

### Arizona

NAEP testing data as well as state assessment results reveal substantial Excellence Gaps for Black, Hispanic and Free and Reduced Lunch Eligible (FARM) students. NAEP data on SES showed that the Excellence Gap doubled in Math for Grade 4 and 8 students between 2003 and 2011. Similar trends were observed within ethnic groups.

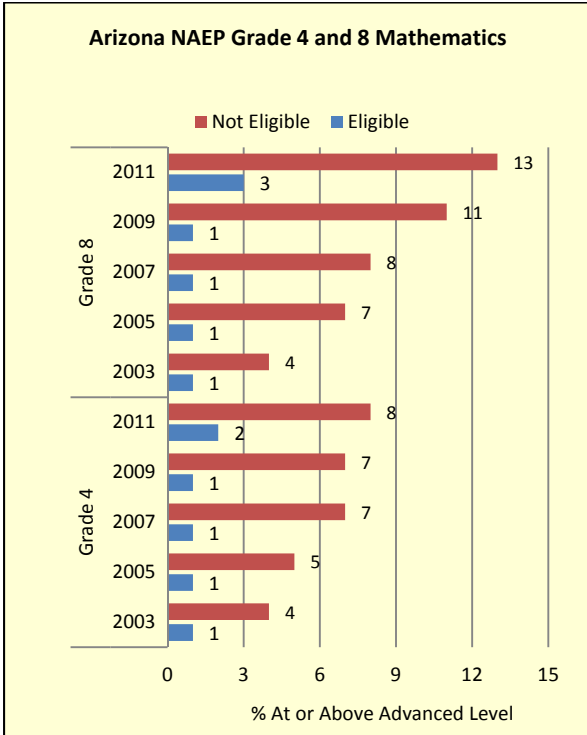
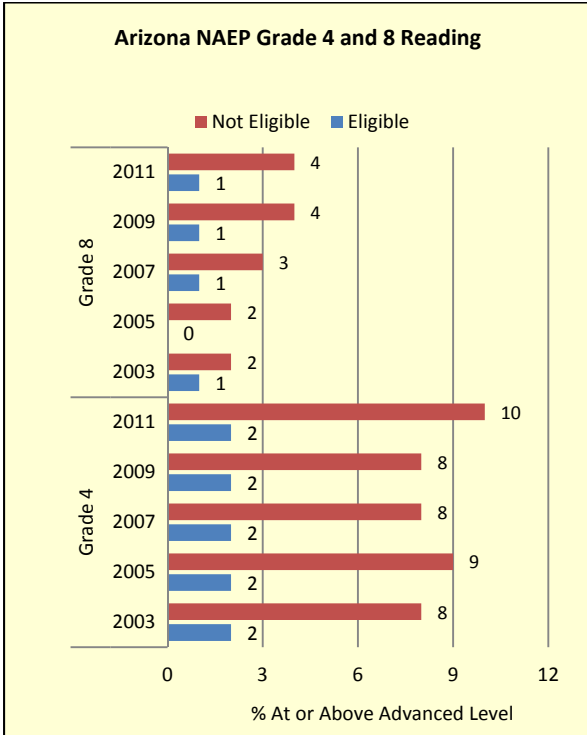
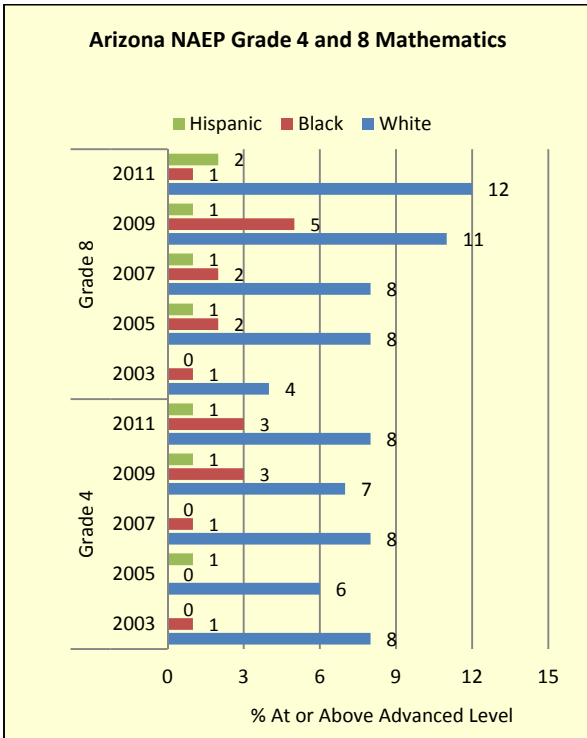
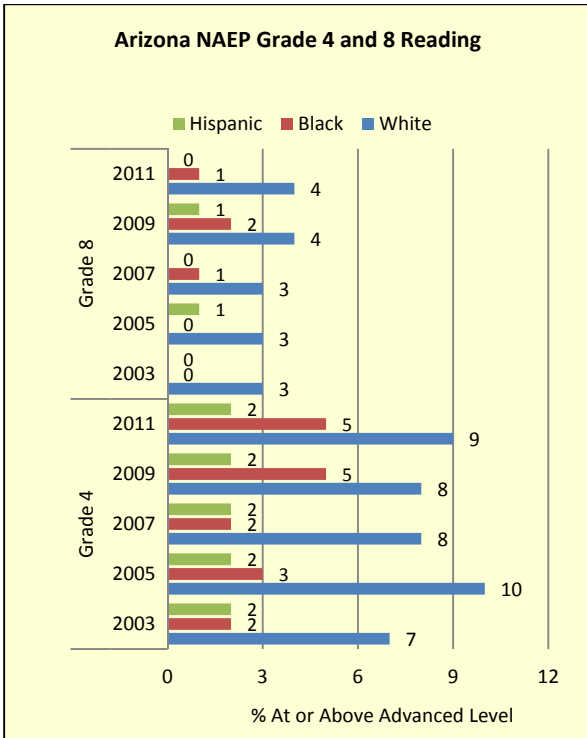
According to NAEP proficiency data, the percentage of students at the advanced level significantly increased for White students in Grade 8 Math and was stagnant in both grades for Black and Hispanic students. In Reading, the increase of students at the advanced level for all ethnic groups was small and inconsistent.

