

Agua Fria High School



Millennium High School



Ready All Students College and Career



Desert Edge High School



Verrado High School



All Students College and Career Ready - Propelling the Vision!



All Students College and Career Ready



The AFUHSB Governing Board



Ms. Hill



Mr. Schwake



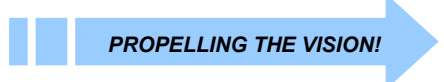
Mr. Rosztoczy



Mr. Waltz



Mr. Ahern



Our Goal: All Students College and Career Ready!

The AFUHSB Governing Board is excited to present you with our fourth annual report. In the following pages you will find strong evidence of what we see on a regular basis in our meetings and as we visit the schools in the district – we are making tremendous progress toward our vision of All Students College and Career Ready.

Through the efforts of our focused administration, superior teaching staff, committed support staff, and involved parents, our performance in nearly every measureable area continues to improve. The combination of student population growth and prudent financial management have led to increases in pay for existing and future staff, helping attract and retain top talent. Student performance continues to grow by leaps and bounds in AIMS test results, Honors and AP Class participation, AP test participation, AP test results, ACT test participation and graduation rates – all important markers for college and career readiness. In addition, we once again earned accreditation through AdvancED.

You can count on your Governing Board to continue Propelling the Vision in the year ahead.

Sincerely,

Tom Rosztoczy
AFUHSB Governing Board President

Dr. Dennis Runyan, AFUHSB Superintendent

Dear Students, Parents, Staff and Community Members:



Welcome to the fourth edition of our annual Agua Fria Union High School District Report. This past school year has been highly successful with the completion of our five year strategic plan and recent district accreditation renewal through AdvancED. These two important district milestones included partnering with all members of our learning community to manage and complete these projects. Over fifty teachers, community members, and support staff served on the task force groups which convened over the last 18 months to plan and prepare these documents. We are grateful to have a community that supports education so passionately.

With continued growth for 15 years in a row our district now serves over 7,300 students in our four high schools and on-line programs. We continue to take our mission of preparing ALL students to be "College and Career Ready" very seriously. Our academic programs and support services which are highlighted on these pages provide effective and engaging opportunities which lead to graduation and beyond for our students. Our schools remain highly competitive both within the state of Arizona and regionally.

Many new challenges are before us including the new student assessments, teacher performance pay, and the need for the state of Arizona to help us recruit and retain highly qualified teachers. We now have a new discussion on the horizon with high school 5 being needed as our population continues to grow rapidly. I invite you to join us as we move into the future and bring your expertise to the discussion as we continue to bring the best possible education to our students.

Sincerely,

Dr. Dennis Runyan
AFUHSB Superintendent





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All Students College and Career Ready

Our Vision: All Students College and Career Ready!

Our Mission: To increase academic performance for ALL students and to provide ALL students with the tools needed for post-secondary and workforce success.

Core Beliefs:

Academic performance drives leadership—The leadership teams at all of our schools and the District Office demand, manage, and support strong academic performance.

Academic performance drives design—Everything about a school's design, from its schedule to curriculum to instruction strategies, helps ALL students achieve high academic standards.

Academic performance drives culture—To succeed academically, students need and deserve a culture that is highly disciplined, tightly structured and motivating.

Academic performance drives decisions—Decisions at every level of a school's operation are based on careful measurement and analysis of student achievement.

Academic accountability drives academic performance—State standards and newly adopted assessments combined with district benchmarking and end-of-course testing provide essential incentives and guidance for student academic performance.

We Value:

- Placing the needs and welfare of our students **above all else**;
- Fostering a desire for lifelong **learning, achievement, and service** to others;
- Utilizing organizational strategies that promote **involvement and empowerment**;
- **Respecting and understanding** the **diversity** of the students and families we serve;
- Attracting **quality personnel** who reflect our community, are **knowledgeable** and **care deeply** about young people;
- Encouraging **creativity** and **motivation** to achieve the vision;
- Holding **high expectations** for the **growth and achievement** of all students;
- Providing a **safe and caring environment** for learning;
- Demonstrating a **strong service orientation** to students and parents;
- **Improving** the organization **continuously**;
- **Engaging** students, parents and community members as **partners** in the educational process;
- Developing **meaningful relationships** with students and families.

