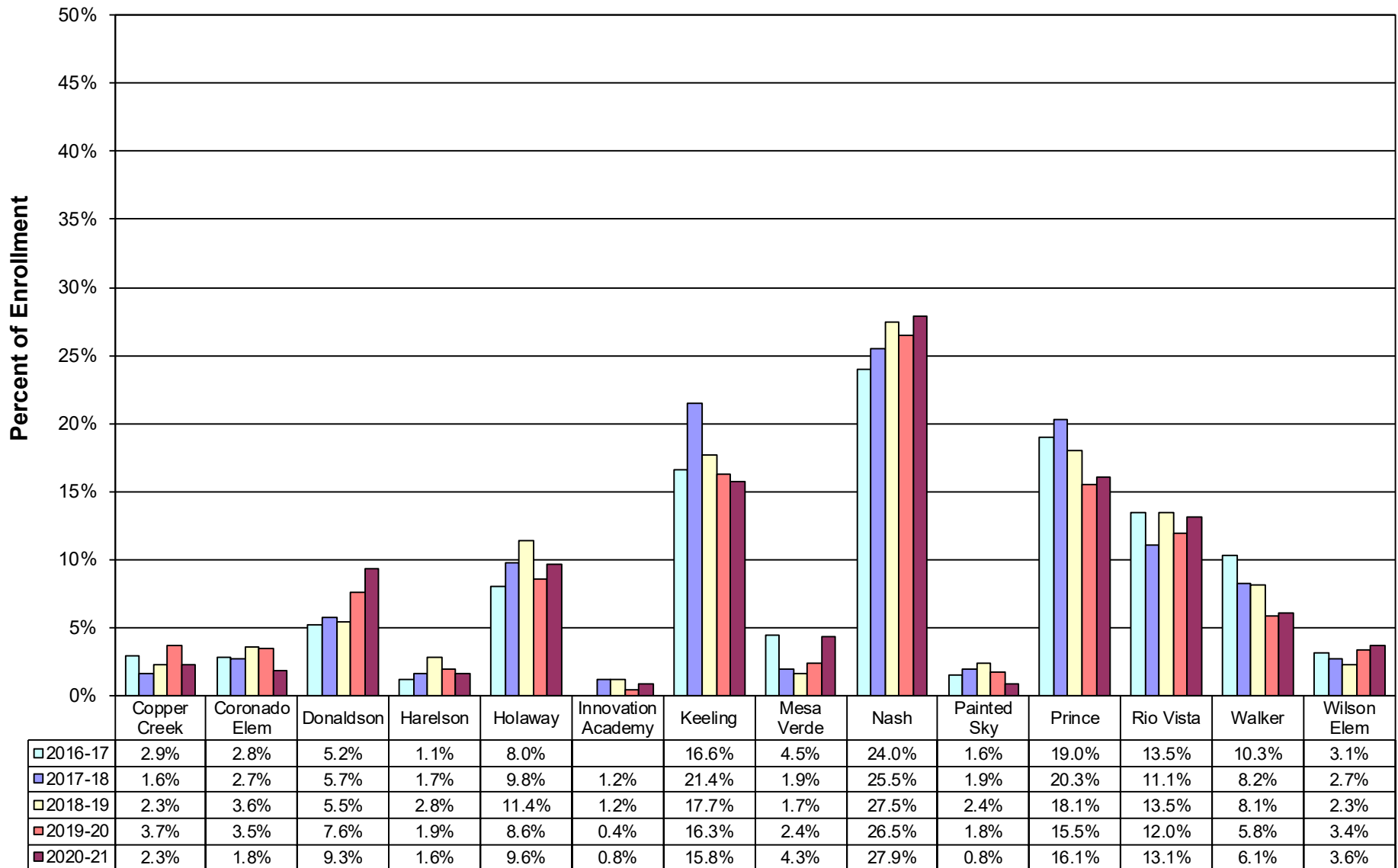
Total Enrollment in the REACH Gifted & Talented Program

	2016-17	2017-18	2018-19	2019-20	2020-21
REACH Enrollment	2,348	2,417	2,520	2,429	2,287
Year End District Enrollment	14,025	13,871	13,765	13,500	12,105
% of District Enrollment	16.8%	17.4%	18.6%	18.3%	18.9%

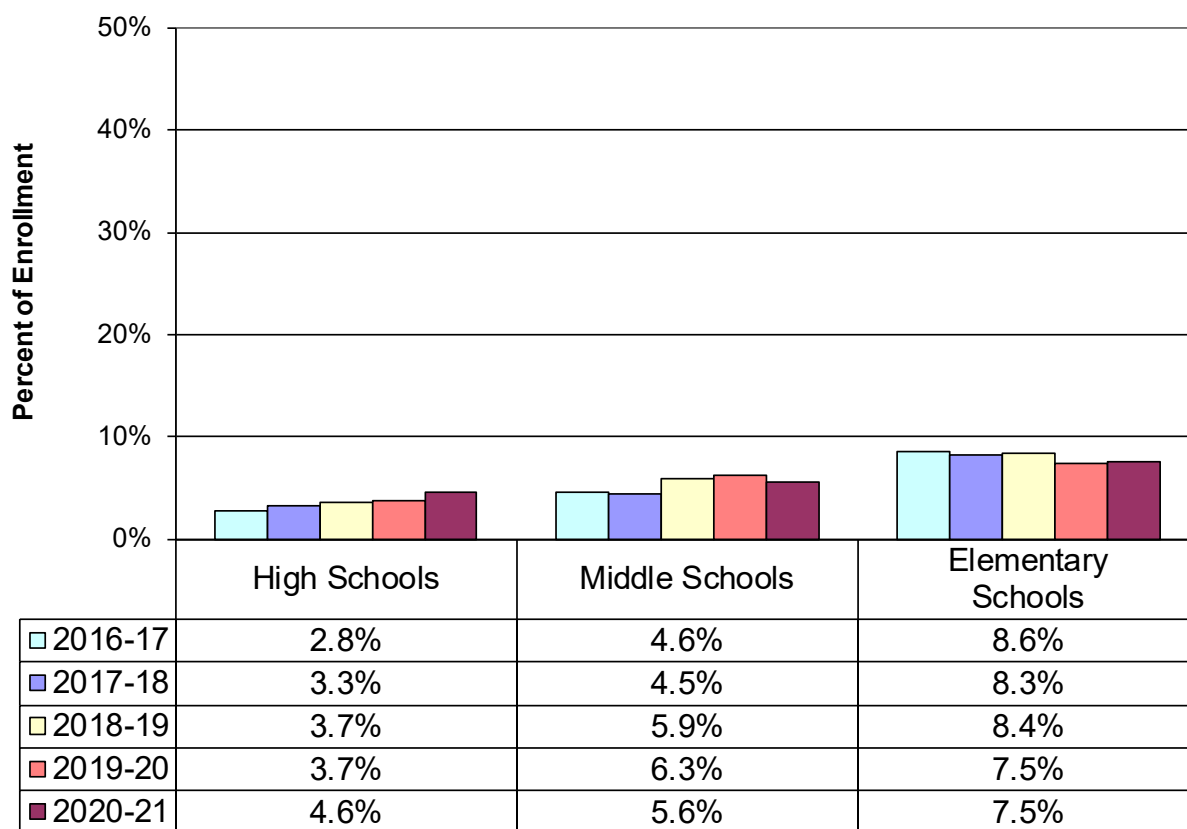
English Language Learner (ELL) Services – Student Enrollment



ELL Services – Student Enrollment (cont.)



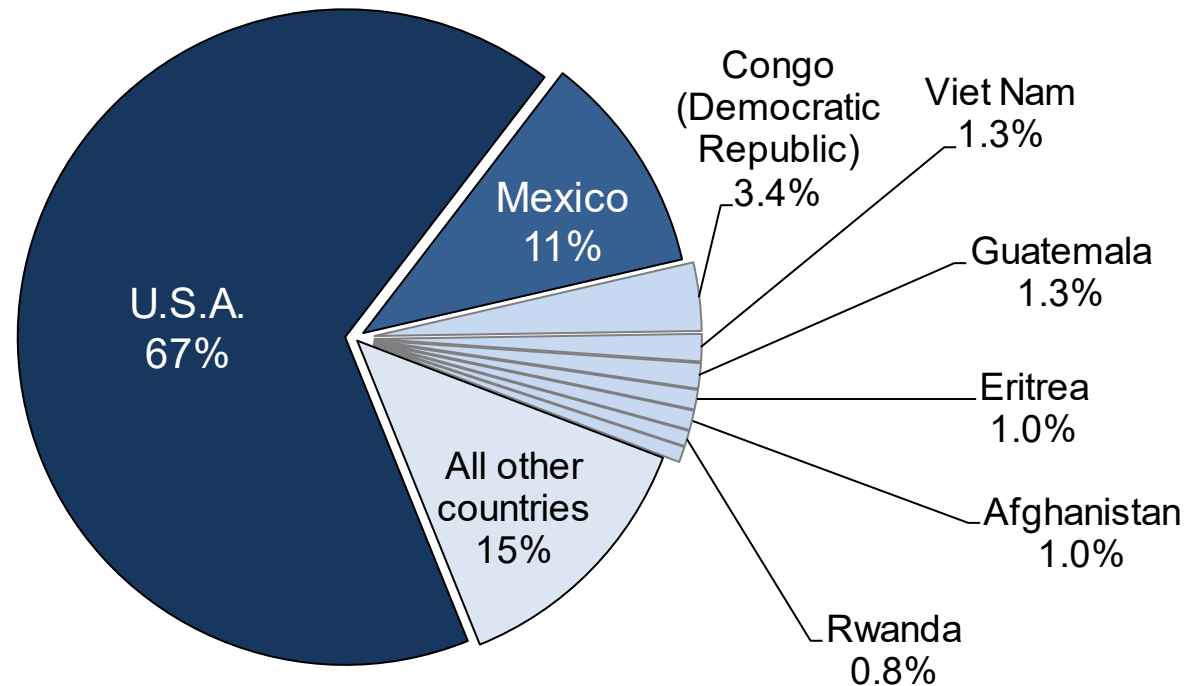
ELL Services – Student Enrollment: District



Total Enrollment in ELL Services

	2016-17	2017-18	2018-19	2019-20	2020-21
ELL Year End Enrollment	824	808	860	799	708
Year End District Enrollment	14,025	13,871	13,765	13,500	12,105
% of District Enrollment	5.9%	5.9%	6.3%	6.0%	5.8%

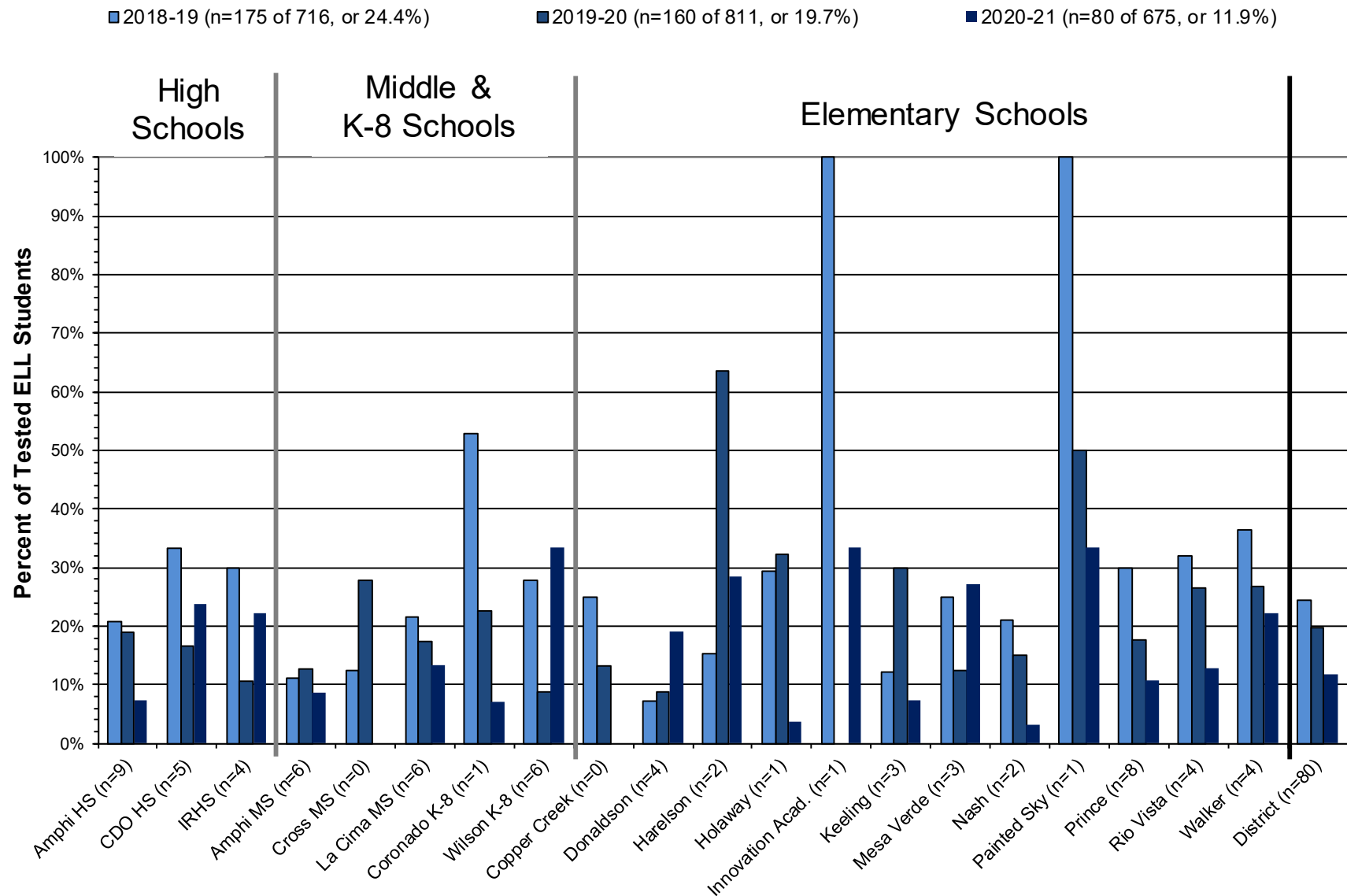
Country of Birth for ELL Students – 2020-21



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

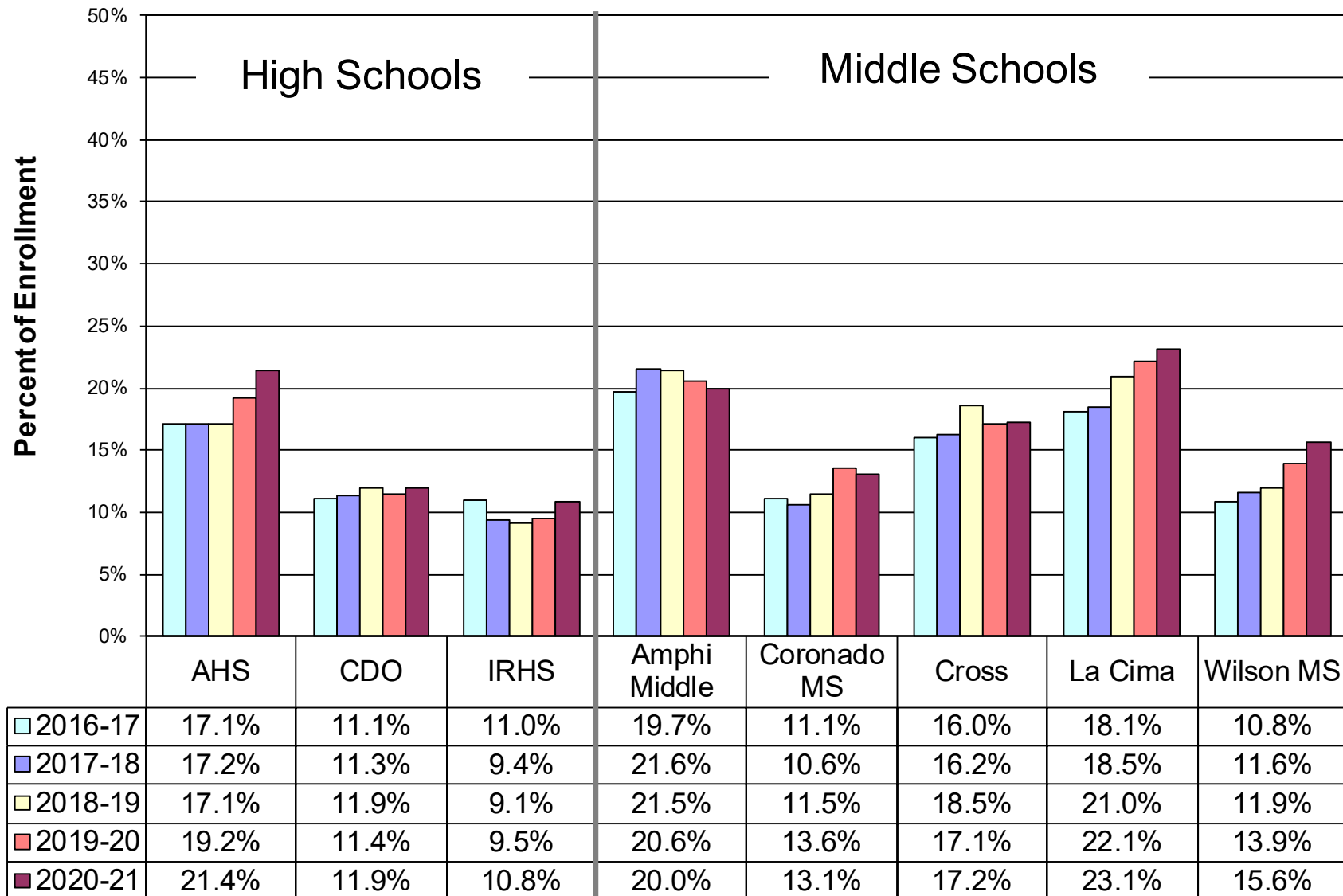
“All other countries” consists of countries and territories with five (5) or fewer students. They are: Bahrain, Bhutan, Burundi, Cameroon, Central African Republic, Chile, China, Colombia, Congo (Republic), Cuba, Egypt, El Salvador, Ethiopia, Gambia, Guyana, Honduras, India, Iran (Islamic Republic Of), Japan, Jordan, Korea (Republic Of), Malawi, Marshall Islands, Nepal, Netherlands, Pakistan, Peru, Philippines, Puerto Rico, Qatar, Singapore, Slovakia (Slovak Republic), Somalia, Sudan, Switzerland, Tanzania (United Republic Of), Tonga, Turkey, Uganda, United Arab Emirates, Venezuela, Yemen, Zambia, and Zimbabwe

Reclassified Rate of ELL Students, by School of Enrollment

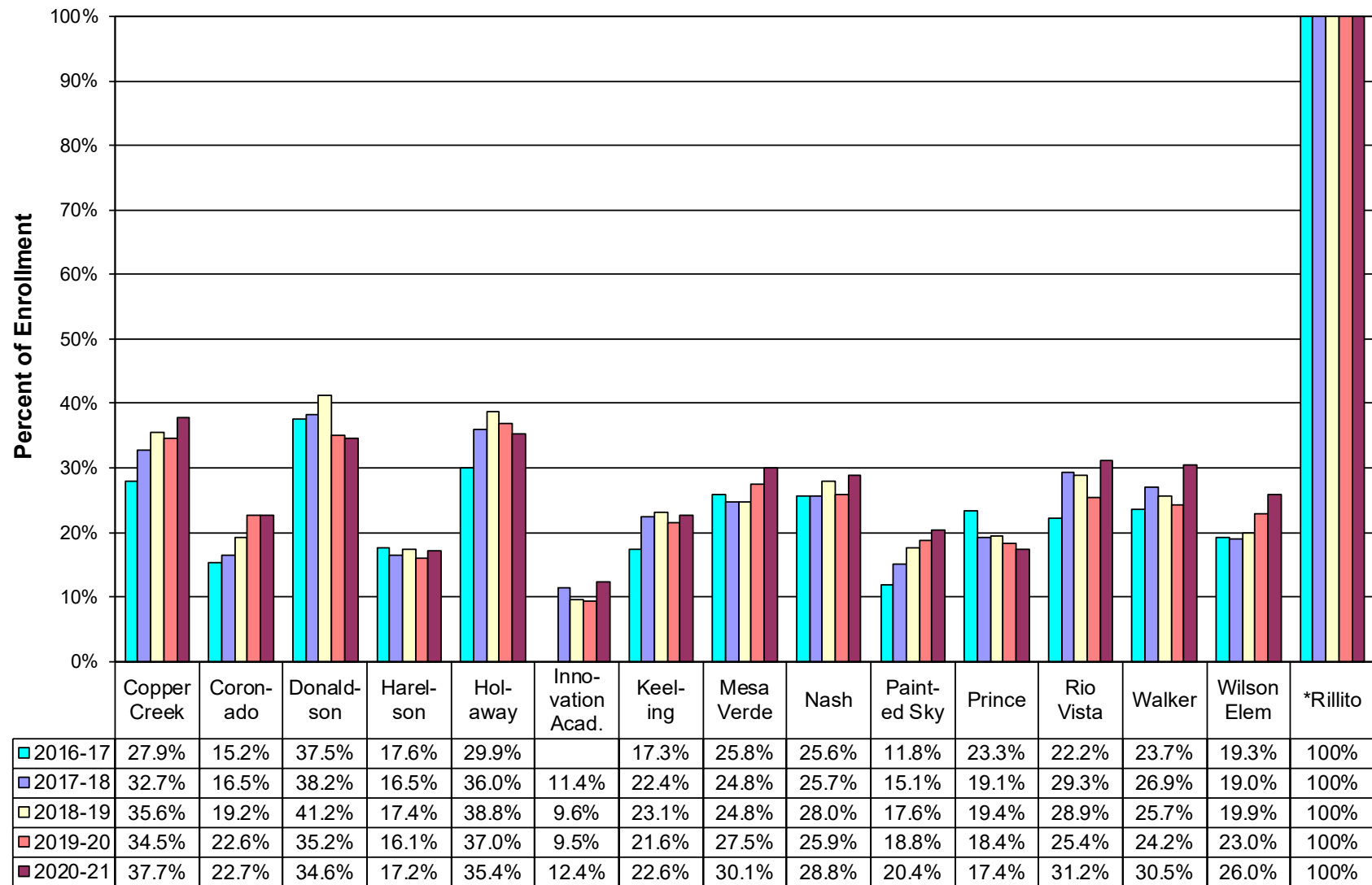


Note: Percentages are based on the number of ELL students who took the Arizona English Language Learner Assessment (AZELLA). Based on the AZELLA public file released by the Arizona Department of Education, the 2021 reclassification rate for the state of Arizona was 9%.

Special Education Services – Student Enrollment

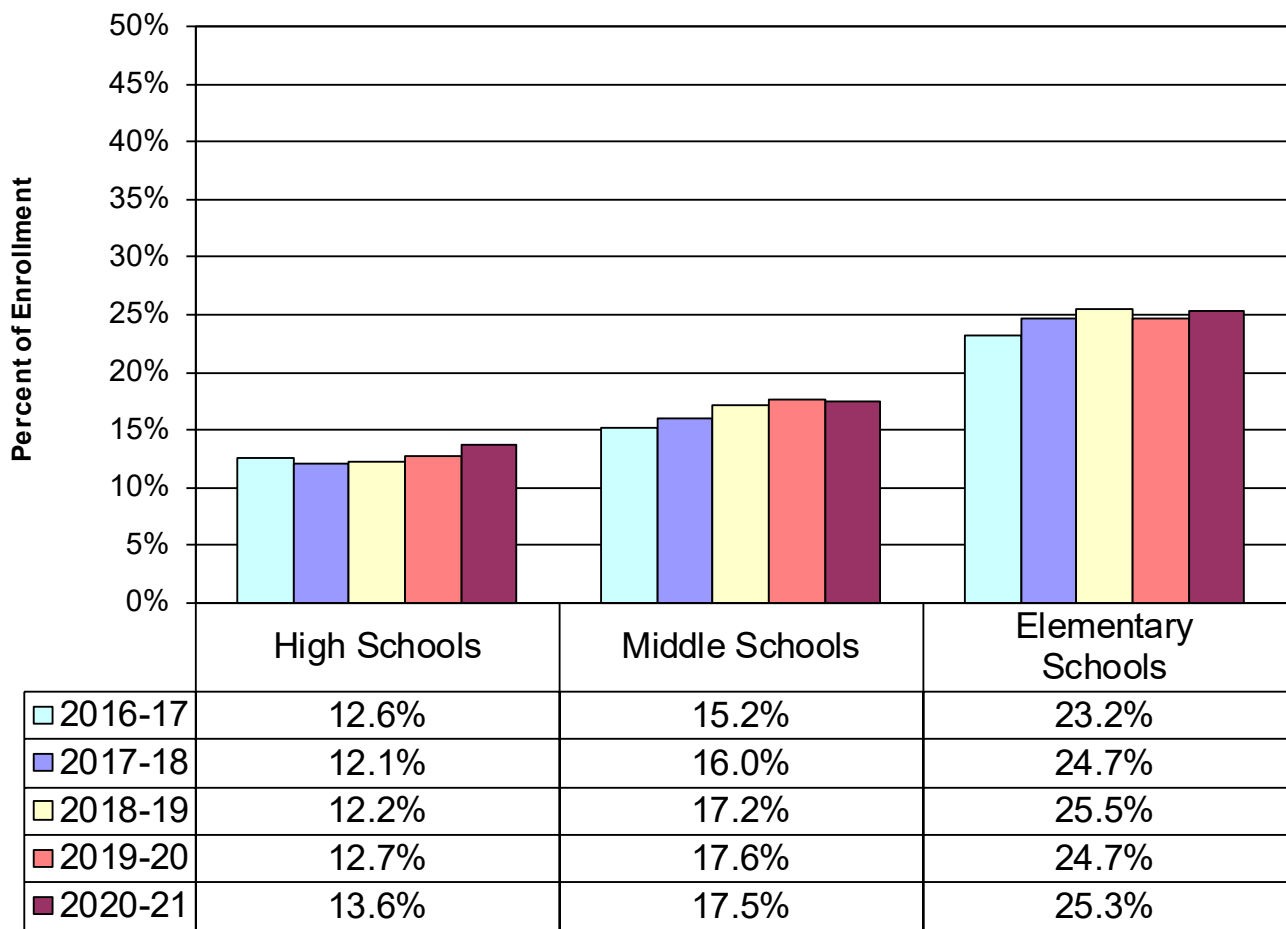


Special Education Services – Student Enrollment (cont.)



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

Special Education Services – Student Enrollment (cont.)

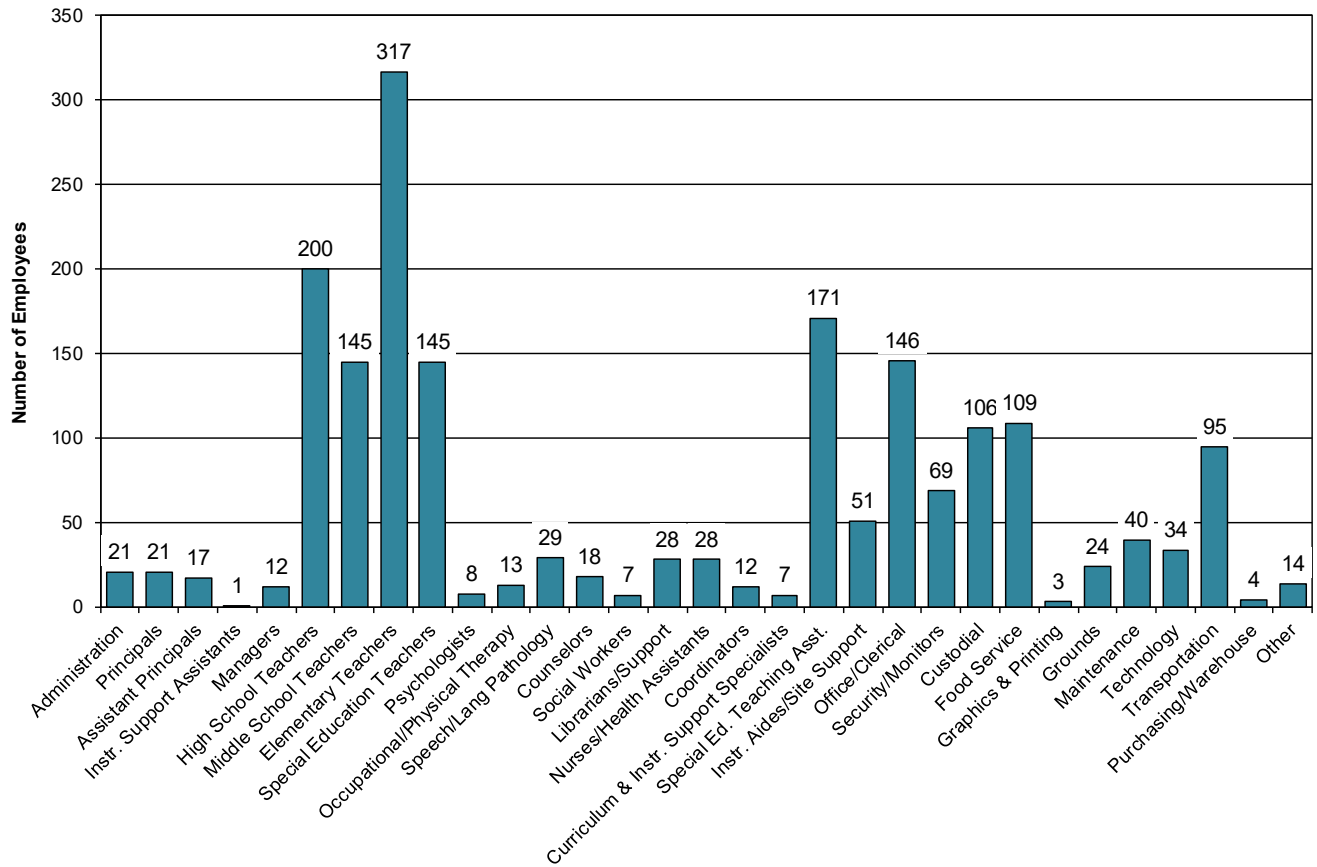


Total Enrollment in Special Education Services

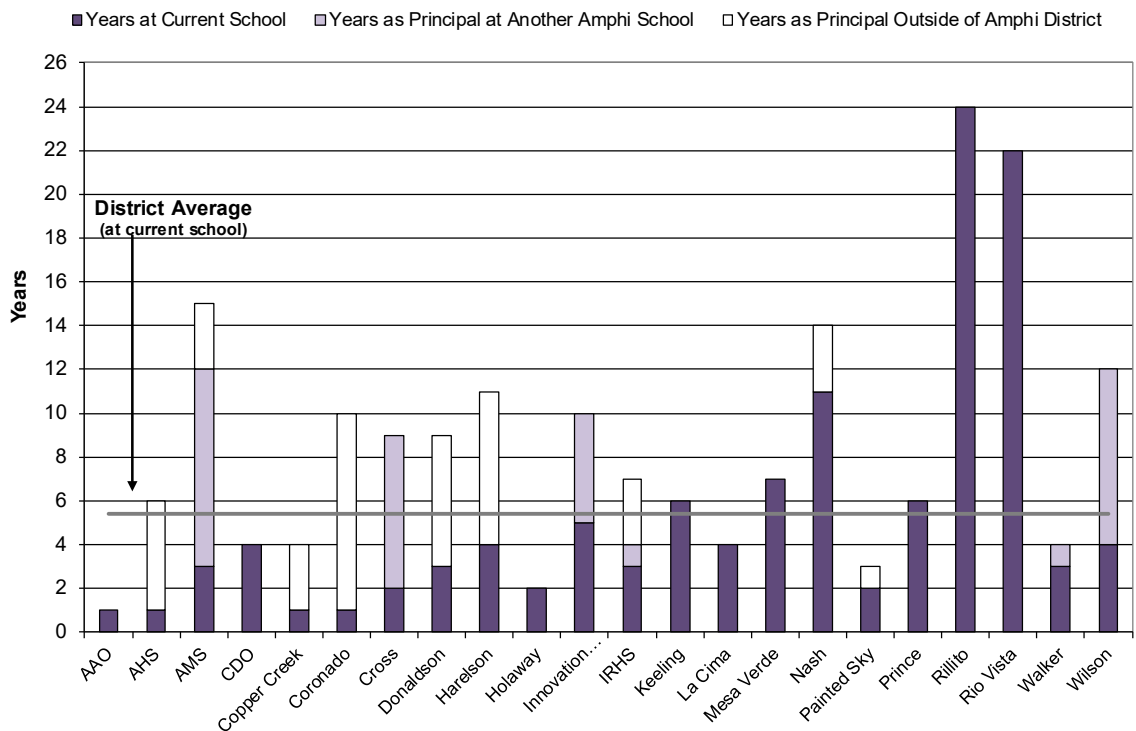
	2016-17	2017-18	2018-19	2019-20	2020-21
Special Education Year End Enrollment	2,531	2,590	2,631	2,571	2,362
Year End District Enrollment	14,025	13,871	13,765	13,500	12,105
% of District Enrollment	18.0%	18.7%	19.1%	19.0%	19.5%

Who Works for Our District?

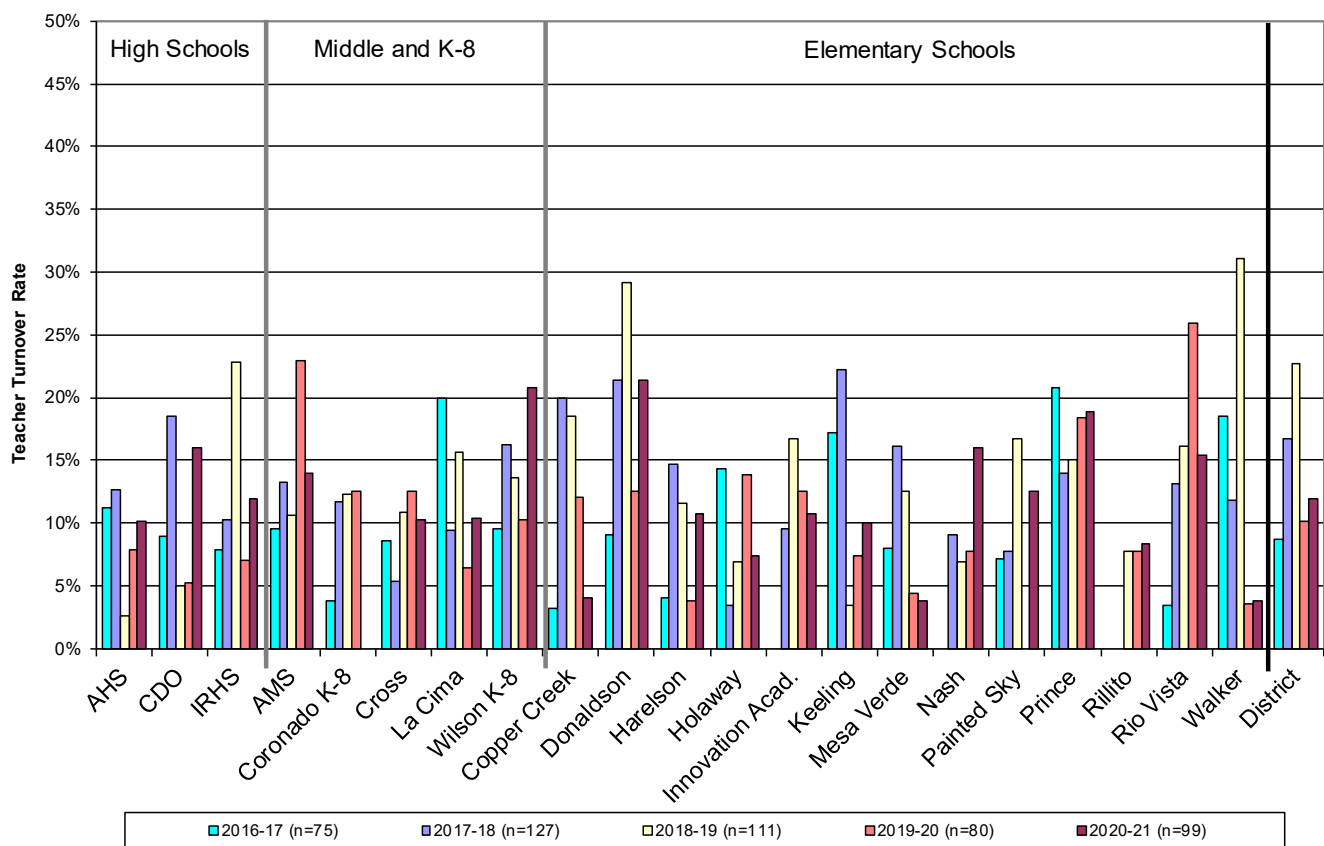
Personnel Profile



Principal Tenure

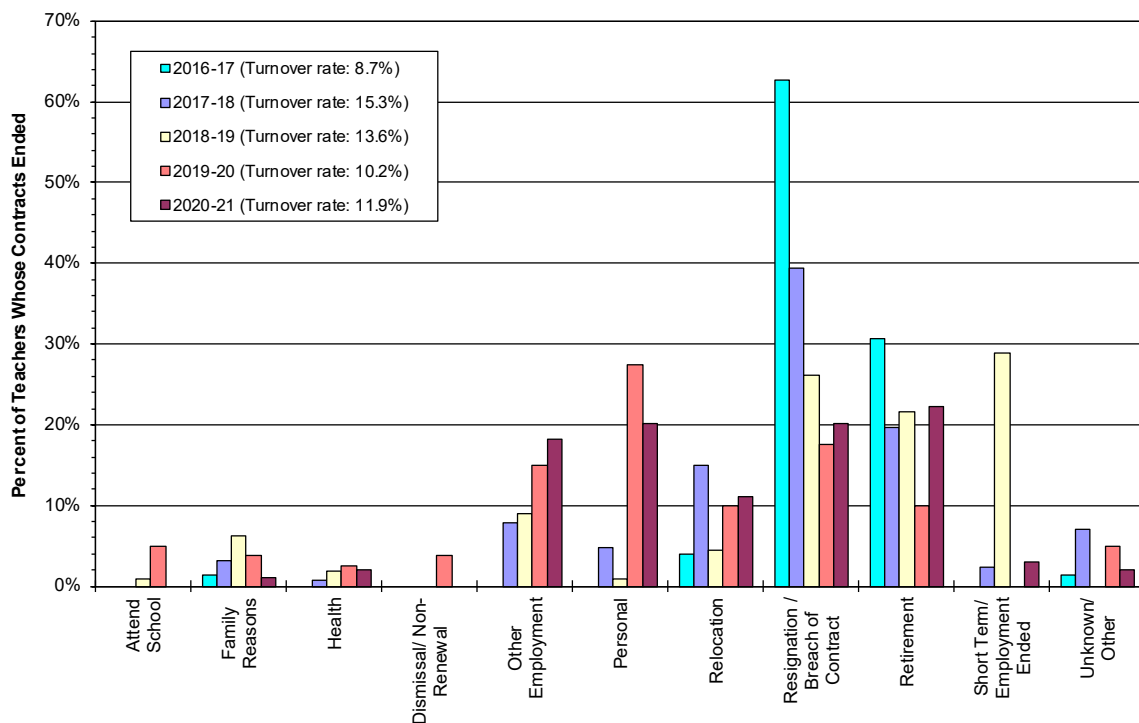


Teacher Turnover Rate & Reason Given for Leaving



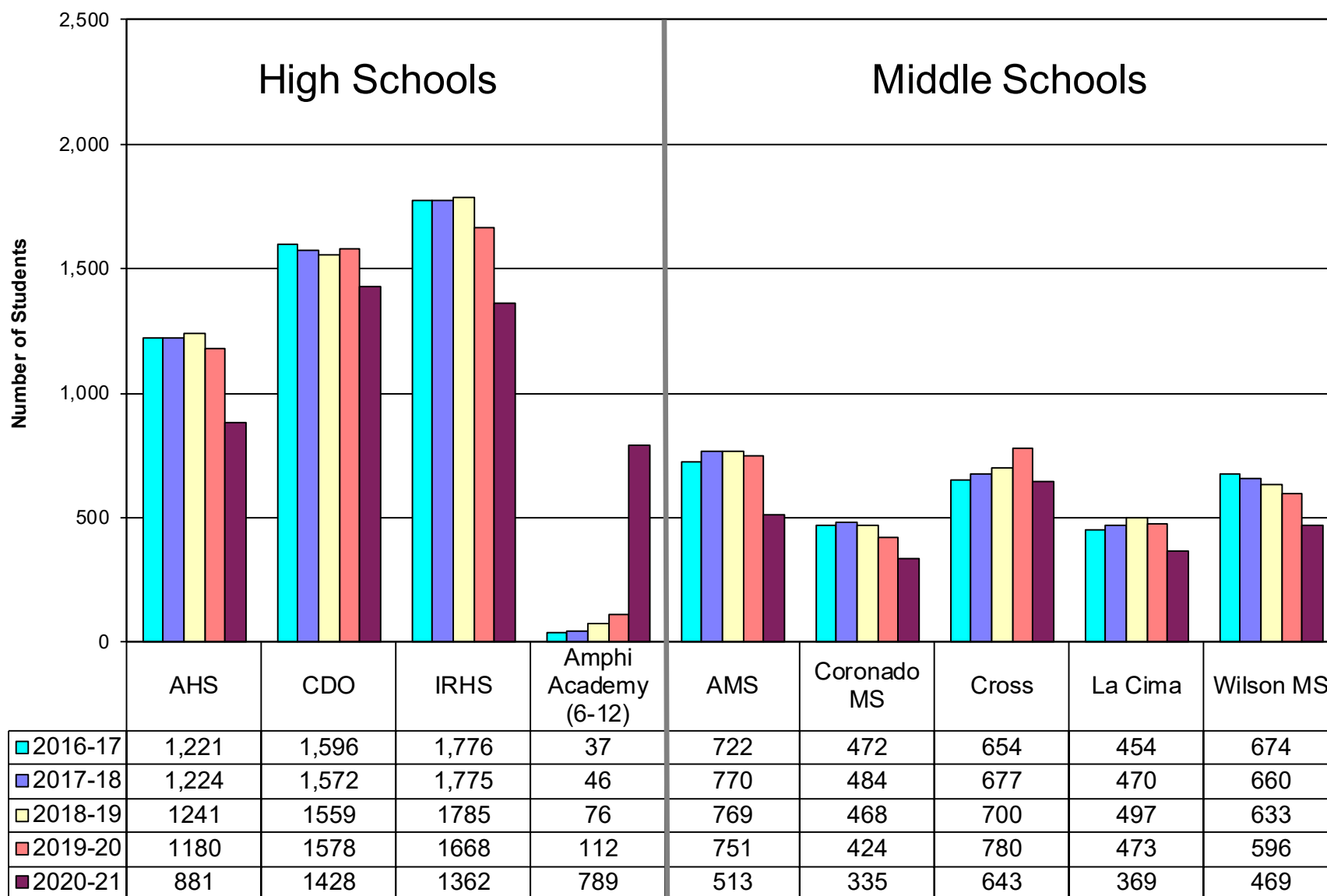
Note: The Teacher Turnover Rate is calculated by dividing the number of terminated contracts by the total number of teachers, regardless of FTE status. Statistics are collected on the last day of the school year and may not reflect the contract renewals that occur during the summer.

