

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Agua Fria High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Agua Fria Union High School District
530 E. Riley, Avondale, AZ 85323

Principal: Mr. Bryce Anderson
Schedule: 7:00 AM to 4:00 PM
Web Address: www.aguafria.org
E-mail: banderson@aguafria.org

Grades: 9-12
2002 Enrollment: 1553
Phone: (623) 932-7305
Fax: (623) 932-0650

∨ School Overview ∨

Mission

Agua Fria's mission is to ensure that Every student will become self-reliant by developing academic, interpersonal and technological skills.

Organization and Philosophy

- w Interdisciplinary Curriculum
- w Emphasis on Technology in the Classroom
- w Curriculum Aligned to AZ State Standards

Instructional Programs

- w Advanced Placement
- w Honors Classes
- w On-site Special Education
- w College Credit/Concurrent Enrollment
- w Tutoring/Mentoring Programs
- w Transition School
- w Twilight School

School/Academic Goals

- w All students will demonstrate the ability to write in an effective, organized manner using correct grammar, mechanics, and content-appropriate style.
- w All students will demonstrate comprehension of written materials.
- w All students will improve their math skills and demonstrate them across the curriculum.
- w Students will demonstrate responsibility through respect for others and school property, improved attendance and decreased tardies, and involvement in the school community.

Enrollment

October 1, 2001 School Year Student Enrollment:	1491
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	147

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- w Parent/Educator Relations
- w Student Discipline
- w School Safety Issues
- w School Improvement Goals

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	70.60
Other Professional Staff	8.00	Teacher Aide	16.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	6	8	0	0
7 to 9 years	5	4	0	0
10 or more years	19	18	1	0

∨ **Shared Responsibilities** ∨

School

Agua Fria Union High School provides a safe, stable environment where everyone can learn. We ensure that all graduates will be proficient in the academic standards, as well as in life and marketable skills. Students at Agua Fria demonstrate respect for self and others. It is the responsibility of school personnel to communicate honestly, openly and ethically with parents and students and to make informed decisions with parental and/or student input.

Parents

It is the responsibility of parents to adhere to all statutes, policies, rules and regulations pertaining to the education of their children. Parents must become actively involved in their children's education, providing guidance and encouragement; ensuring regular attendance and punctuality; conferring regularly with school staff; attending school functions; demonstrating effective parenting skills; modeling behavior; and volunteering at school and participating in activities.

∨ **Transportation Policy** ∨

Bus transportation is provided for students who live more than 1.5 miles from campus and who live within the Agua Fria High School attendance boundaries. The safety and welfare of students is the first consideration. Evacuation drills are conducted regularly.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/5/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/30/03
Operates on Extended Schedule

Report Card Release Dates

10/9/02 12/23/02 3/18/03 6/3/03

Additional Calendar/Report Card Information

Progress reports are mailed to parents four times each year, midway through the first, second, third and fourth quarters. Reports cards are also mailed to parents at the end of each quarter.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Campus Library/Media Center
- W Agua Fria Television Studio
- W Fine Arts Center
- W Business Education Complex

Extracurricular Activities

- W Athletics
- W Student Council
- W Advanced Cultural Enrichment (ACE)
- W Air Force ROTC
- W Marching Band/Choir/Handbells
- W National Honor Society
- W Interract
- W Drama/Thespians

School/Community Resources

- W Counseling Services
- W Multicultural Student Success Team
- W Crisis Intervention
- W Breakfast Program
- W KEYS Program
- W Parent/Community Volunteers
- W Health Services
- W Lunch Program

∇ Indicators of Success ∇

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Agua Fria's Stanford 9 test scores in reading, language and mathematics were among the highest of the West Valley high schools.</p> | <p>W Agua Fria's students, working with their parents and counselors, select required and elective courses based on the students' career goals.</p> |
| <p>W Students and staff have the latest in technology with a state-of-the-art media center, computer labs, supercomputing and Internet access. Agua Fria High School has in excess of 400 networked computers.</p> | <p>W Agua Fria has expanded opportunities for students by developing a partnership with Estrella Mountain Community College. Students are allowed to concurrently enroll at Agua Fria and EMCC, earning college and high school credit at the same time.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	4.2 %			9.5 %
Status Unknown ⁹	3.1 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∇ School Honors ∇

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
\$1.2 Million in Scholarships to the Class of 2002	2002
2 National Merit Commended Scholars	2002
National Merit Hispanic Recognition	2001
Air Force Academy Appointment	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	283	511	12%	28%	51%	9%
	State	49803	512	15%	23%	48%	14%
Writing	School	294	479	12%	12%	77%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	282	474	56%	24%	16%	4%
	State	50429	480	48%	19%	22%	10%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

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 students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	90	45	44	100	44	43	78	41	43	79	43	43	77	38	43
	Language	91	43	39	100	43	39	80	40	40	80	40	41	78	35	42
	Mathematics	91	57	57	100	56	57	79	53	59	80	59	61	78	50	62
10	Reading	84	47	42	100	42	42	80	45	42	--	--	--	--	--	--
	Language	84	50	43	100	47	44	81	46	44	--	--	--	--	--	--
	Mathematics	84	53	47	100	49	49	81	58	50	--	--	--	--	--	--
11	Reading	83	47	46	100	45	44	74	46	45	--	--	--	--	--	--
	Language	83	44	43	100	42	42	74	46	44	--	--	--	--	--	--
	Mathematics	83	50	51	100	50	52	74	56	55	--	--	--	--	--	--

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Agua Fria High School continues to strive to maintain a positive learning environment. Once again this year, we will have a School Resource Officer from the Avondale Police Department. His role will be to work with teachers to provide law-related education and work with our campus security and parking lot security to ensure a safe learning environment. Agua Fria High School maintains a closed campus throughout the school day.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6) 0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,902	\$3,558,133
Classroom Supplies	\$20	\$24,782
Administration	\$590	\$723,861
Support Services-Students	\$334	\$409,975
Other Support Services and Operations	\$984	\$1,207,065
Total Expenditures- All Categories 2000-2001	\$4,831	\$5,923,816

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Bryce Anderson	(623) 932-7305	
Transportation Policy	John Schmadake	(623) 932-7006	
Community Resources	Candy Reid	(623) 932-7040	
School Nutrition Programs	Bob Singleton	(623) 932-7009	
Parent Organization	Jan Counts	(623) 932-7305	
Student Health/Nurse	Bernadette Gibson	(623) 932-7372	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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