Governing Board meetings are generally held on the second Wednesday of each month at 5 p.m. The meetings are held in the Board Room of the Agua Fria Union High School District office located at 1481 N. Eliseo Felix Jr. Way, Avondale, AZ. During regularly scheduled meetings, a "Call to the Public" offers individuals in attendance the opportunity to address the Board. The meetings are open to the public.



I AM A GRADUATE OF THE Agua Fria Union High School District. I AM:

- ◆ College and Career Ready
- ◆ able to Read at grade level or above
- ◆ an Effective Contributor to society
- ◆ Responsible, Motivated and Educated
- ◆ a Leader
- ◆ a Responsible employee
- ◆ Ready for the next step
- ◆ Equipped to Succeed
- ◆ able to Challenge others to succeed
- ◆ a Problem Solver
- ◆ Creative
- ◆ an Advocate for myself and others
- ◆ a Volunteer
- ◆ Independent
- ◆ Goal Driven
- ◆ Pursuing my Dreams
- ◆ Academically Prepared and have options
- ◆ Skillful
- ◆ Seeking to expand
- ◆ Well-rounded
- ◆ Open-minded
- ◆ Appreciative of Diversity
- ◆ Proud yet Humble
- ◆ Respectful and show it
- ◆ a person with a Good Sense of Social Justice
- ◆ Articulate of my own needs
- ◆ Involved in my community and beyond
- ◆ Aware of and Value the diverse thought of others
- ◆ a Lifelong Learner
- ◆ Mobile and can change careers
- ◆ able to Build Connections with others



- ◆ Confident
- ◆ Marketable
- ◆ a Self-starter
- ◆ Self-reliant
- ◆ Motivated
- ◆ Passionate
- ◆ Well-rounded
- ◆ a Participant in activities and community
- ◆ a Person possessing a Superior Work Ethic
- ◆ a Student of Character
- ◆ Moral and have Values
- ◆ a person who Makes Good Choices
- ◆ a Team Player
- ◆ Psychologically Healthy
- ◆ a Digital Citizen
- ◆ Knowledgeable of the Democratic Process and Free Enterprise
- ◆ a Global Thinker
- ◆ a Communicator
- ◆ Professional, Personal and Spiritual
- ◆ able to see the Big Picture, but can break it down into manageable parts
- ◆ able to use all Available Resources
- ◆ Willing to view all Alternatives
- ◆ able to apply Skills to real world situations
- ◆ able to work Collaboratively with others
- ◆ Tolerant



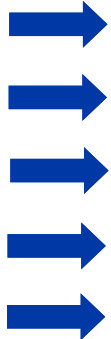
I AM A GRADUATE OF THE Agua Fria Union High School District. I AM COLLEGE AND CAREER READY!!!



All Students College and Career Ready



AGUA FRIA UNION HIGH SCHOOL DISTRICT STRATEGIC PLAN (FRAMEWORK) Student Achievement Drives College and Career Readiness



- Goal 1: Increase the percentage of college and career ready students
- Goal 2: Increase AP/IB enrollment, exams taken, 3.0+AP/4.0+IB scores; increase CTE Completers
- Goal 3: Increase the graduation rate; decrease the dropout rate
- Goal 4: All 4 high schools and district will achieve an “A” ranking
- Goal 5: Increase AIMS “meets” and “exceeds” scores in Math, Reading Writing



- ◆ District Priority One: Create High Expectations for Staff and Students
- ◆ District Priority Two: Support Quality Instruction
- ◆ District Priority Three: Improve Stakeholder Involvement
- ◆ District Priority Four: Invest in the Whole Student
- ◆ District Priority Five: Demonstrate Transparency and Accountability
- ◆ District Priority Six: Implement Technology Integration and Innovation



(School Improvement Plans are aligned to the District Strategic Plan.)