Reason Given for Leaving



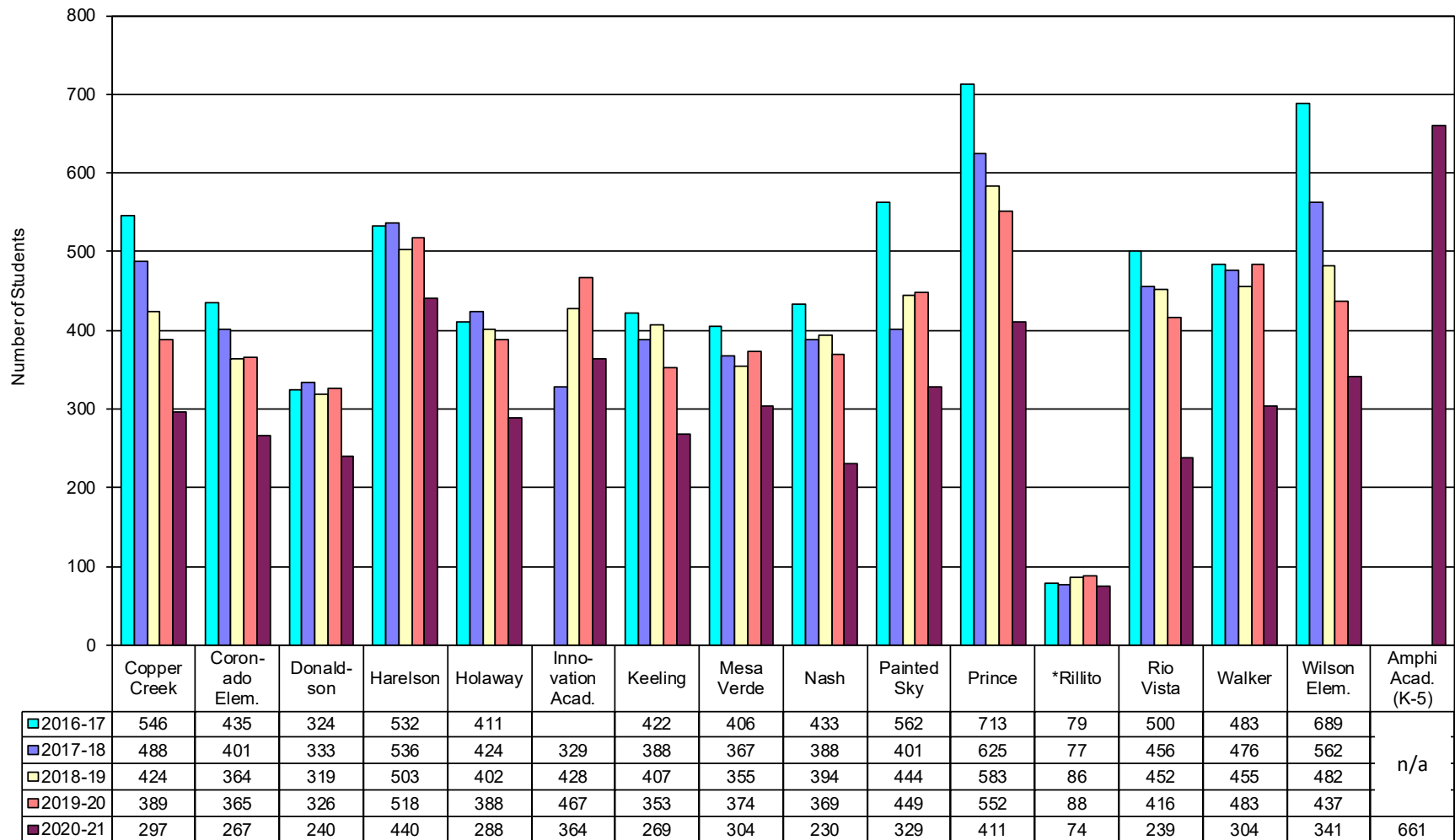
*How Have Our
Attendance
Patterns Changed?*

Enrollment on the 100th Day



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

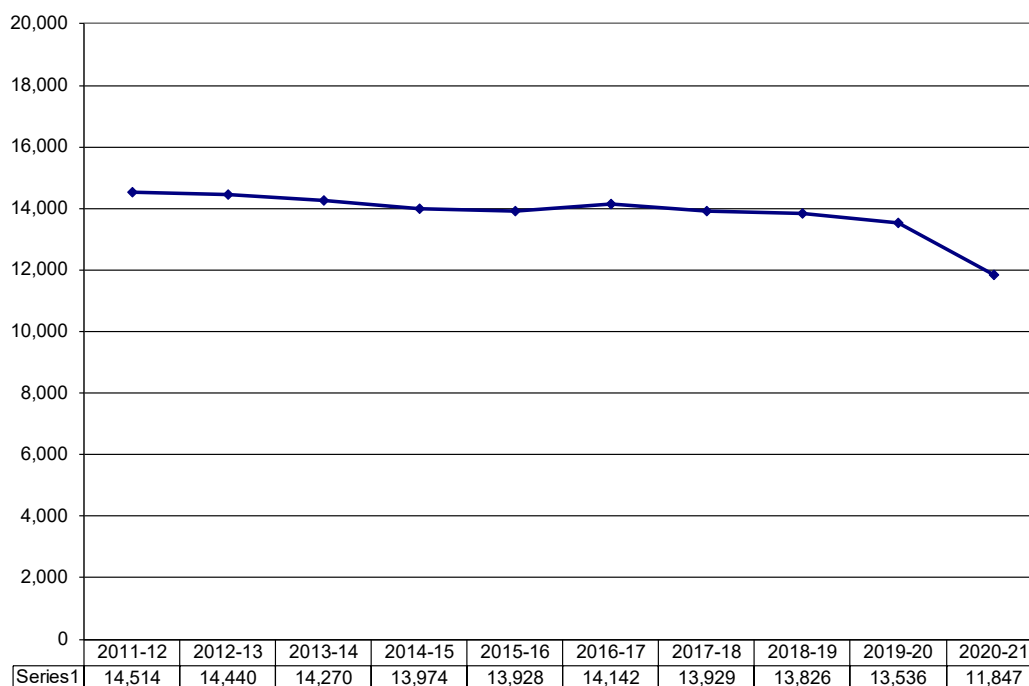
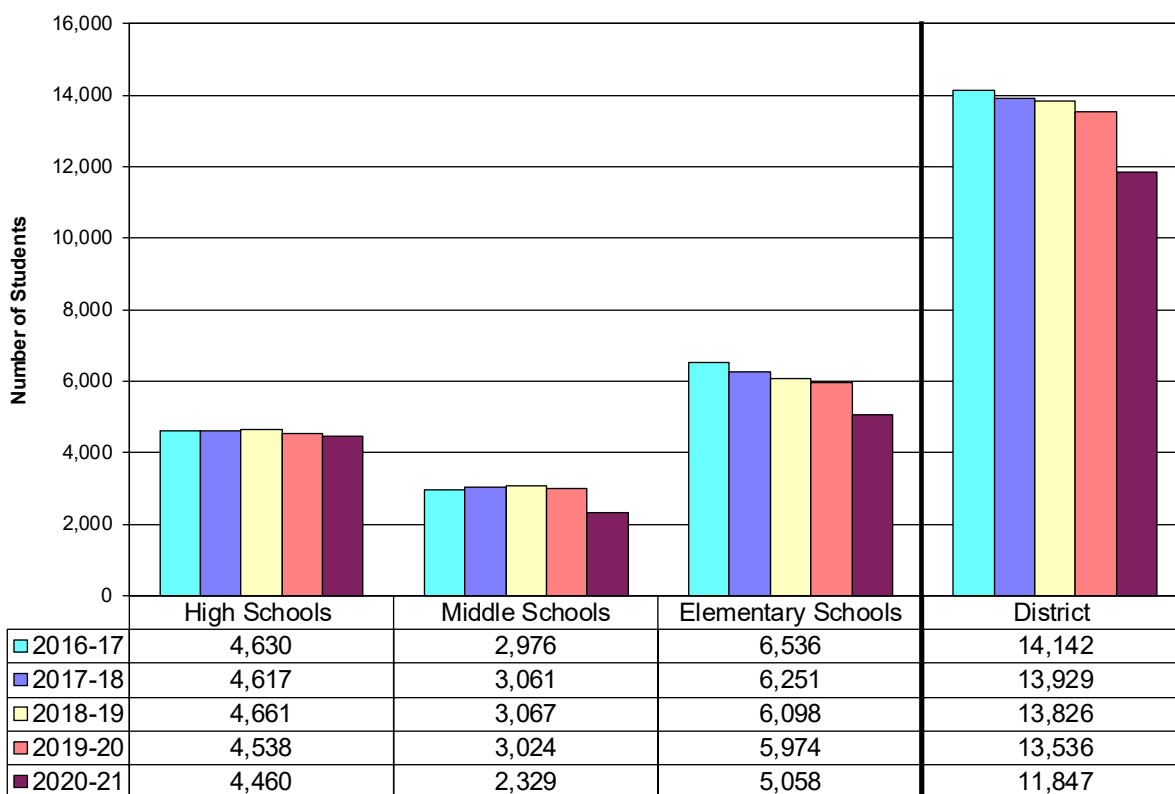
Enrollment on the 100th Day (cont.)



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

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

Enrollment on 100th Day & Historical Trend



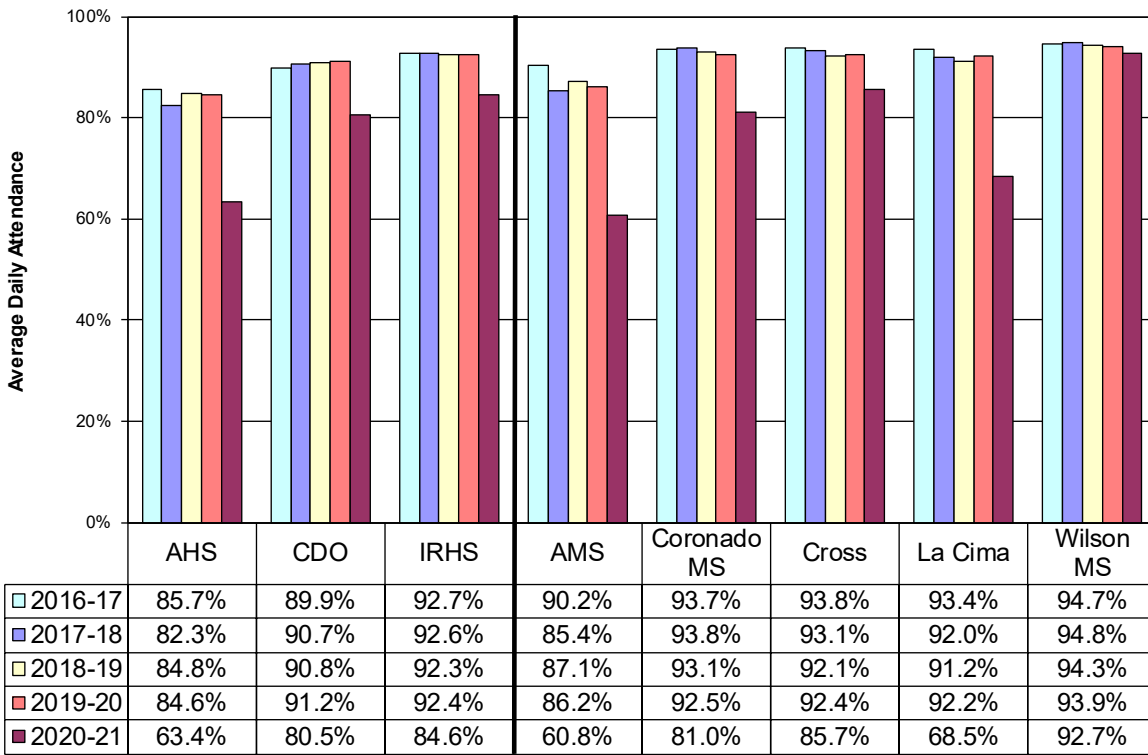
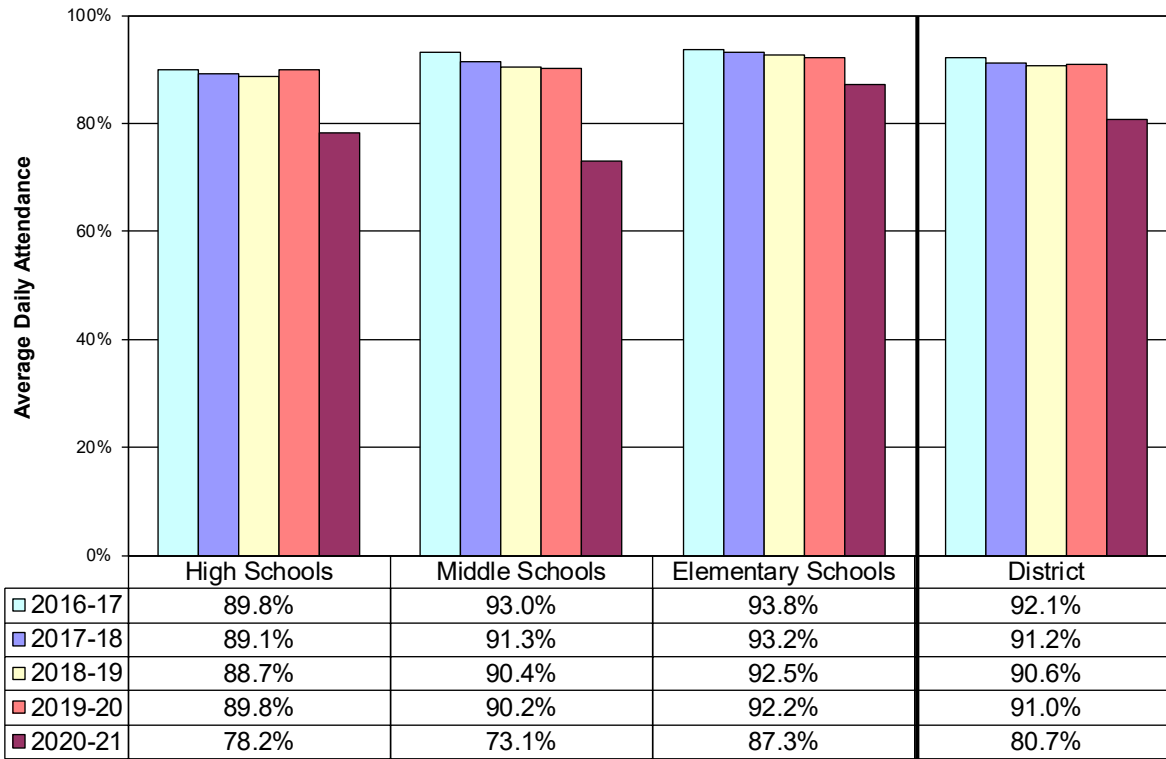
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Change From the Previous Year	-1.5%	-0.5%	-1.2%	-2.1%	-0.3%	1.5%	-1.5%	-0.7%	-2.1%	-14.3%

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

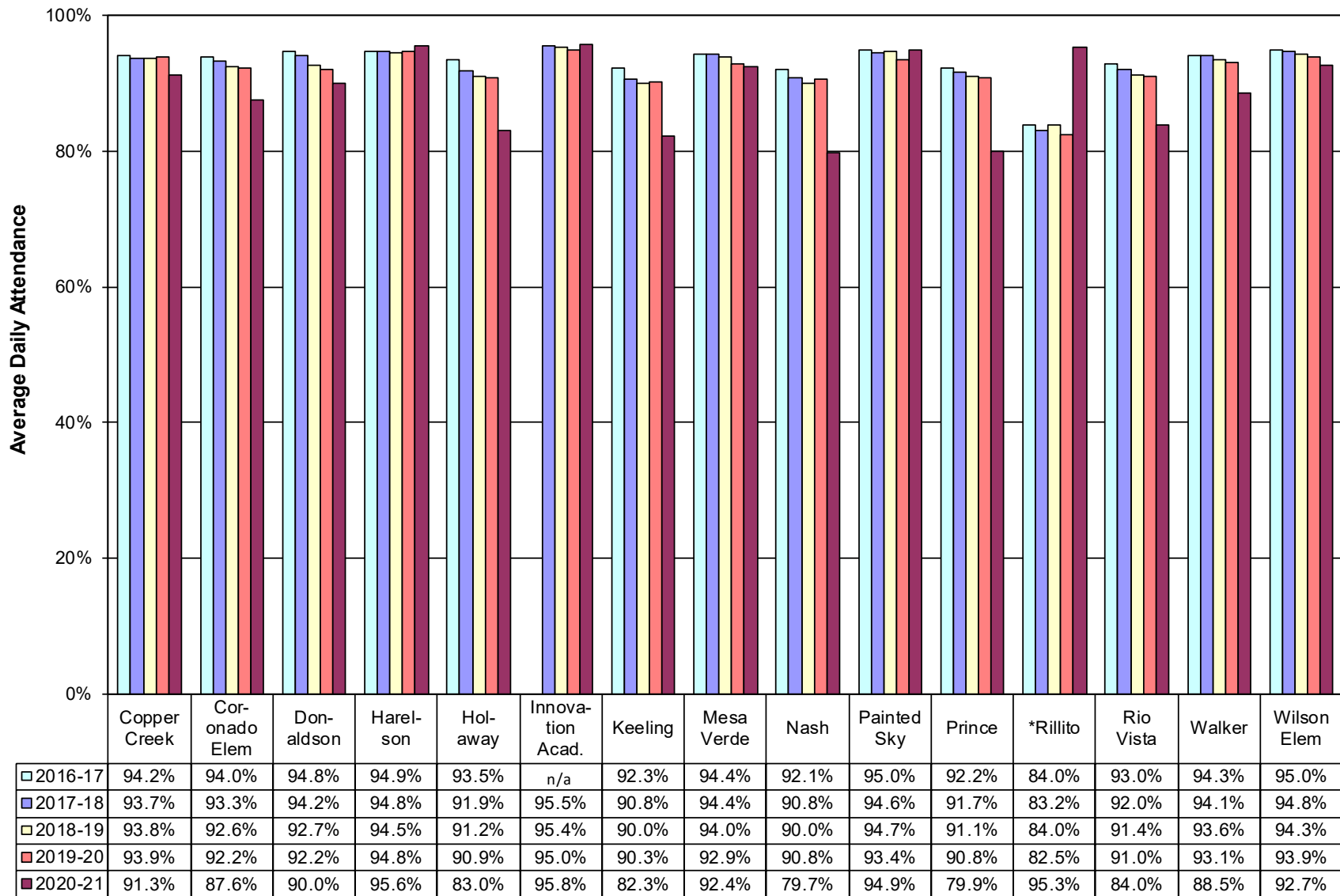
Average Daily Attendance – 1st through 100th Day



Average Daily Attendance – Year-End



Average Daily Attendance – Year-End (cont.)



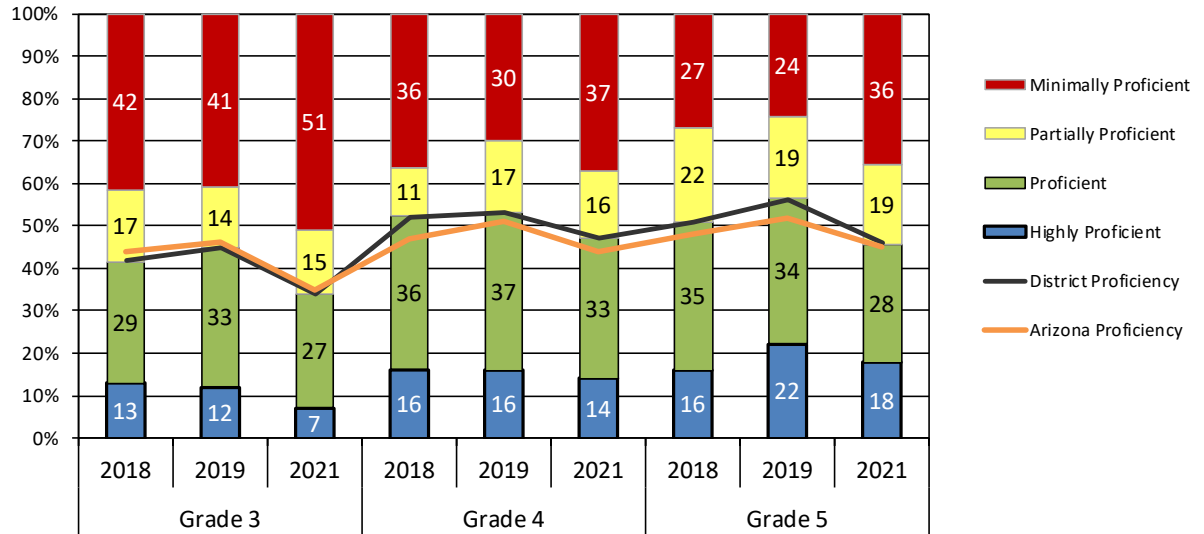
* Rillito School is a Special Education School serving pre-school through 12th grade.

*How Are
Our Students
Achieving?*

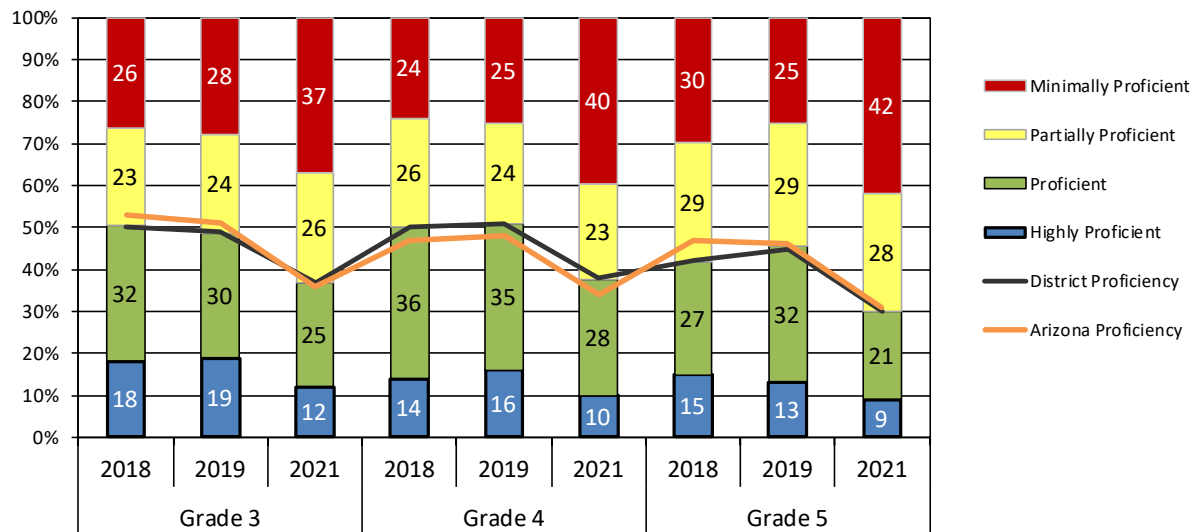
Spring AzMERIT Performance (3-Year Trends) – District

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

Amphitheater School District English Language Arts



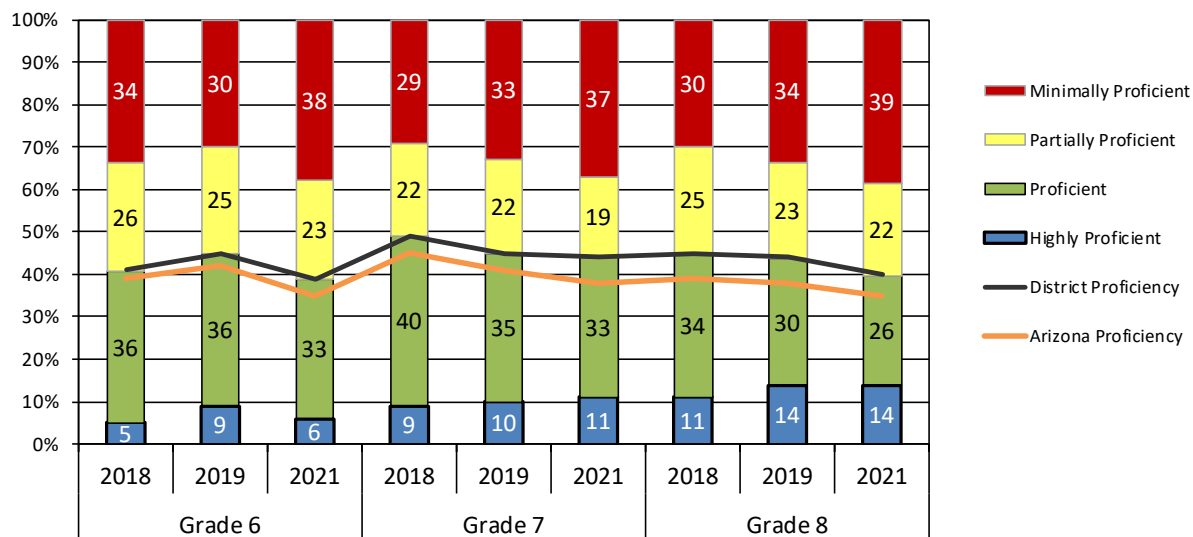
Amphitheater School District Mathematics



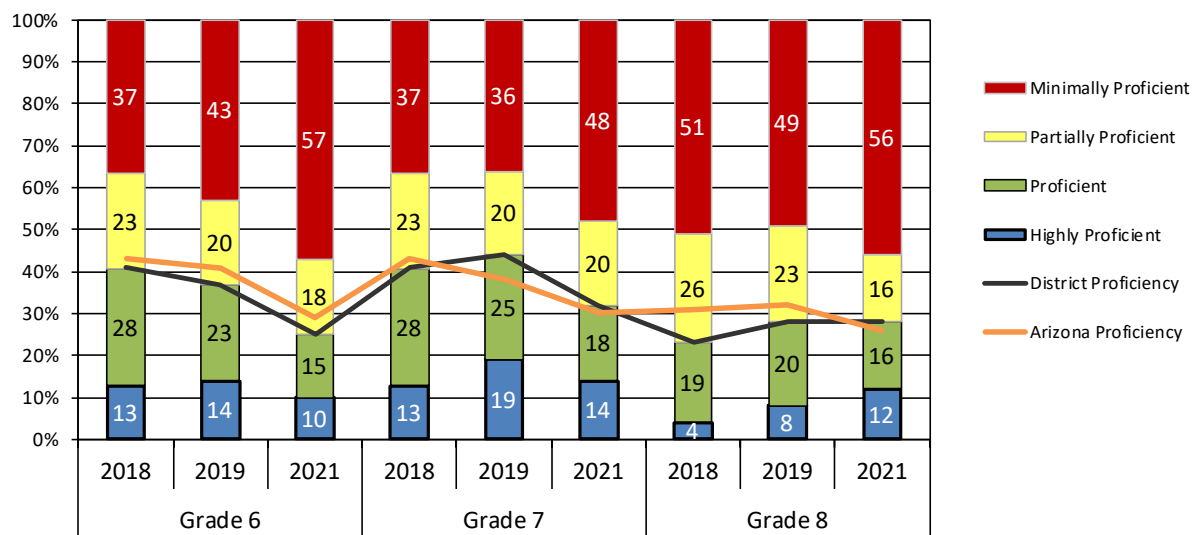
Spring AzMERIT Performance (3-Year Trends) – District (cont.)

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

Amphitheater School District English Language Arts



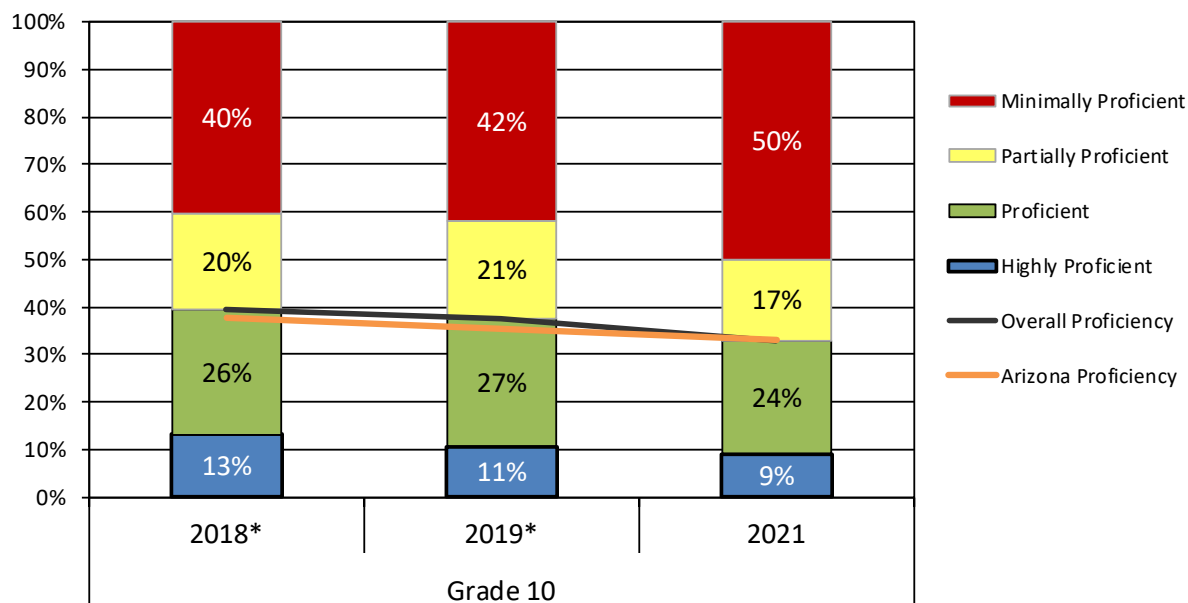
Amphitheater School District Mathematics



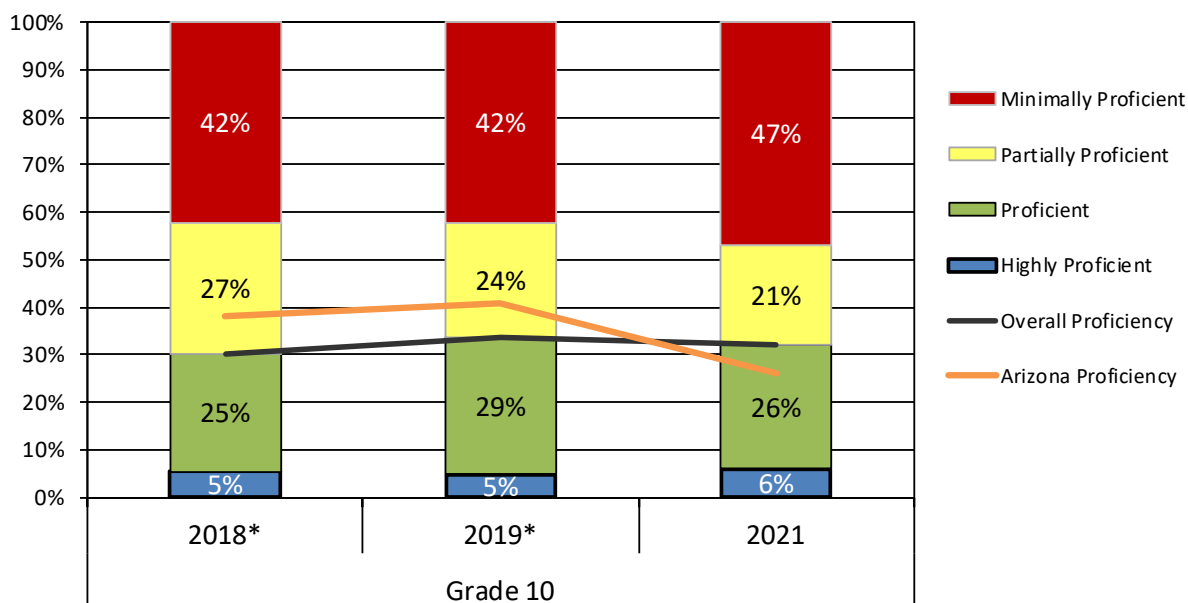
Spring AzMERIT Performance (3-Year Trends) – District (cont.)

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

Amphitheater School District English Language Arts



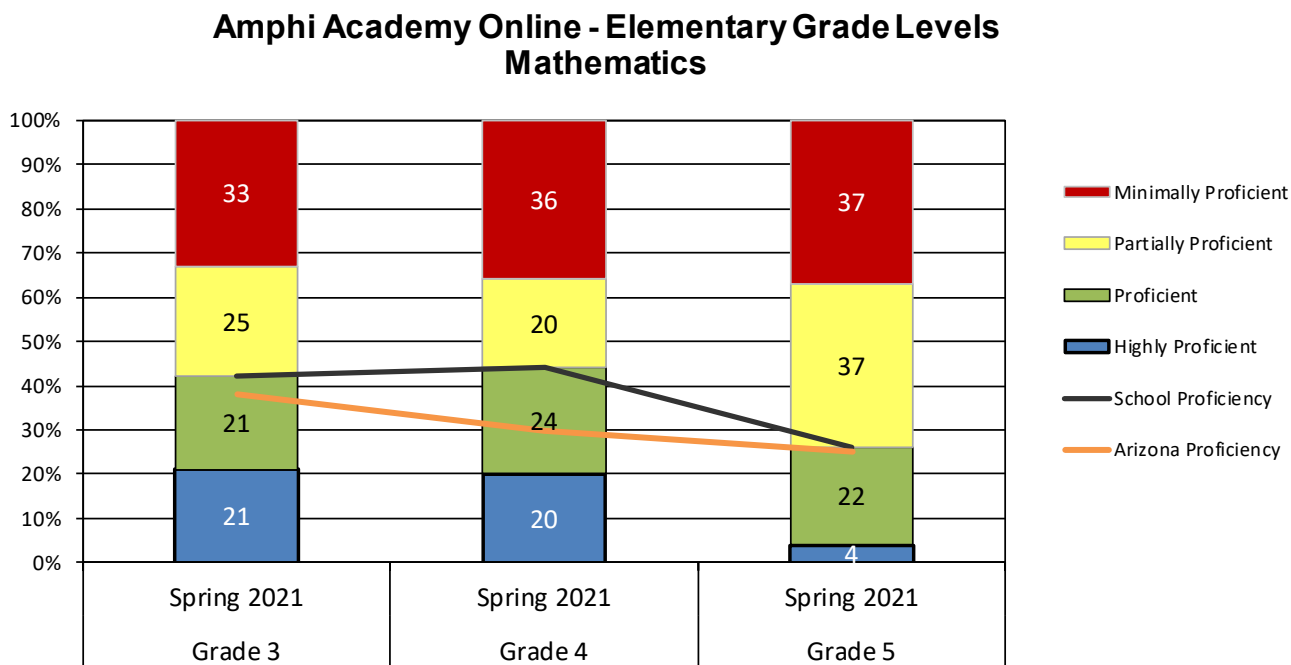
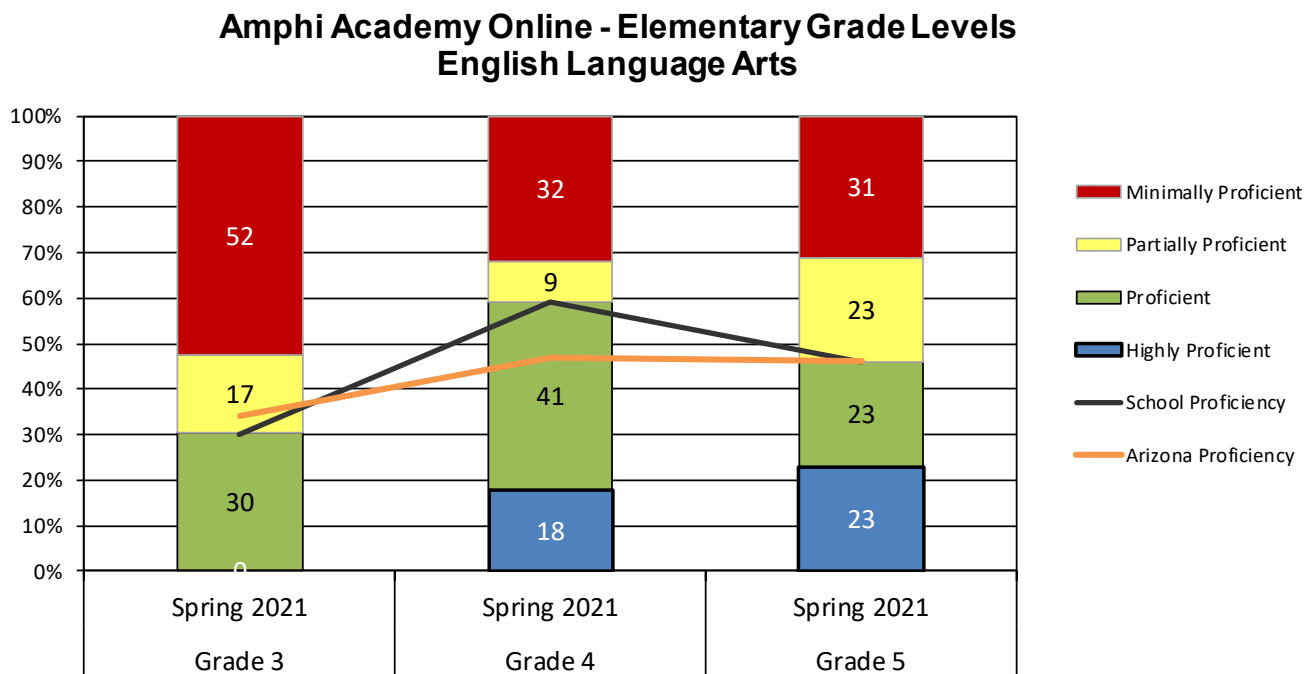
Amphitheater School District Mathematics



* Note: To allow for comparison purposes with Spring 2021 data, rates for 2018 and 2019 are combined accordingly:
Grade 10 ELA = English 9 + English 10 | Grade 10 Math = Algebra + Geometry

Spring AzMERIT Performance (3-Year Trends) – Schools

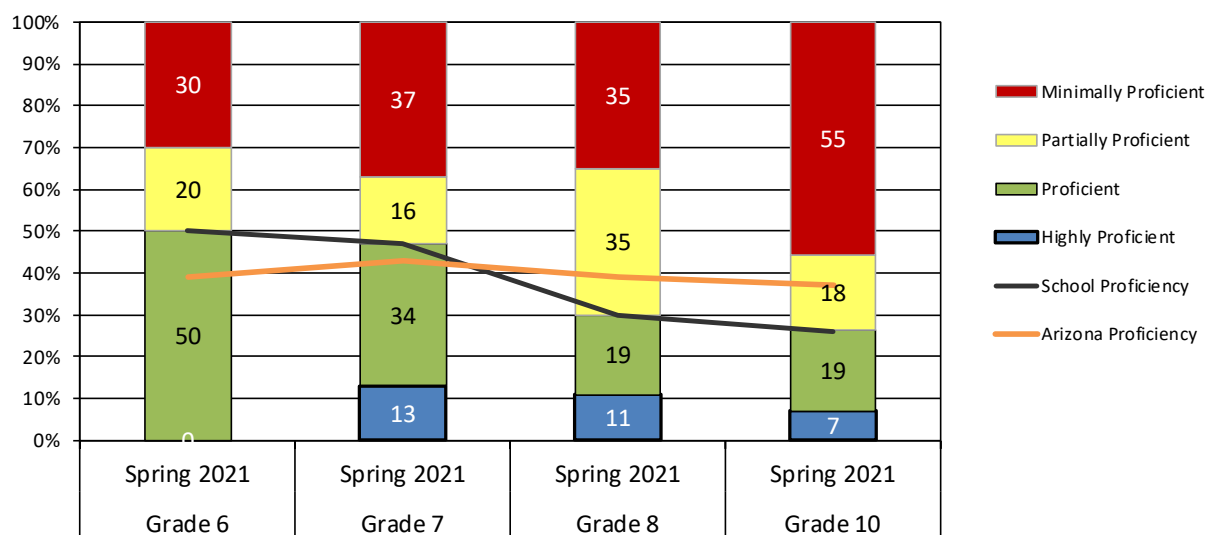
State assessments were cancelled during Spring 2020 due to COVID-19 school closures.