The Excellence gap in Math and Reading widened between FARM and non-FARM students for both Grade 4 and Grade 8. The highest increase was in Grade 8 Math where it tripled between 2003 and 2011. In Grade 4 Math the Excellence Gap doubled between 2003 and 2011. There were similar trends between ethnic groups, in Grade 8 Math, White students at the advanced level increased significantly while Black and Hispanic students recorded mixed results. This resulted in a significant increase in the Excellence Gap.

Hispanic students remained stagnant from 2003 to 2011 in Reading in both Grade 4 and Grade 8. Black students showed marginal increases within the same time period. White student's percentage increased slightly between 2003 and 2011. Thus although the Excellence Gap reduced between White and Black students in 2011, it was still present.

The Arizona's Instrument to Measure Standards (AIMS) data, showed similar trends as in the NAEP proficiency results. While the percentage of students at advanced level increased gradually within all ethnic groups in Grade 4 Reading, the percentage at advanced level decreased for all ethnic groups in Grade 8 Reading, and Grade 4 and Grade 8 Math in 2011.

# ARIZONA State Profile



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Arizona NAEP Scores at Above Average Level						
Subject, Grade, Group	2003	2007	2011	2003 Gap	2007 Gap	2011 Gap
Math 4 Male	2	5	5	0	2	2
Math 4 Female	2	3	3			
Math 8 Male	3	6	9	0	2	3
Math 8 Female	3	4	6			
Reading 4 Male	4	4	4	1	1	3
Reading 4 Female	5	5	7			
Reading 8 Male	1	1	1	1	2	2
Reading 8 Female	2	3	3			
Math 4 ELL	0	1	0	3	4	5
Math 4 NonELL	3	5	5			
Math 8 ELL	0	1	X	3	4	*
Math 8 NonELL	3	5	7			
Reading 4 ELL	0	0	0	5	5	6
Reading 4 NonELL	5	5	6			
Reading 8 ELL	0	0	X	2	2	*
Reading 8 NonELL	2	2	2			
Math 4 FARM	1	1	2	3	6	6
Math 4 NonFARM	4	7	8			
Math 8 FARM	1	1	3	3	7	10
Math 8 NonFARM	4	8	13			
Reading 4 FARM	1	2	2	7	6	8
Reading 4 NonFARM	8	8	10			
Reading 8 FARM	1	1	1	1	2	3
Reading 8 NonFARM	2	3	4			
Math 4 White	4	8	8			
Math 4 Black	0	1	3	4	7	5
Math 4 Hispanic	1	0	1	3	8	7
Math 8 White	4	8	12			
Math 8 Black	1	2	1	3	6	11
Math 8 Hispanic	0	1	2	4	7	10
Reading 4 White	7	8	9			
Reading 4 Black	2	2	5	5	6	4
Reading 4 Hispanic	2	2	2	5	6	7
Reading 8 White	3	3	4			
Reading 8 Black	0	1	1	3	2	3
Reading 8 Hispanic	0	0	0	3	3	4