The complete AFUHSD Strategic Plan is accessible through the District website:
www.aguafria.org



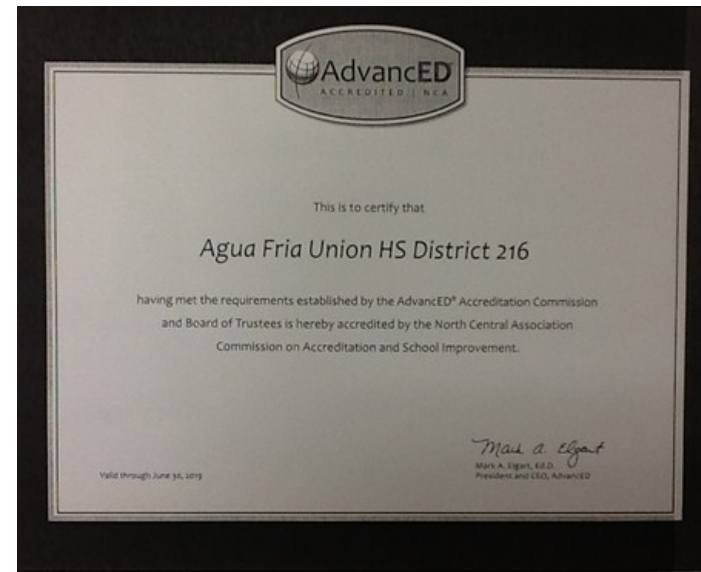
**AGUA FRIA UNION HIGH SCHOOL DISTRICT ADVANC-ED ACCREDITATION
INTERNAL AND EXTERNAL REVIEW
2013-2014**

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED standards specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in a year-long Internal Review, followed by an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

Agua Fria Union High School District 216 has been awarded Initial Accreditation with the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). This action was taken at the AdvancED Accreditation Commission meeting held on June 26, 2014. We are accredited through June 30, 2019. The efforts of those serving on accreditation and strategic plan teams, site councils, department meetings, as well as input from staff, students, parents, and community members signify our collective commitment to educational excellence. We can take pride in our achievement. Thank you for your hard work...



Congratulations AFUHS!



All Students College and Career Ready

STUDENT DEMOGRAPHIC DATA

Demographic data provides valuable information about our students, our schools (including the staff), parents, and the community. This data helps our staff understand our students' unique needs; provide vital statistics regarding the students, their families and the community; and identify factors that must be considered in the staff decision-making process.

Agua Fria High School (2013-2014 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/African American	American Indian/Alaska	Pacific Islander/Native	White	Other	Total
9	Female	129	1	6	28	3	1	41	0	209
	Male	139	6	5	21	4	0	47	0	222
	Total	268	7	11	49	7	1	88	1	431
10	Female	148	5	4	26	2	1	45	0	231
	Male	147	7	4	29	2	1	41	0	231
	Total	295	12	8	55	4	2	86	0	462
11	Female	115	6	5	14	2	2	52	0	195
	Male	112	0	5	27	2	1	45	0	192
	Total	227	6	9	41	4	3	97	0	387
12	Female	119	1	4	34	6	0	41	0	205
	Male	127	1	8	23	3	0	54	0	216
	Total	246	2	12	57	9	0	95	0	421
Total	Female	511	13	18	102	13	4	179	0	840
	Male	525	14	22	100	11	2	187	0	861
	Total	1036	27	40	202	24	6	366	0	1701