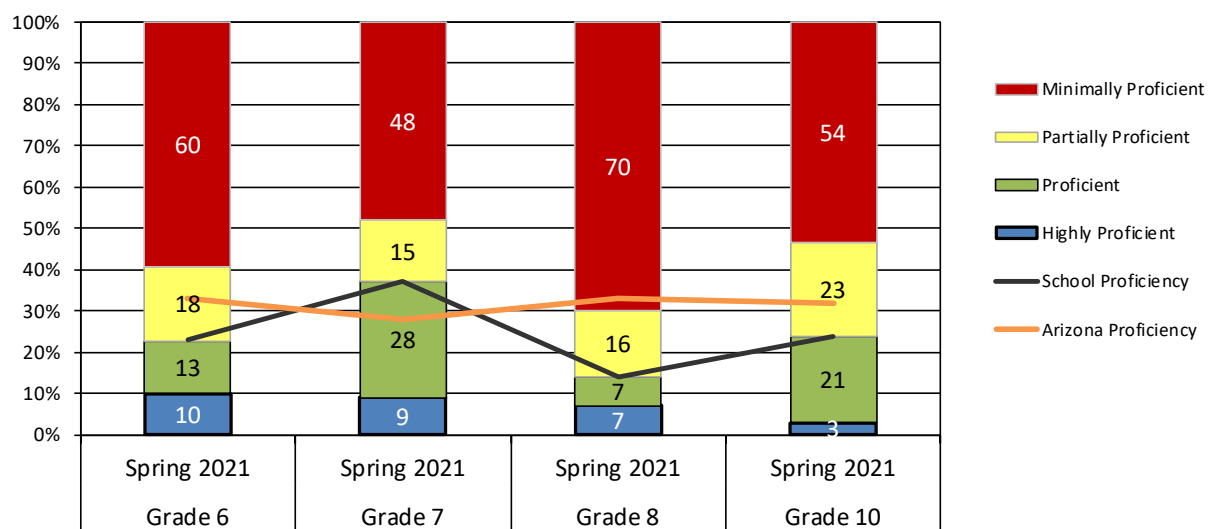
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Amphi Academy Online - Secondary Grade Levels English Language Arts



Amphi Academy Online - Secondary Grade Levels Mathematics

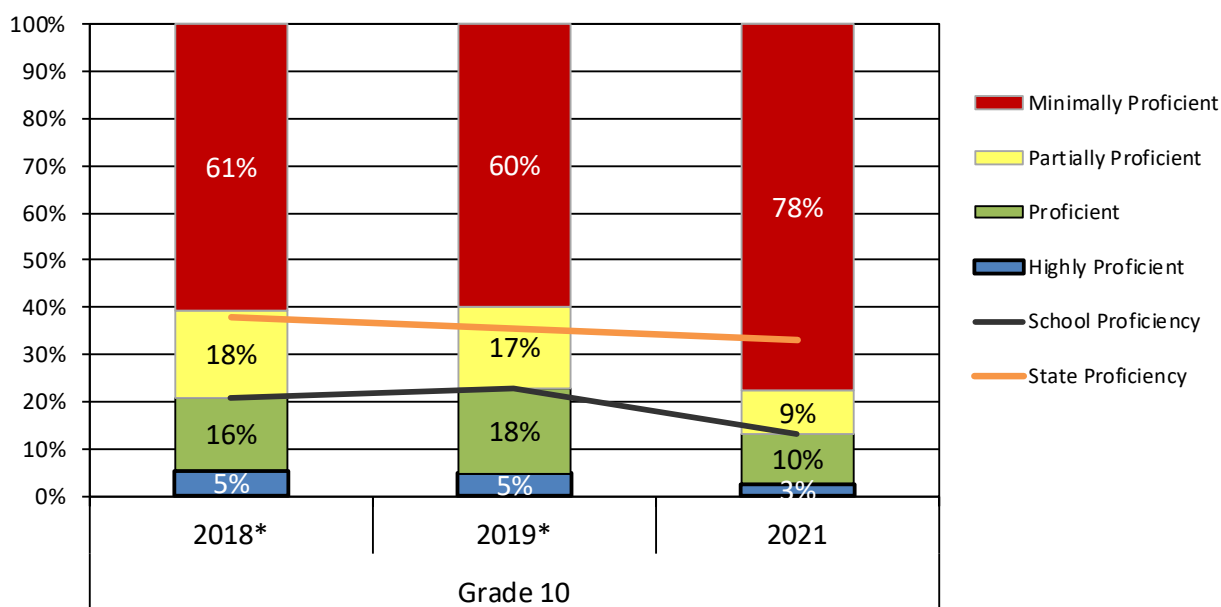


* Note: To allow for comparison purposes with Spring 2021 data, rates for 2018 and 2019 are combined accordingly:
Grade 10 ELA = English 9 + English 10 | Grade 10 Math = Algebra + Geometry

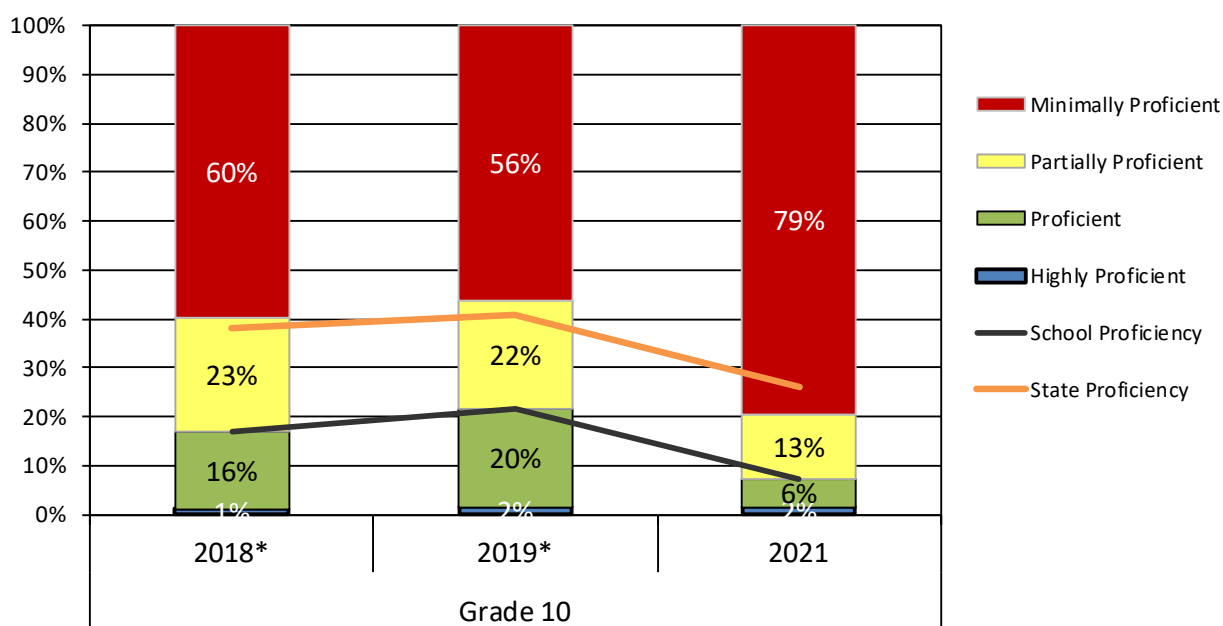
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Amphitheater High School English Language Arts



Amphitheater High School Mathematics

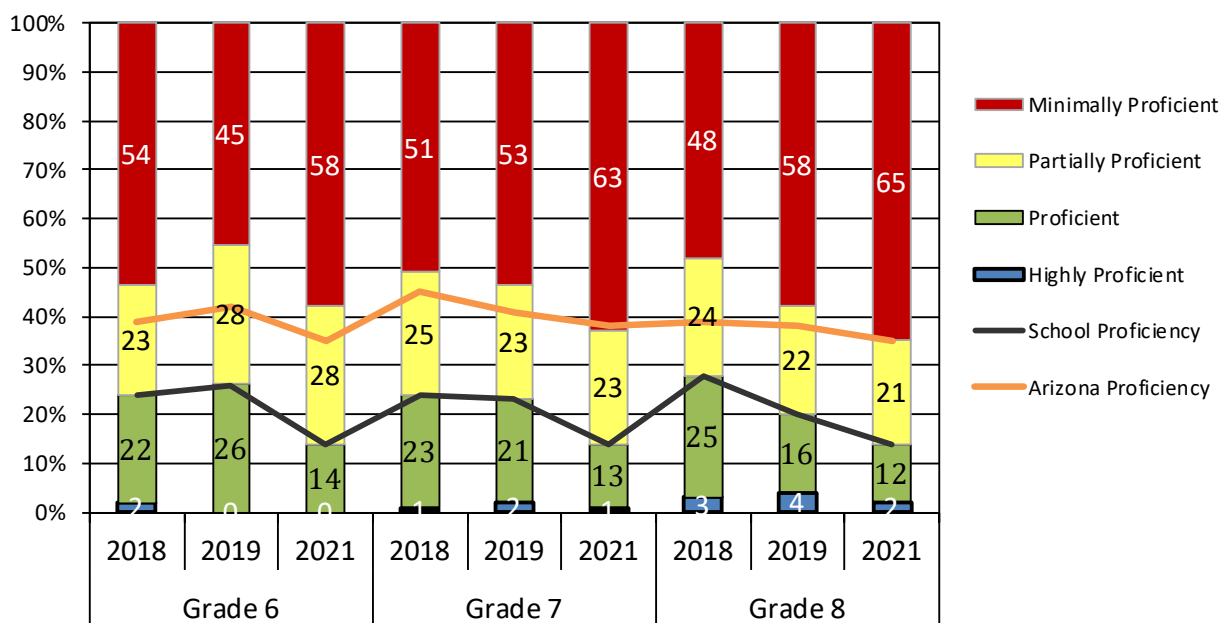


* Note: To allow for comparison purposes with Spring 2021 data, rates for 2018 and 2019 are combined accordingly:
Grade 10 ELA = English 9 + English 10 | Grade 10 Math = Algebra + Geometry

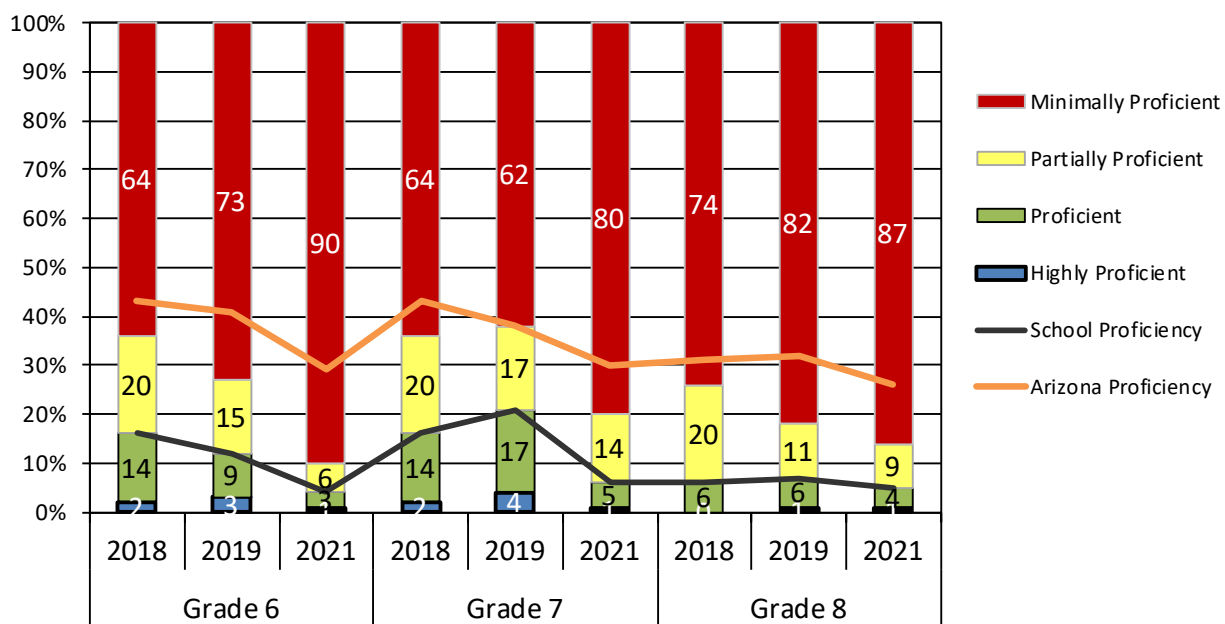
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Amphi Middle English Language Arts

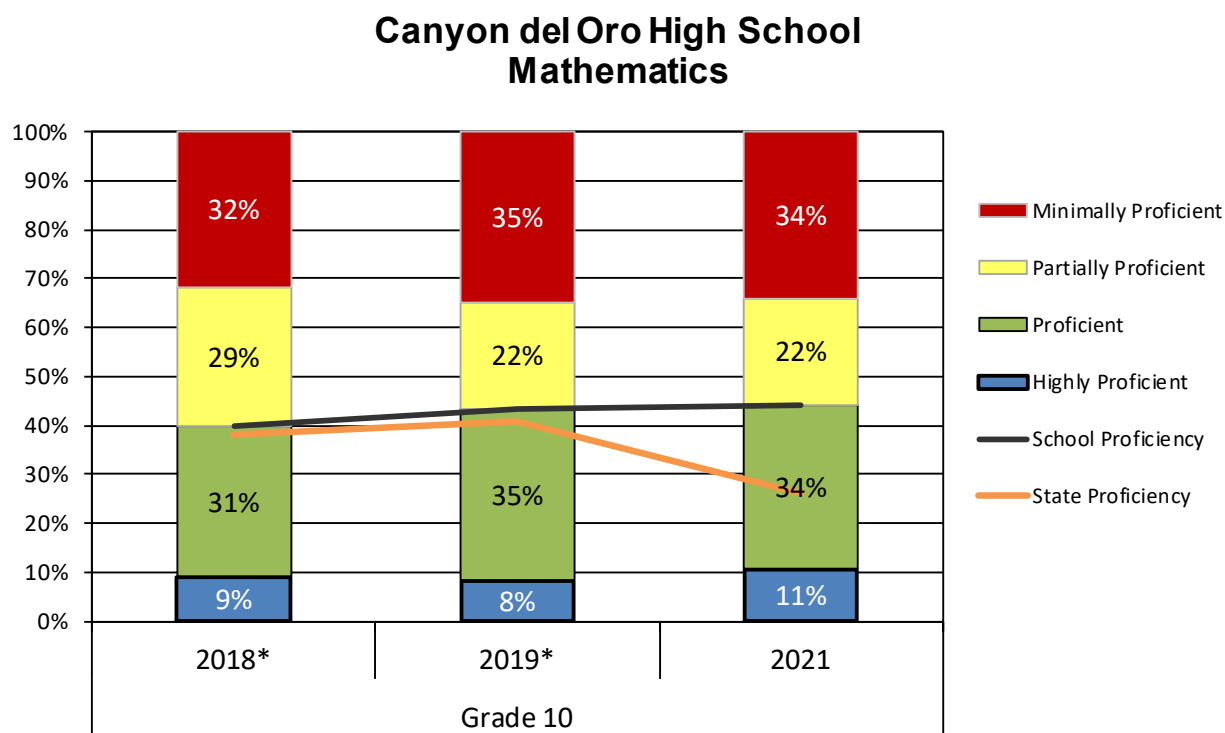
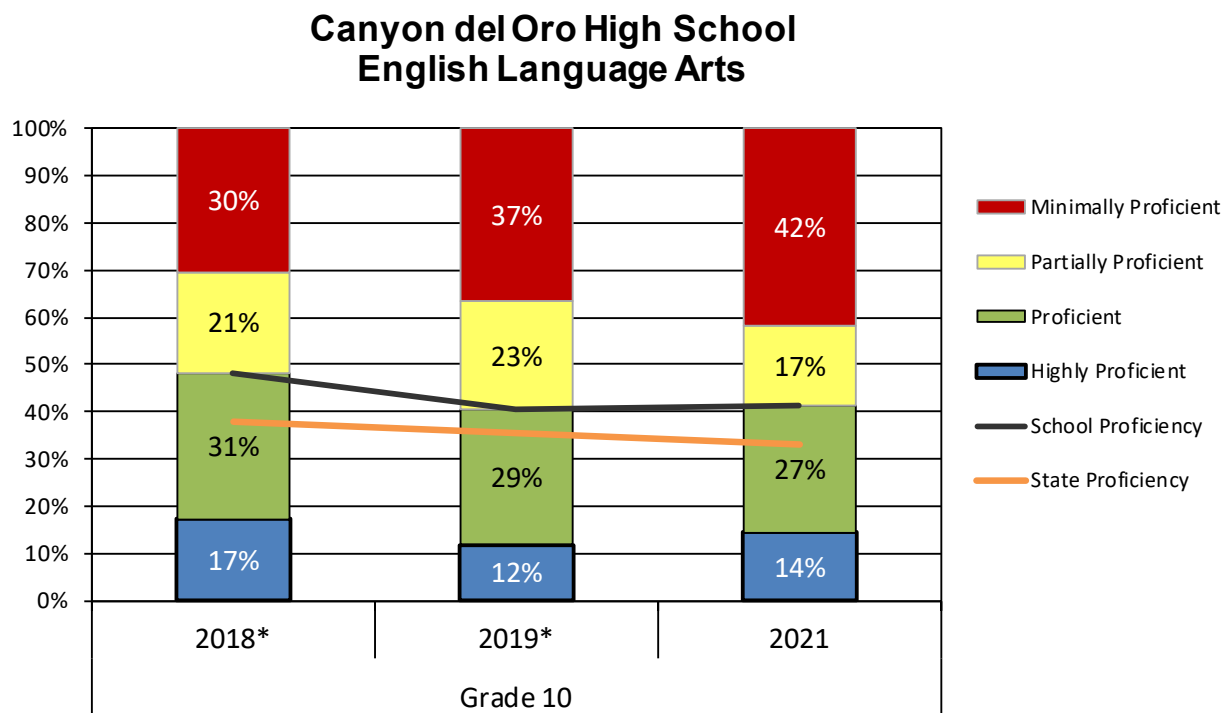


Amphi Middle Mathematics



Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

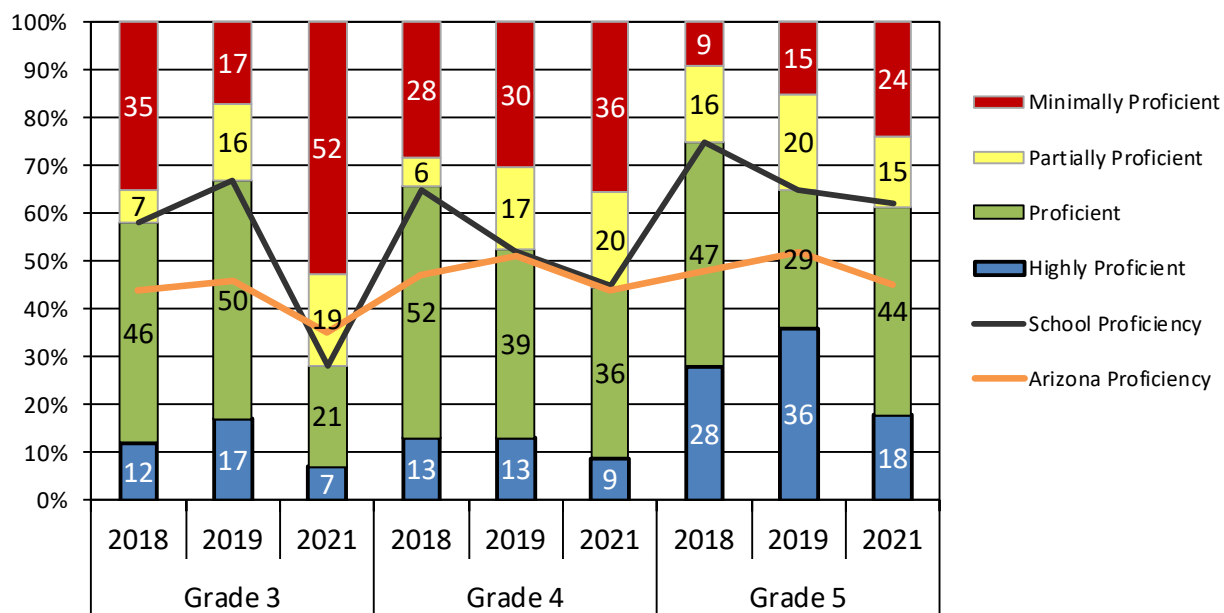


* Note: To allow for comparison purposes with Spring 2021 data, rates for 2018 and 2019 are combined accordingly:
 Grade 10 ELA = English 9 + English 10 | Grade 10 Math = Algebra + Geometry

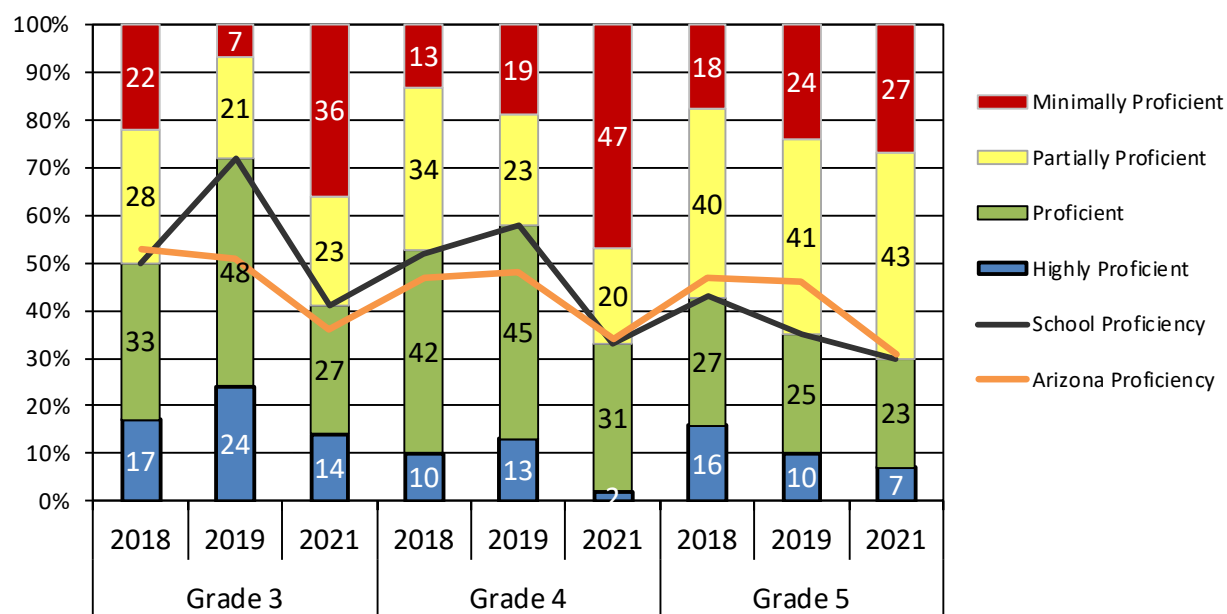
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Copper Creek Elementary English Language Arts



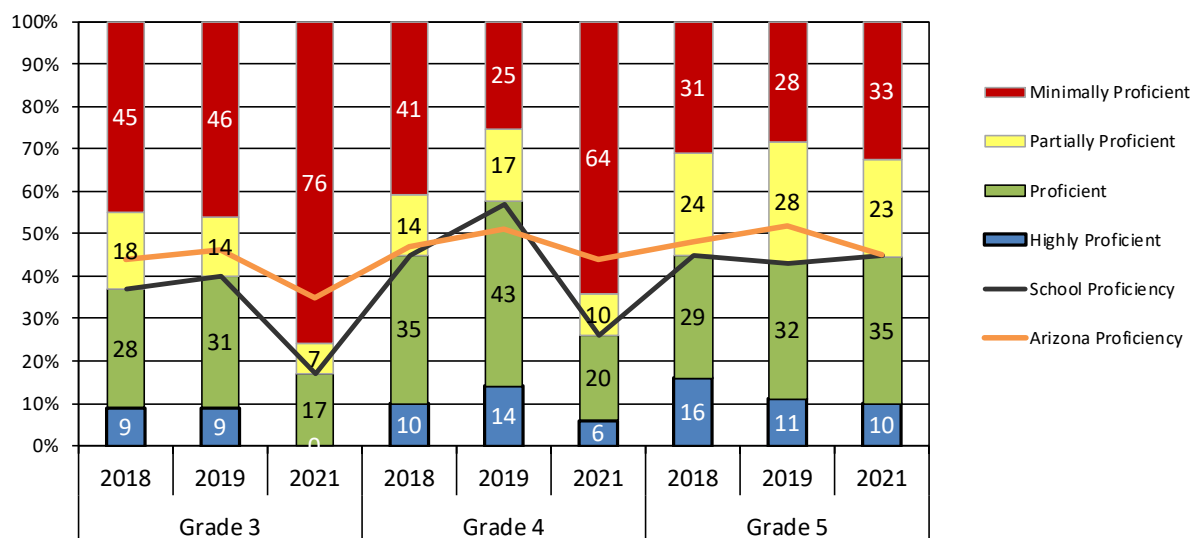
Copper Creek Elementary Mathematics



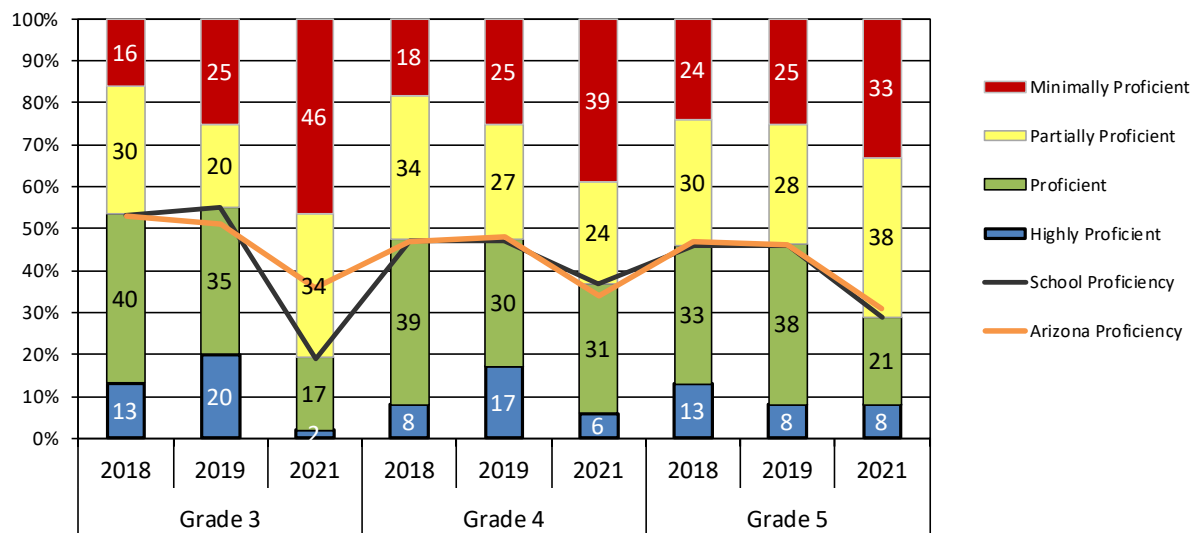
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Coronado K-8 English Language Arts



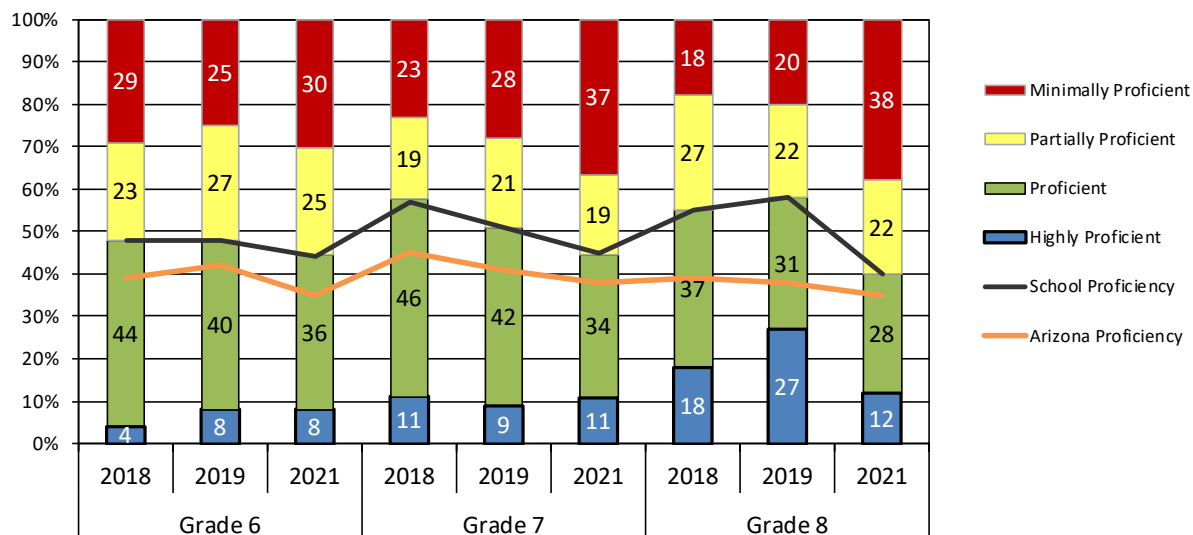
Coronado K-8 Mathematics



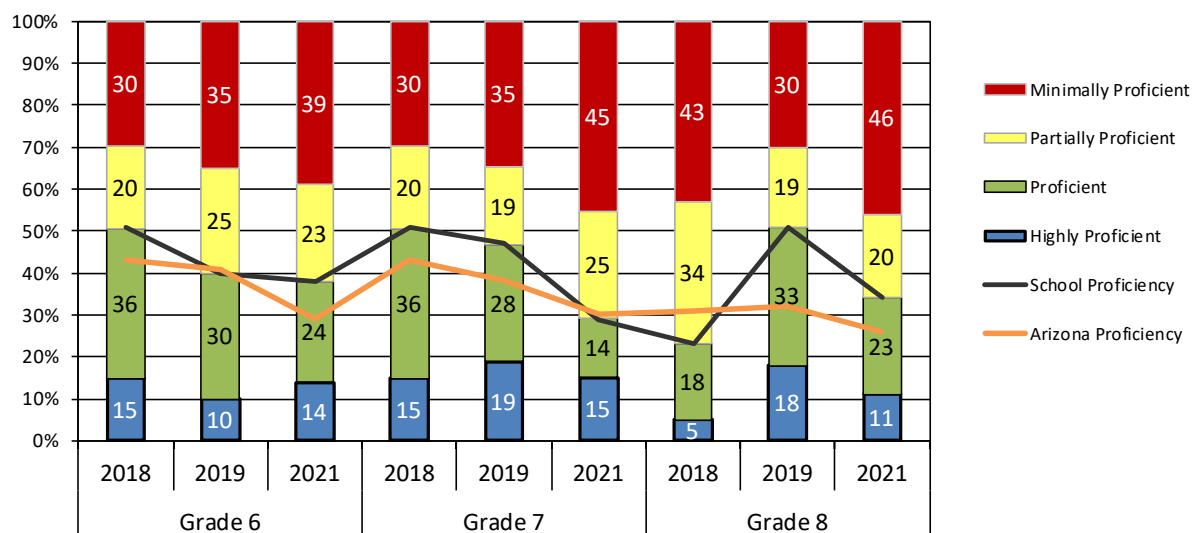
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Coronado K-8 English Language Arts



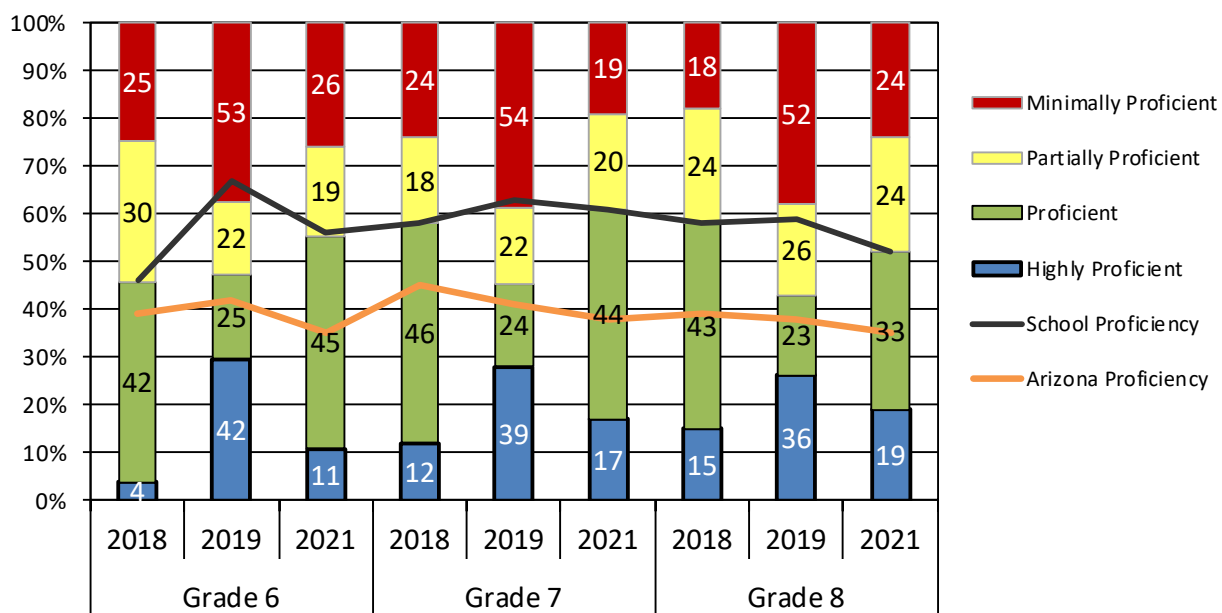
Coronado K-8 Mathematics



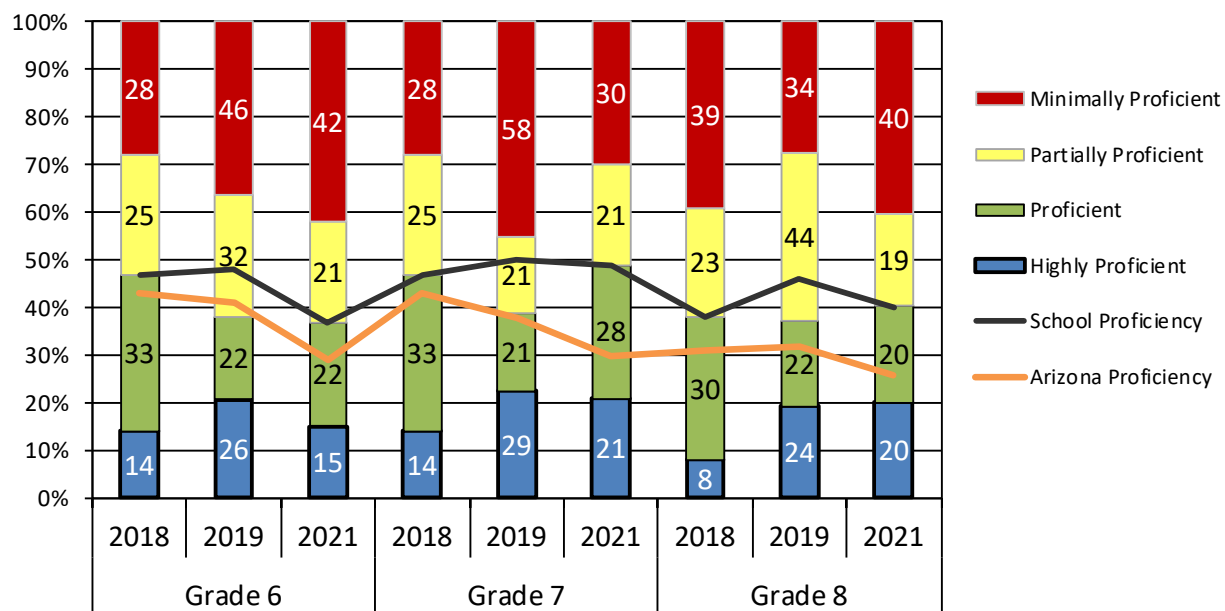
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Cross Middle English Language Arts



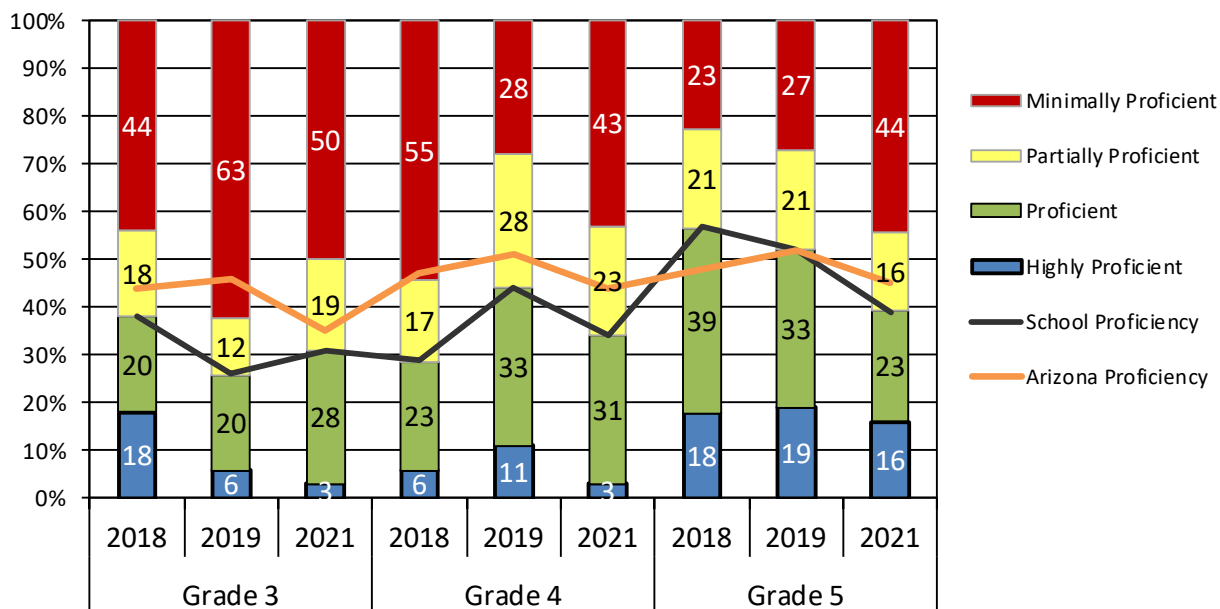
Cross Middle Mathematics



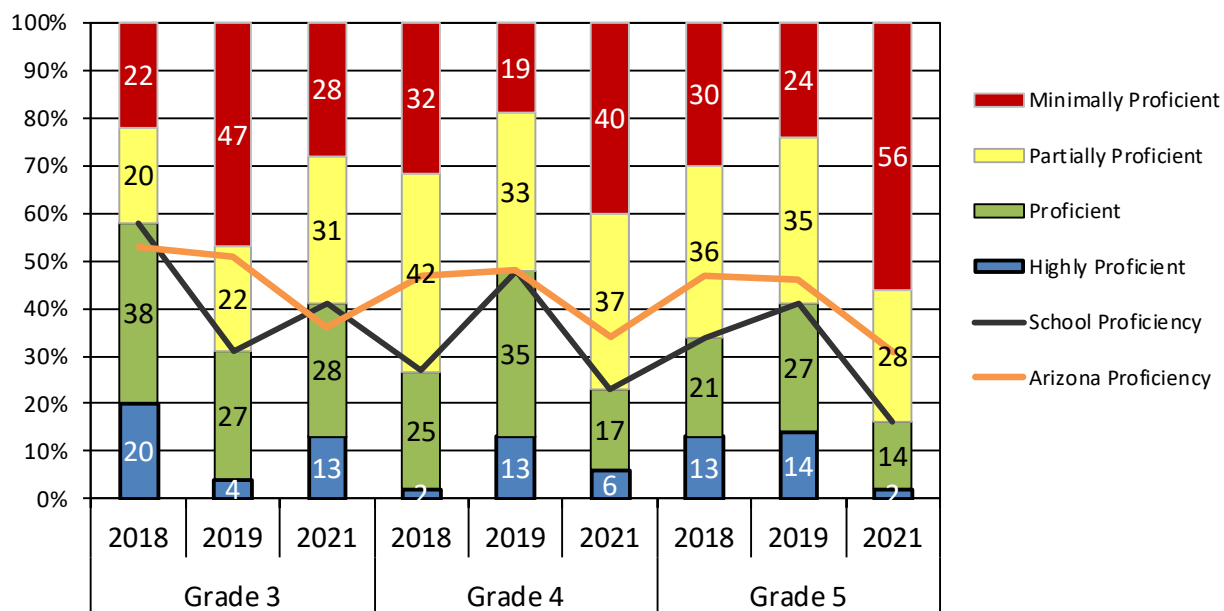
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Donaldson Elementary English Language Arts



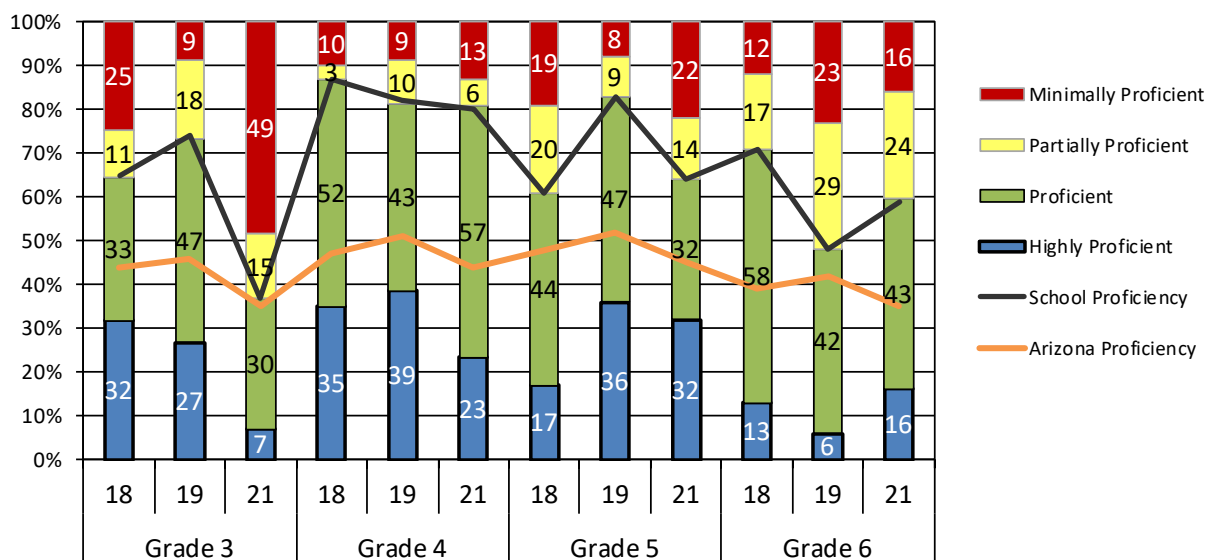
Donaldson Elementary Mathematics



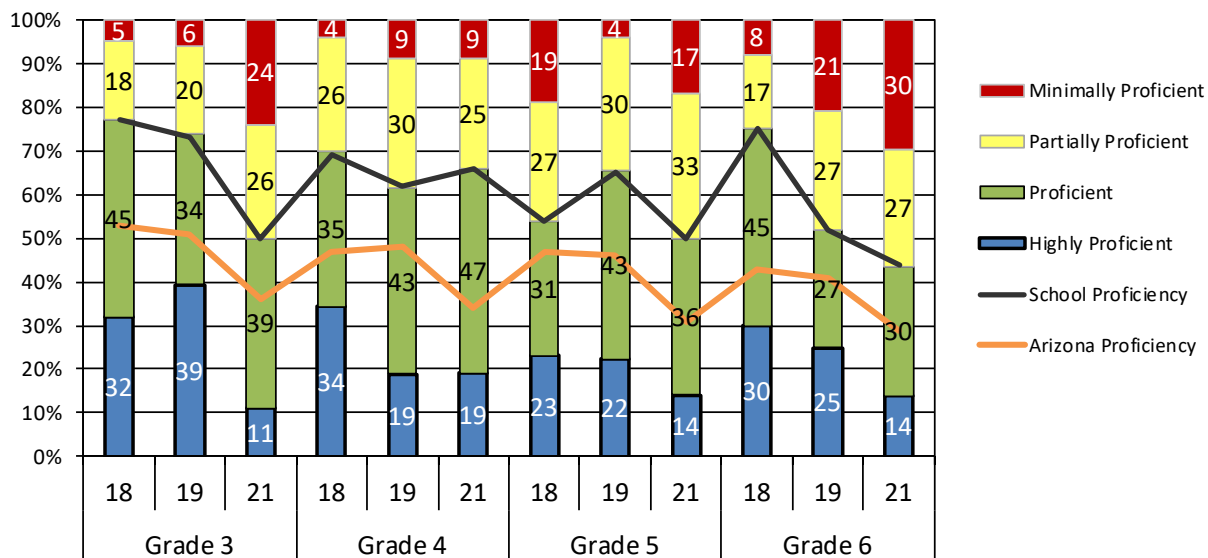
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Harelson Elementary English Language Arts



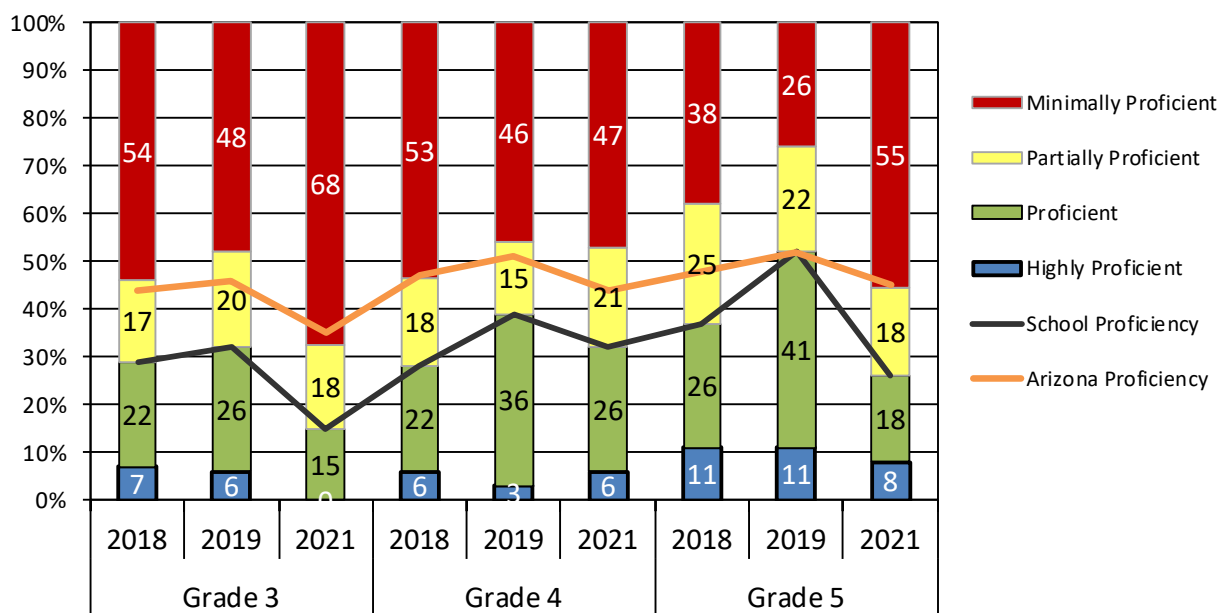
Harelson Elementary Mathematics



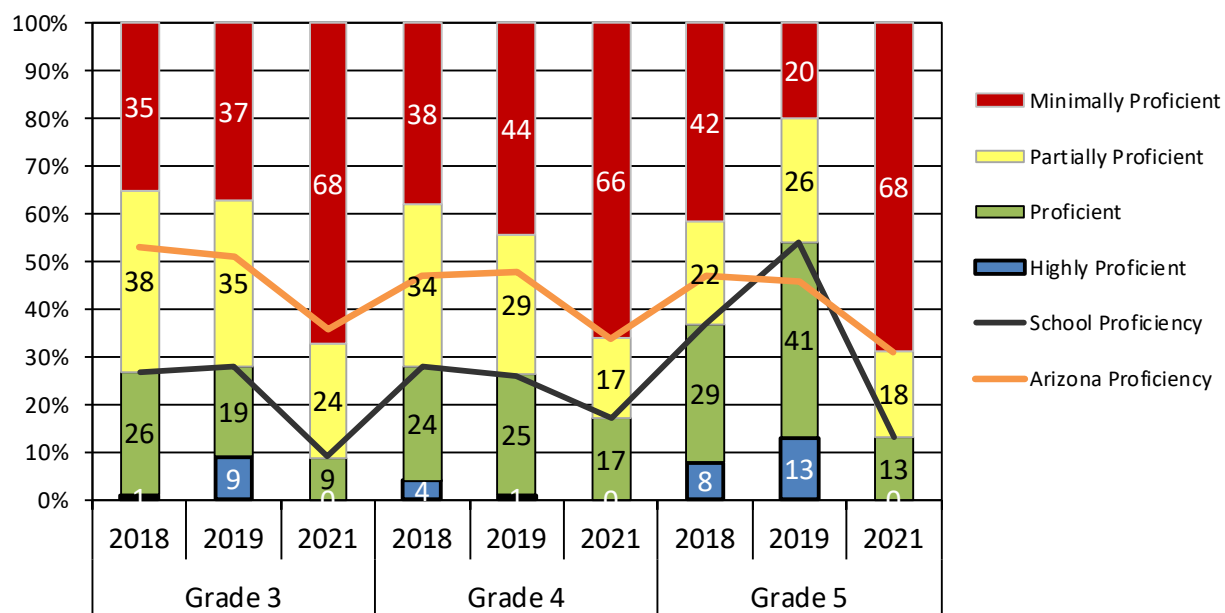
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Holaway Elementary English Language Arts