*X = reporting standards not met*

*\* = results could not be calculated*

## ARIZONA State Profile

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AZ Instrument to Measure Standards Grades 4 & 8 and High School Reading Excellence Achievement Gaps on Race															
	Grade 4					Grade 8					High School				
% at Exceeds	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
<b>2005</b>	14	5	4	<b>9</b>	<b>10</b>	<b>Data Not Available</b>									
<b>2006</b>	16	5	4	<b>11</b>	<b>12</b>										
<b>2007</b>	16	5	4	<b>11</b>	<b>12</b>	11	3	2	<b>8</b>	<b>9</b>	11	3	2	<b>8</b>	<b>9</b>
<b>2008</b>	16	5	4	<b>11</b>	<b>12</b>	11	3	3	<b>8</b>	<b>8</b>	12	3	2	<b>9</b>	<b>10</b>
<b>2009</b>	18	7	6	<b>11</b>	<b>12</b>	14	4	4	<b>10</b>	<b>10</b>	14	4	3	<b>10</b>	<b>11</b>
<b>2010</b>	21	7	6	<b>14</b>	<b>15</b>	10	3	3	<b>7</b>	<b>7</b>	18	6	5	<b>12</b>	<b>13</b>

AZ Instrument to Measure Standards Grades 4 & 8 and High School Mathematics Excellence Achievement Gaps on Race															
	Grade 4					Grade 8					High School				
% at Exceeds	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
<b>2005</b>	31	11	12	<b>20</b>	<b>19</b>	<b>Data Not Available</b>									
<b>2006</b>	35	14	15	<b>21</b>	<b>20</b>										
<b>2007</b>	40	17	16	<b>23</b>	<b>24</b>	21	7	6	<b>14</b>	<b>15</b>	20	5	5	<b>15</b>	<b>15</b>
<b>2008</b>	35	15	16	<b>20</b>	<b>19</b>	19	5	6	<b>14</b>	<b>13</b>	22	7	6	<b>15</b>	<b>16</b>
<b>2009</b>	40	18	19	<b>22</b>	<b>21</b>	23	8	8	<b>15</b>	<b>15</b>	25	8	8	<b>17</b>	<b>17</b>
<b>2010</b>	33	14	15	<b>19</b>	<b>18</b>	28	11	11	<b>17</b>	<b>17</b>	33	12	12	<b>21</b>	<b>21</b>

# ARIZONA State Profile

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AZ Instrument to Measure Standards Grades 4 & 8 and High School Reading Excellence Achievement Gaps on SES									
	Grade 4			Grade 8			High School		
% at Exceeds	N	P*	N-P	N	P	N-P	N	P	N-P
<b>2007</b>	16	4	<b>12</b>	11	2	<b>9</b>	9	2	<b>7</b>
<b>2008</b>	15	4	<b>11</b>	11	2	<b>9</b>	10	2	<b>8</b>
<b>2009</b>	21	5	<b>16</b>	14	4	<b>10</b>	13	3	<b>10</b>
<b>2010</b>	21	6	<b>15</b>	9	3	<b>6</b>	16	5	<b>11</b>

AZ Instrument to Measure Standards Grades 4 & 8 and High School Mathematics Excellence Achievement Gaps on SES									
	Grade 4			Grade 8			High School		
% at Exceeds	N	P	N-P	N	P	N-P	N	P	N-P
<b>2007</b>	38	16	<b>22</b>	20	6	<b>14</b>	17	5	<b>12</b>
<b>2008</b>	36	15	<b>21</b>	20	5	<b>15</b>	19	5	<b>14</b>
<b>2009</b>	40	18	<b>22</b>	22	8	<b>14</b>	24	7	<b>17</b>
<b>2010</b>	32	15	<b>17</b>	29	11	<b>18</b>	31	12	<b>19</b>

*\*Low SES labeled as "Economically Disadvantaged"*