Difference + or - SY2012-13/2013-14

Gender	2011-2012	2012-2013	2013-2014	Increase/Decrease from 12/13 to 13/14
Female	207	234	209	(25)
Male	244	229	222	(7)
Total	451	463	431	(32)
Female	196	204	231	27
Male	202	211	231	20
Total	398	415	462	47
Female	183	191	195	4
Male	204	220	192	(28)
Total	387	411	387	(24)
Female	182	181	205	24
Male	179	195	216	21
Total	361	376	421	45
Female	768	810	840	30
Male	829	855	861	6
Total	1597	1665	1701	36

Desert Edge High School (2013-2014 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/African American	American Indian/Alaska	Pacific Islander/Native	White	Other	Total
9	Female	102	3	5	25	3	0	57	0	195
	Male	127	3	5	31	2	0	83	0	251
	Total	229	6	10	56	5	0	140	0	446
10	Female	105	8	3	27	6	0	56	0	205
	Male	98	8	6	27	1	2	69	0	211
	Total	203	16	9	54	7	2	125	0	416
11	Female	117	7	9	25	6	1	60	0	225
	Male	106	0	6	27	4	1	63	0	207
	Total	223	7	15	52	10	2	123	0	432
12	Female	71	6	0	26	4	0	44	0	151
	Male	88	1	6	33	1	2	60	0	191
	Total	159	7	6	59	5	2	104	0	342
Total	Female	395	24	17	103	19	1	217	0	776
	Male	419	12	23	118	8	5	275	0	860
	Total	814	36	40	221	27	6	492	0	1636

Difference + or - SY2012-13/2013-14

Gender	2011-2012	2012-2013	2013-2014	Increase/Decrease from 12/13 to 13/14
Female	218	208	195	(13)
Male	205	209	251	42
Total	423	417	446	29
Female	145	230	205	(25)
Male	195	201	211	10
Total	340	431	416	(15)
Female	180	170	225	55
Male	176	175	207	32
Total	356	345	432	87
Female	153	179	151	(28)
Male	174	191	191	0
Total	327	370	342	(28)
Female	696	787	776	(11)
Male	750	776	860	84
Total	1446	1563	1636	73

AFUHS consists of four traditional high schools: Agua Fria High School, Desert Edge High School, Millennium High School, and Verrado High School. Two alternative programs serve students: Coldwater Academy & Online Programs and New Directions. The demographic data presented represents the sub-groups as determined by the Arizona Department of Education as of October 1, 2013.



STUDENT DEMOGRAPHIC DATA

Millennium High School (2013-2014 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/African American	American Indian/Alaska	Pacific Islander/Native	White	Other	Total
9	Female	123	16	18	18	2	2	111	0	290
	Male	98	14	20	30	4	3	112	0	281
	Total	221	30	38	48	6	5	223	0	571
10	Female	77	10	15	25	2	2	105	0	236
	Male	100	12	18	25	0	1	135	0	292
	Total	177	22	33	51	2	3	240	0	528
11	Female	90	10	16	35	1	3	112	0	267
	Male	110	8	20	21	4	2	125	0	290
	Total	200	18	36	56	5	5	237	0	557
12	Female	79	5	28	18	0	0	128	0	258
	Male	97	7	23	34	2	0	113	0	276
	Total	176	12	51	52	2	0	241	0	534
Total	Female	369	41	77	96	5	7	456	0	1051
	Male	405	41	81	111	10	6	485	0	1139
	Total	774	82	158	207	15	13	941	0	2190

Difference + or - SY2012-13/2013-14

Gender	2011-2012	2012-2013	20113-2014	Increase/Decrease from 12/13 to 13/14
Female	269	237	290	53
Male	294	287	281	(6)
Total	563	524	571	47
Female	279	274	236	(38)
Male	286	285	292	7
Total	565	559	528	(31)
Female	253	267	267	0
Male	268	279	290	11
Total	521	546	557	11
Female	207	255	258	3
Male	224	261	276	15
Total	431	516	534	18
Female	1008	1033	1051	18
Male	1072	1112	1139	27
Total	2080	2145	2190	45