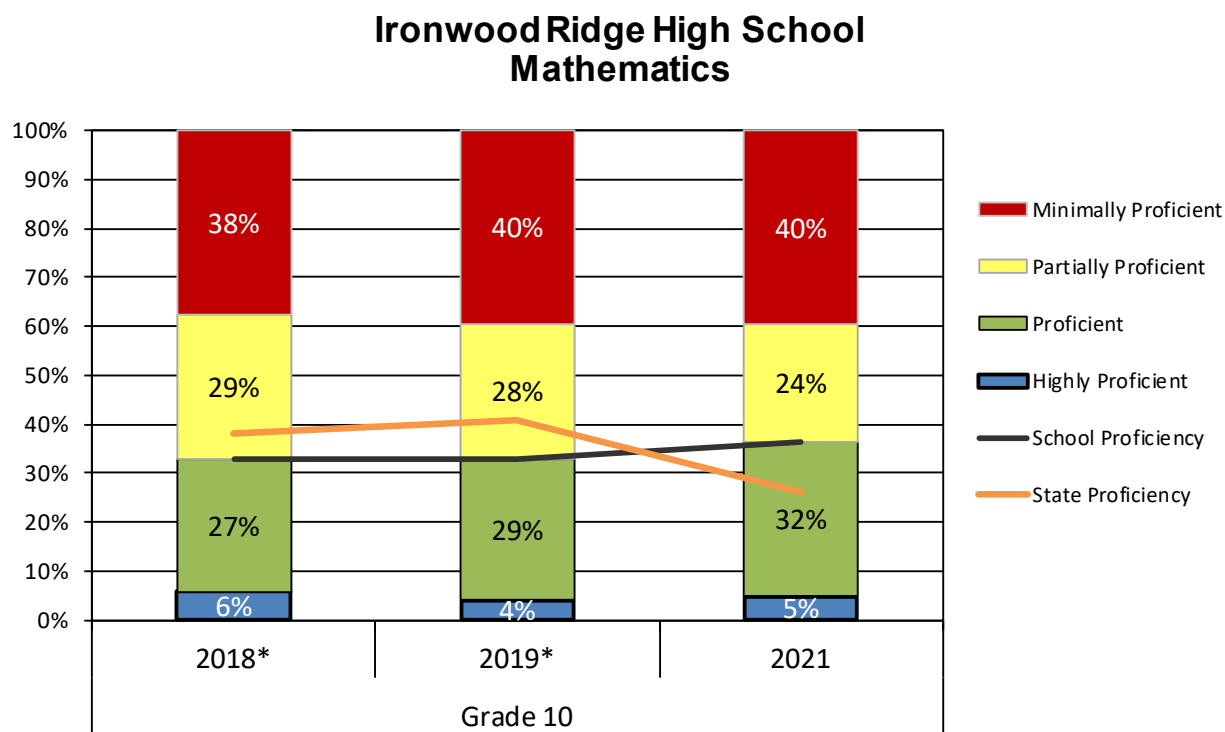
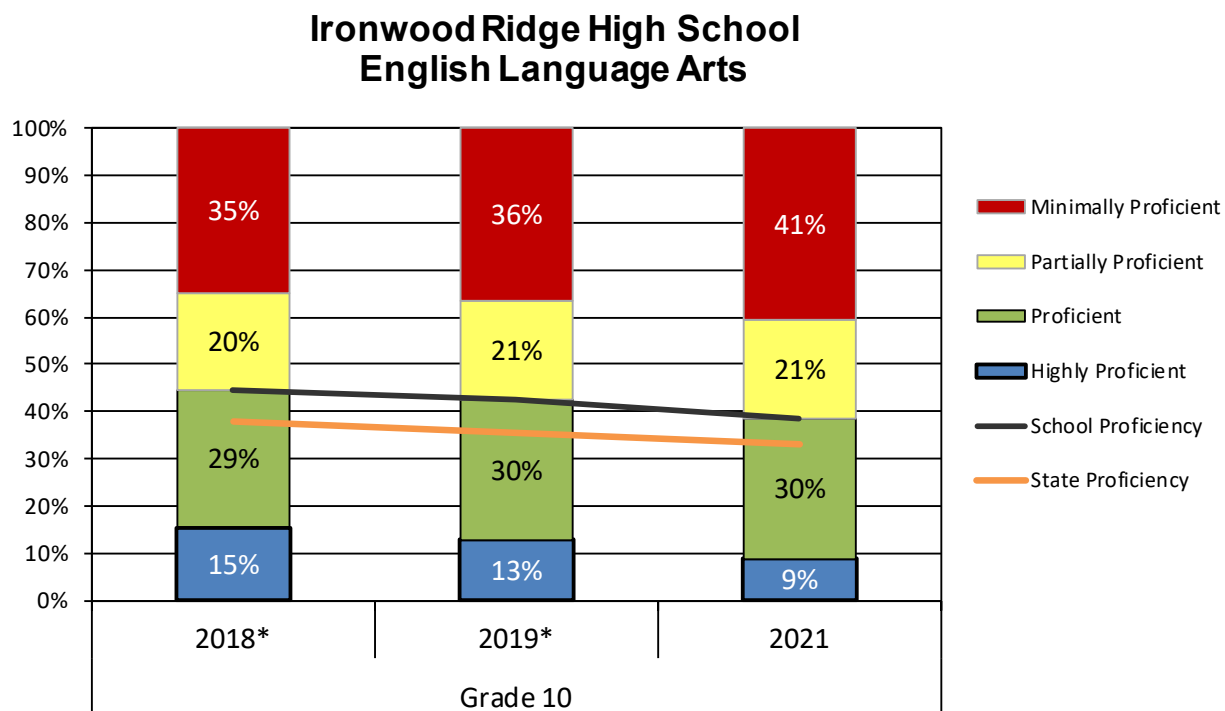


Holaway Elementary Mathematics



Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

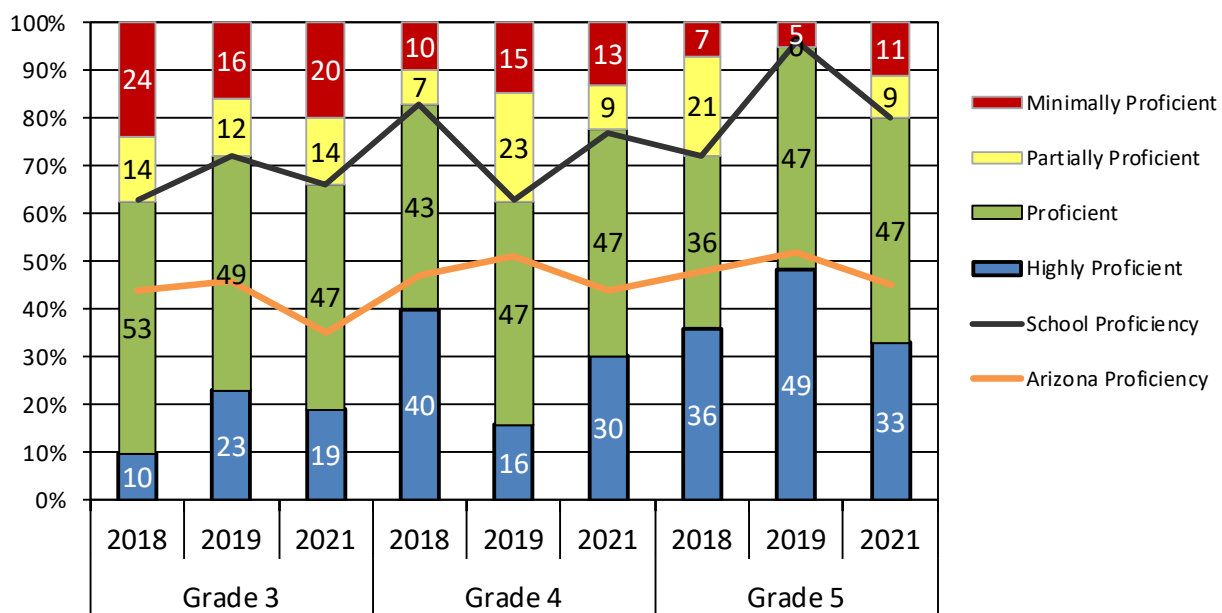


* Note: To allow for comparison purposes with Spring 2021 data, rates for 2018 and 2019 are combined accordingly:
 Grade 10 ELA = English 9 + English 10 | Grade 10 Math = Algebra + Geometry

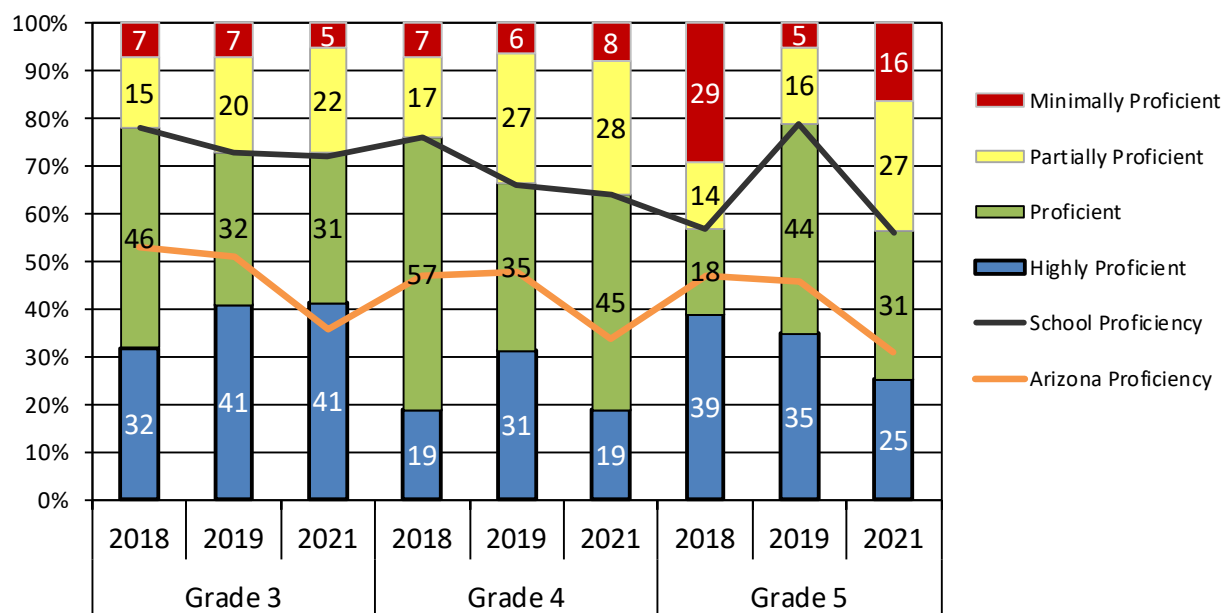
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Innovation Academy English Language Arts



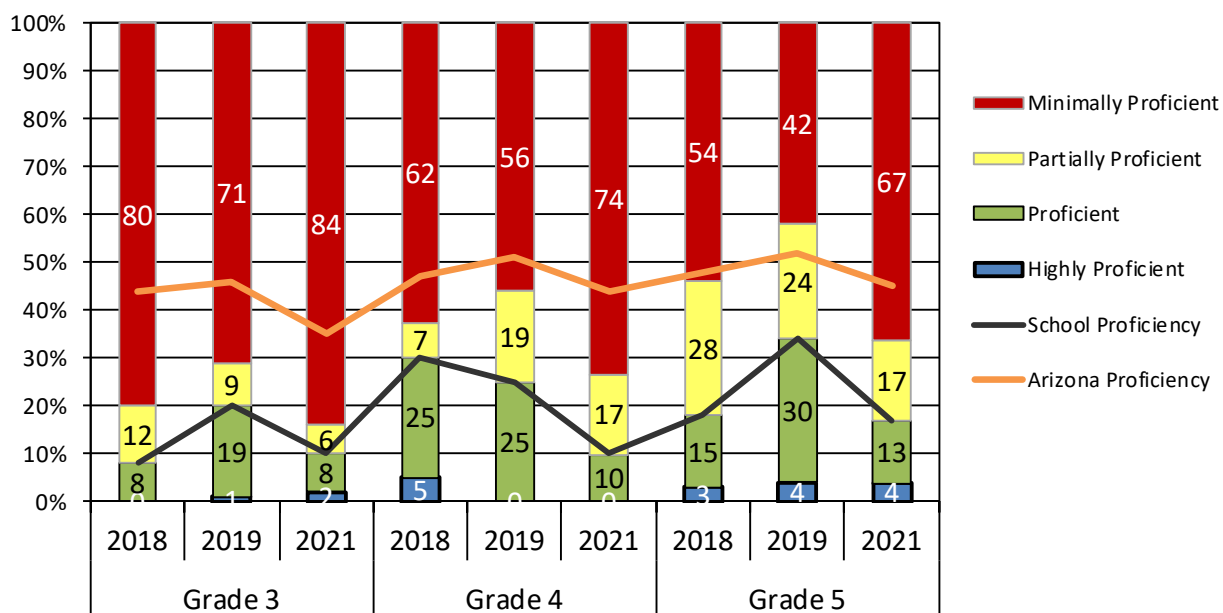
Innovation Academy Mathematics



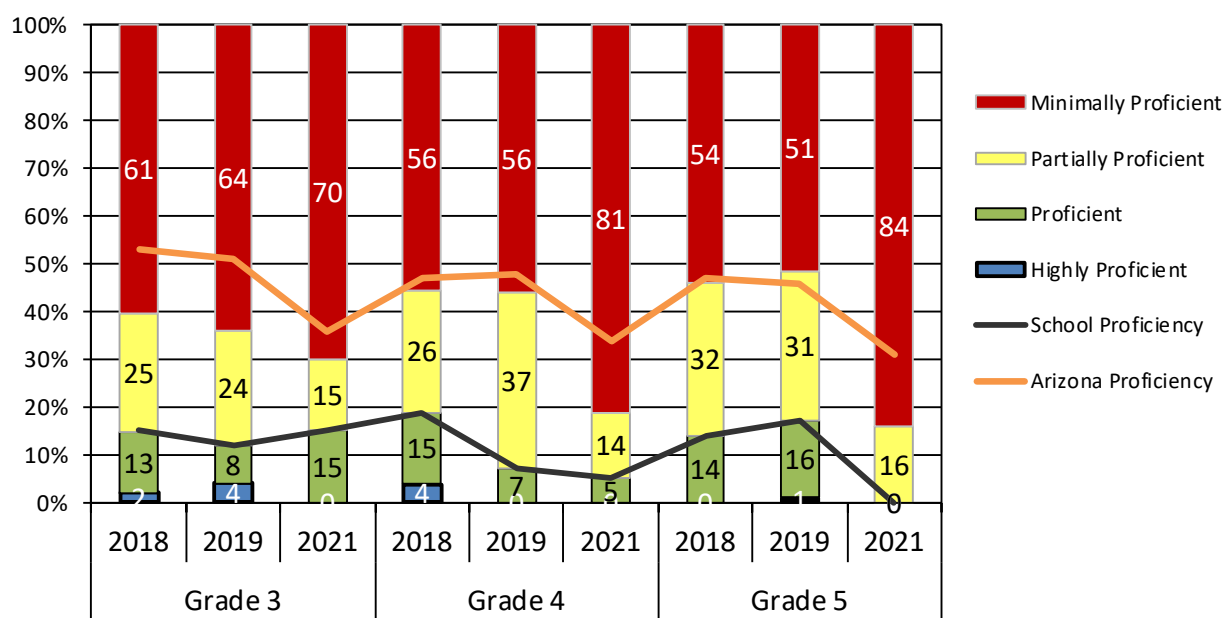
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Keeling Elementary English Language Arts



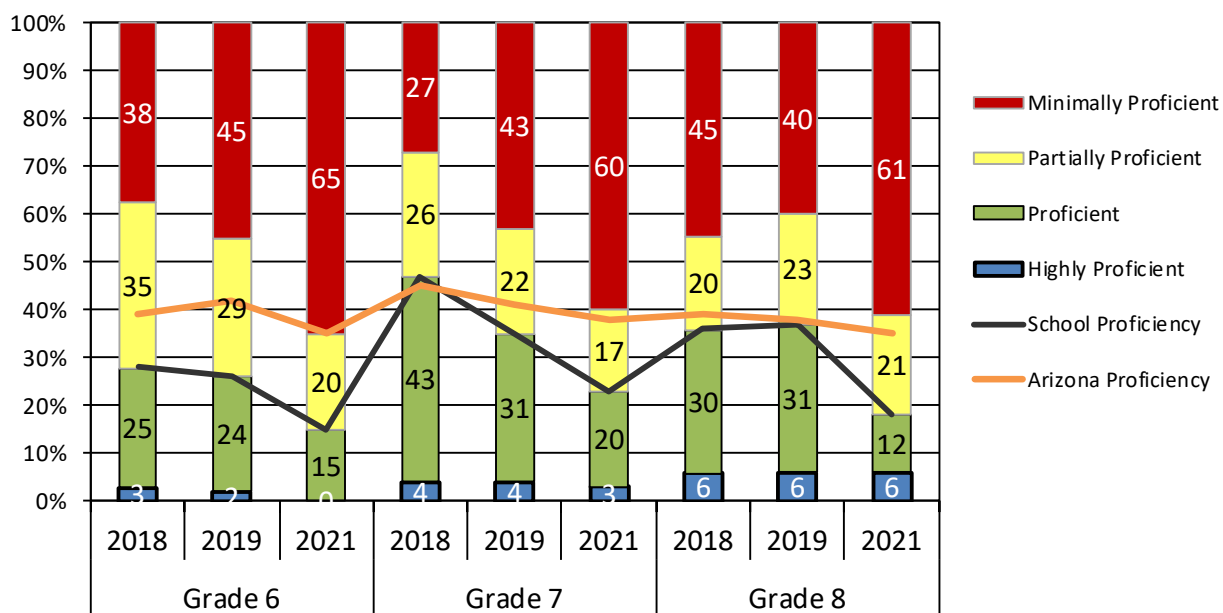
Keeling Elementary Mathematics



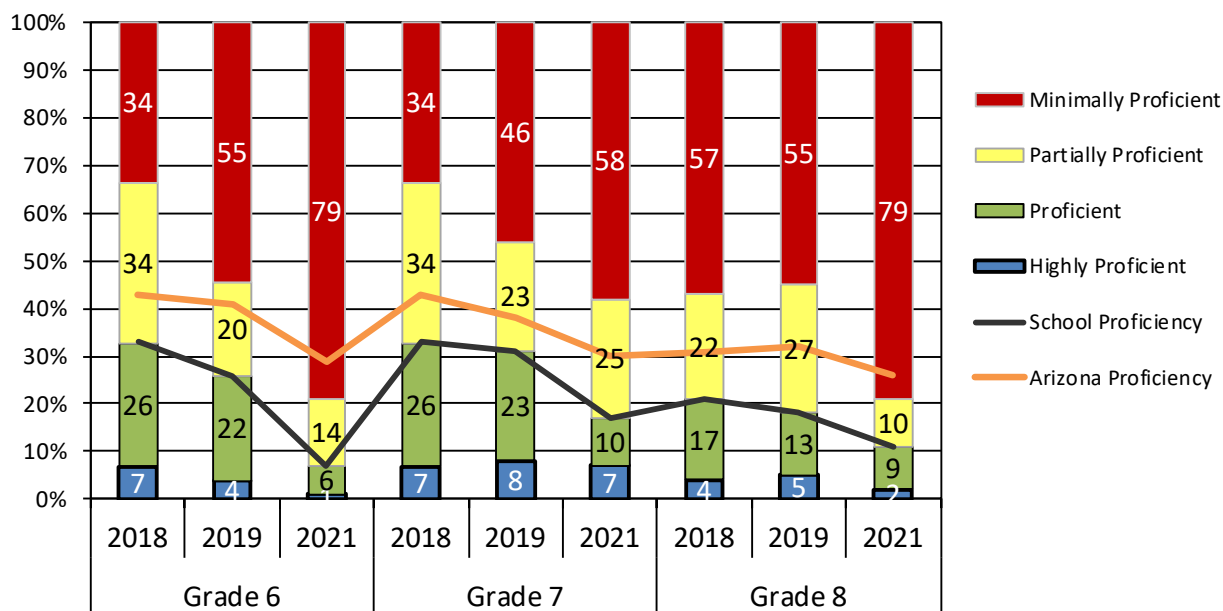
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

La Cima Middle English Language Arts



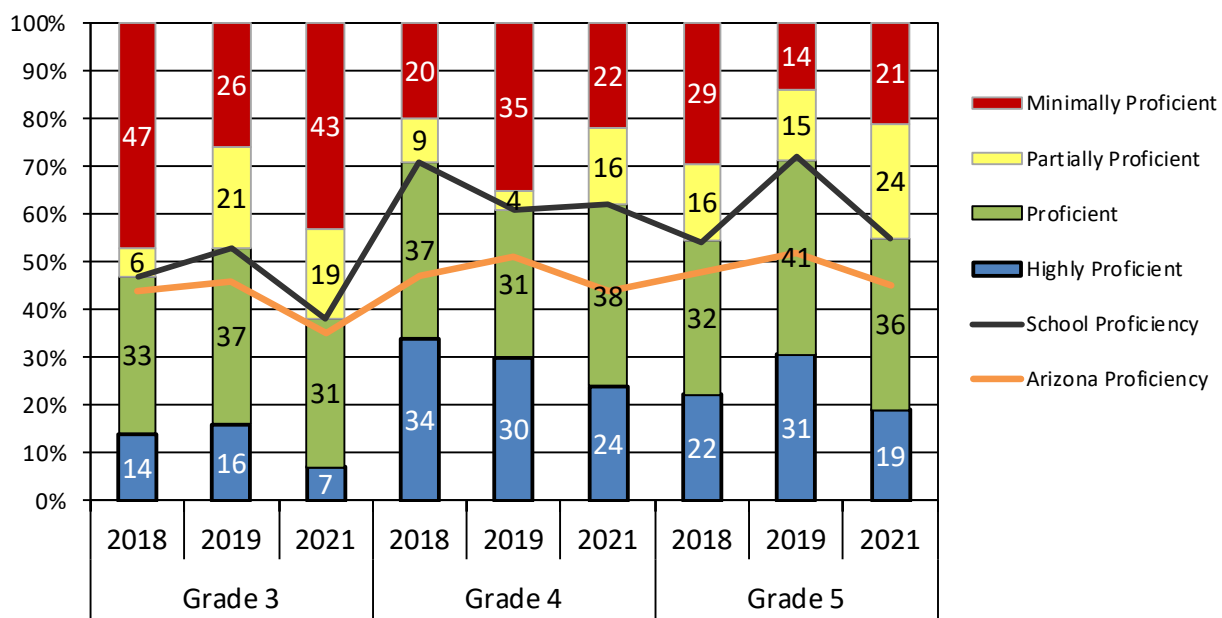
La Cima Middle Mathematics



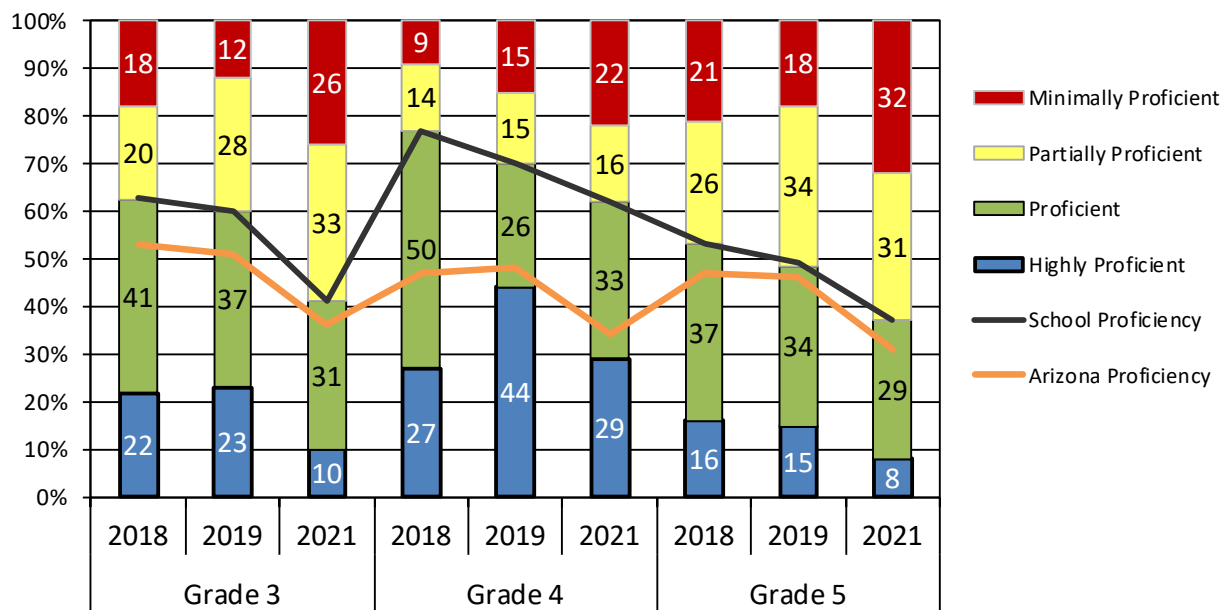
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Mesa Verde Elementary English Language Arts



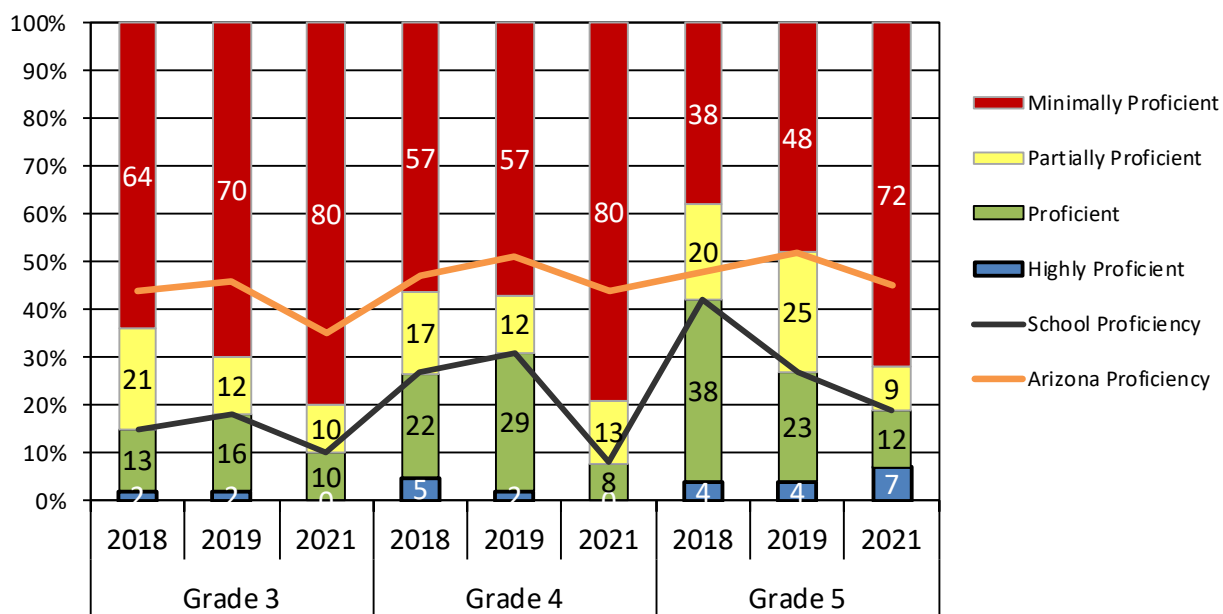
Mesa Verde Elementary Mathematics



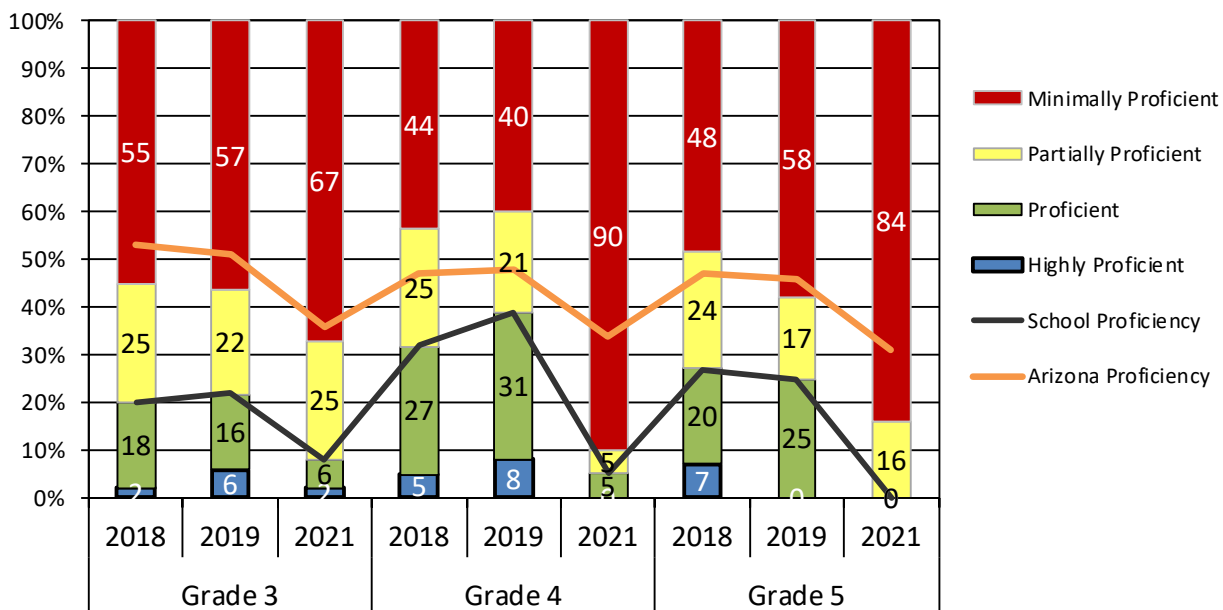
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Nash Elementary English Language Arts



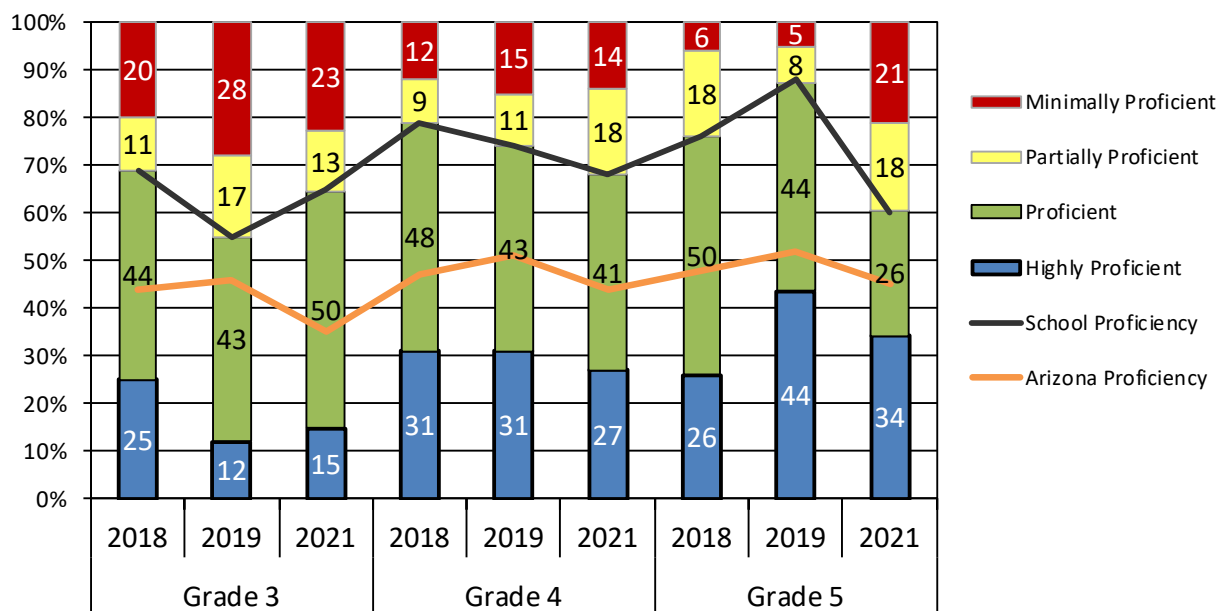
Nash Elementary Mathematics



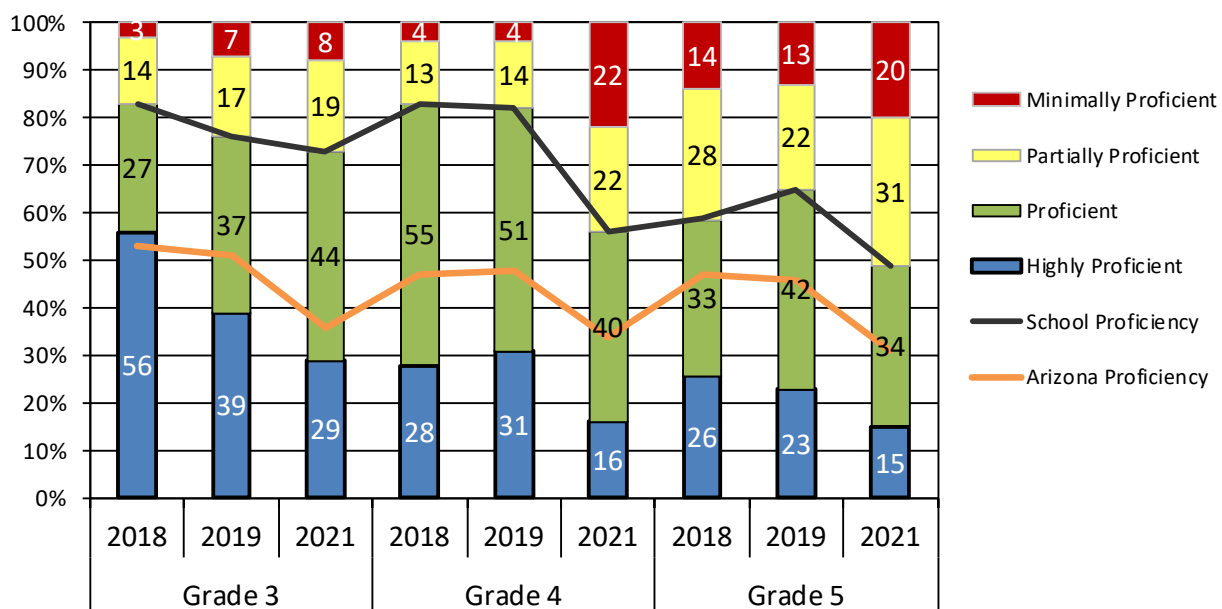
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Painted Sky Elementary English Language Arts



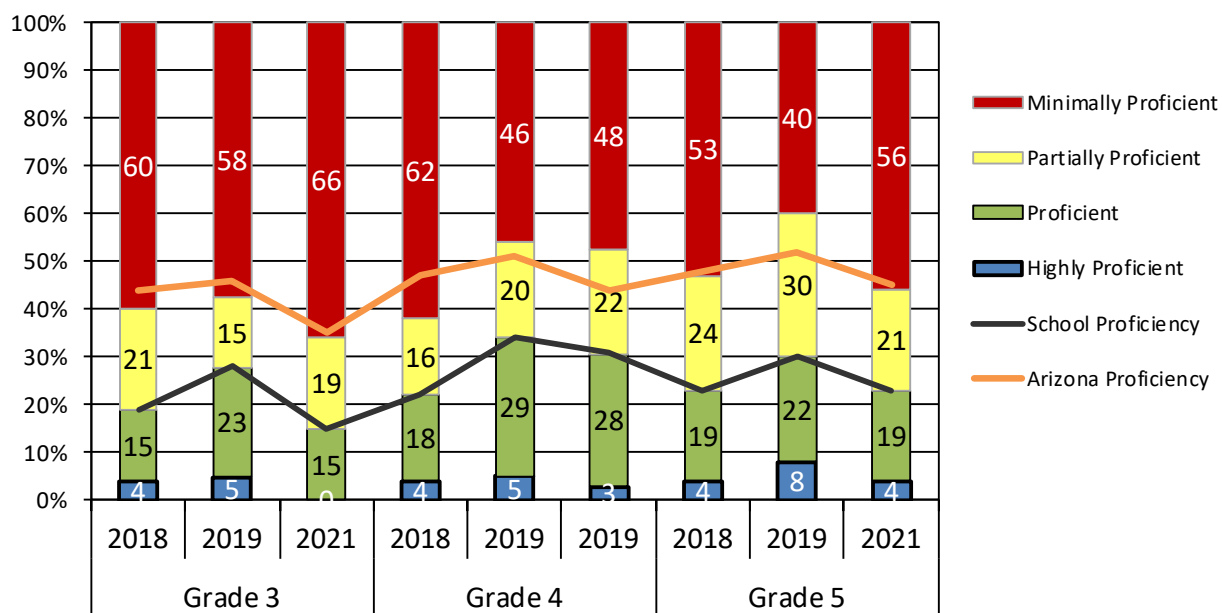
Painted Sky Elementary Mathematics



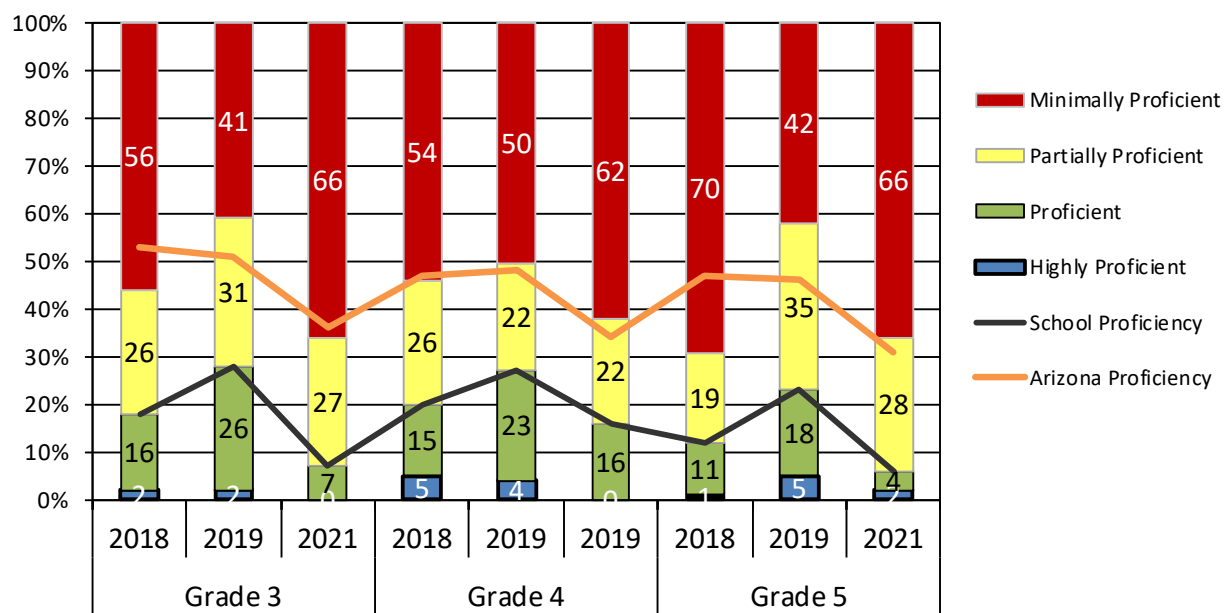
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Prince Elementary English Language Arts

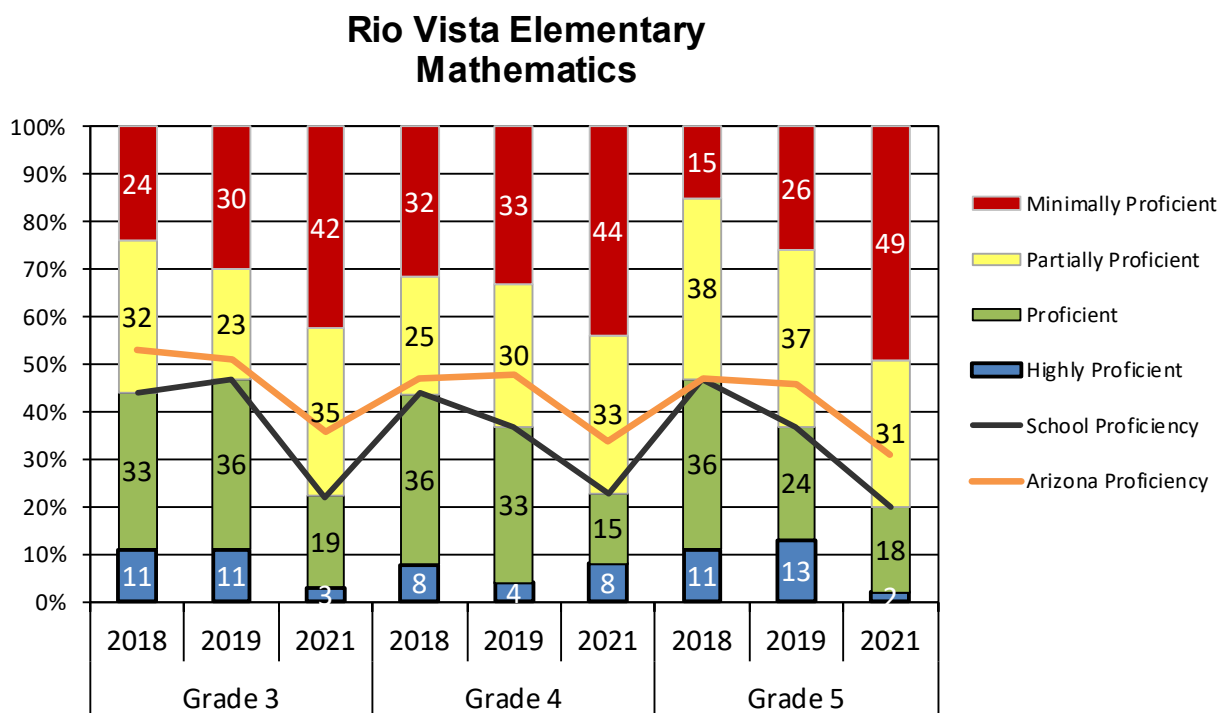
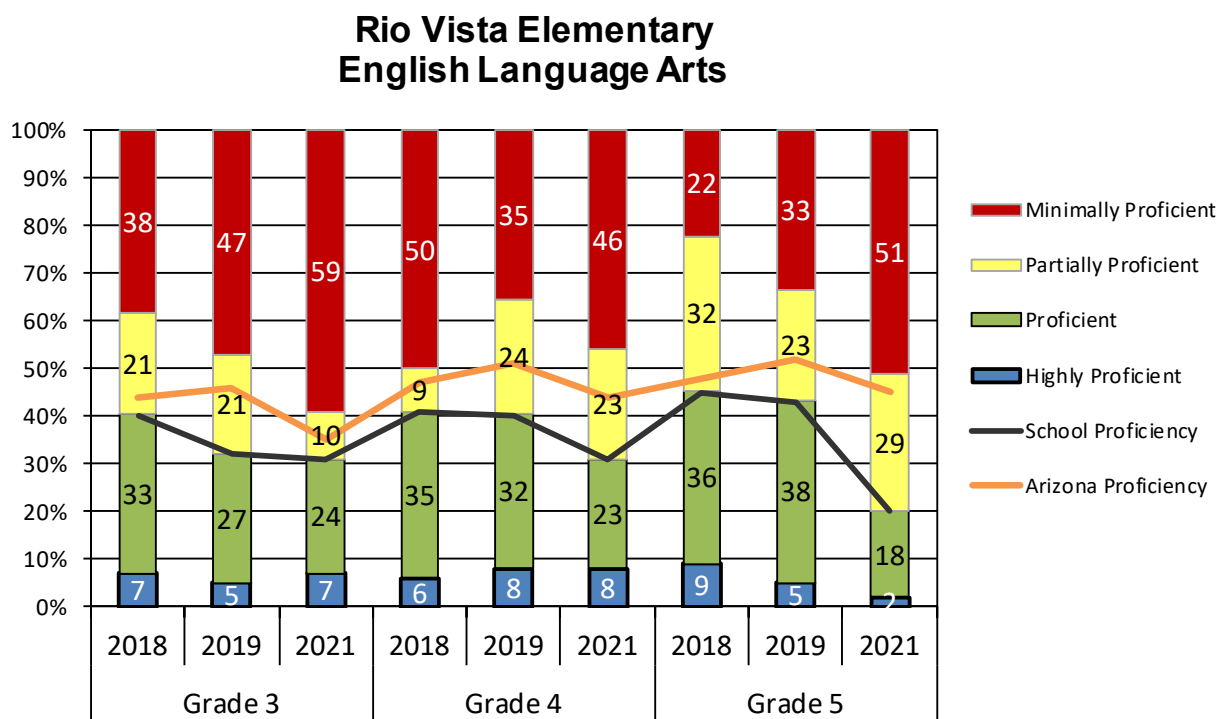


Prince Elementary Mathematics



Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

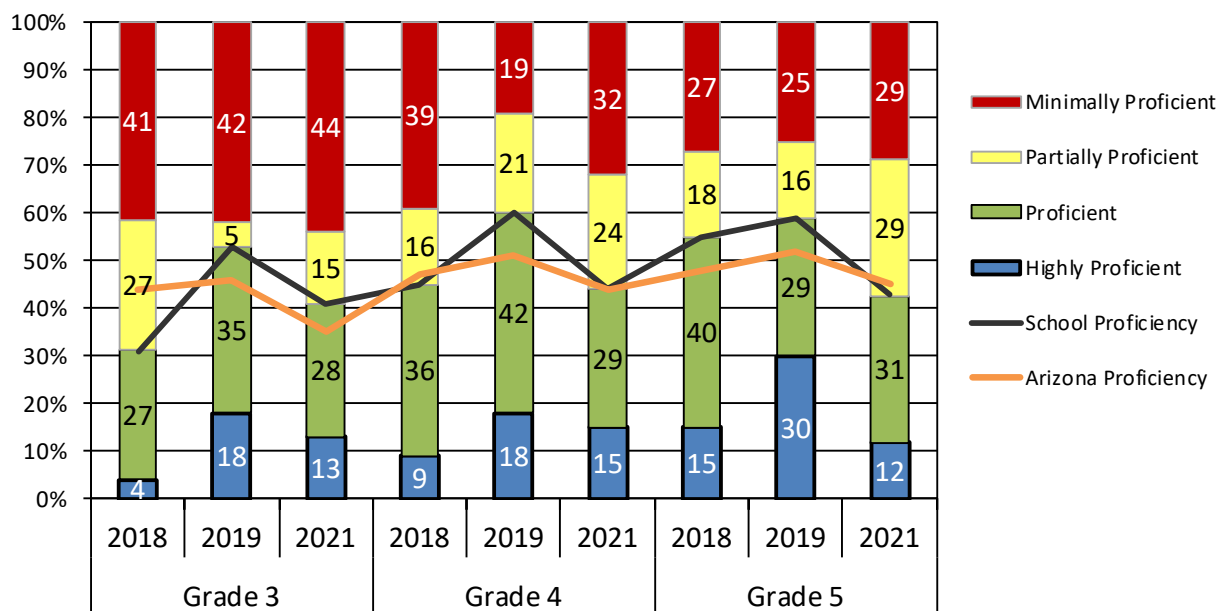
State assessments were cancelled during Spring 2020 due to COVID-19 school closures.



