

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

530 E. Riley Dr., Avondale, AZ 85323

Agua Fria Union High School District

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

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Bryce Anderson  
 Schedule : 7:00 AM to 3:30 PM  
 Grades : 9-12  
 2004 Enrollment : 1753  
 Web Address : www.aguafria.org  
 Phone Number : (623) 932-7301  
 Fax Number : (623) 932-0650  
 E-mail : banderson@aguafria.org

### Mission

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

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

### Enrollment

October 1, 2003 School Year Student Enrollment : 1678  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 109

## Instructional Programs

- ü Advanced Placement/Honors Courses
- ü College Credit/Concurrent Enrollment
- ü On-site Special Education
- ü Career Technical Education Courses
- ü School-to-Work Opportunities
- ü Smaller Learning Community for Freshmen
- ü Fine Arts

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/5/2004
Last Day of School :	5/26/2005

## Shared Responsibilities

### School

Parents can expect Agua Fria Union High School to provide a safe, stable learning environment. School personnel will communicate honestly, openly, and ethically with parents and students and 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 should take an active role, supporting their children in all aspects of their education.

## Transportation Policy

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

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü \$1.5 Million in Scholarships to the Class of 2004	2004
ü 3 Byrd Scholars	2004
ü Nat'l Finalist for Prudential Spirit of Community Award	2004
ü 2 National Merit Commended Scholars	2002

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	348	899	65934	97	99	100	491	492	492	41	40	43	21	22	18	28	26	24	10	12	15
All Students (Prior Year)	392	782	57534	93	96	91	482	484	491	52	53	46	18	17	16	23	23	23	6	8	15
Female	188	445	32586	98	99	100	487	492	491	43	40	44	24	23	19	25	26	24	7	10	14
Male	160	453	33226	95	98	99	494	491	493	38	40	42	17	21	18	30	26	24	15	13	16
African American	51	90	3042	94	97	98	493	490	478	45	44	58	14	18	19	29	29	17	12	9	6
Hispanic	169	317	21740	97	98	100	479	479	475	57	56	63	21	21	17	15	18	15	7	5	5
Asian/Pacific Islander	16	37	1643	100	100	99	505	516	519	19	19	23	25	24	13	38	24	30	19	32	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	110	449	34819	97	99	99	504	498	505	21	31	27	22	23	20	43	32	31	14	15	22
Students with Disabilities	34	84	6507	100	100	100	470	460	456	60	78	83	30	17	9	10	4	6	0	0	2
Students without Disabilities	314	815	59427	96	98	100	491	493	494	40	38	41	21	22	19	28	27	25	11	12	16
Limited English Proficient Students	34	43	6793	72	74	100	464	463	464	87	87	79	10	10	11	0	0	8	3	3	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	120	194	18745				476	475	475	60	63	64	18	19	16	18	15	15	5	3	5
Non-Economically Disadvantaged	228	705	47182				498	496	499	32	34	35	23	23	19	32	29	27	13	14	19