Verrado High School (2013-2014 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/African American	American Indian/Alaska	Pacific Islander/Native	White	Other	Total
9	Female	91	7	4	15	1	1	115	0	235
	Male	76	10	3	3	0	0	126	0	218
	Total	167	17	7	18	1	1	242	0	453
10	Female	67	9	4	11	0	0	112	0	203
	Male	84	9	3	21	2	1	105	0	225
	Total	151	18	7	32	2	1	217	0	428
11	Female	85	9	6	12	3	1	106	0	222
	Male	70	4	8	17	1	0	108	0	208
	Total	155	13	14	29	4	1	214	0	430
12	Female	65	4	8	8	1	0	115	0	201
	Male	82	0	6	15	0	1	119	0	223
	Total	147	4	14	23	1	1	234	0	424
Total	Female	308	29	22	46	5	2	449	0	861
	Male	312	23	20	56	3	2	458	0	874
	Total	620	52	42	102	8	4	907	0	1735

Difference + or - SY2012-13/2013-14

Gender	2011-2012	2012-2013	2013-2014	Increase/Decrease from 12/13 to 13/14
Female	215	186	235	49
Male	211	229	218	(11)
Total	426	415	453	38
Female	201	219	203	(16)
Male	213	212	225	13
Total	414	431	428	(3)
Female	169	204	222	18
Male	180	217	208	(9)
Total	349	421	430	9
Female	127	165	201	36
Male	158	186	223	37
Total	285	351	424	73
Female	712	774	861	87
Male	762	844	874	30
Total	1474	1618	1735	117

ELEMENTARY FEEDER SCHOOL DISTRICTS

AVONDALE ELEMENTARY SCHOOL DISTRICT

- Centerra Mirage School
- Copper Trails School
- Desert Star School
- Desert Thunder School
- Eliseo C. Félix School
- Lattie Coor School
- Michael Anderson School
- Wildflower School
- S.T.A.R Academy Social/Transitions/Alternative/ Education

LITCHFIELD ELEMENTARY SCHOOL DISTRICT

- L. Thomas Heck Middle School
- Verrado Middle School
- Western Sky Middle School
- Wigwam Creek Middle School
- White Tanks Learning Center

[Demographic data represents student enrollment effective October 1, 2013.]



All Students College and Career Ready

STUDENT DEMOGRAPHIC DATA

Agua Fria Union High School District (2013-2014 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/African American	American Indian/Alaska	Pacific Islander/Native	White	Other	Total
9th	Female	445	27	33	86	9	4	325	0	929
	Male	440	33	33	85	10	3	368	0	972
	Total	885	60	66	171	19	7	693	0	1901
10th	Female	397	32	26	89	10	3	318	0	875
	Male	429	36	31	103	5	5	350	0	959
	Total	826	68	57	192	15	8	668	0	1834
11th	Female	407	32	35	86	12	7	330	0	909
	Male	398	12	39	92	11	4	341	0	897
	Total	805	44	74	178	23	11	671	0	1806
12th	Female	334	16	40	86	11	0	328	0	815
	Male	394	9	43	105	6	3	346	0	906
	Total	728	25	83	191	17	3	674	0	1721
Total	Female	1583	107	134	347	42	14	1301	0	3528
	Male	1661	90	146	385	32	15	1405	0	3734
	Total	3244	197	280	732	74	29	2706	0	7262

Difference + or - SY2012-13/2013-14

Gender	2011-2012	2012-2013	2013-2014	Increase/Decrease from 12/13 to 13/14
Female	873	794	929	135
Male	659	878	972	94
Total	1732	1672	1901	229
Female	763	857	875	18
Male	847	834	959	125
Total	1610	1691	1834	143
Female	734	775	909	134
Male	745	816	897	171
Total	1479	1591	1806	215
Female	615	657	815	158
Male	696	720	906	186
Total	1311	1377	1721	344
Female	2985	3083	3528	445
Male	3147	3248	3734	486
Total	6132	6331	7262	931

DID YOU KNOW... The Arizona School Boards Association Cactus Pin Award recognizes board members for service to ASBA and the National School Boards Association, and board and community outreach activities that go above and beyond regular board duties in supporting local control and public education...Ms. Maxine Hill, AFUHSD Board Member received this distinguished honor.



