

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14802 W Wigwam Blvd, Goodyear, AZ 85338

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	Improving

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

### 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 Overview

Principal/Administrator : Mrs. Sandra J Haiflich  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1681  
 Web Address : www.aguafria.org  
 Phone Number : (623) 932-7200  
 Fax Number : (623) 932-7204  
 E-mail : shaiflich@aguafria.org

### Mission

Millennium students will develop life, academic and technological skills which they will utilize to become contributing members of a democratic society.

### School / Academic Goals

- ü To integrate reading and writing into the teaching/ learning process so all students meet and/or exceed reading and writing proficiencies.
- ü To integrate mathematical concepts, problem solving and critical thinking into the teaching/learning process so all students reach and/or exceed math proficiencies.
- ü To ensure a rigorous and relevant curriculum so students can aspire to personal goals and career options.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1625  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 72

Instructional Programs

- ü Advanced Placement/Honors Classes
- ü School-to-Work Opportunities
- ü Technology-based Learning/Culinary Arts
- ü Career Awareness, Integrated Instruction
- ü Agriculture/Teaching Professions/Dance
- ü Tutoring/Mentoring Programs
- ü College Credit/Concurrent Enrollment
- ü On-site Special Education/EAP Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/4/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

We provide a safe environment with high expectations for learning, diversity, a respect for self and others, and proficiency of academic standards. We communicate honestly and ethically with parents concerning their child's educational plan and progress.

Parents

Parents should adhere to policies, rules and regulations regarding their child's education. Guidance, encouragement of regular attendance, communication with school staff, and involvement in their child's education will provide support for success.

Transportation Policy

Bus transportation is provided for students who live more than 1.5 miles from campus. 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 \$2.5 Million in Scholarships to the Class of 2004	2004
ü 47% of Student Body on Honor Roll	2004
ü Westside IMPACT Teacher of the Year	2004
ü National Merit Commended Scholars	2004

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	412	899	65934	100	99	100	494	492	492	38	40	43	22	22	18	27	26	24	13	12	15
All Students (Prior Year)	390	782	57534	99	96	91	487	484	491	53	53	46	15	17	16	22	23	23	10	8	15
Female	194	445	32586	99	99	100	496	492	491	37	40	44	22	23	19	27	26	24	14	10	14
Male	218	453	33226	100	98	99	492	491	493	39	40	42	22	21	18	27	26	24	13	13	16
African American	27	90	3042	100	97	98	488	490	478	41	44	58	22	18	19	30	29	17	7	9	6
Hispanic	101	317	21740	98	98	100	482	479	475	54	56	63	20	21	17	21	18	15	5	5	5
Asian/Pacific Islander	18	37	1643	100	100	99	529	516	519	17	19	23	28	24	13	11	24	30	44	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	262	449	34819	100	99	99	497	498	505	33	31	27	22	23	20	30	32	31	15	15	22
Students with Disabilities	34	84	6507	100	100	100	455	460	456	88	78	83	9	17	9	3	4	6	0	0	2
Students without Disabilities	378	815	59427	99	98	100	498	493	494	34	38	41	23	22	19	29	27	25	15	12	16
Limited English Proficient Students	NC	43	6793	NC	74	100	NC	463	464	NC	87	79	NC	10	11	NC	0	8	NC	3	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	44	194	18745				475	475	475	66	63	64	20	19	16	11	15	15	2	3	5
Non-Economically Disadvantaged	368	705	47182				497	496	499	35	34	35	22	23	19	29	29	27	15	14	19