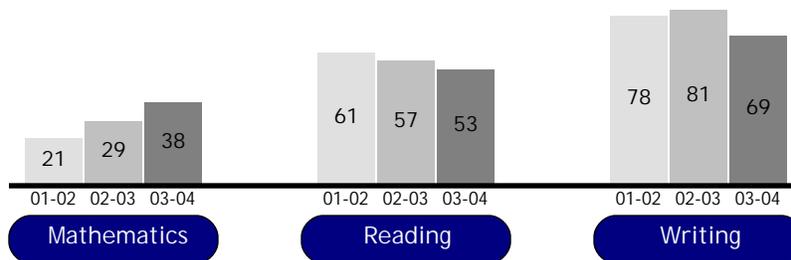
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	357	912	68162	99	100	100	504	513	509	19	13	18	28	25	24	48	54	51	5	8	8
All Students (Prior Year)	393	781	56700	94	96	89	507	512	512	15	12	15	28	25	23	50	56	52	7	8	10
Female	186	440	33509	99	100	100	505	517	513	19	13	15	28	23	23	46	55	52	7	9	9
Male	171	469	34521	99	100	100	502	509	505	19	13	20	27	28	24	50	53	49	4	6	7
African American	54	92	3163	98	99	99	505	509	497	14	13	22	35	27	30	49	57	46	2	2	3
Hispanic	179	328	22624	100	100	100	489	495	487	31	23	32	33	33	31	33	40	35	4	4	2
Asian/Pacific Islander	16	37	1666	100	100	100	522	543	523	6	5	11	19	16	17	56	59	60	19	19	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	106	442	35727	97	100	100	526	524	526	4	7	7	17	20	17	71	63	64	8	10	12
Students with Disabilities	33	85	6845	100	100	100	459	461	468	72	68	53	12	23	29	16	8	18	0	0	1
Students without Disabilities	324	827	61317	99	100	100	507	516	512	15	9	15	29	26	23	50	57	53	6	8	8
Limited English Proficient Students	39	48	7152	76	79	100	459	460	464	68	65	57	27	28	31	5	7	12	0	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	125	200	19528				485	489	487	32	26	31	39	39	32	29	34	34	0	1	2
Non-Economically Disadvantaged	232	712	48595				513	519	518	13	10	13	22	22	20	57	59	57	8	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	354	907	67629	98	100	100	538	547	524	18	14	22	14	13	16	67	70	59	2	4	3
All Students (Prior Year)	383	762	55090	91	93	87	477	484	479	13	9	16	6	8	13	81	83	70	0	0	0
Female	185	437	33347	99	99	100	545	561	537	13	10	17	15	12	15	69	73	64	3	5	4
Male	169	465	34151	98	99	99	531	535	512	22	17	27	12	14	18	65	67	54	1	2	2
African American	54	92	3150	98	99	99	561	555	515	2	5	24	14	13	19	84	82	56	0	0	2
Hispanic	178	325	22313	100	99	100	504	521	493	30	22	34	17	17	19	51	59	46	2	2	1
Asian/Pacific Islander	16	37	1659	100	100	100	591	617	564	0	0	11	25	16	12	69	73	68	6	11	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	104	439	35593	95	99	99	574	561	547	8	10	13	5	10	14	84	75	69	3	5	4
Students with Disabilities	33	84	6712	100	100	100	464	447	445	60	64	61	12	14	18	28	22	21	0	0	0
Students without Disabilities	321	823	60917	98	99	100	544	554	530	14	10	19	14	13	16	70	73	61	2	4	3
Limited English Proficient Students	39	47	6994	76	77	100	426	429	442	59	60	58	19	18	18	22	22	23	0	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	124	198	19310				507	514	489	26	23	35	20	20	20	54	56	44	0	1	1
Non-Economically Disadvantaged	230	709	48278				553	556	538	14	12	17	11	11	15	73	73	65	3	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	37	42	37	100	36	44	41	94	44	NA	42
	Language	100	35	41	38	100	38	45	42	94	41	44	42
	Mathematics	100	50	55	56	100	55	61	60	94	58	60	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

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

- Ü Community Outreach & Partnerships
- Ü Parental Involvement
- Ü School Climate/Safety Issues
- Ü School Improvement Goals
- Ü Student Conduct/Campus Policies
- Ü Curriculum & Instruction

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	77.00
Other Professional Staff	6.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	10	10	0	0
7 to 9 years	3	3	0	0
10 or more years	20	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 63  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 249  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Campus Library/Media Center
- Ü Fine Arts Center
- Ü 2 Math Labs/Reading Labs

Extracurricular Activities

- Ü AIA Athletics
- Ü Marching Band/Choir
- Ü Student Government
- Ü National Honor Society
- Ü Thespian Society
- Ü School Newspaper/Yearbook
- Ü Ballet Folklorico
- Ü Interact Club

Social Services

- Ü Counseling Services
- Ü KEYS Program
- Ü English Aquisition Program Support Team
- Ü Parent/Community Volunteers

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 74% of Agua Fria's 10th graders in the spring of 2004 met or exceeded the state standards in writing on the AIMS test. This percentage is above the state average.
- ü In the spring of 2004, Agua Fria's 10th graders raised the percentage of students meeting or exceeding the state standards in mathematics on the AIMS test by 13% from the previous year.
- ü In the spring of 2004, Agua Fria's 10th graders raised the percentage of students meeting or exceeding the state standards in reading on the AIMS test by 4% from the previous year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	97	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	87			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Agua Fria High School continues to maintain a positive learning environment. A School Resource Officer works with campus security to ensure a safe campus environment. Agua Fria High School maintains a closed campus during 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) :

5

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.

Contacts

	Name	Phone Number
School Site Council	Bryce Anderson	(623) 932-7301
Transportation Policy	Denise Escobedo	(623) 932-7100
Community Resources	Candy Reid	(623) 932-7040
School Nutrition Programs	Bob Singleton	(623) 932-7009
Parent Organization	Jan Counts	(623) 932-7301
Student Health/Nurse	Bernadette Gibson	(623) 932-7301

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.