DEHS Enlistments:

- Army Reserves - Jose Carranza
- Marines - Christian Tucker
- West Point - Anders Freiberg
- Naval Academy - Kaitlin Raney





SCHOOL SITE COUNCILS

The school Site Council is a group of teachers, parents, classified employees, and students at each school that works as an advisory panel to the principal. They meet to develop, review, and evaluate school improvement programs and to discuss some school budget related issues.

Each principal relies on their Site Council to ask thoughtful and challenging questions. School Site Council members do not just represent their own interests; they have an obligation to advise the principal in order to best serve the whole school community.

Questions School Site Councils Can Ask:

- ◆ *What are the goals and priorities of our school?*
- ◆ *What data do we have that shows how well we are achieving those goals?*
- ◆ *Are we progressing toward our goals?*
- ◆ *Are there particular groups of students who are not doing as well as others?*
- ◆ *What supports could we put in place to help struggling students?*
- ◆ *How will we fund those supports?*
- ◆ *Do we have programs that are ineffective or unrelated to our goals?*
- ◆ *How will we know if our new programs are effective?*
- ◆ *How can we be certain that our schools provide a safe learning environment?*
- ◆ *As a parent, how can I become more involved in my school?*

School Site Council Discussion Areas for 2013-2014:

- | | |
|--|---|
| ◆ Bond projects/construction | ◆ Input on School Success Plan, AdvancED Accreditation, and District Strategic Plan |
| ◆ Graduation traditions and procedures | ◆ Grants |
| ◆ School safety | ◆ Course Selections for 2014-2015 |
| ◆ Common Core implementation | ◆ Technology refresh |
| ◆ School goals | ◆ Enrollment |
| ◆ Teacher appreciation | ◆ Staffing and Class size |
| ◆ The Advisory Program | ◆ School performance letter grades: how to move from a "B" school to an "A" school |
| ◆ Traffic flow | |
| ◆ Freshmen /Sophomore math strategies | |
| ◆ Individual school concerns | |

For those interested in serving on a Site Council please contact the school directly for further information.

STUDENT ADVISORY PROGRAM

The AFUHS D embraces the concept of Advisory for ALL students at ALL schools in the District. This is an additional class that students have at least one time per week that is designed to focus on the college/career, personal/social, and academic development of students. The purpose of Advisory is to provide an effective educational program that ensures every student feels a sense of belonging to a familiar peer group at school and has at least one adult on campus who knows him/her well and helps the student navigate high school successfully and graduate ready for college a career, and life.

The goals for the Advisory Program are centered on the concept that the District **C.A.R.E.S.** about ALL students.

Advisory Program Goals

- | | |
|----------------------|---|
| Communication | Advisory helps students learn how to communicate and advocate for themselves. |
| Academic | Advisory prepares students to be academically, socially, and emotionally successful in high school and in post-secondary endeavors. |
| Relationships | Advisory inspires confidence and awareness in social situations by teaching interpersonal and intrapersonal skills. |
| Environment | Advisory focuses on the development of a shared community by promoting a sense of belonging for all students. |
| Safety | Advisory promotes a safe and secure learning environment. |