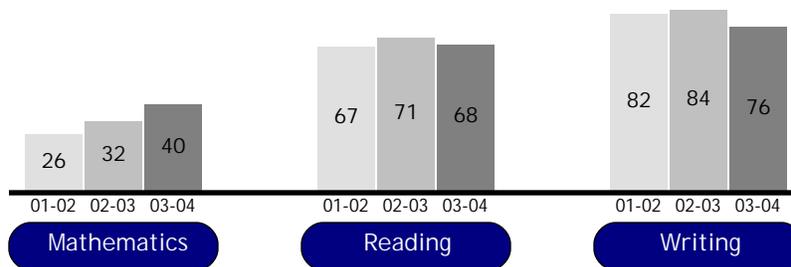
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	416	912	68162	100	100	100	518	513	509	10	13	18	21	25	24	59	54	51	9	8	8
All Students (Prior Year)	388	781	56700	98	96	89	518	512	512	8	12	15	21	25	23	62	56	52	9	8	10
Female	193	440	33509	100	100	100	524	517	513	8	13	15	18	23	23	64	55	52	10	9	9
Male	220	469	34521	100	100	100	514	509	505	11	13	20	24	28	24	56	53	49	8	6	7
African American	26	92	3163	100	99	99	514	509	497	15	13	22	12	27	30	69	57	46	4	2	3
Hispanic	105	328	22624	99	100	100	502	495	487	14	23	32	31	33	31	52	40	35	3	4	2
Asian/Pacific Islander	18	37	1666	100	100	100	561	543	523	6	5	11	17	16	17	56	59	60	22	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	259	442	35727	100	100	100	523	524	526	8	7	7	18	20	17	63	63	64	11	10	12
Students with Disabilities	35	85	6845	100	100	100	463	461	468	64	68	53	33	23	29	3	8	18	0	0	1
Students without Disabilities	381	827	61317	100	100	100	523	516	512	6	9	15	20	26	23	64	57	53	10	8	8
Limited English Proficient Students	NC	48	7152	NC	79	100	NC	460	464	NC	65	57	NC	28	31	NC	7	12	NC	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	46	200	19528				492	489	487	22	26	31	37	39	32	41	34	34	0	1	2
Non-Economically Disadvantaged	370	712	48595				521	519	518	9	10	13	19	22	20	61	59	57	10	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	415	907	67629	100	100	100	553	547	524	12	14	22	12	13	16	71	70	59	5	4	3
All Students (Prior Year)	379	762	55090	96	93	87	492	484	479	5	9	16	10	8	13	84	83	70	0	0	0
Female	192	437	33347	99	99	100	571	561	537	9	10	17	11	12	15	74	73	64	6	5	4
Male	218	465	34151	100	99	99	541	535	512	14	17	27	12	14	18	69	67	54	4	2	2
African American	26	92	3150	100	99	99	551	555	515	8	5	24	12	13	19	81	82	56	0	0	2
Hispanic	103	325	22313	97	99	100	536	521	493	14	22	34	17	17	19	67	59	46	3	2	1
Asian/Pacific Islander	18	37	1659	100	100	100	644	617	564	0	0	11	11	16	12	72	73	68	17	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	258	439	35593	100	99	99	558	561	547	11	10	13	10	10	14	73	75	69	6	5	4
Students with Disabilities	34	84	6712	100	100	100	435	447	445	67	64	61	15	14	18	18	22	21	0	0	0
Students without Disabilities	381	823	60917	100	99	100	564	554	530	8	10	19	11	13	16	76	73	61	6	4	3
Limited English Proficient Students	NC	47	6994	NC	77	100	NC	429	442	NC	60	58	NC	18	18	NC	22	23	NC	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	45	198	19310				526	514	489	20	23	35	16	20	20	62	56	44	2	1	1
Non-Economically Disadvantaged	370	709	48278				557	556	538	11	12	17	11	11	15	72	73	65	5	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

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	47	42	37	100	49	44	41	94	48	NA	42
	Language	100	48	41	38	100	52	45	42	94	48	44	42
	Mathematics	100	61	55	56	100	67	61	60	94	64	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

Council Duties

1 School Administrator(s)	Ü School, Parent, Community Relations
1 Non-certified Employee(s)	Ü School Improvement Goals
2 Teacher(s)	Ü School Safety Issues/School Climate
2 Parent(s)	Ü Student, Staff Recognition
1 Community Member(s)	Ü Volunteer Coordination
1 Student(s)	Ü Curriculum/Instruction

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	75.00
Other Professional Staff	6.60	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	0
4 to 6 years	9	6	0	1
7 to 9 years	4	5	0	0
10 or more years	12	18	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	71
Core academic classes taught by Highly Qualified (NCLB) teachers.	241
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

Ü Media Center/Computer Labs/CISCO/CAD	Ü Culinary Arts Lab/Ag Barn
Ü Observatory/Fine Arts Center/Auditorium	Ü Dance Studio/Career Center

Extracurricular Activities

Ü Athletics	Ü FFA/Key Club/Interact/M.E.C.H.A.
Ü Student Leadership/Nat'l Honor Society	Ü Art Club/Astronomy Club
Ü Drama/Speech/Dance/Choir/Marching Band	
Ü Advanced Cultural Enrichment (ACE)	

Social Services

Ü Counseling/Crisis Intervention	Ü KEYS Program
Ü Parent/Community Volunteers	
Ü Health Services	
Ü Breakfast and Lunch Programs	

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Millennium students' AIMS scores in reading and writing exceeded the state average and continued to be among the highest in the West Valley, while mathematics scores improved over results from the previous school year and met the state average.
- ü Millennium students, with their parents, counselors and teachers, select required and elective courses based on the students' career goals. Expanded opportunities allow students to concurrently enroll at EMCC, earning college and high school credit.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	98	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>	88	NA		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

Millennium promotes a safe, positive learning environment. Campus security is provided; Goodyear School Resource Officers afford law-related education; emergency drills are practiced; and a closed campus is maintained 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

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	Sandra Haiflich	(623) 932-7200
Transportation Policy	John Schmadeke/Denise Escobedo	(623) 932-7000
Community Resources	Candice Reid	(623) 932-7040
School Nutrition Programs	Bob Singleton	(623) 932-7000
Parent Organization	Julie Goodwin	(623) 932-7200
Student Health/Nurse	Jacquie Cavett	(623) 932-7200

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 1681 Copies = \$641.00

\*\* 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.