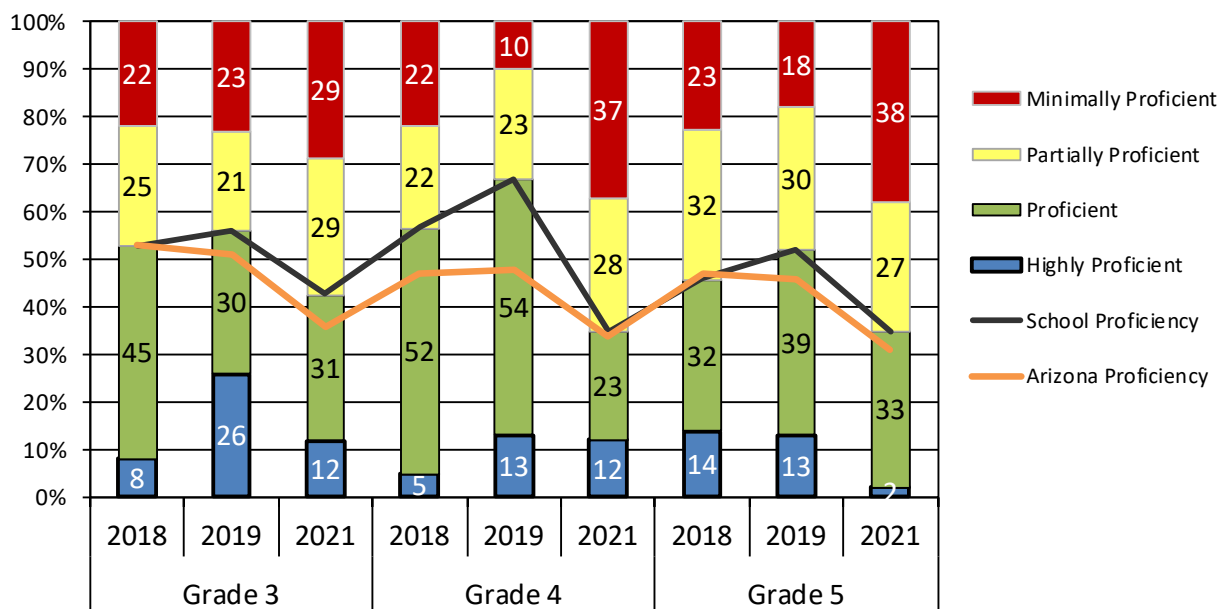
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Walker Elementary English Language Arts



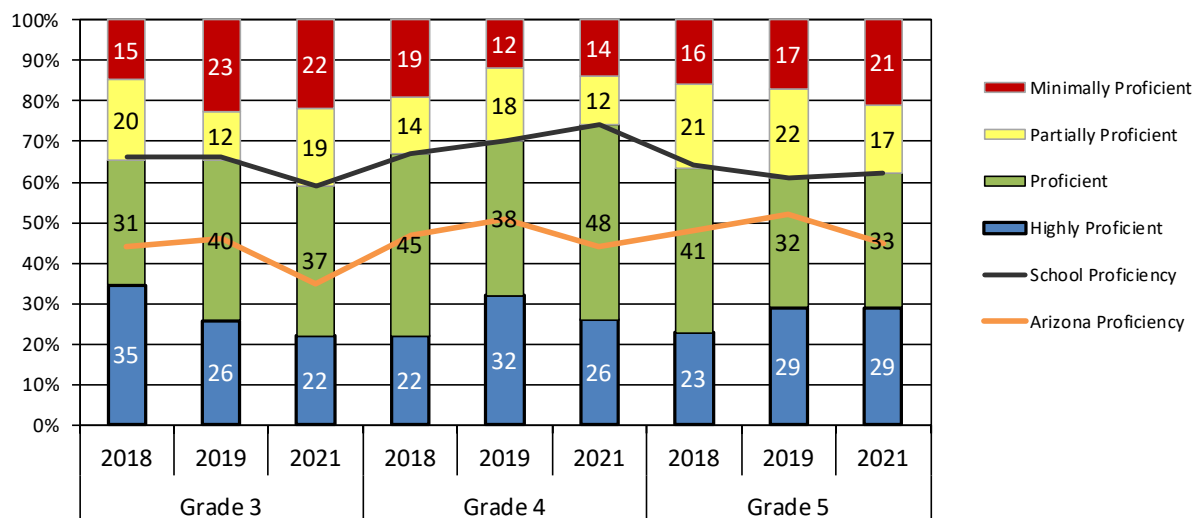
Walker Elementary Mathematics



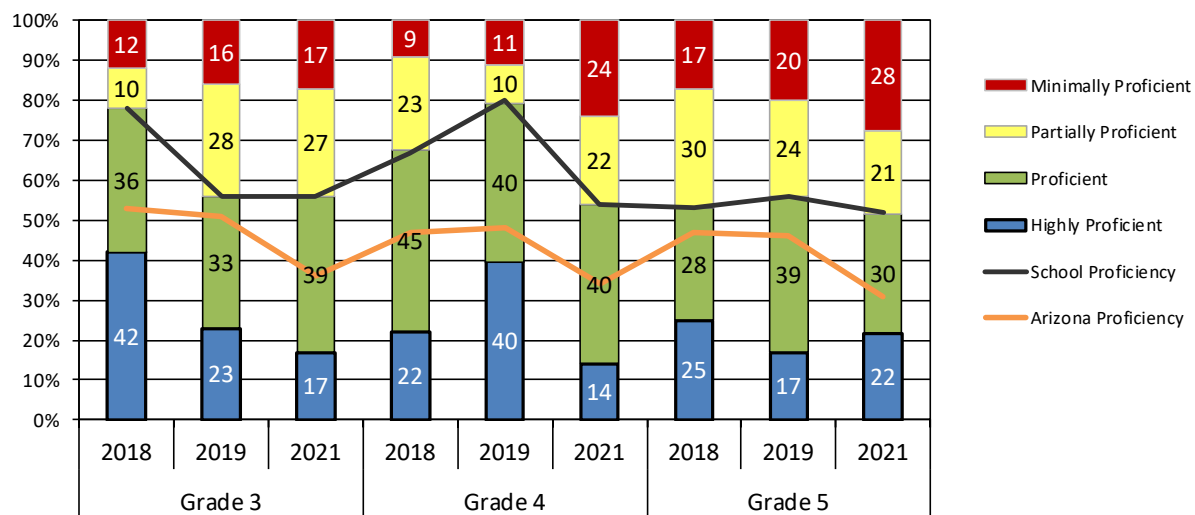
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Wilson K-8 English Language Arts



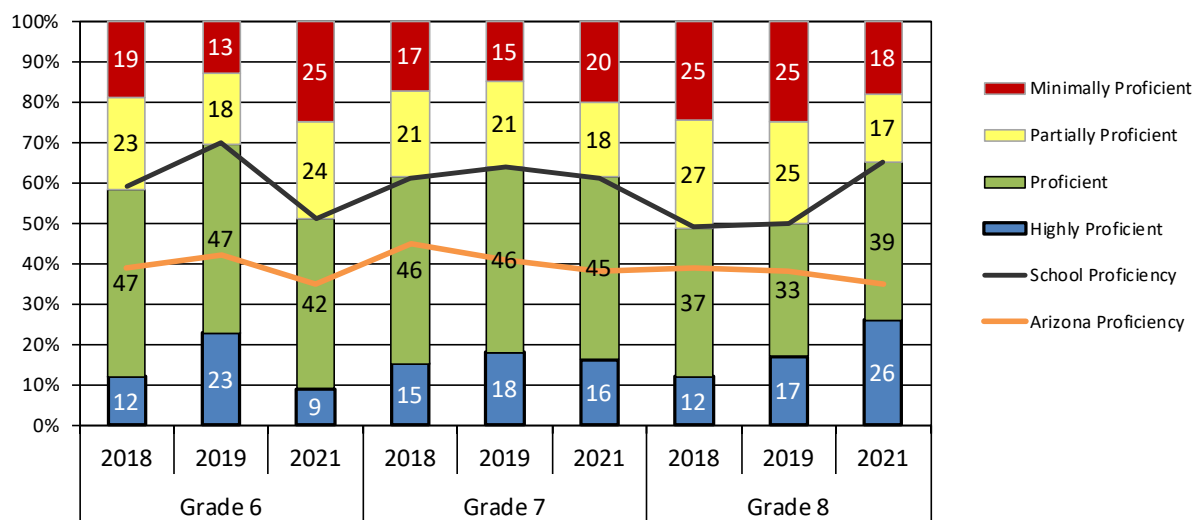
Wilson K-8 Mathematics



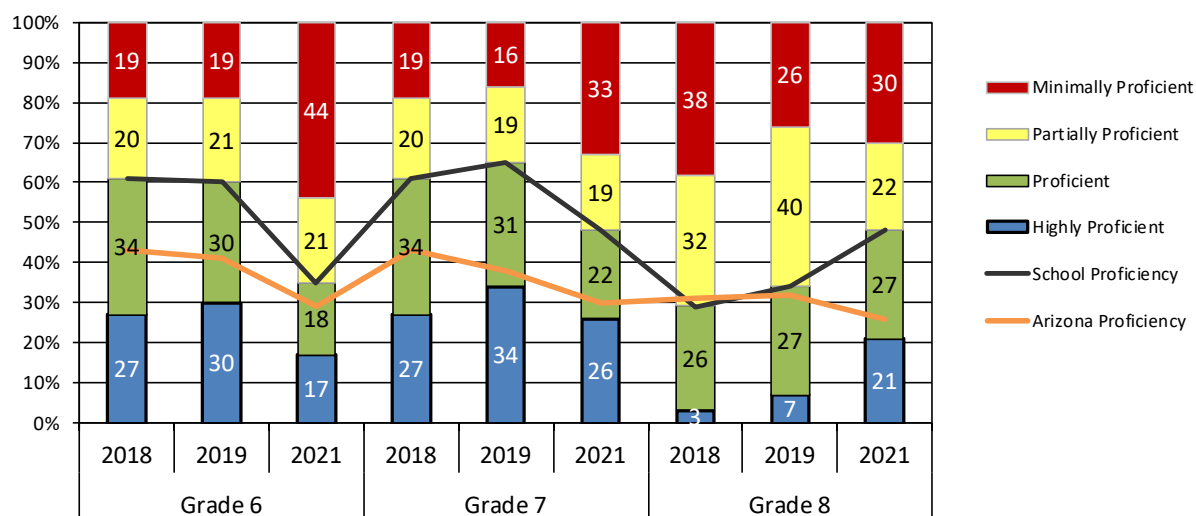
Spring AzMERIT Performance (3-Year Trends) – Schools (cont.)

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

Wilson K-8 English Language Arts

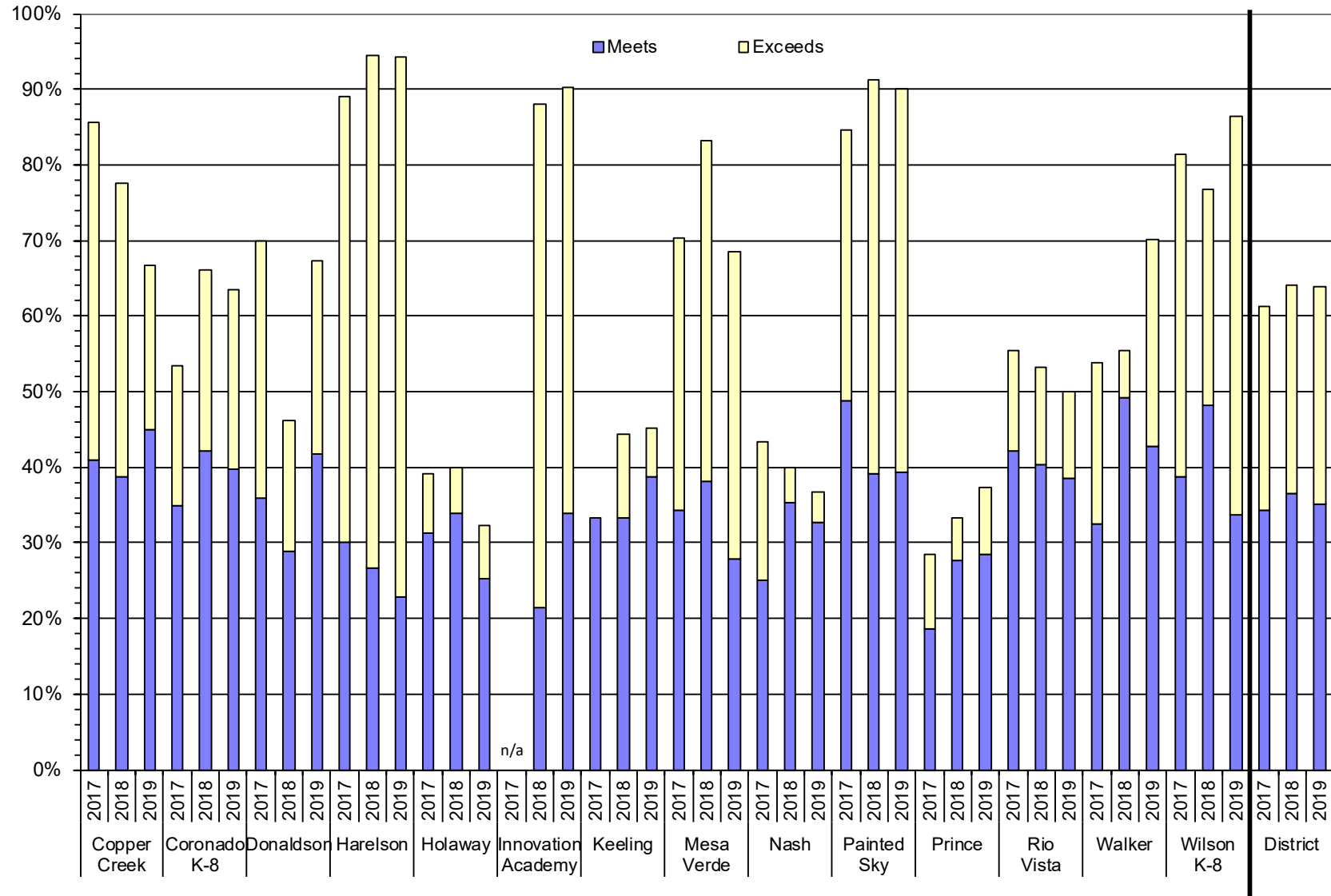


Wilson K-8 Mathematics



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

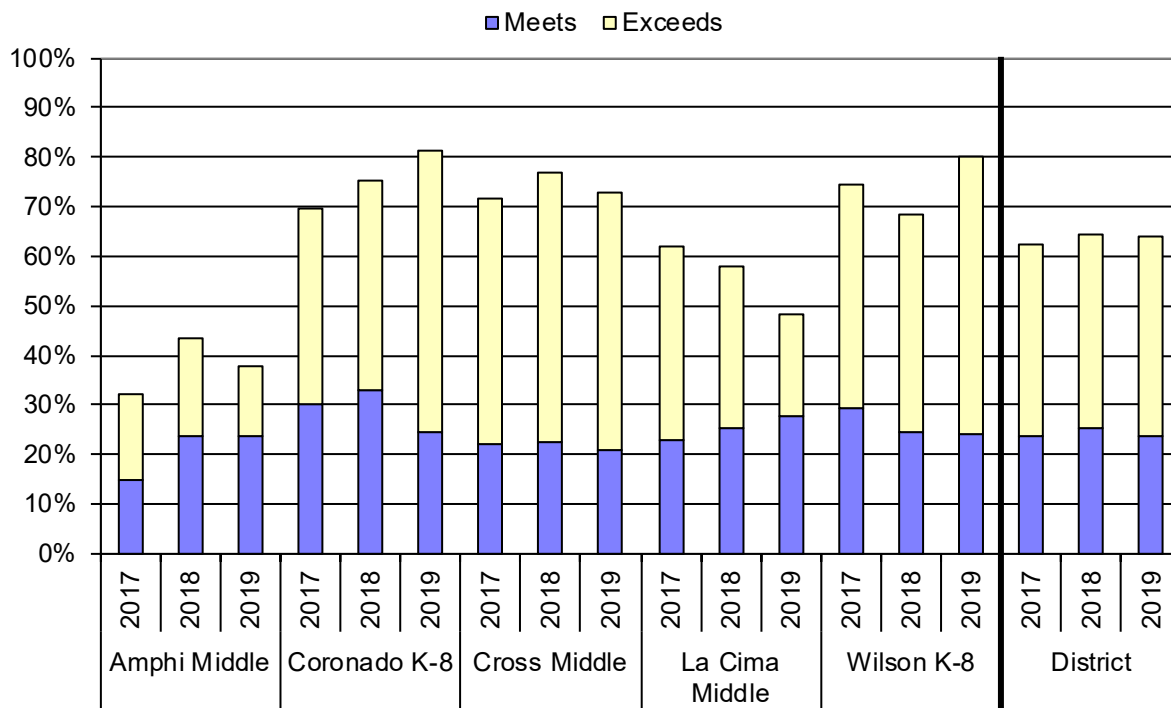
The AIMS Science was not administered during Spring 2020 or Spring 2021. Information below is the most up-to-date data available. There will be a new science assessment beginning in Spring 2022.



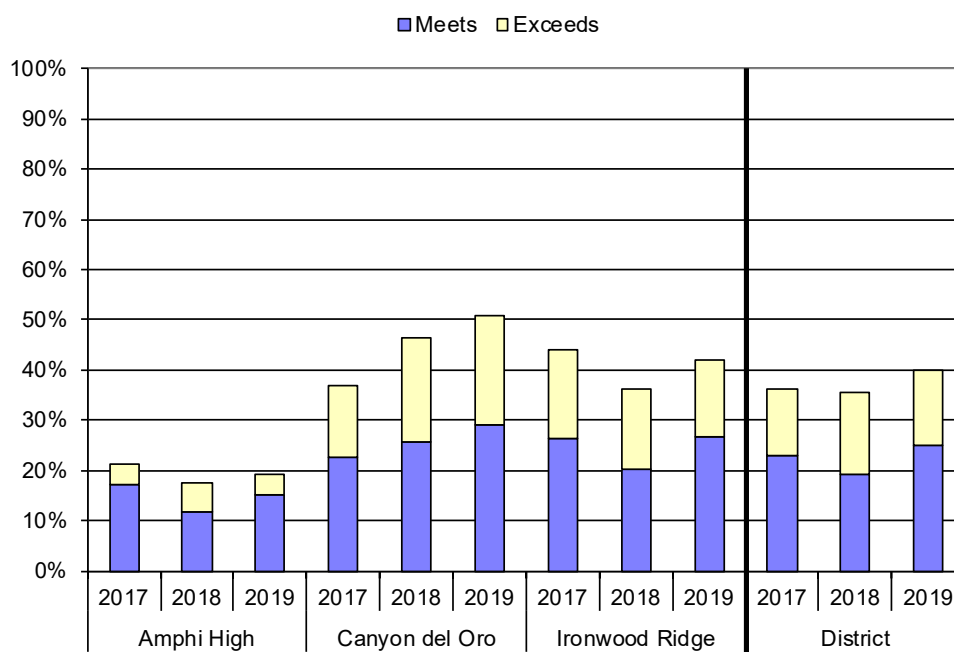
AIMS Science Meets/Exceeds Rates (3-Year Trends) – con't

The AIMS Science was not administered during Spring 2020 or Spring 2021. Information below is the most up-to-date data available. There will be a new science assessment beginning in Spring 2022.

8th Grade

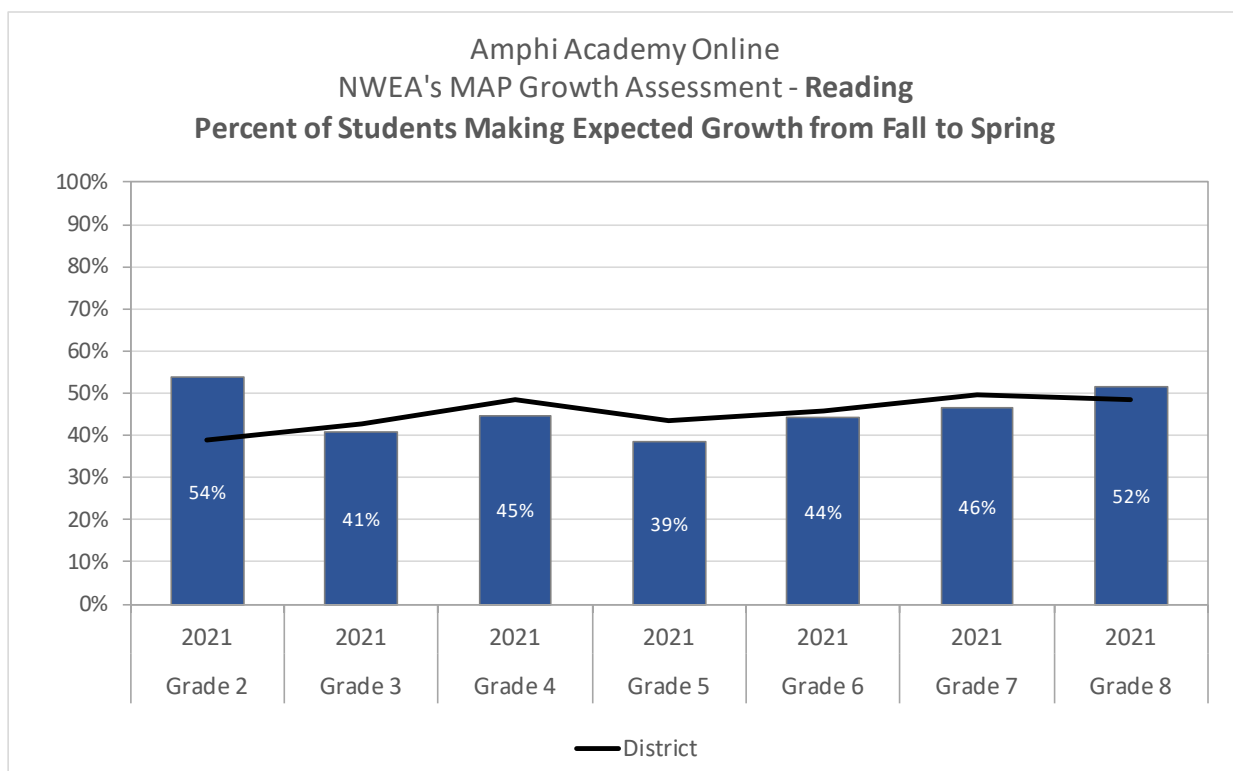
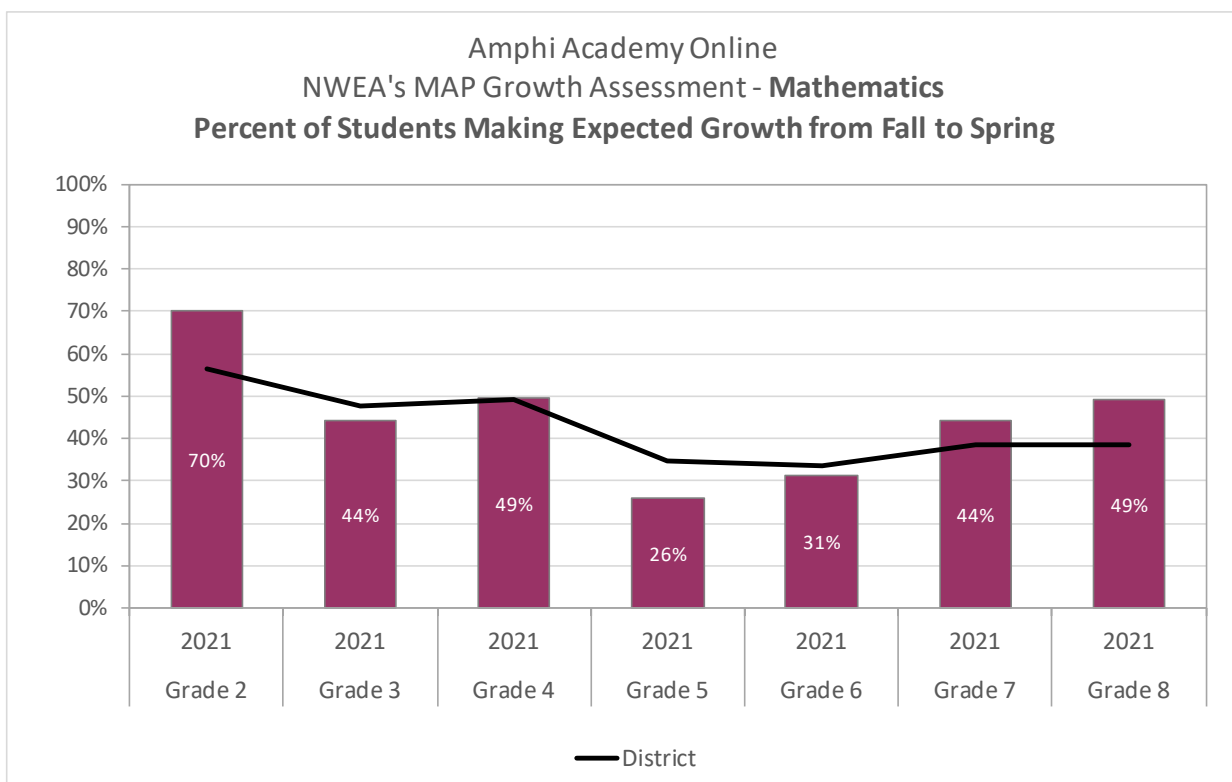


High School (includes both 9th and 10th grades) – 3-Year Trends



MAP Growth Results: Percent Making Expected Growth

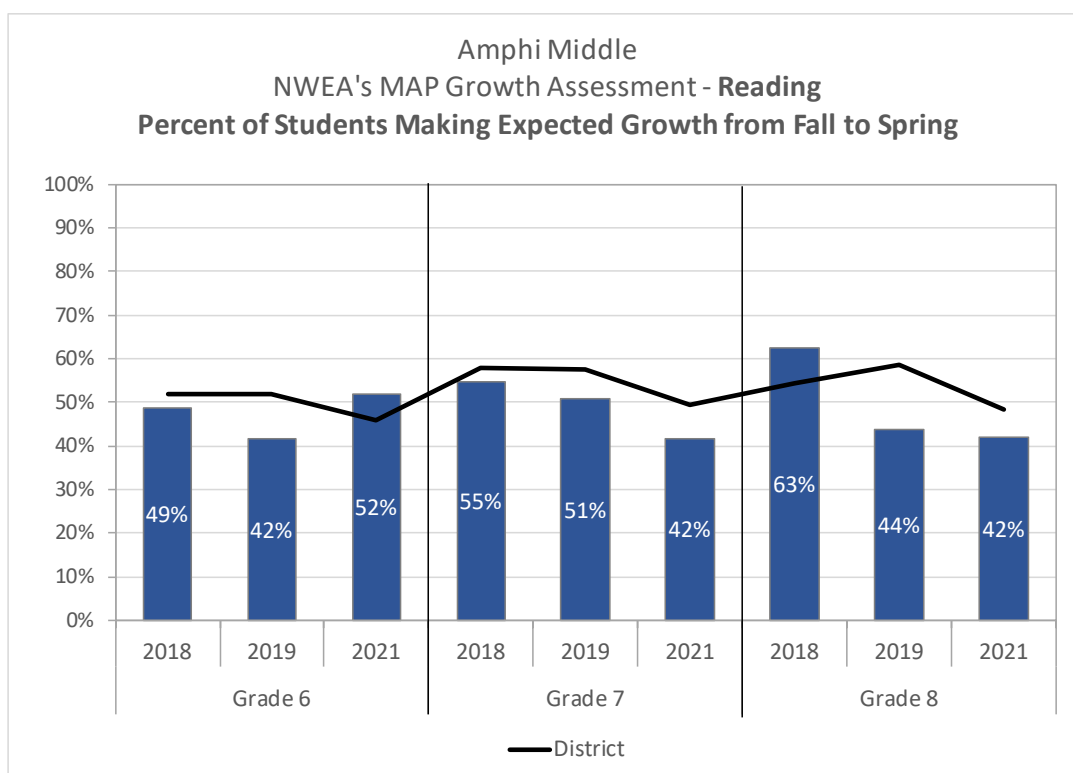
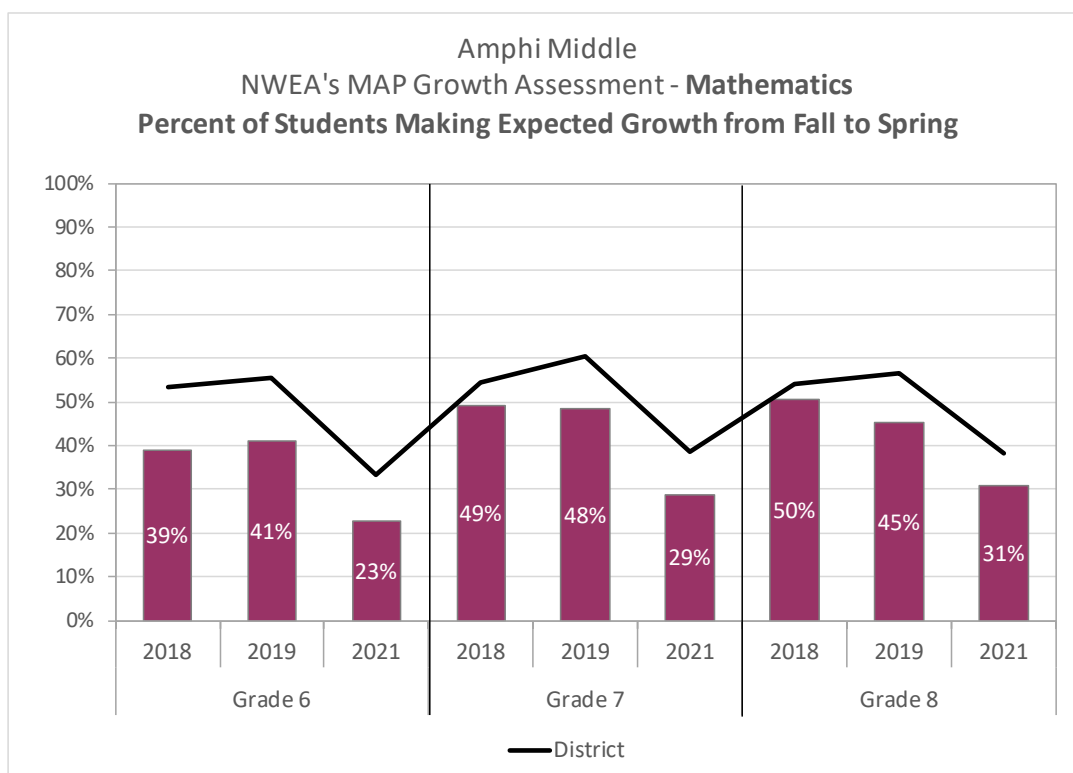
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Note: MAP Growth provides a Fall-to-Spring growth target for each student based on his/her Fall performance as it compares to the average (normative) performance. NWEA does not report national percentages of students achieving their expected growth, 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 Growth Results: Percent Making Expected Growth (cont.)

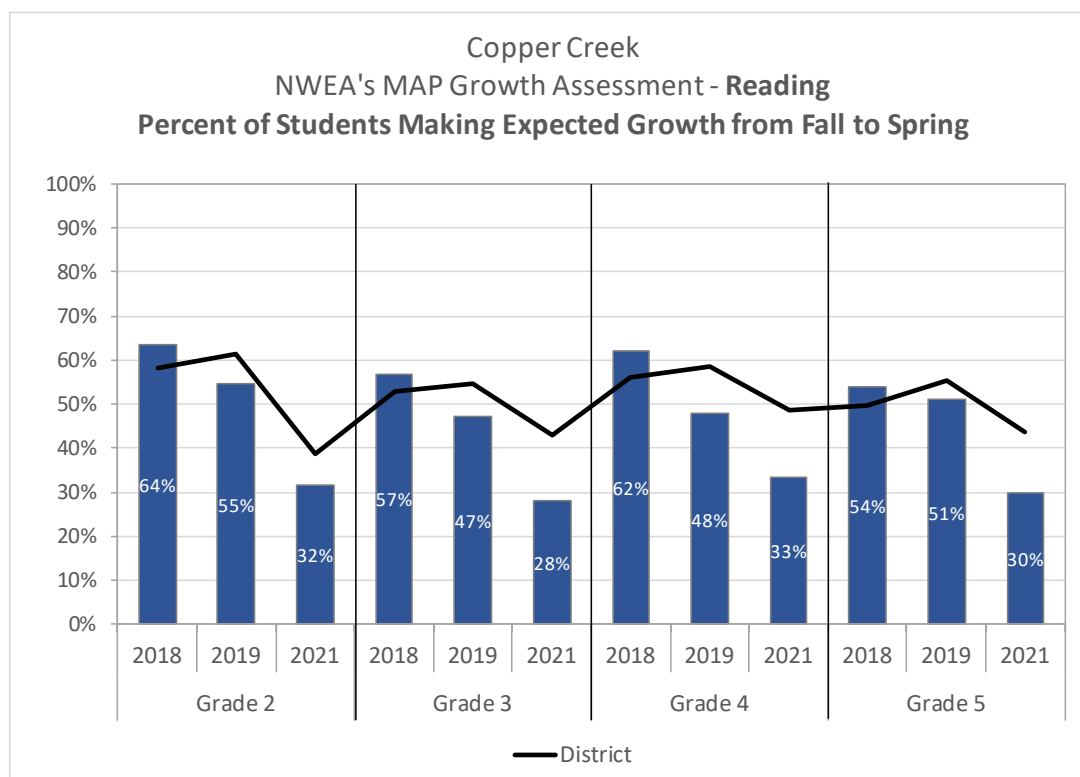
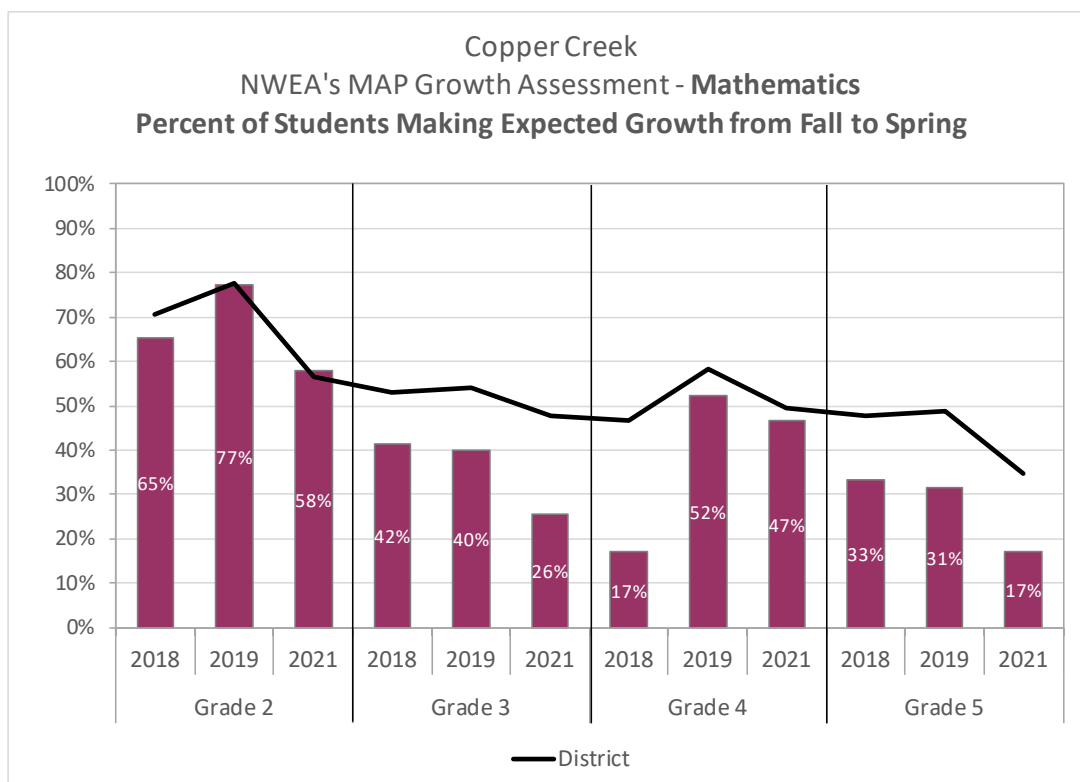
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MAP Growth Results: Percent Making Expected Growth (cont.)

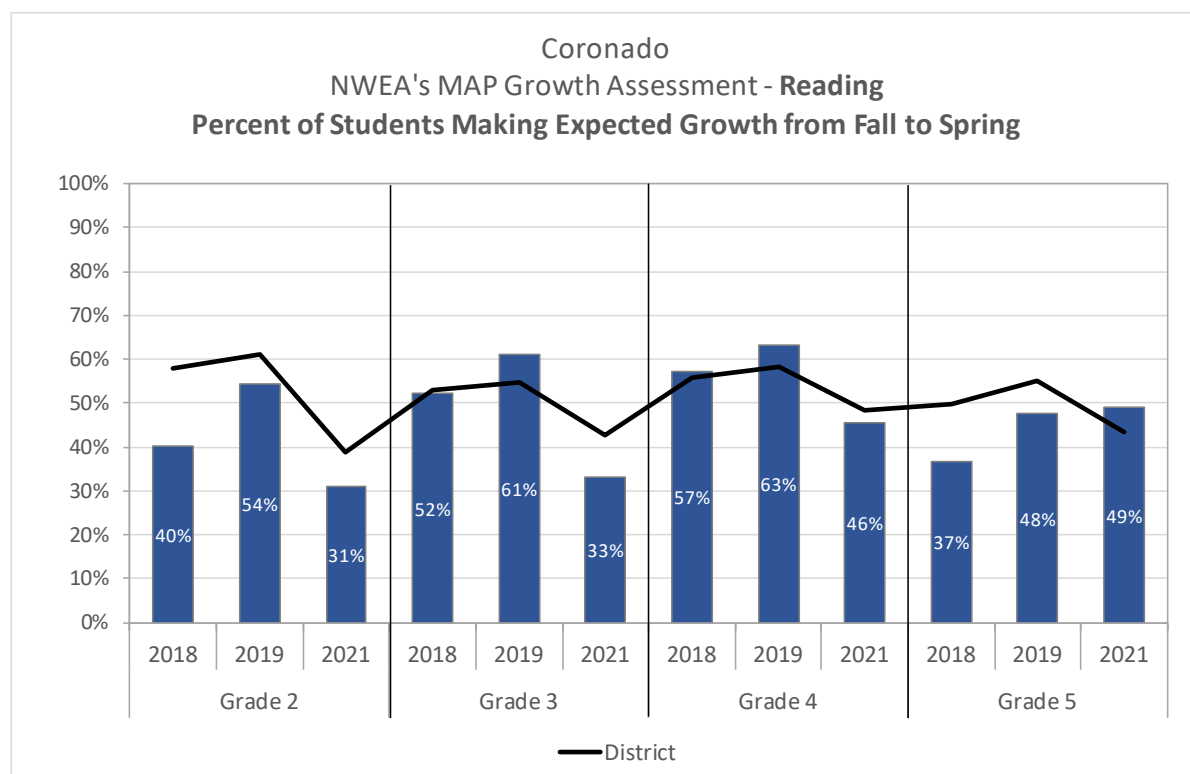
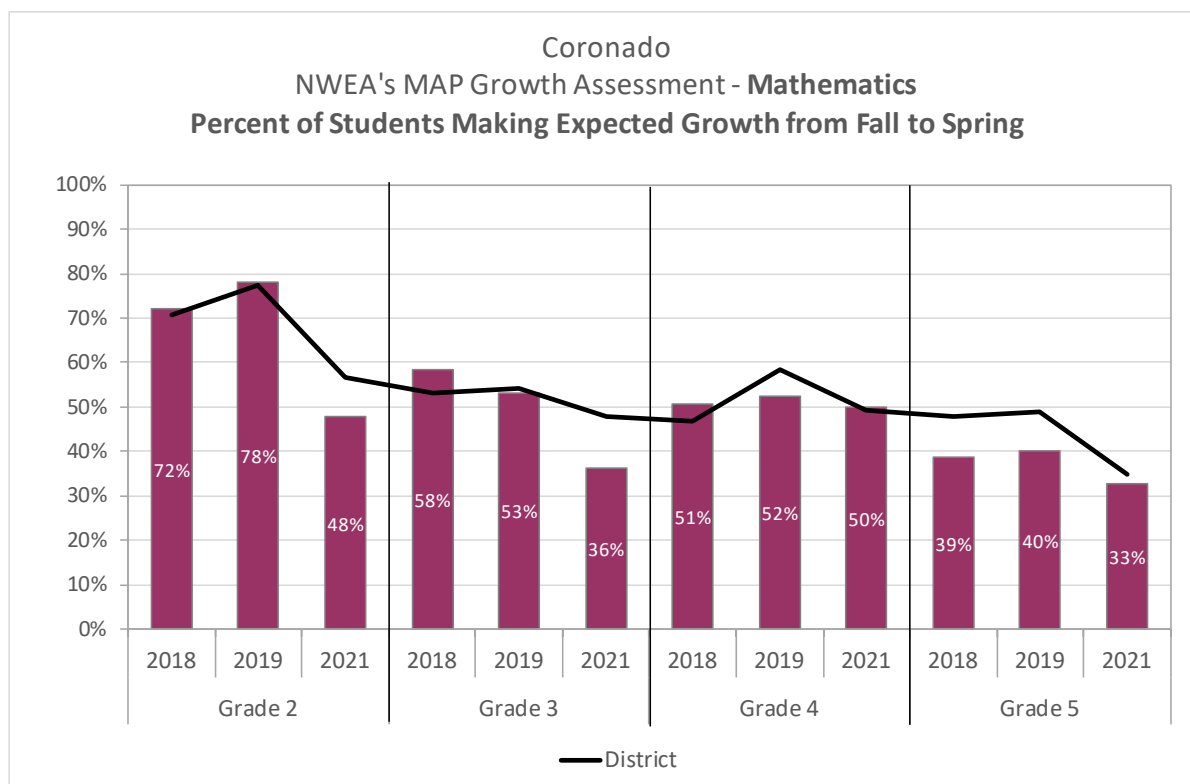
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MAP Growth Results: Percent Making Expected Growth (cont.)

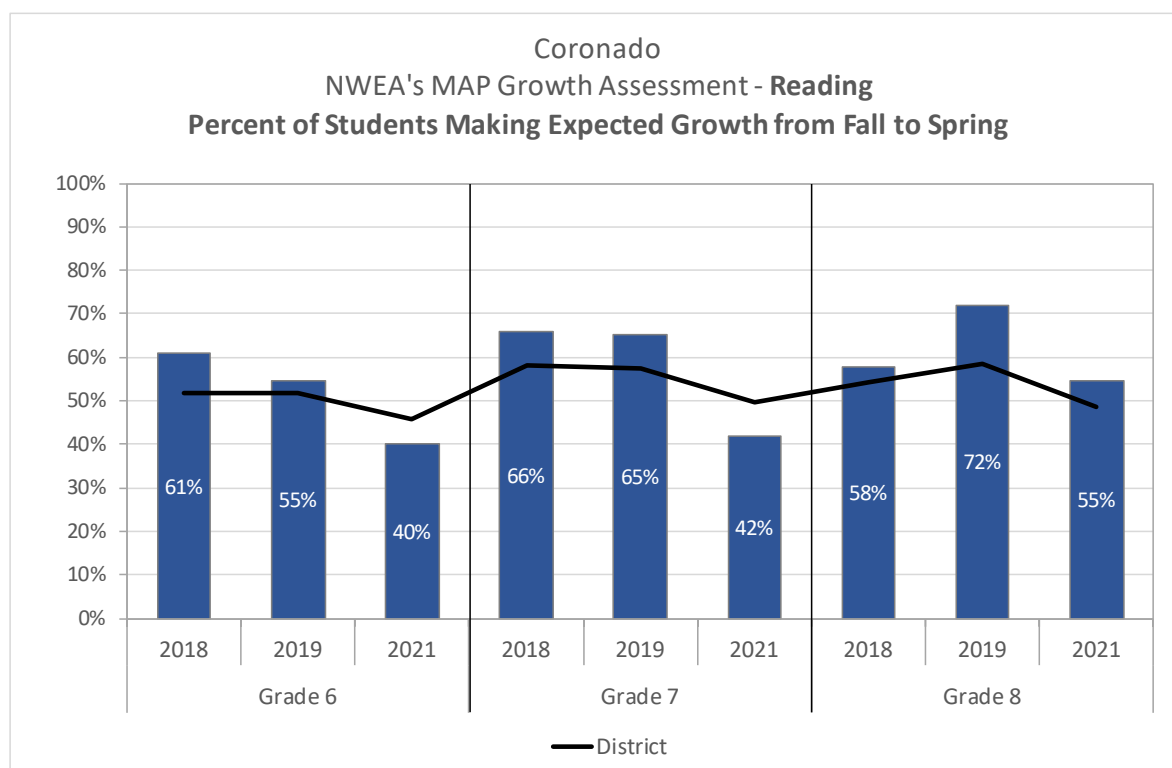
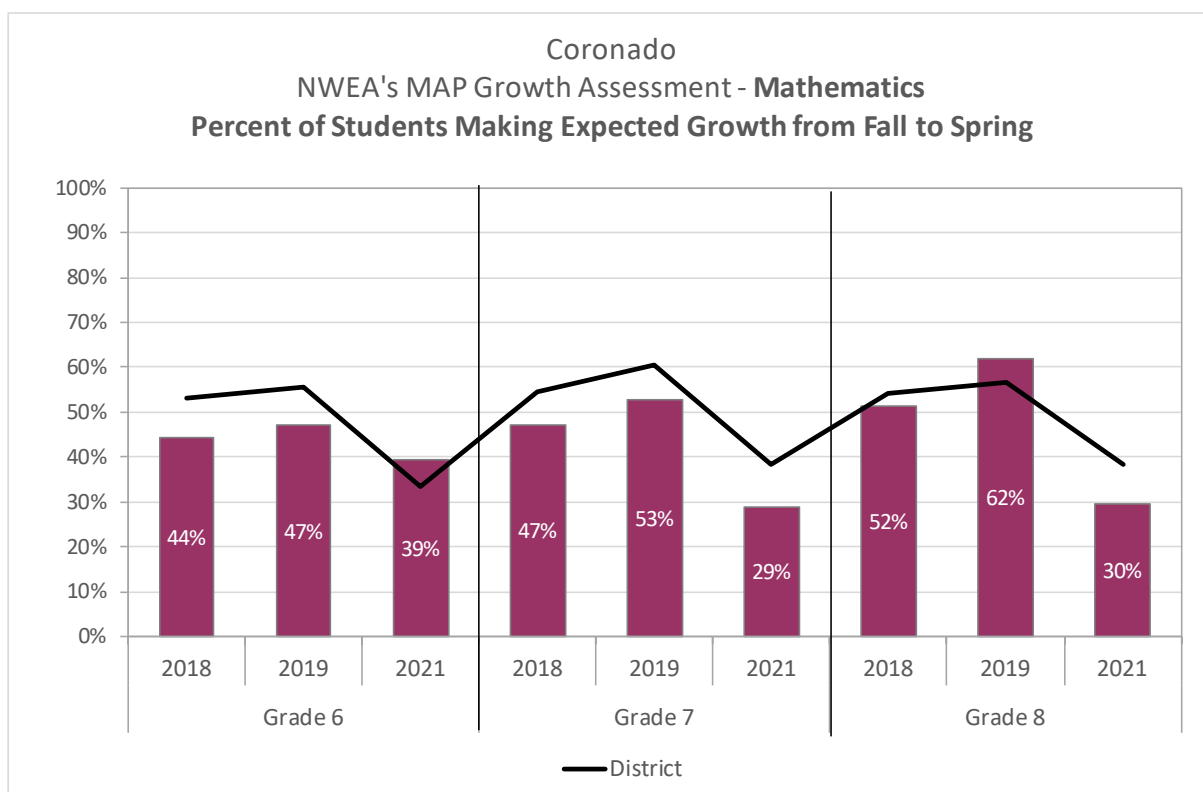
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MAP Growth Results: Percent Making Expected Growth (cont.)

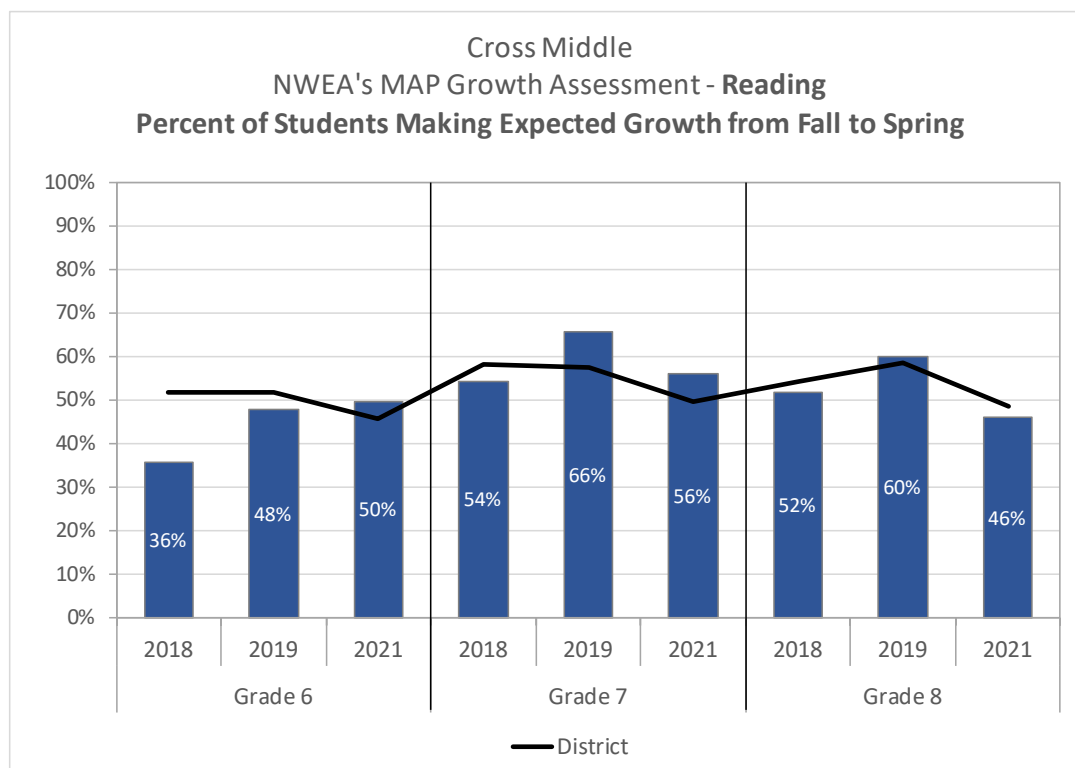
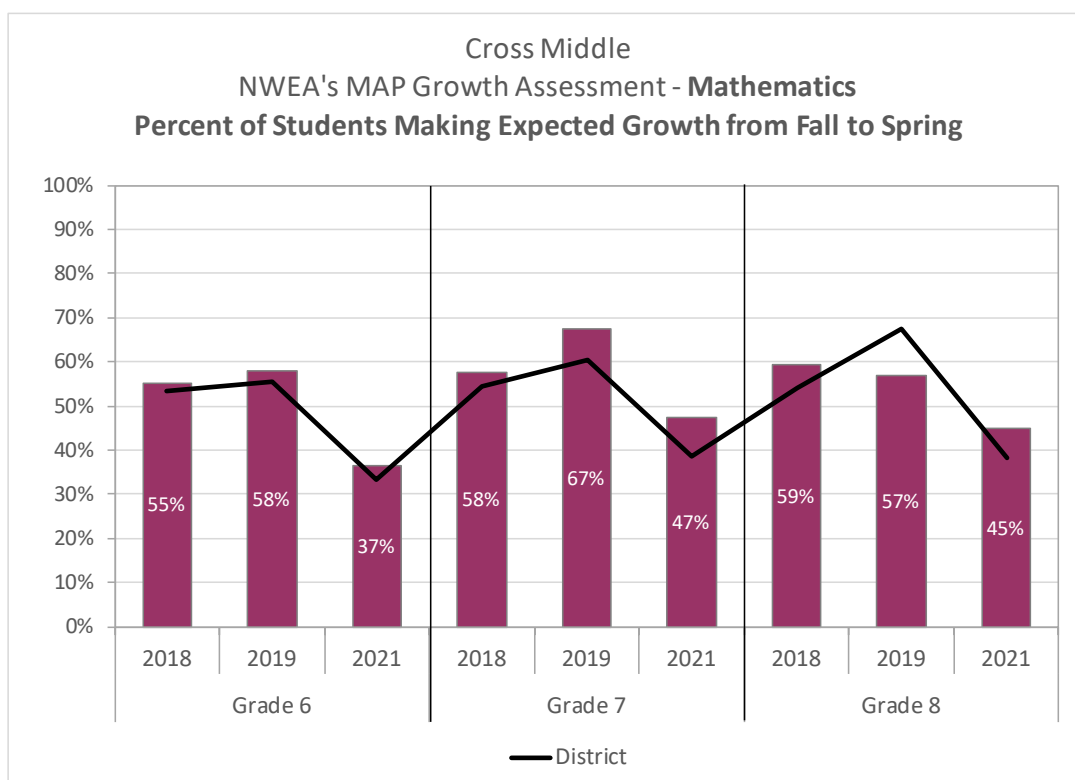
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MAP Growth Results: Percent Making Expected Growth (cont.)

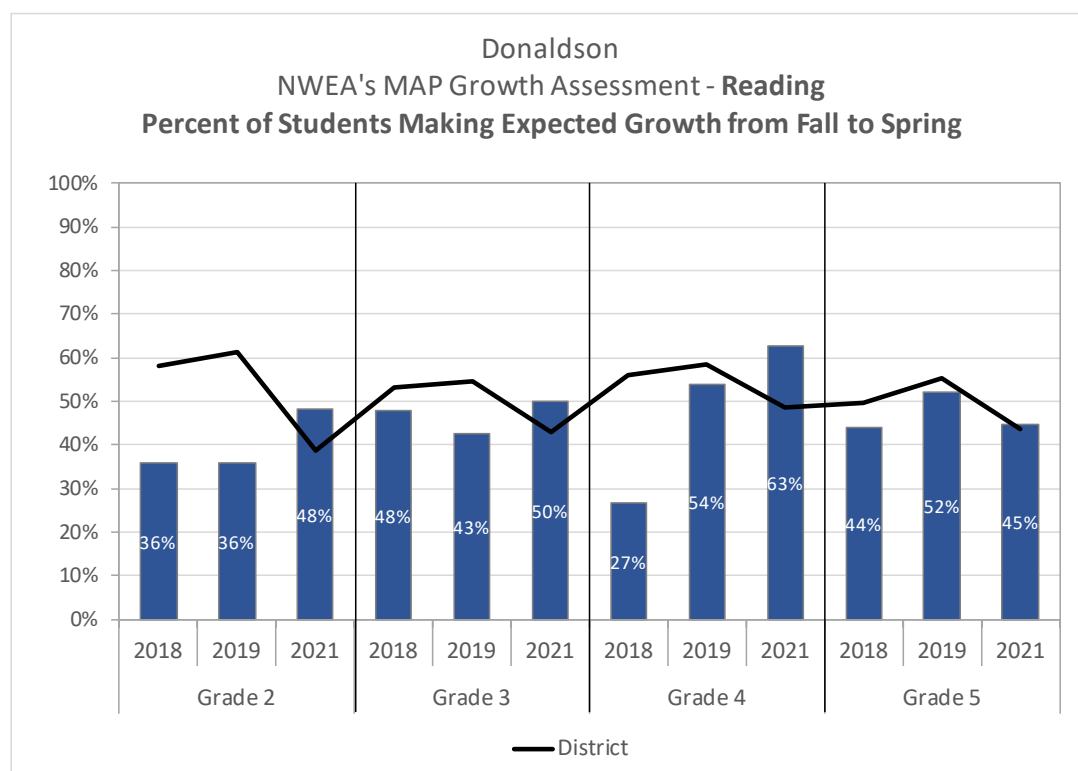
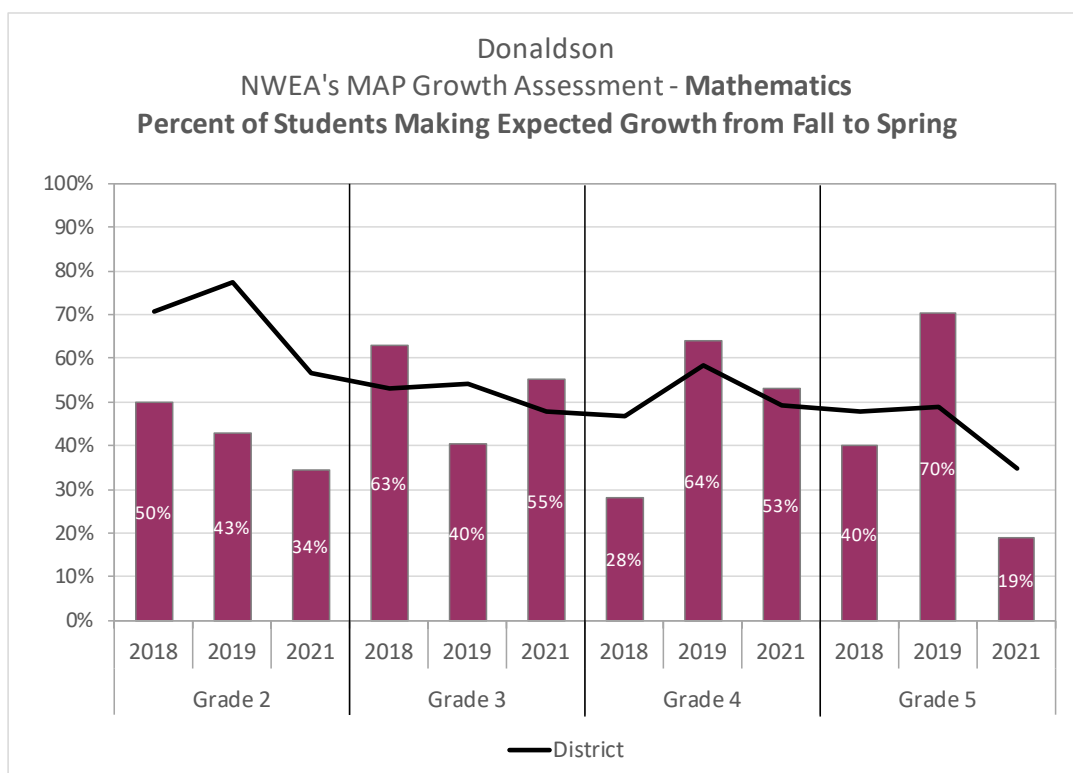
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MAP Growth Results: Percent Making Expected Growth (cont.)

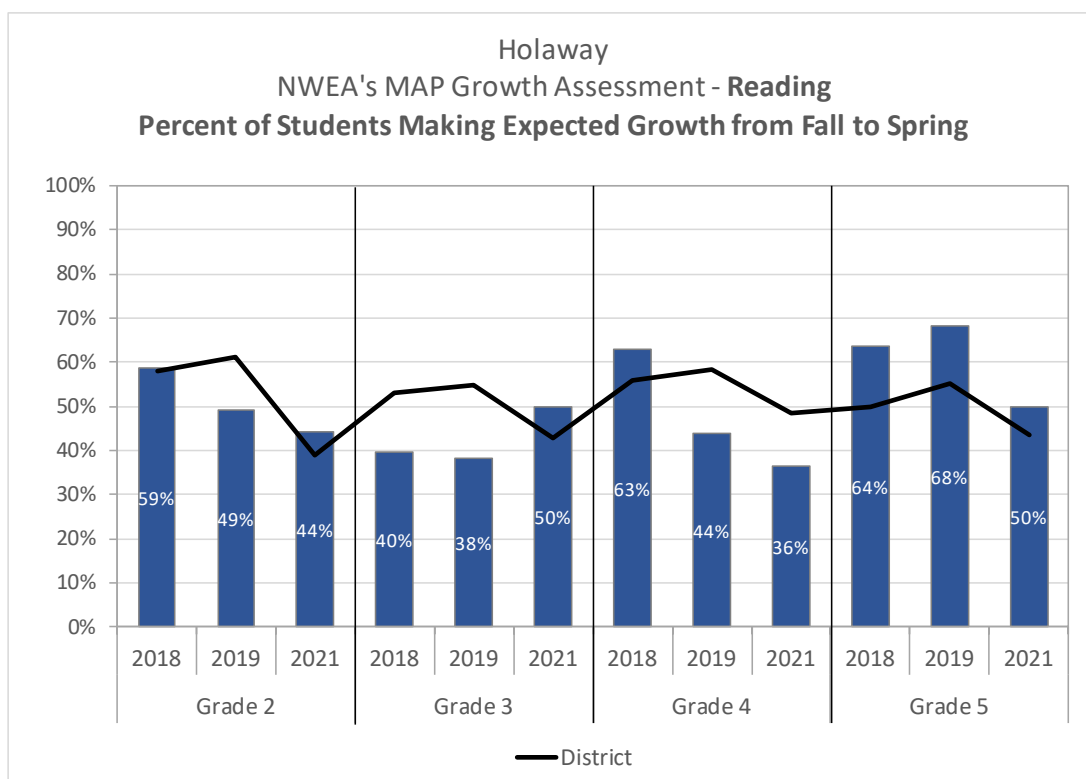
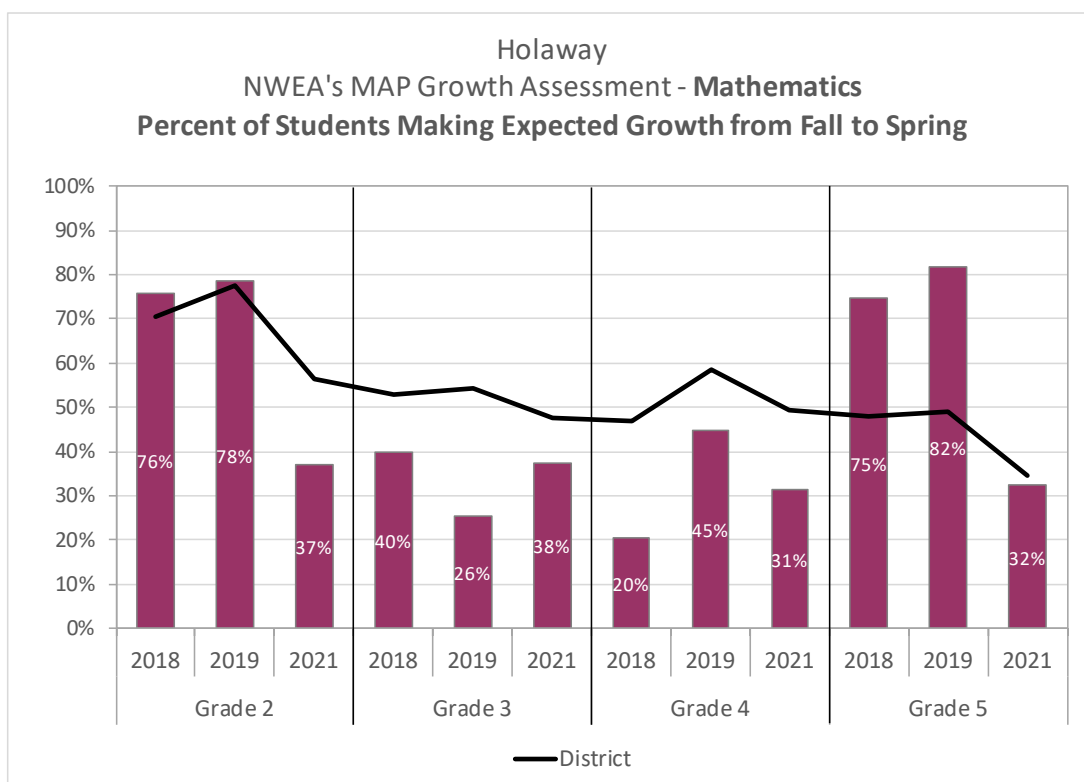
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MAP Growth Results: Percent Making Expected Growth (cont.)

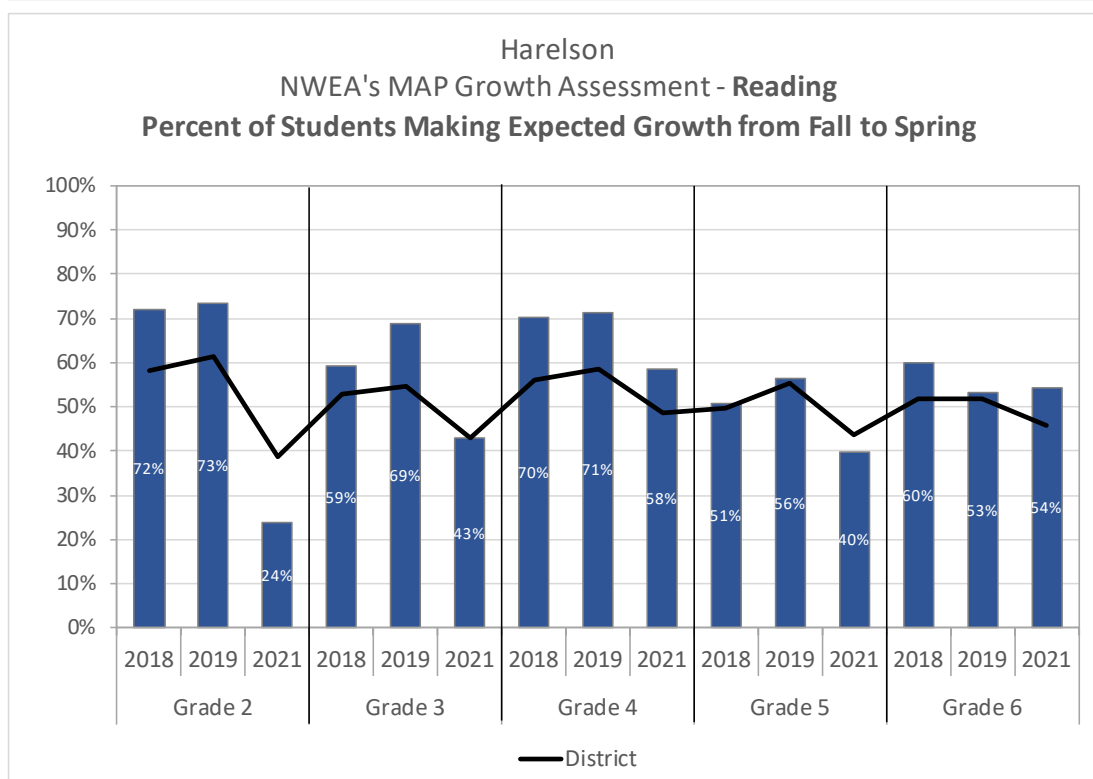
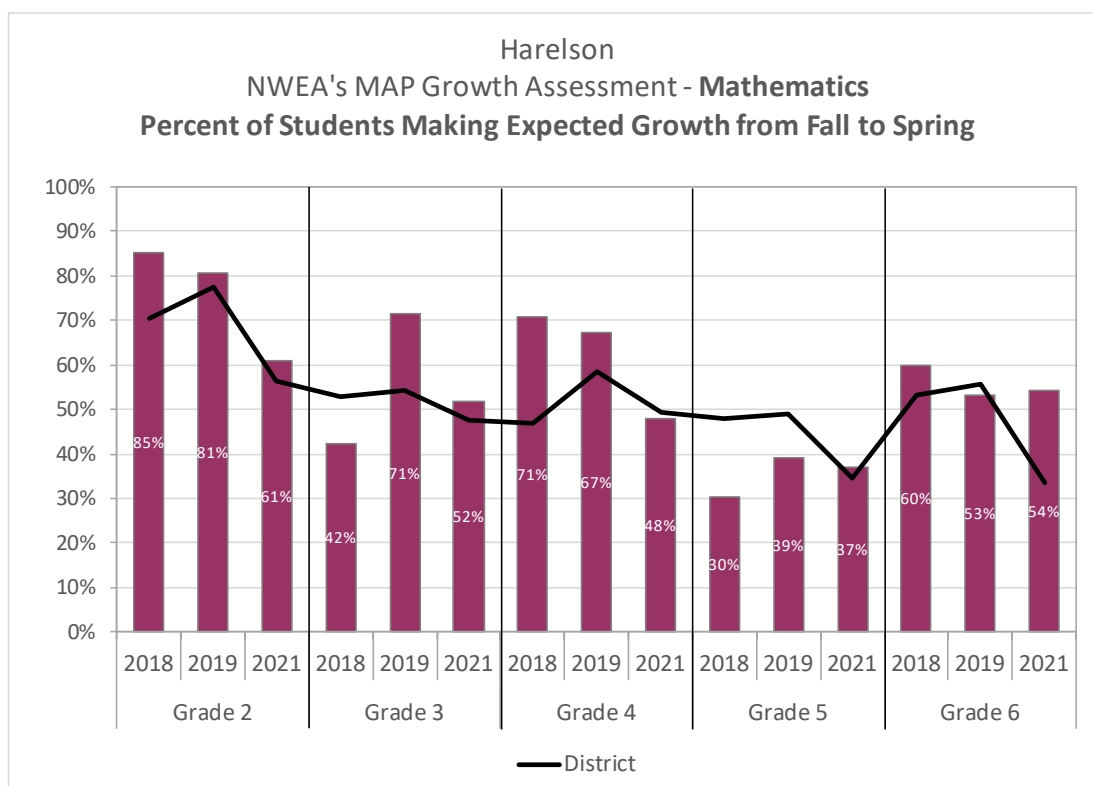
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MAP Growth Results: Percent Making Expected Growth (cont.)

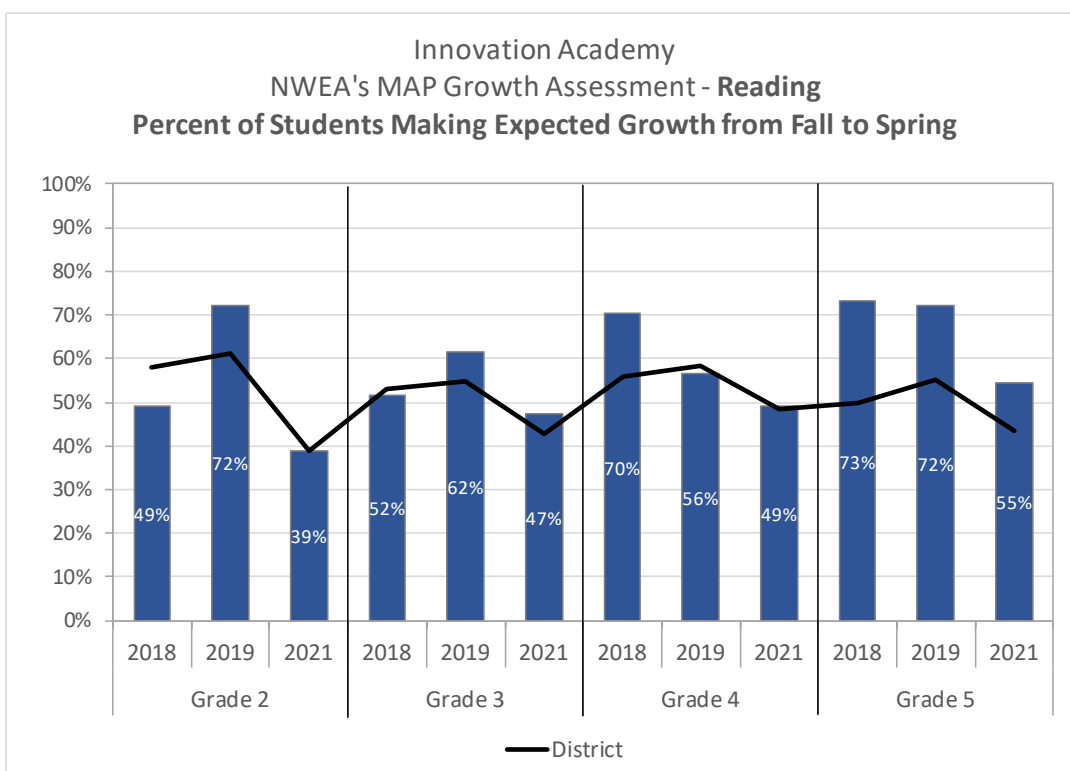
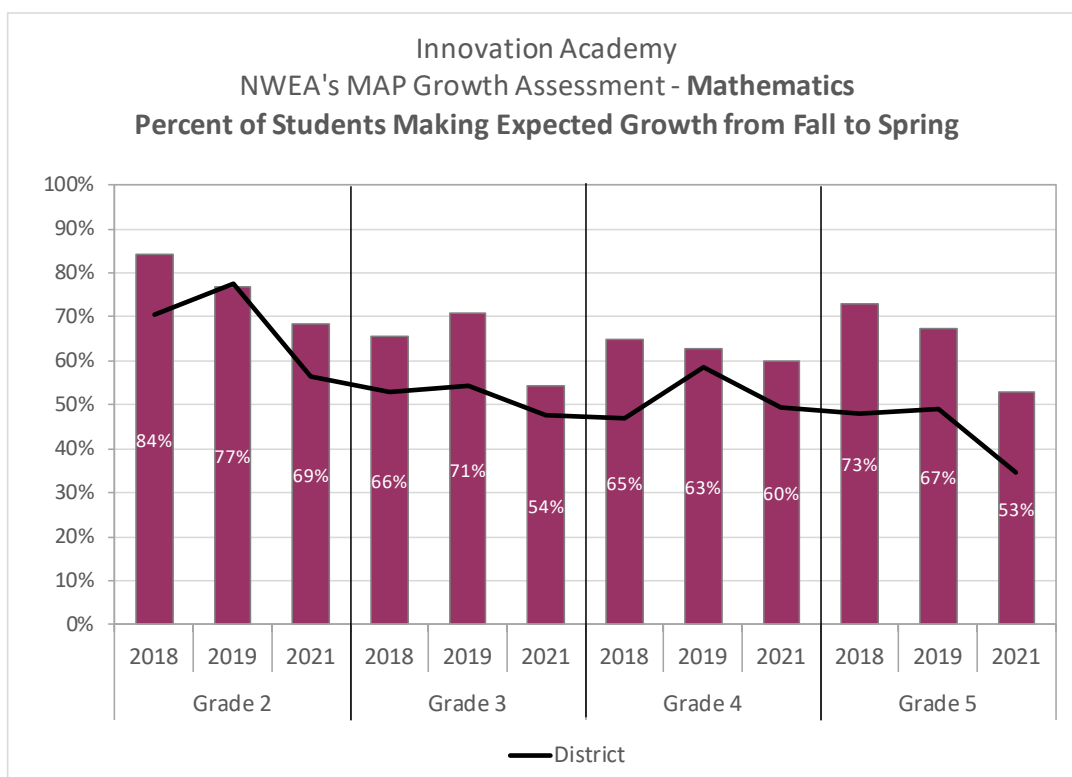
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MAP Growth Results: Percent Making Expected Growth (cont.)

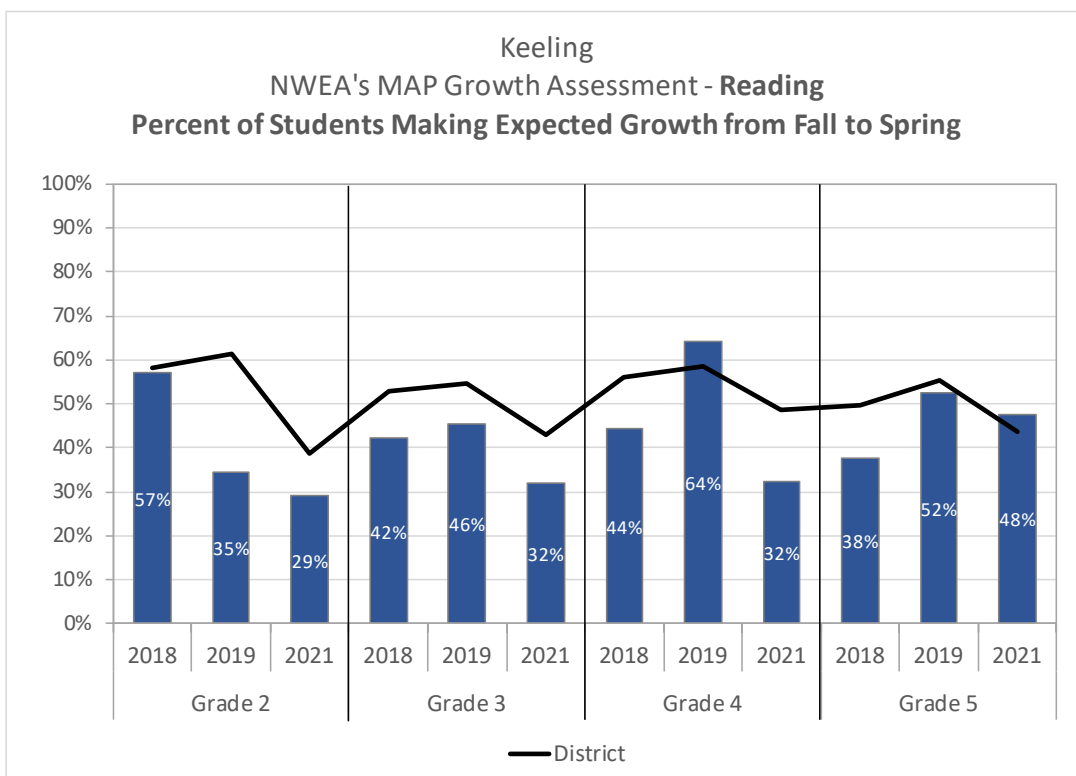
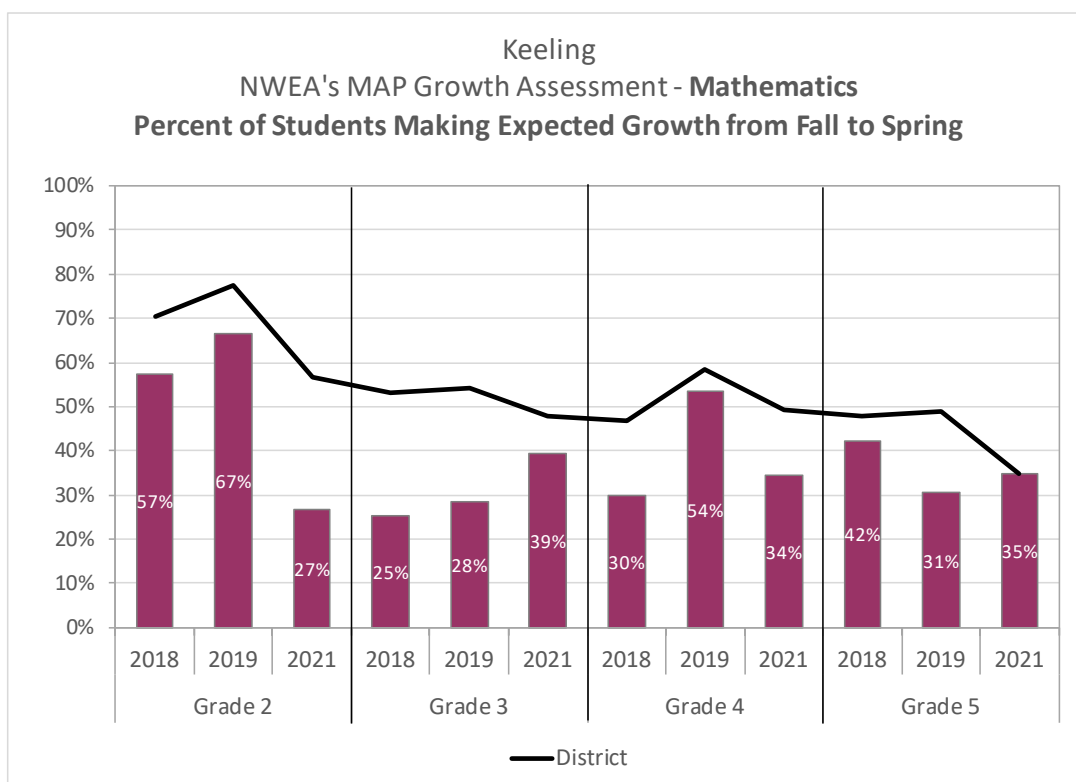
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MAP Growth Results: Percent Making Expected Growth (cont.)

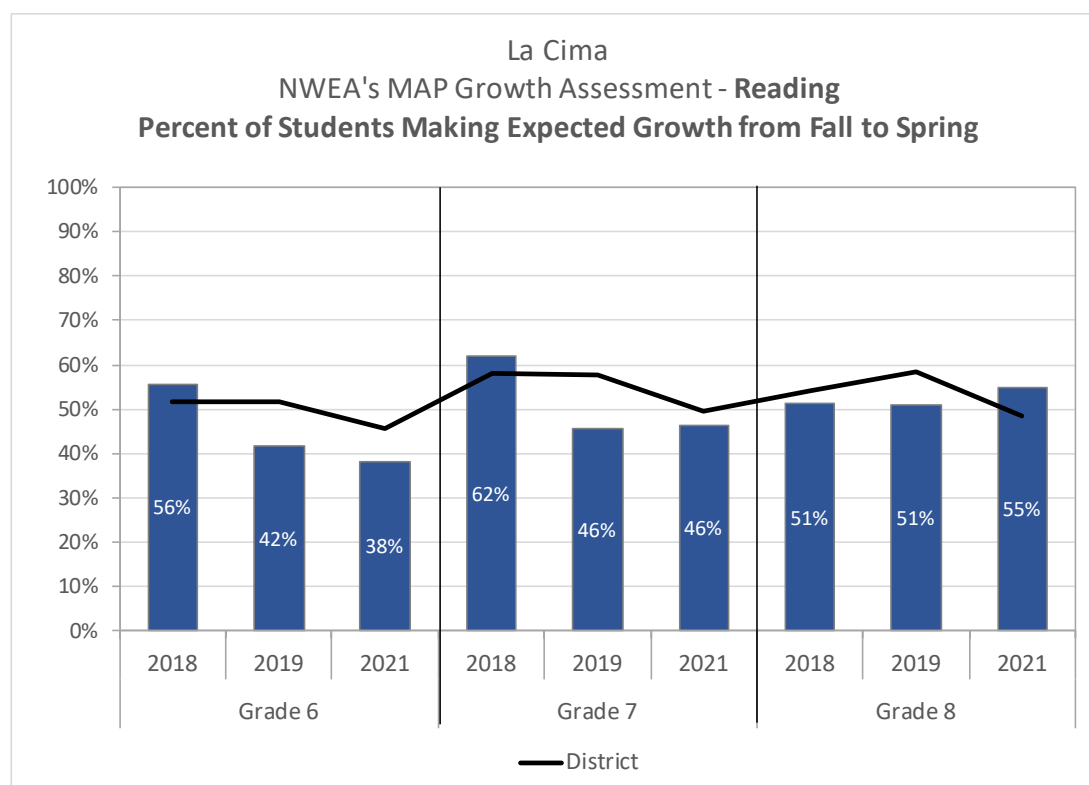
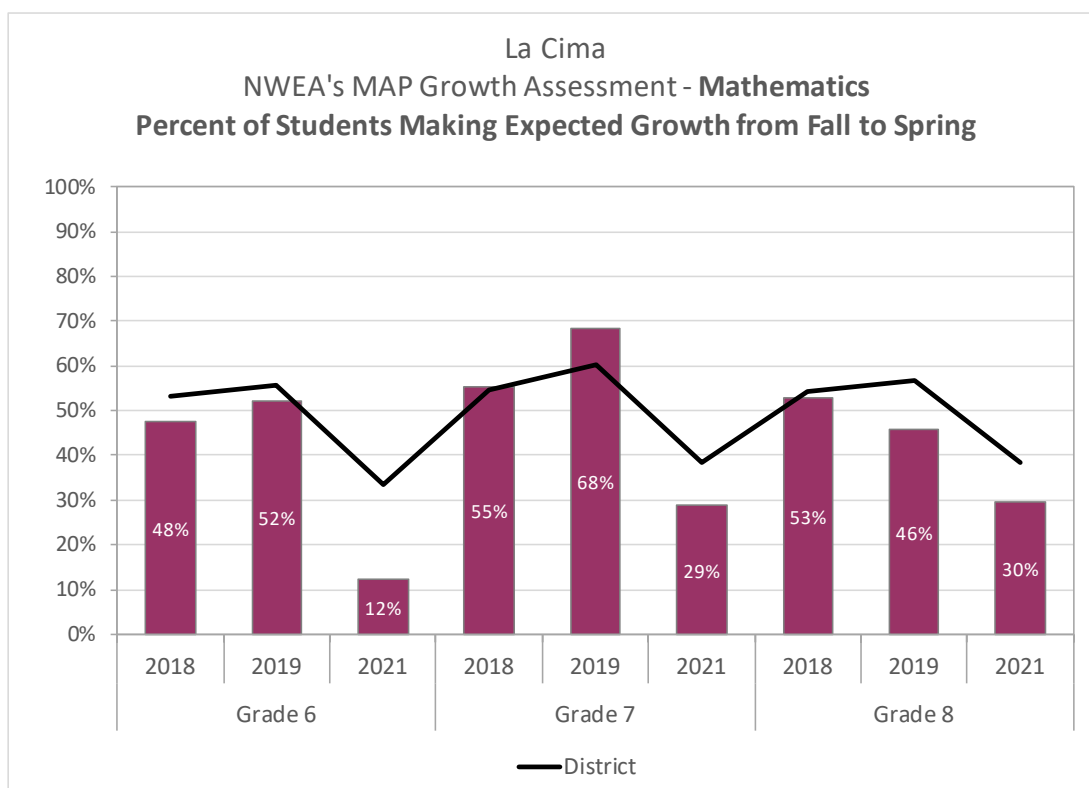
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MAP Growth Results: Percent Making Expected Growth (cont.)

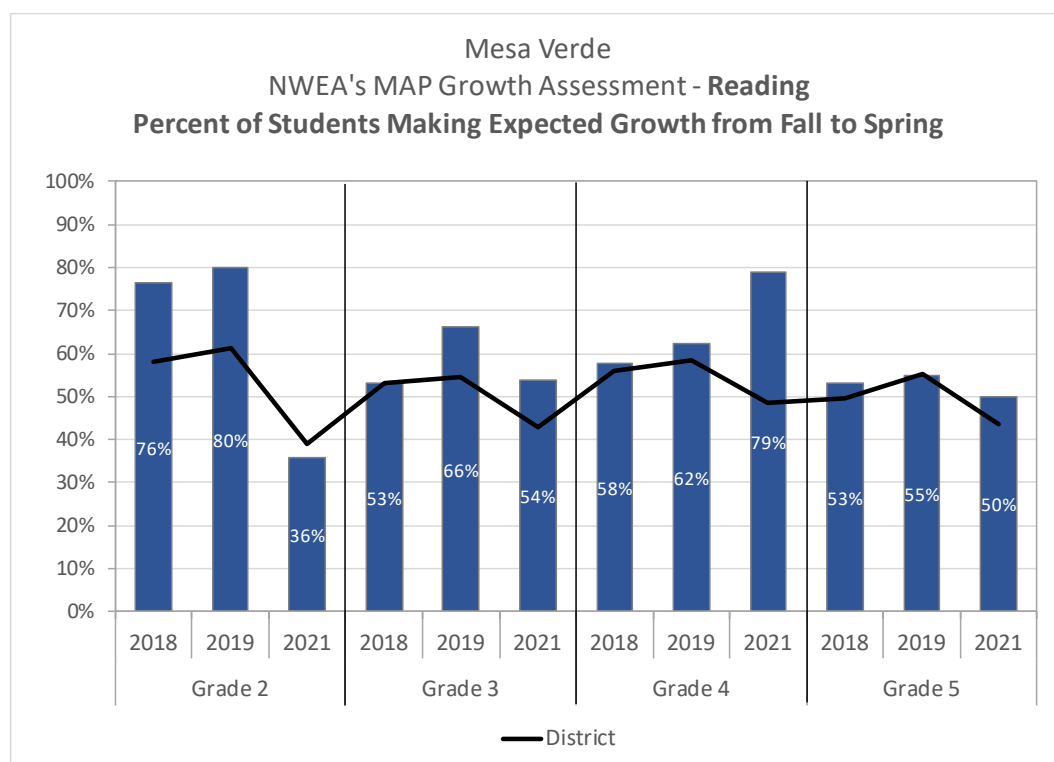
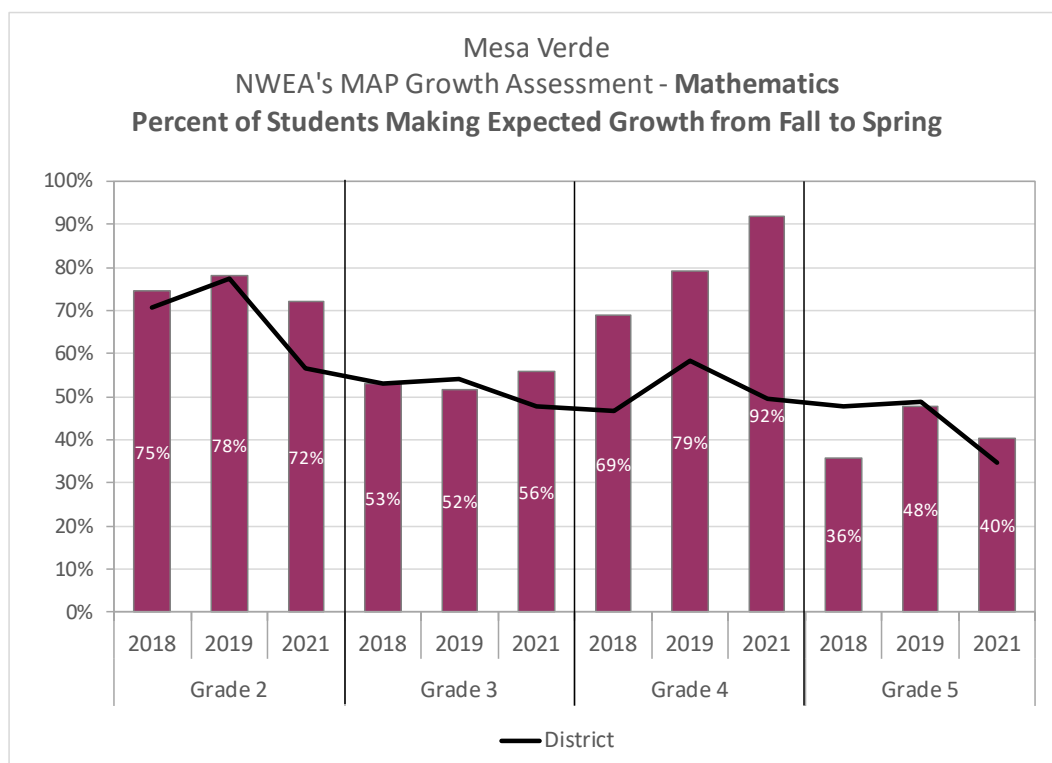
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MAP Growth Results: Percent Making Expected Growth (cont.)

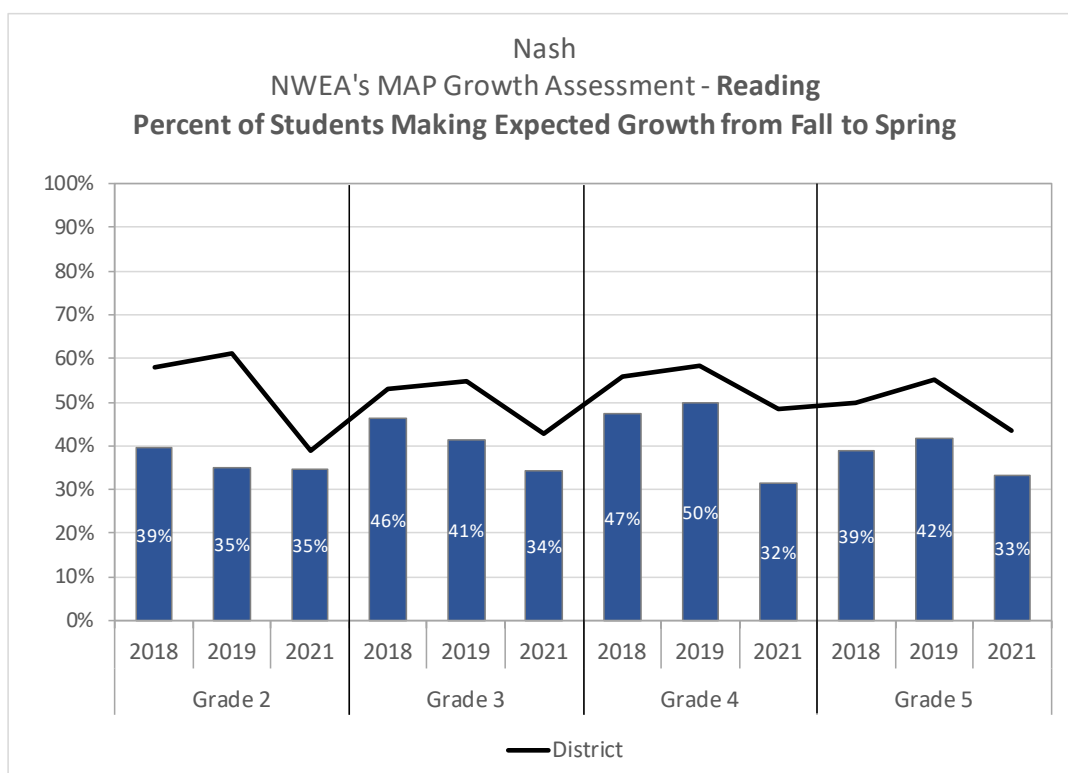
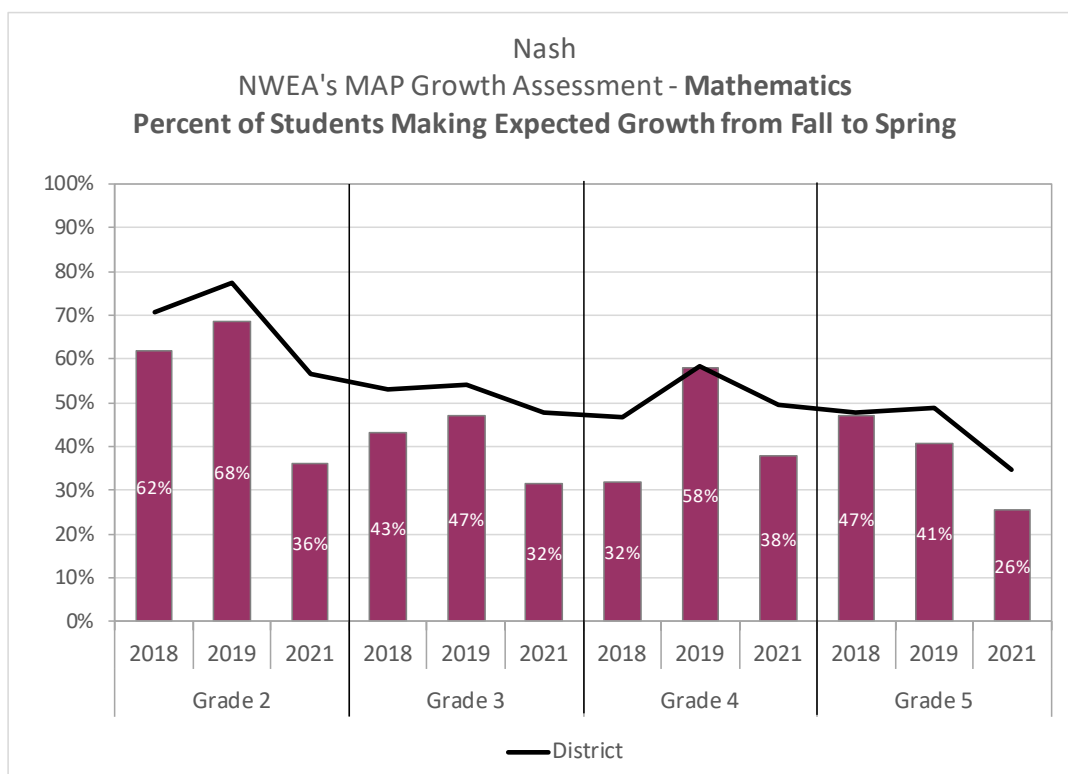
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MAP Growth Results: Percent Making Expected Growth (cont.)

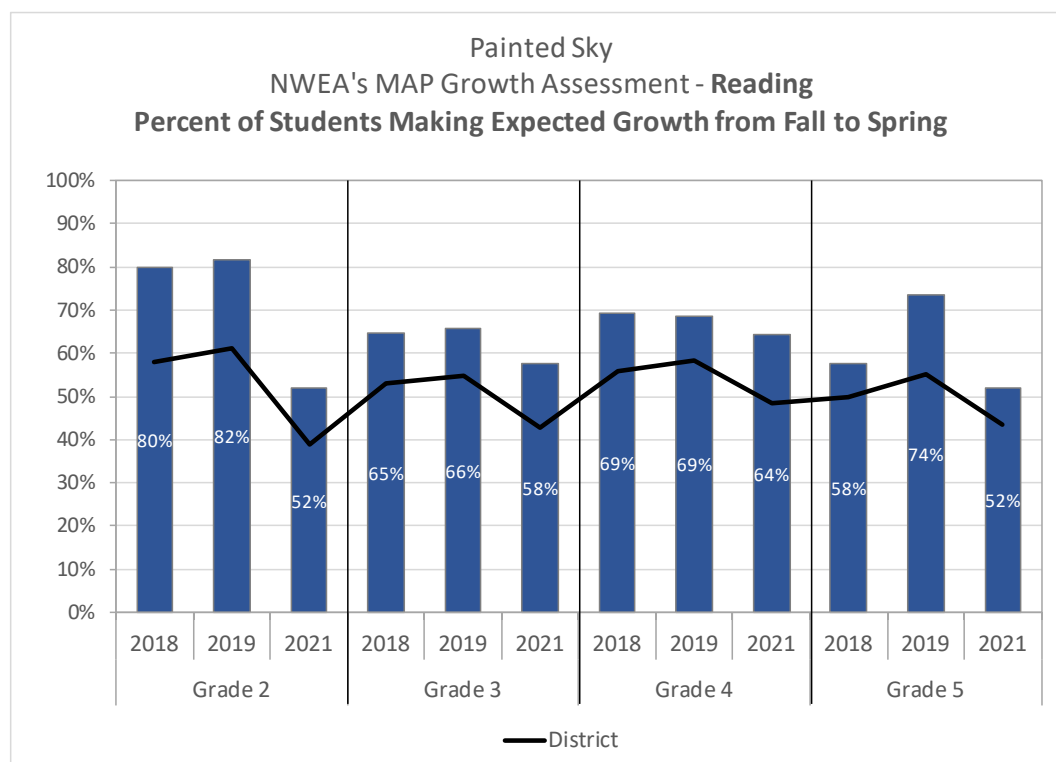
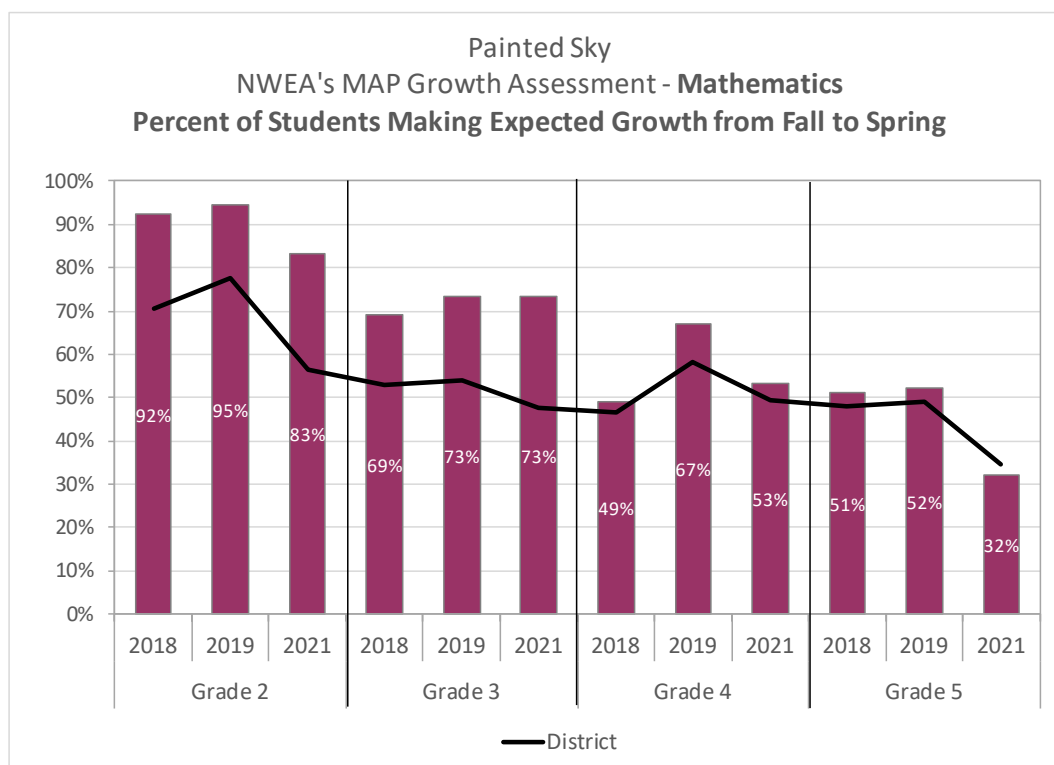
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MAP Growth Results: Percent Making Expected Growth (cont.)

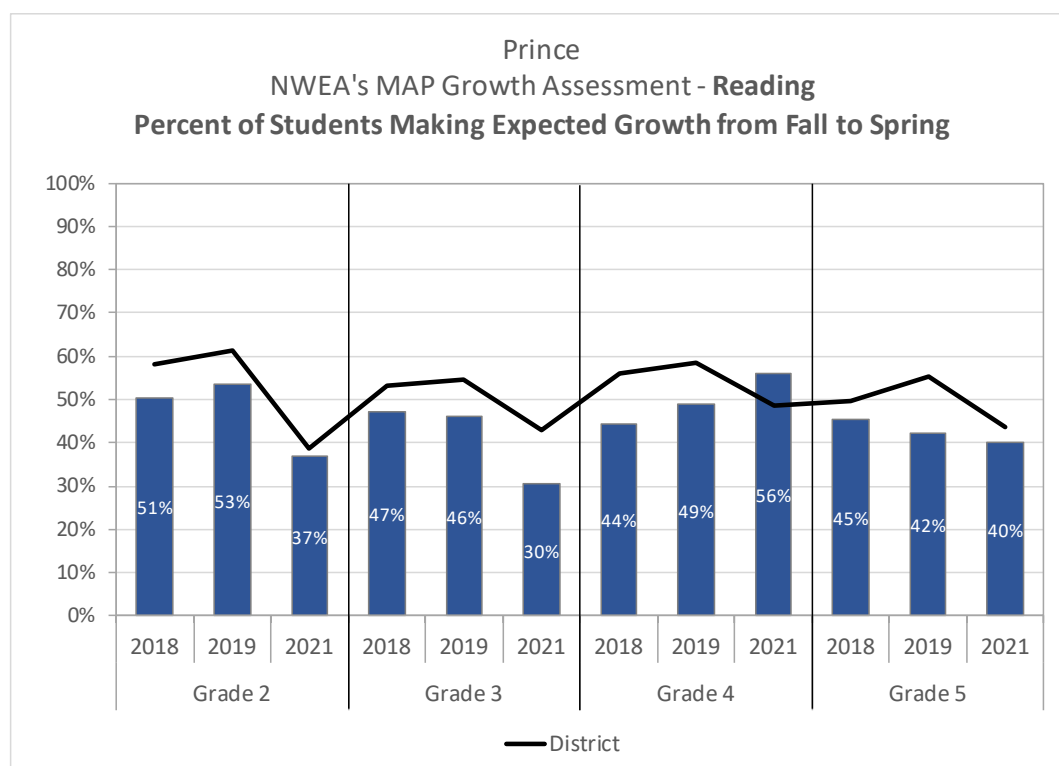
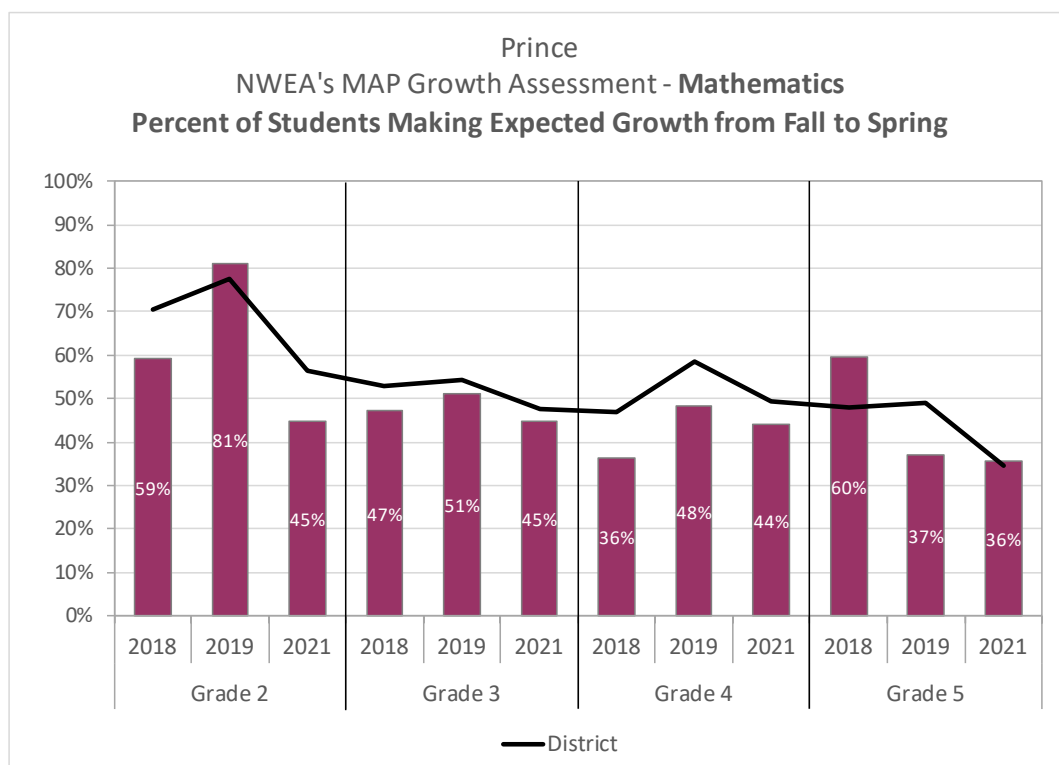
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MAP Growth Results: Percent Making Expected Growth (cont.)

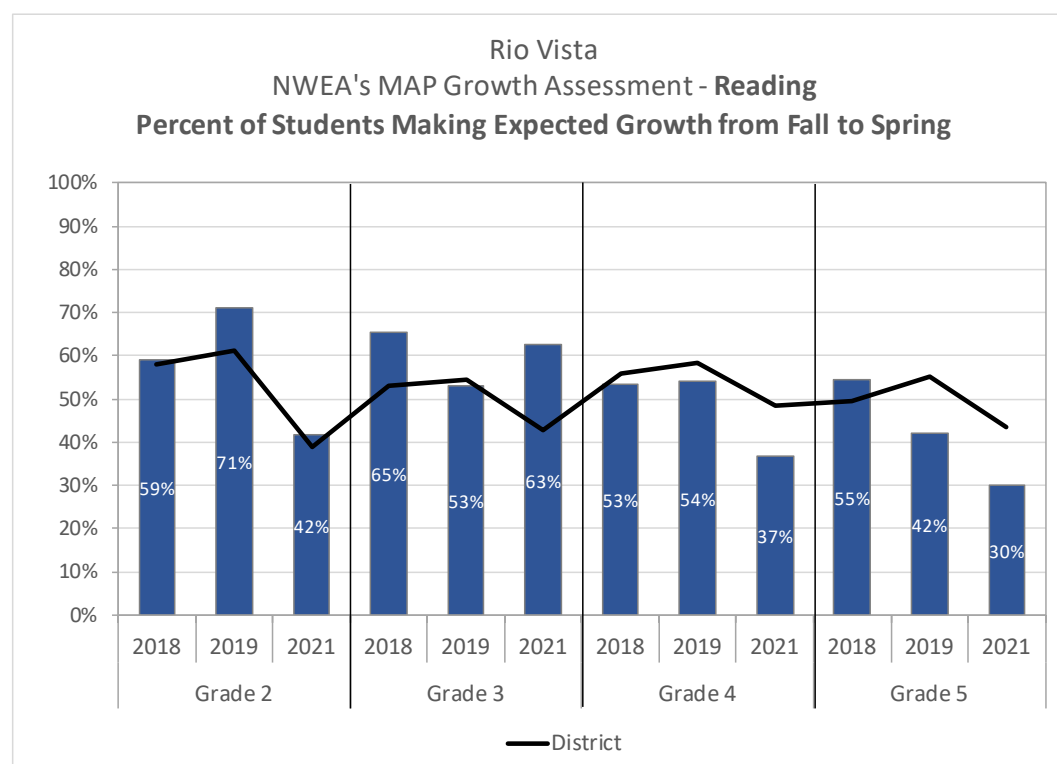
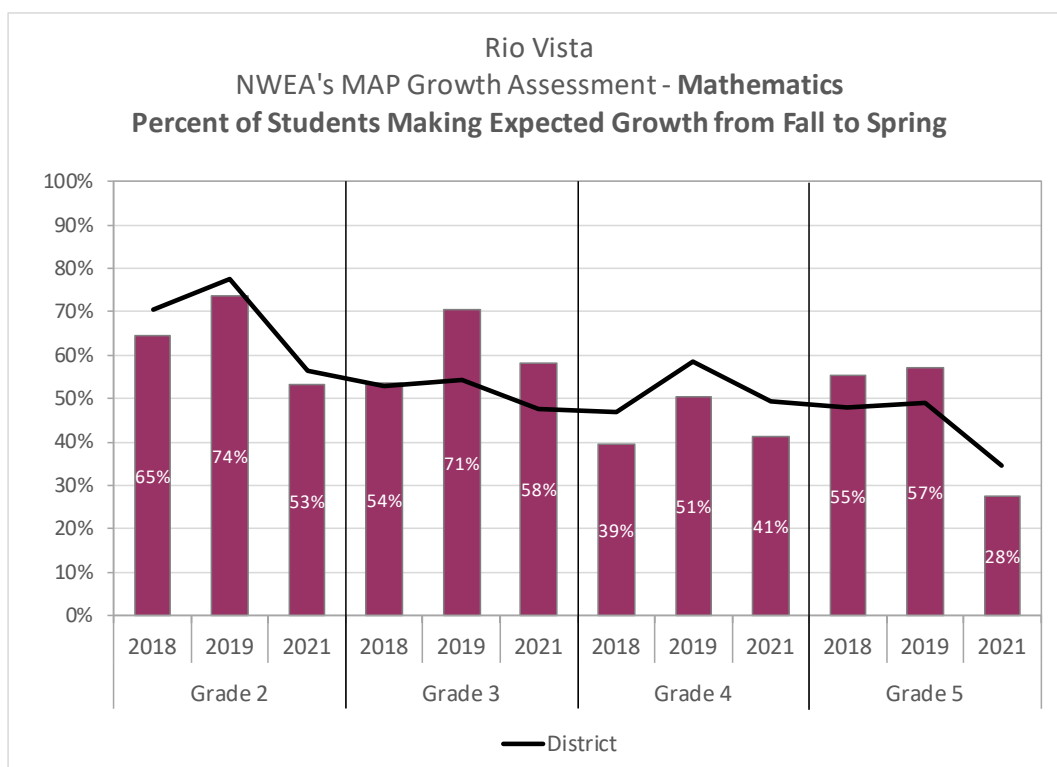
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MAP Growth Results: Percent Making Expected Growth (cont.)

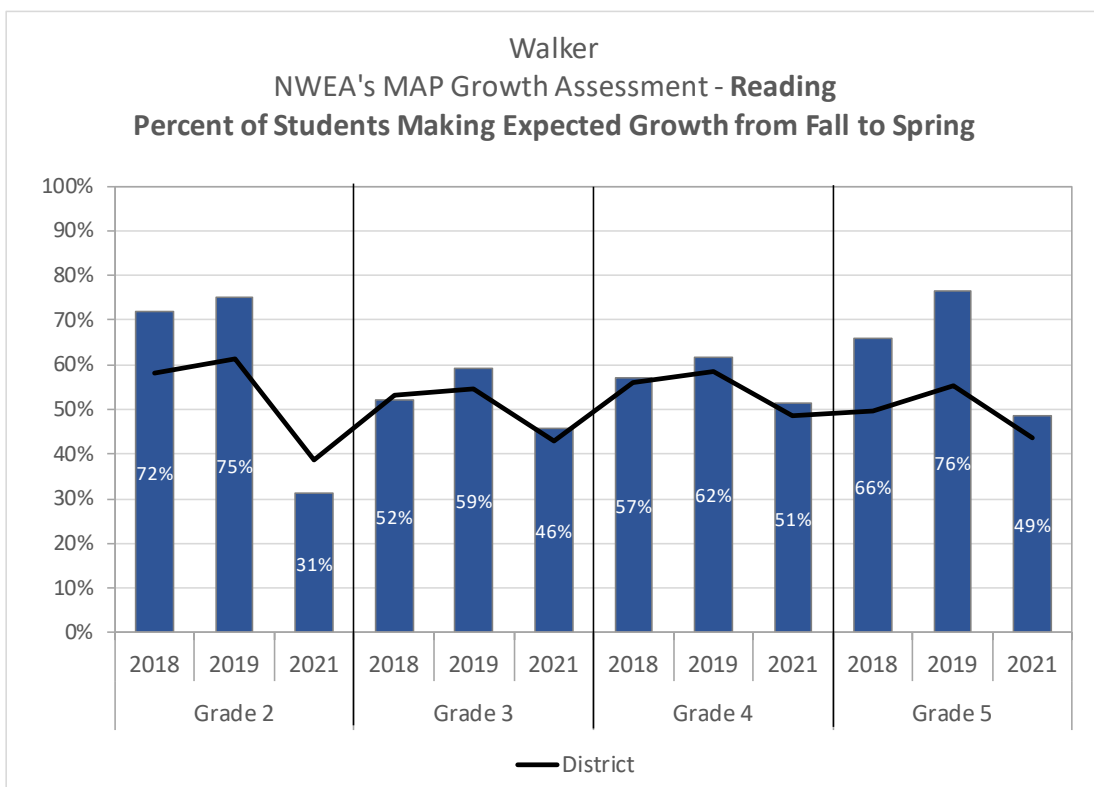
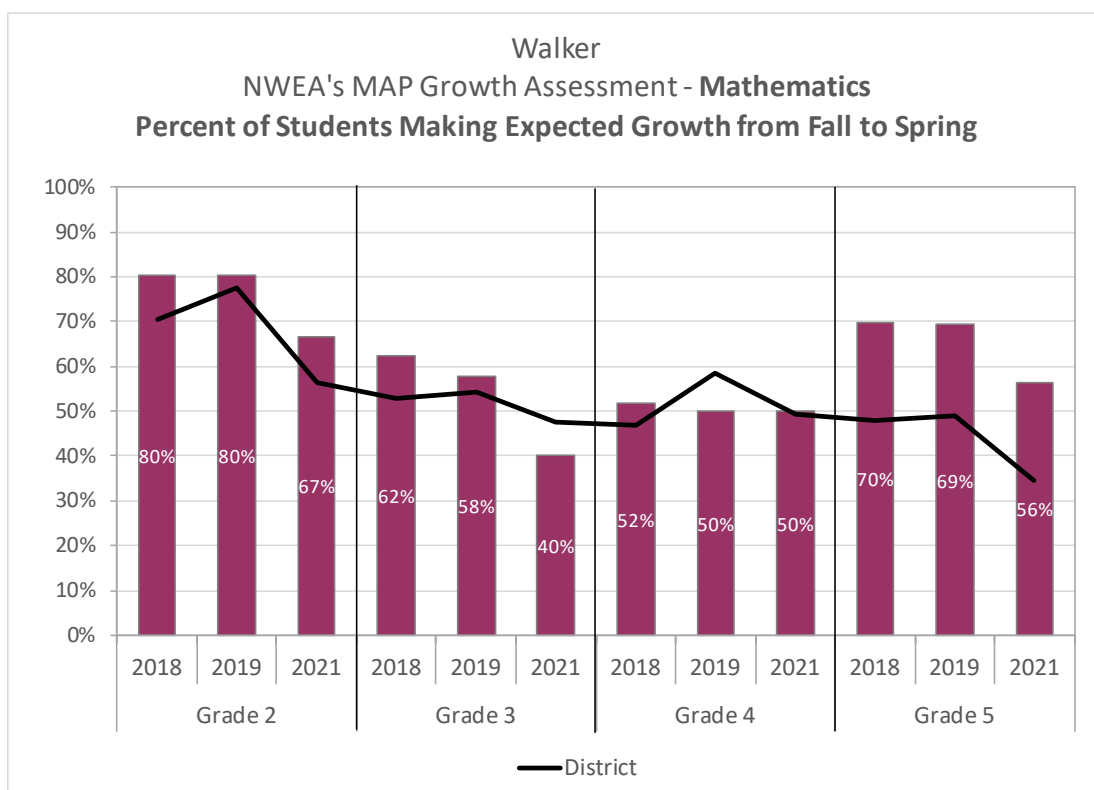
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MAP Growth Results: Percent Making Expected Growth (cont.)

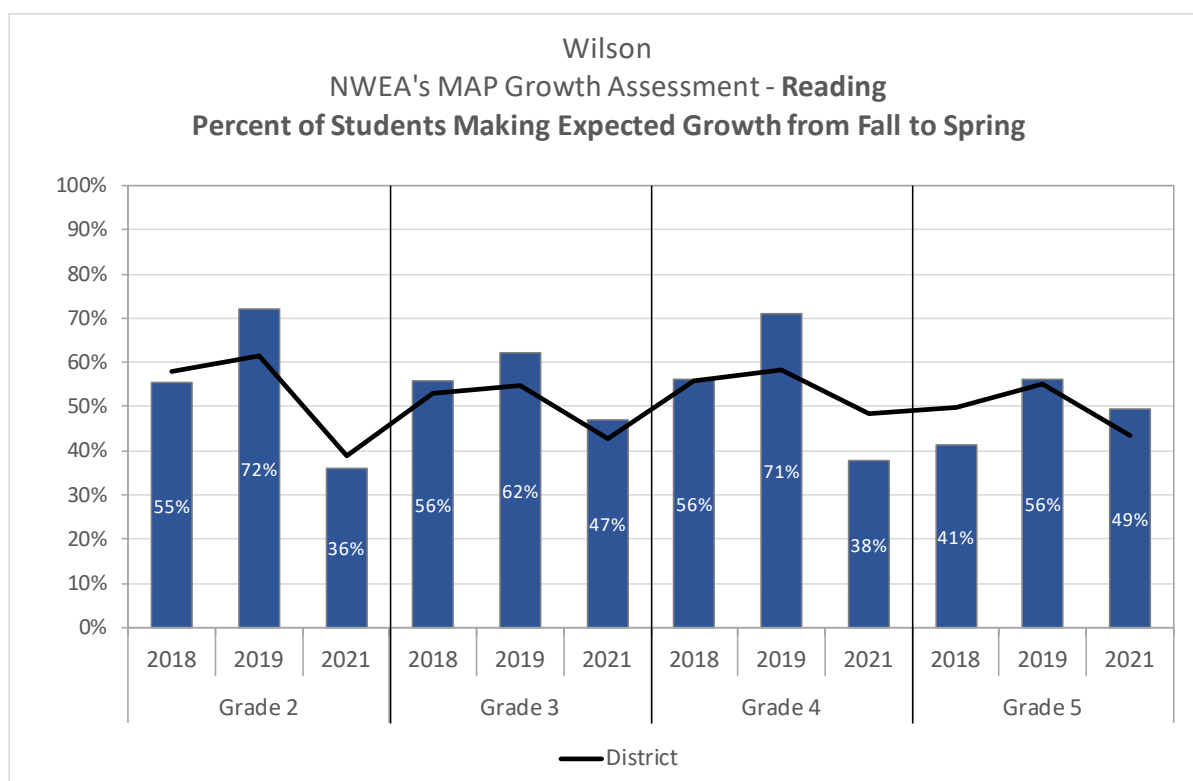
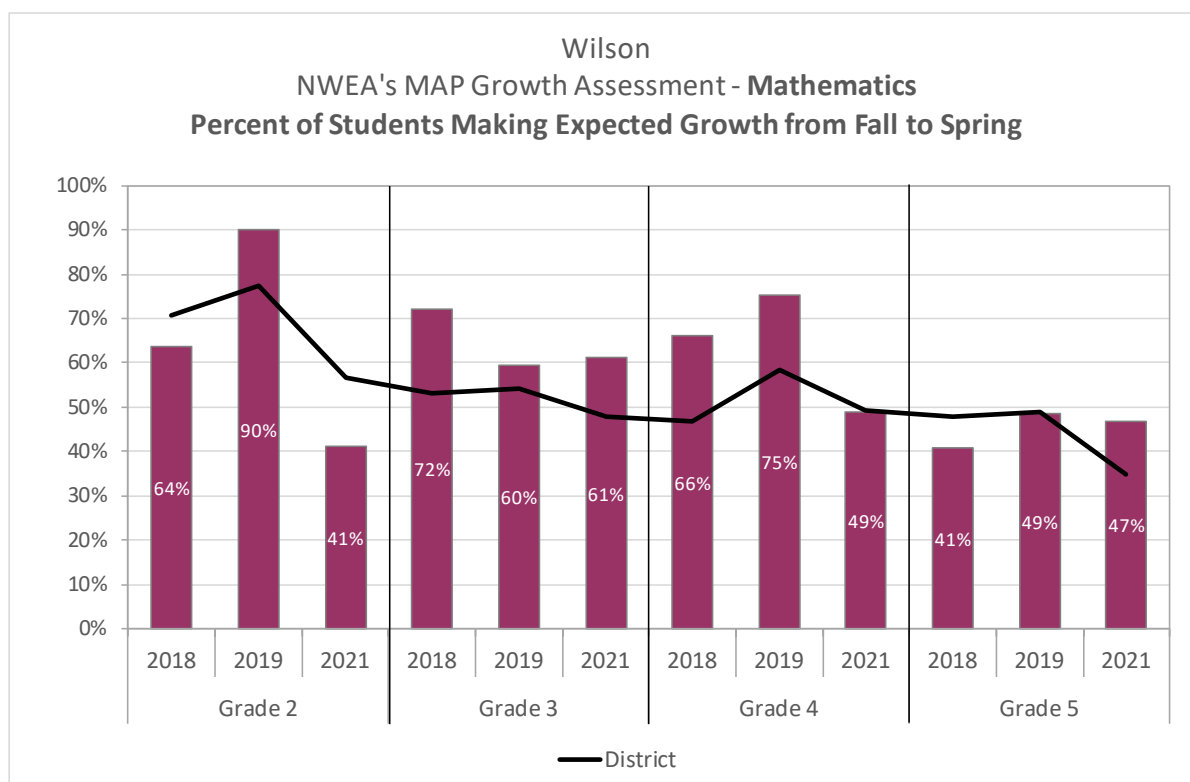
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MAP Growth Results: Percent Making Expected Growth (cont.)

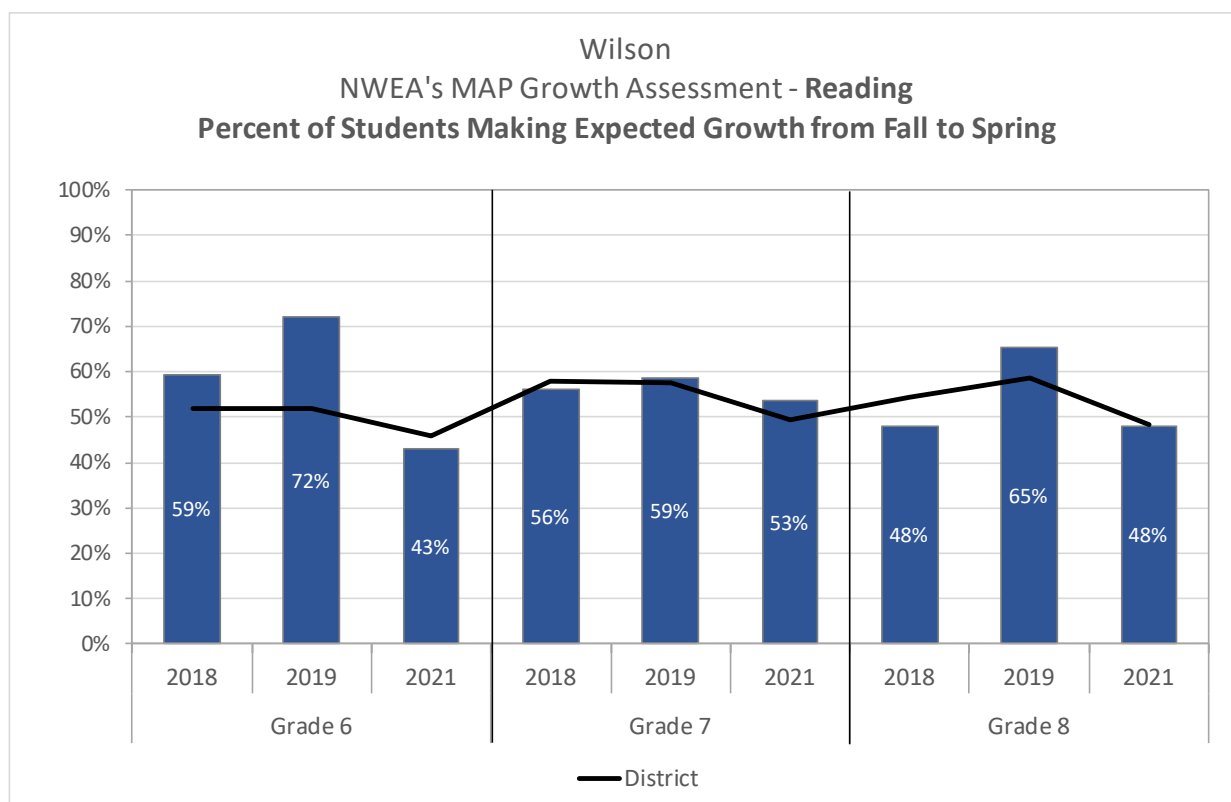
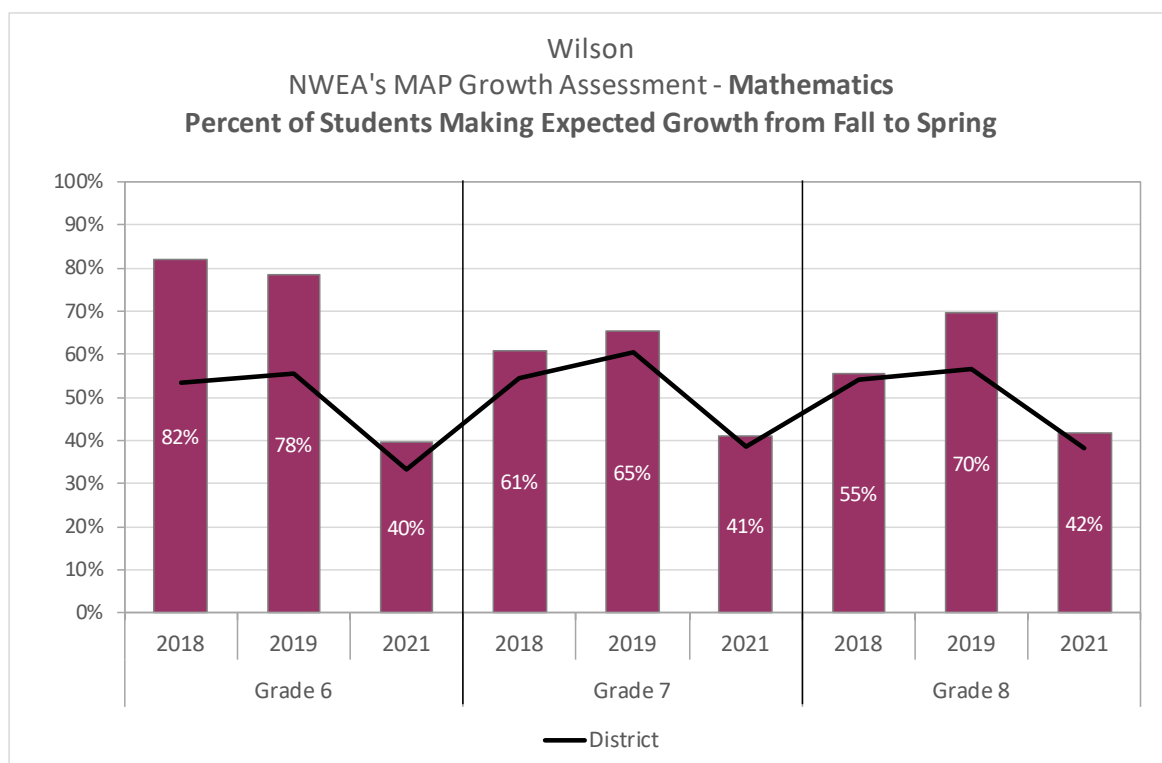
District assessments were cancelled during Spring 2020 due to COVID-19 school closures.



Note: MAP Growth provides a Fall-to-Spring growth target for each student based on his/her Fall performance as it compares to the average (normative) 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

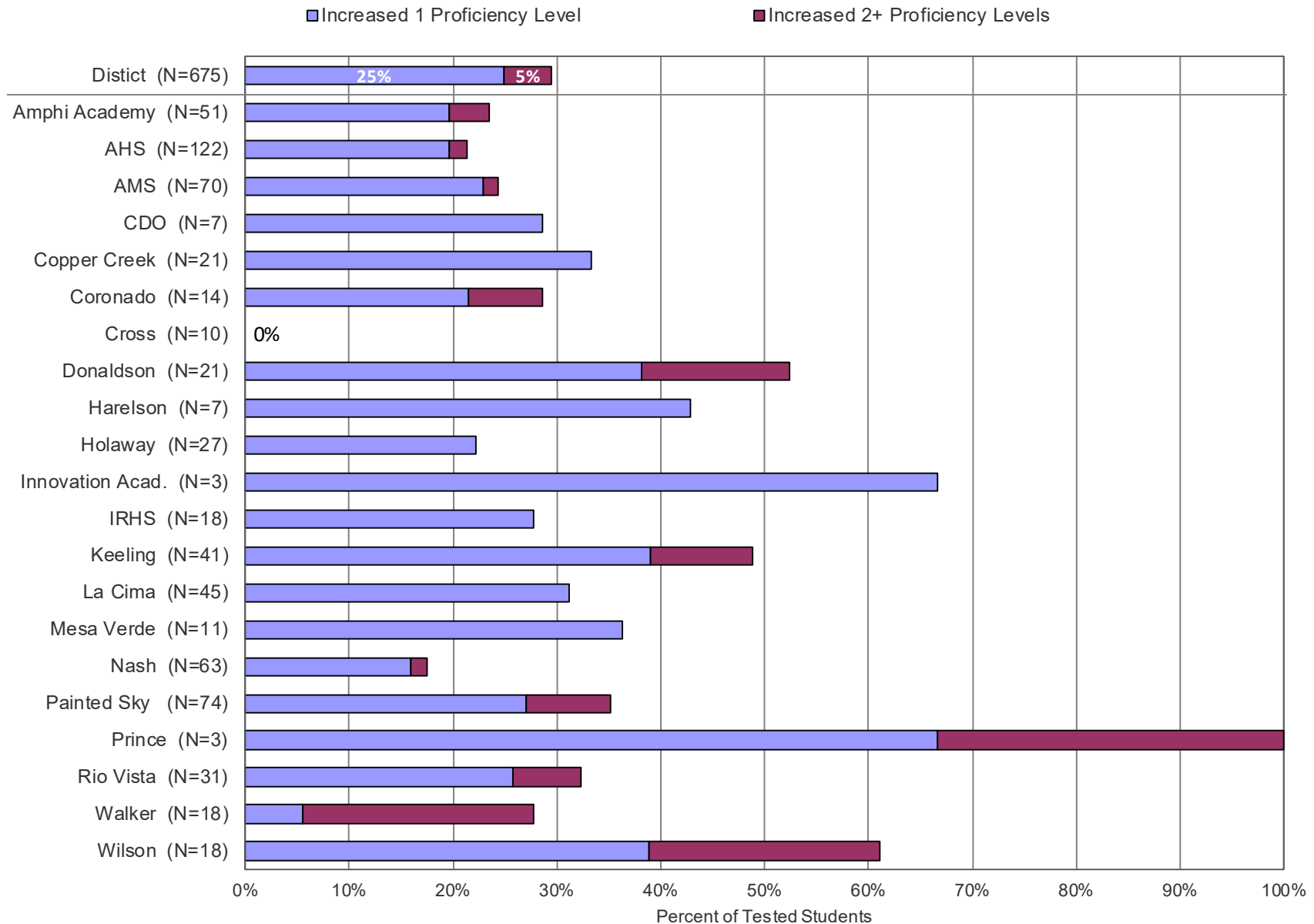
MAP Growth Results: Percent Making Expected Growth (cont.)

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



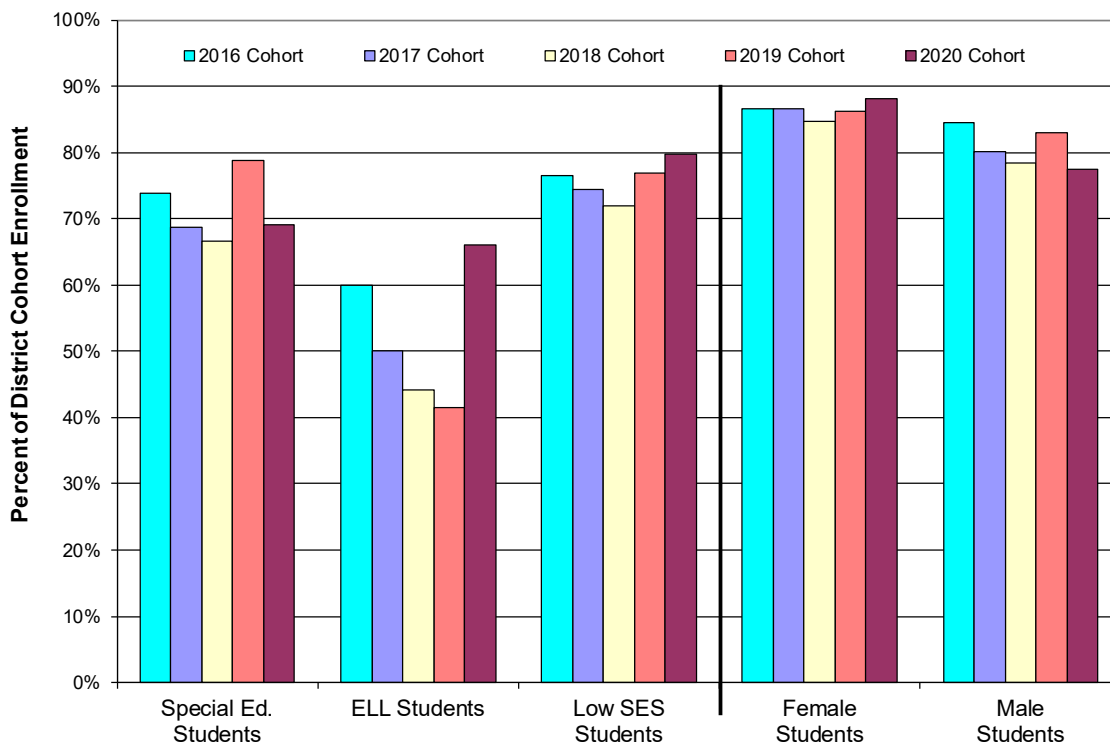
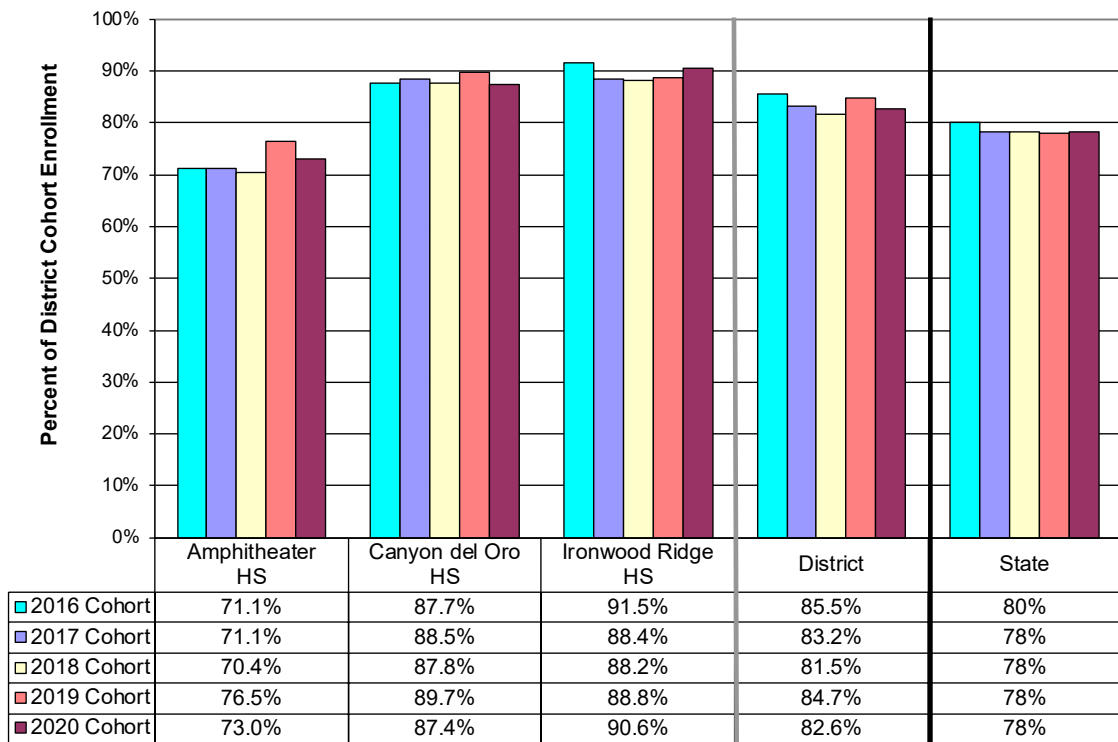
Note: MAP Growth provides a Fall-to-Spring growth target for each student based on his/her Fall performance as it compares to the average (normative) performance. NWEA does not report national percentages of students achieving their expected growth, but has said that it is reasonable to expect that about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

Arizona English Language Learner Assessment (AZELLA) Growth – 2020-21



*Are Our Students
Career and
College Ready?*

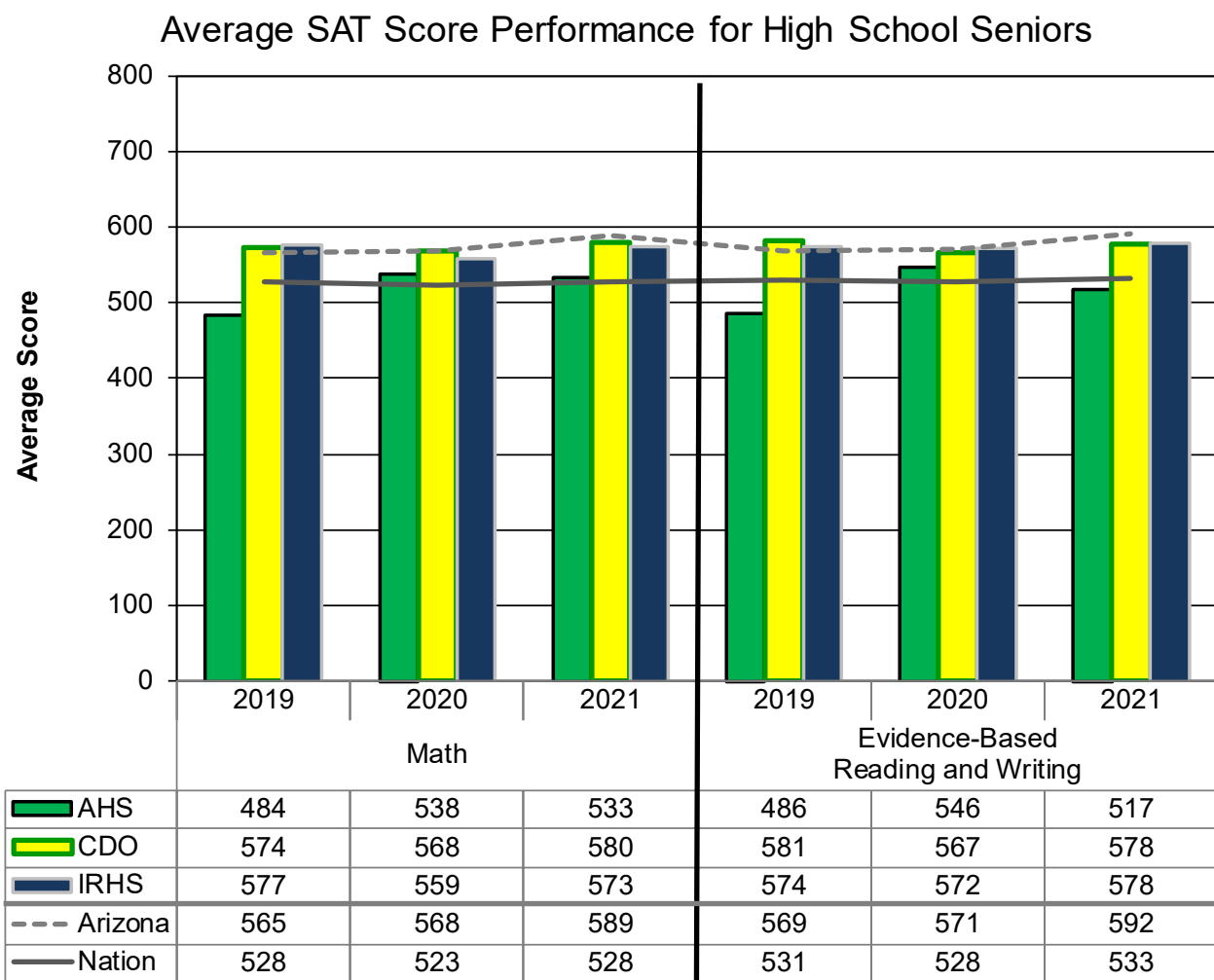
Graduation Rate: By School and Special Program Membership



Note: Data provided is the 4-year graduation rate. Graduation data for Cohort 2020 is preliminary and may change. Graduation data for Cohort 2021 was not finalized in time to be included in this report.

SAT Testing and Performance (Seniors Only)

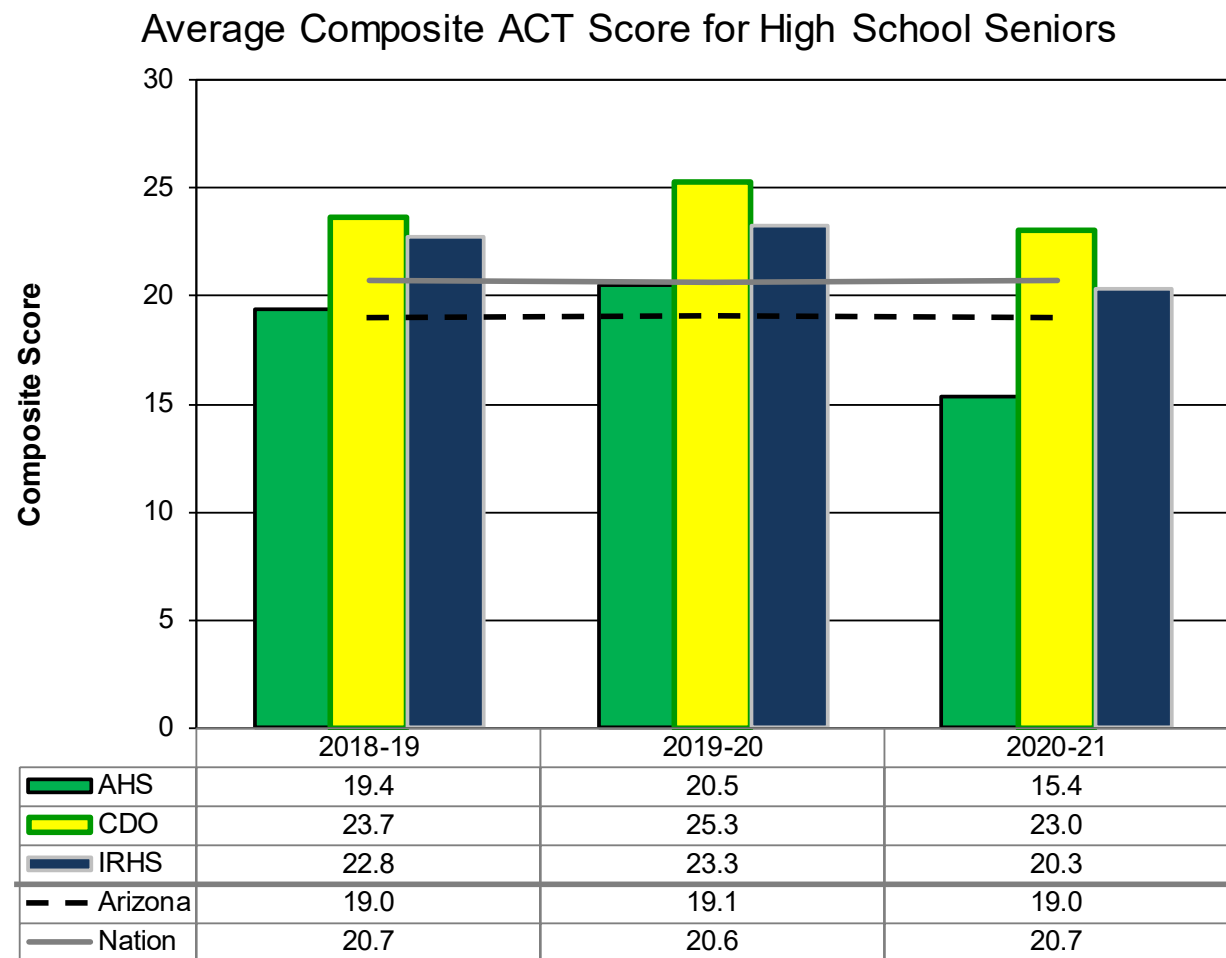
	2018-19		2019-20		2020-21	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	48	18%	30	11%	3	1.5%
Canyon del Oro HS	155	44%	99	28%	87	26.2%
Ironwood Ridge HS	164	37%	111	27%	87	26.4%



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

ACT Testing and Performance (Seniors Only)

	2018-19		2019-20		2020-21	
	Number of Testers	Testing Rate	Number of Testers	Testing Rate	Number of Testers	Testing Rate
Amphitheater HS	12	5%	4	2%	104	52%
Canyon del Oro HS	39	11%	27	8%	65	20%
Ironwood Ridge HS	66	15%	52	13%	280	85%



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

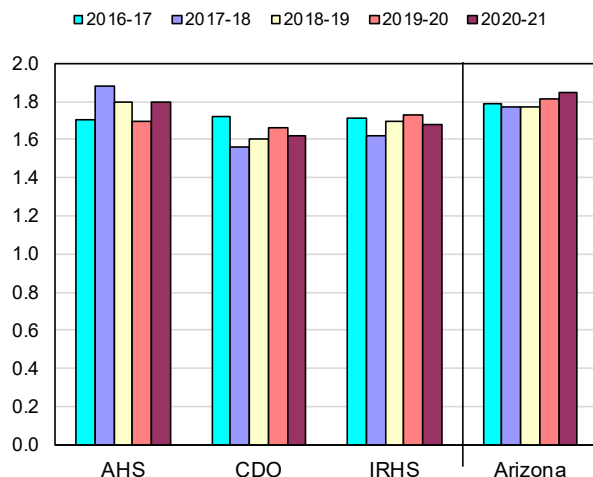
Advanced Placement Testing

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

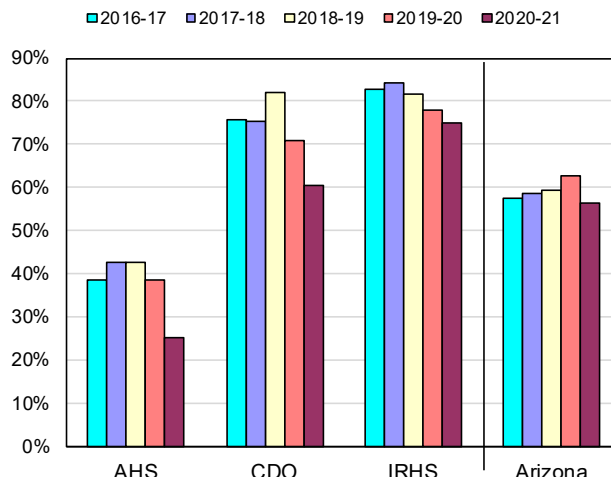
2020-21	AHS	CDO	IRHS	District
Number of students enrolled in at least one (1) AP course	188	346	350	884
Number of students taking at least one (1) AP test	130	187	151	468
High School enrollment (2020-21)	913	1,428	1,357	3698
AP course enrollment rate (% of students enrolled in at least one (1) AP course)	21%	24%	26%	24%
AP student testing rate (% of AP students taking at least one (1) AP test)	69%	54%	43%	53%
Number of AP tests administered	234	303	254	791
Average number of tests taken per tested student	1.8	1.6	1.7	1.7
Number of AP tests passed (score of 3+)	33	113	113	259
AP tester passing rate (% of AP testers with one or more AP test scores of 3+)	25%	60%	75%	55%

Advanced Placement Testing: 5-year Trends

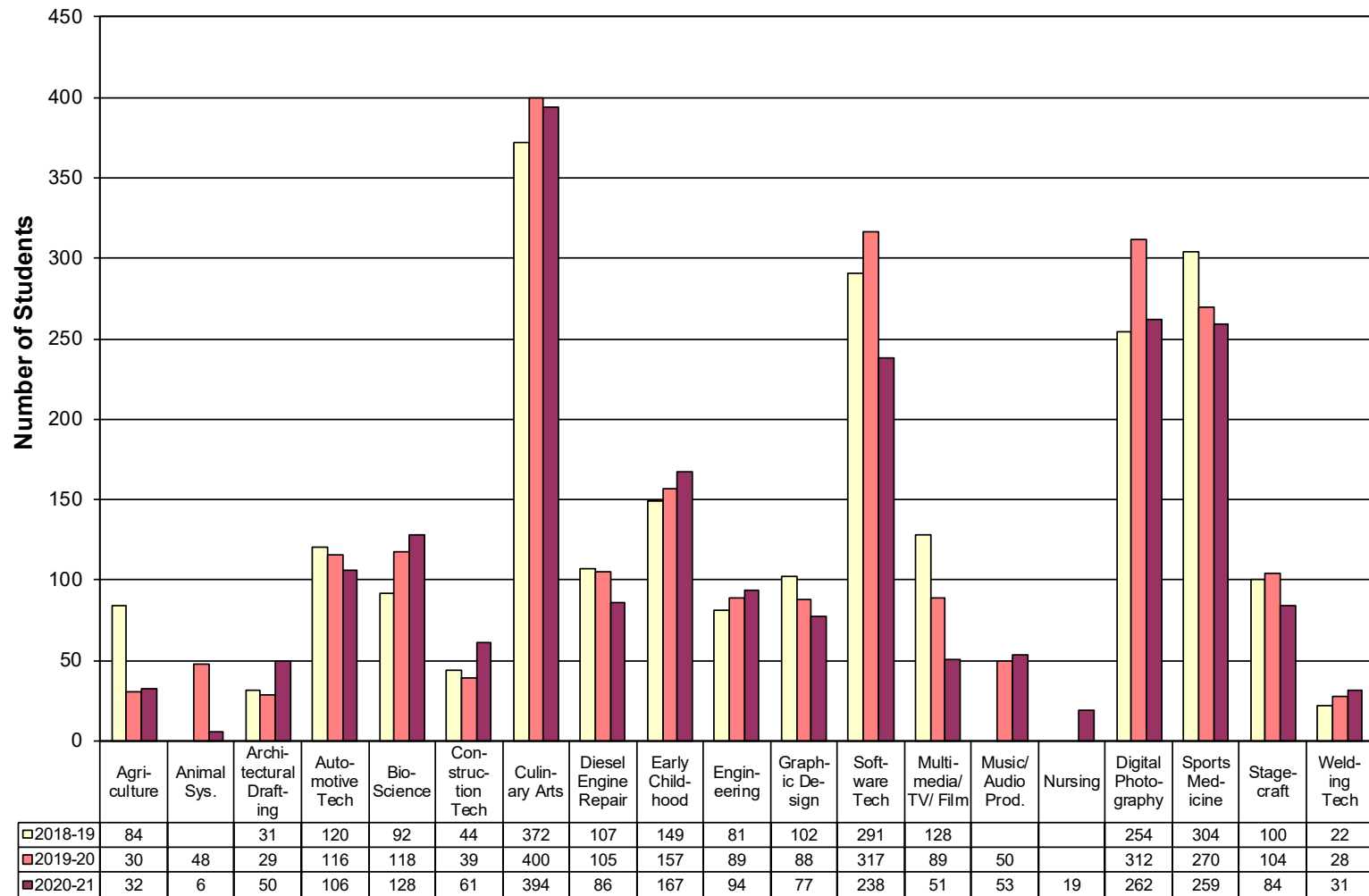
Number of AP Tests Taken Per AP Student



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

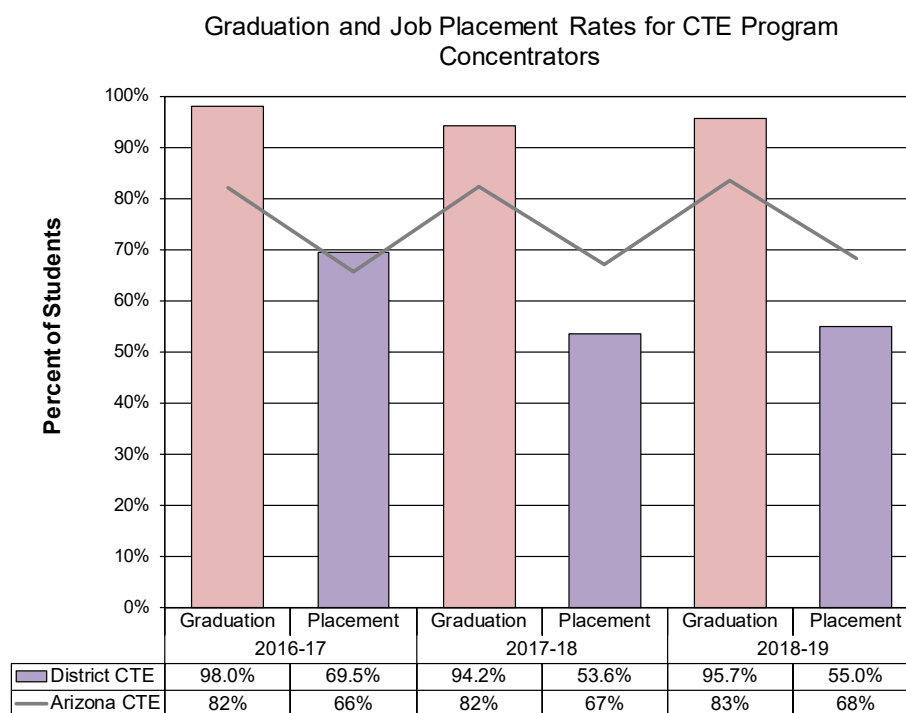


Career/ Technical Education Program Enrollment – 100th Day (2019-20)

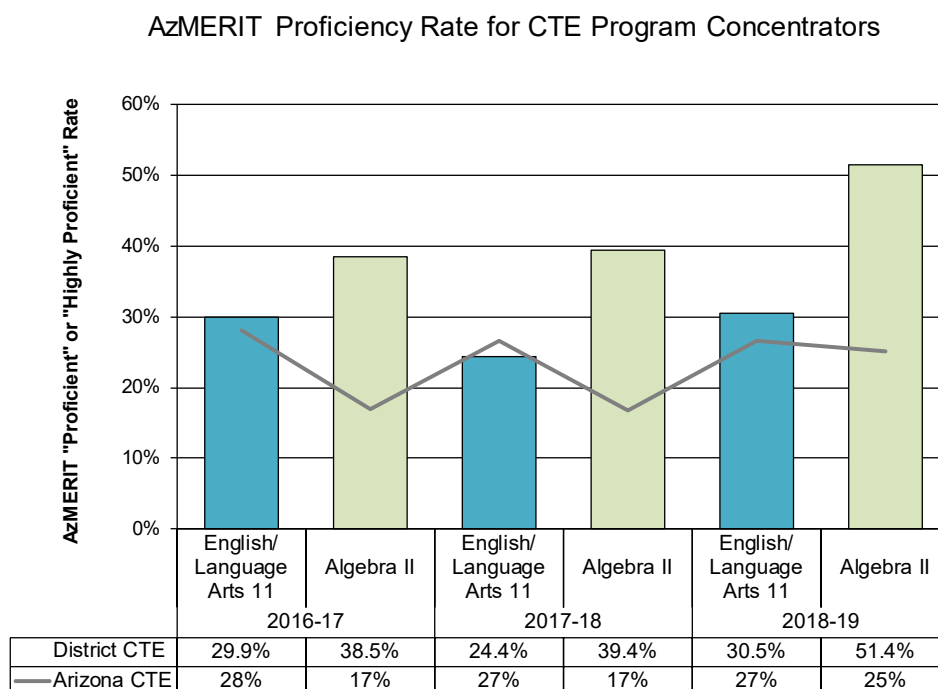


100th Day CTE Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
Amphitheater High School	566	548	577	606	578
Canyon del Oro High School	1,094	951	914	952	1,028
Ironwood Ridge High School	891	729	747	764	783

Career/ Technical Education Program Success (2019-20)



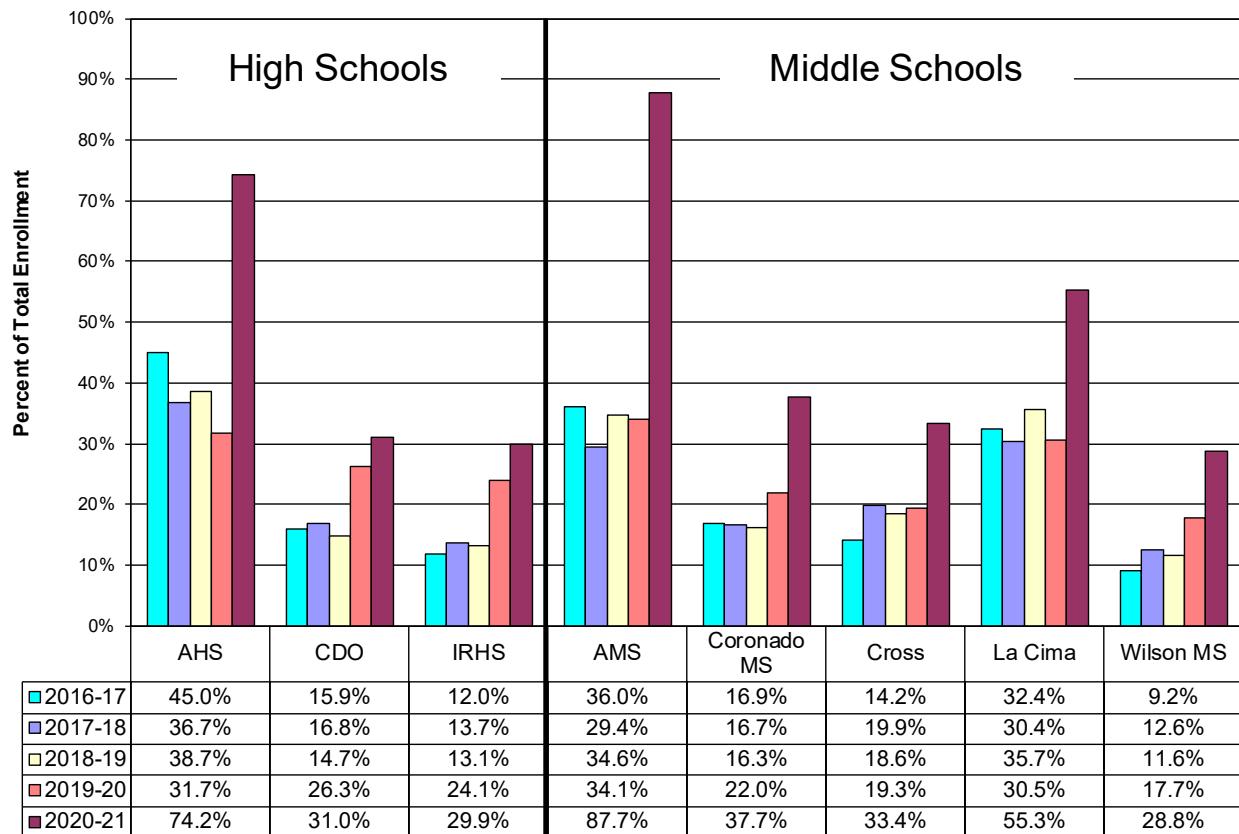
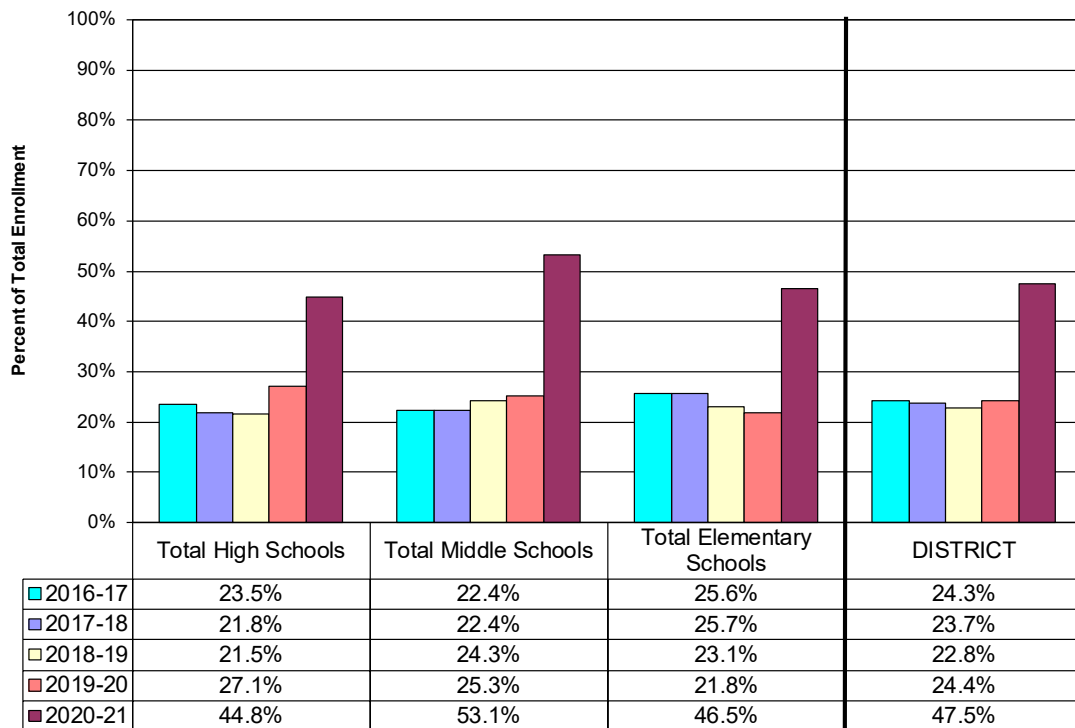
Note: "Concentrators" are students who were enrolled in CTE program classes for 2 years. "Placement" refers to graduated Concentrators who are working or attending school in their field, or who have enlisted in the military.



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

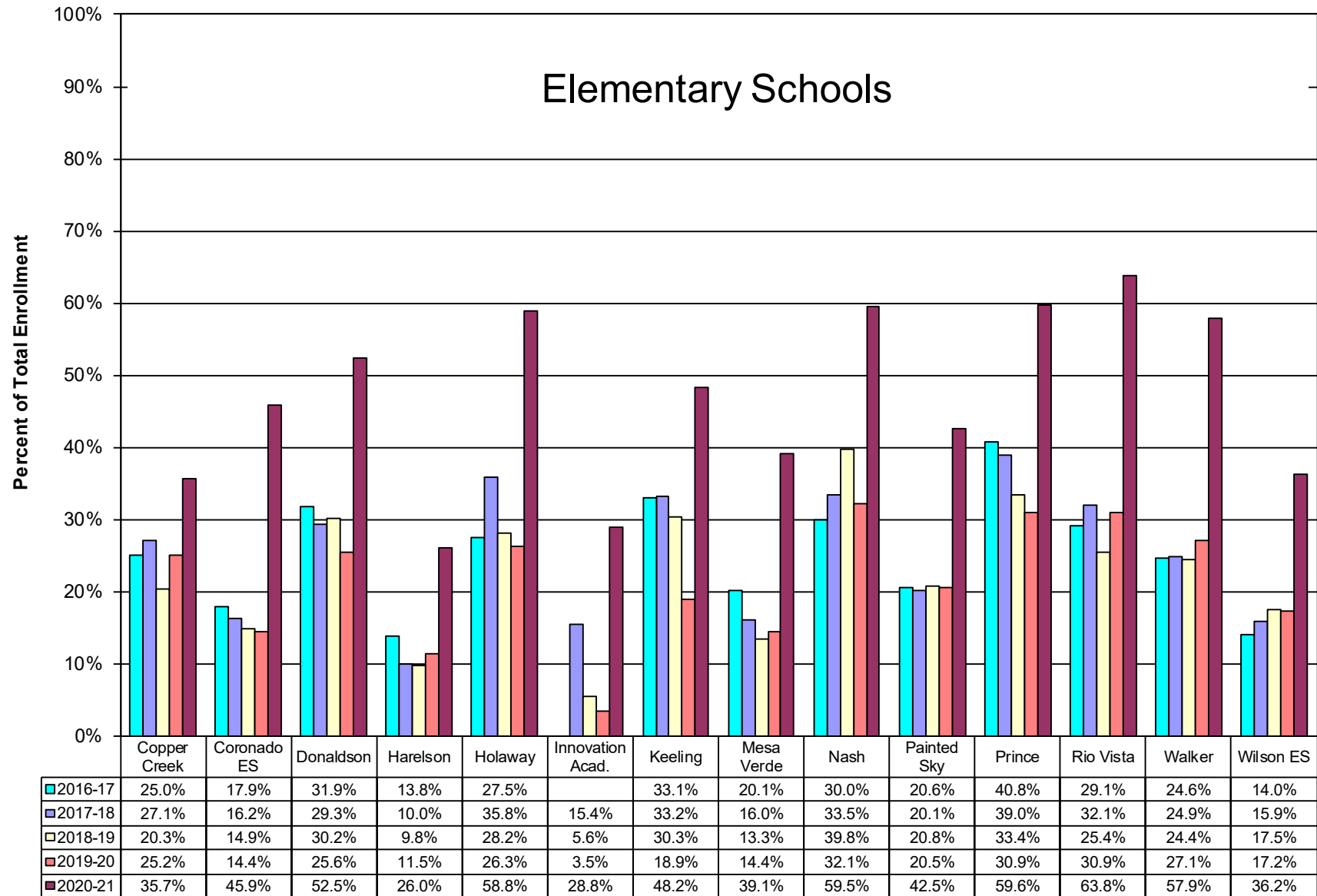
Other Student Indicators

Mobility Rate



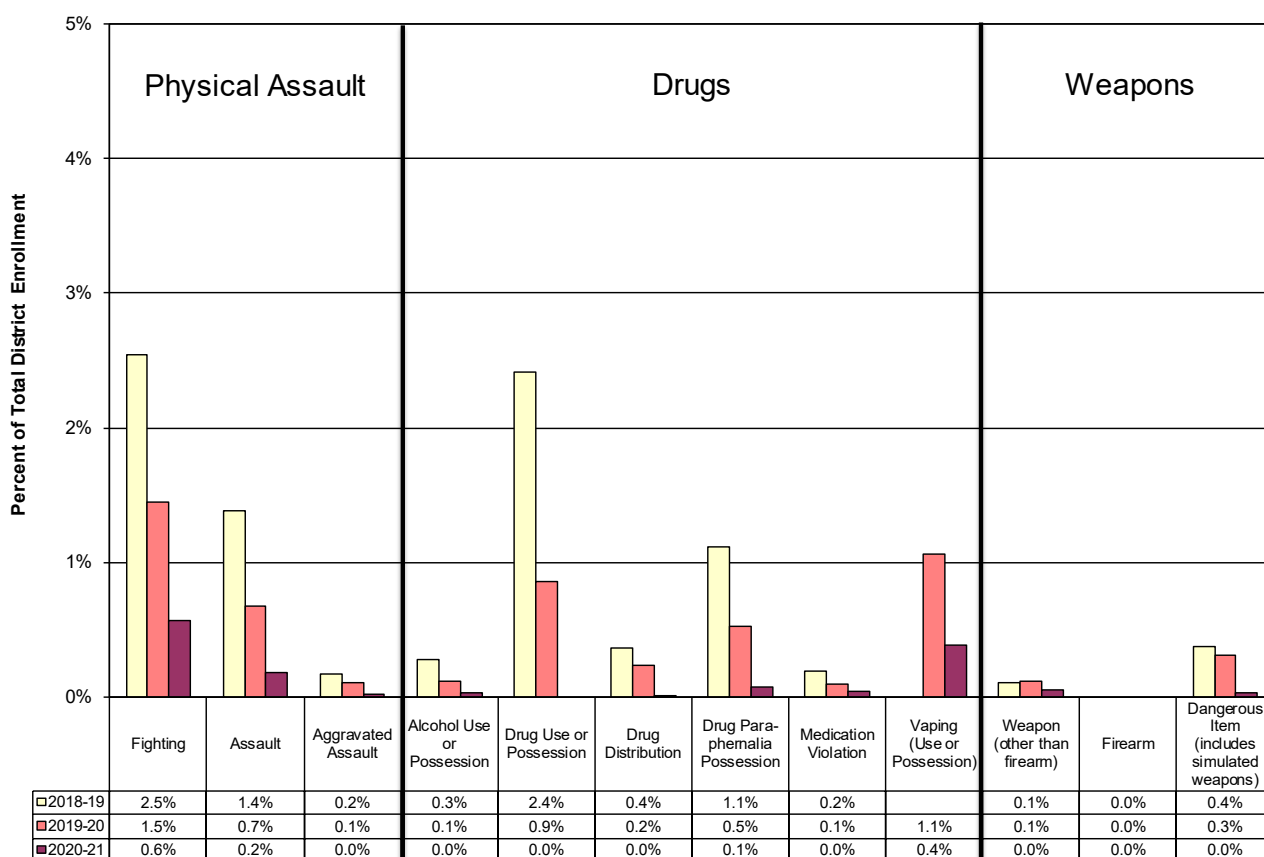
Note: Mobility is calculated as follows: (Entries after the First Day + Reentries + Withdrawals) / (First Day Enrollment + Entries after the First Day) x 100. Totals provided here may not match previous reports. The rate for 2020-21 was impacted by COVID-19 related school closures and the expansion of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

Mobility Rate (cont.)



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

Reports of Serious Offenses



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

Historical Trend (as a Percent of Total Enrollment)

	Physical Assault		Drugs		Weapons		Total Serious Offenses	
2016-17	331	2.4%	234	1.7%	74	0.5%	639	4.6%
2017-18	502	3.6%	249	1.8%	57	0.4%	808	5.8%
2018-19	564	4.1%	600	4.4%	65	0.5%	1,229	8.9%
2019-20	301	2.2%	388	2.9%	57	0.4%	746	5.5%
2020-21	92	0.8%	64	0.5%	10	0.1%	166	1.4%

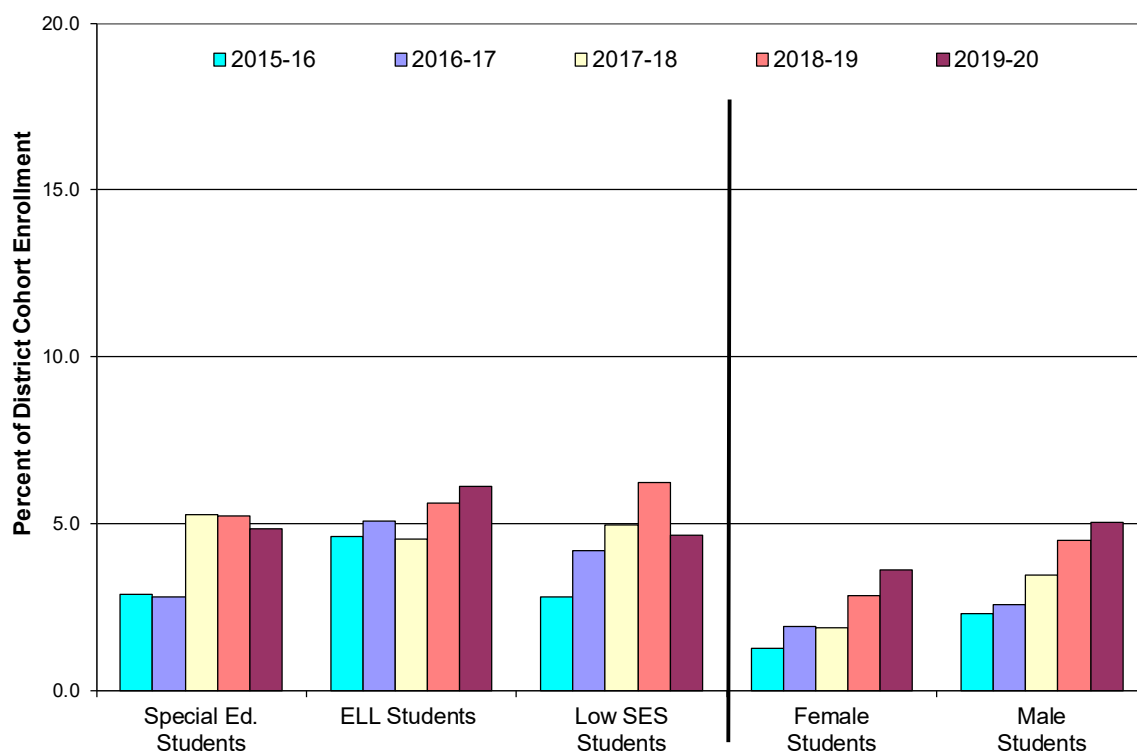
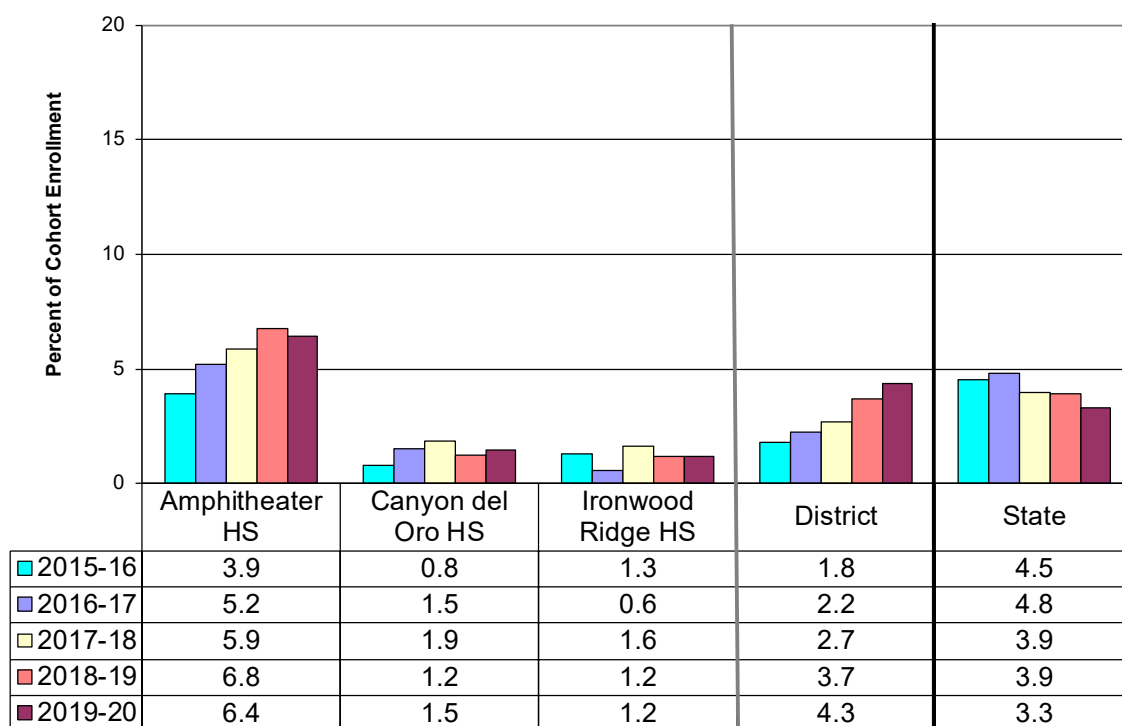
Physical Assault includes the following categories: Fighting, Assault, and Aggravated Assault.

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

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

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

Dropout Rate: By School and Special Program Membership



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 2020-21 was not available in time to be included in this report.