STAFF DEMOGRAPHICS

Teacher Work Experience

# Years Experience	2012-13 # of FTE* of Certified Teachers	2012-13 # of FTE Years of Experience	2013-14 # of FTE* of Certified Teachers	2013-14 # of FTE Years of Experience
1	54.67	54.67	60.00	60.00
2	15.67	31.34	52.00	104.00
3	17.00	51.00	10.00	30.00
4	11.00	44.00	16.00	64.00
5	16.00	80.00	9.67	48.35
6	15.00	90.00	16.00	96.00
7	20.00	140.00	14.00	98.00
8	25.50	204.00	15.00	120.00
9	24.67	222.03	19.50	175.50
10	11.00	110.00	18.00	180.00
11	17.67	194.37	7.00	77.00
12	25.00	300.00	14.67	176.04
13	12.00	156.00	21.00	273.00
14	15.83	221.62	10.00	140.00
15 +	30.83	462.45	46.33	694.95
	311.84	2,361.47	329.51	2336.84

*Full Time Equivalency in our District = teaching 3 periods each day all school year.
 (Example: There are 54.67 teachers in our District with one year (their current teaching year) of experience. Fractions of FTE such as .67 relate to less than full time employment. In this example, the teacher is teaching 2 periods per day.) For state SDER reporting, years of experience above 15 are not counted.)

- Average Number of FTE Years of Experience of Certified Teachers in the AFUHSD.....**7.0919**
- Student to teacher ratio = **24.75**
 (All FTE Information from the 2013-2014 SDER Report)

Certified Teachers—Education

	2012-13 Bachelors	2012-13 Masters+	2012-13 Total	2013-14 Bachelors	2013-14 Masters+	2013-14 Total
AFHS	53	32	85	62	32	94
DEHS	42	26	68	48	31	79
MHS	57	40	97	61	48	109
VHS	33	37	70	44	36	80
Total	185/58%	135/42%	320	215/59%	147/41%	362

Staff by Race

	2012-13 Certified	2012-13 Classified	2012-13 Admin	2013-14 Certified	2013-14 Classified	2013-14 Admin
Hispanic	10%	10%	10%	33/9%	143/41%	3/10%
Asian	1%	.01%	0%	7/2%	1/.01%	0%
Black	4%	8%	12%	10/3%	28/8%	3/10%
Amer Indian	0%	0%	0%	4/1%	0%	0%
Pacific Islander	1%	.01%	0%	2/.5%	1/.01%	0%
White	84%	81.98%	78%	31/84.5%	179/51%	27/82%

Substitute Teachers

	Active Substitutes
2011-12	88
2012-13	56
2013-14	39

Staff by Gender

	2012-13 Female	2012-13 Male	2013-14 Female	2013-14 Male
Certified	58%	42%	218/58%	155/42%
Classified	70%	30%	238/68%	114/32%
Admin	34%	66%	13/40%	19/60%

- Average teacher salary
- **2012-2013 \$40,618.00** base
- Average teacher salary
- **2013-2014 \$41,276.00** base
- Number of administrators on all campuses and at district = 33

2012-2013 School Volunteers

Sites	Athletics	Clubs	Band	Other	TOTAL
AFHS	82	31	52	3	168
DEHS	36	0	17	4	57
MHS	36	11	57	5	109
VHS	45	3	25	8	81
TOTAL	199	45	151	20	415

2013-2014 School Volunteers

Sites	Athletics	Clubs	Band	Other	TOTAL
AFHS	43	8	37	43	131
DEHS	24	5	14	7	50
MHS	32	51	51	18	152
VHS	29	21	21	12	83
CWA				2	2
District				2	2
TOTAL	128	85	123	84	420



STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

AZELLA Spring Results			
School	% Growth 2011-2012 SY	% Growth 2012-2013 SY	% Growth 2013-2014 SY
Agua Fria	50%	*44%	56%
Desert Edge	73%	*33%	83%
Millennium	72%	*47%	70%
Verrado	100%	*67%	25%

Reclassification for Full English Proficiency			
School	% of Students who were Reclassified SY2011-2012	% of Students who were Reclassified SY2012-2013	% of Students who were Reclassified SY2013-2014
Agua Fria	0%	35%	19%
Desert Edge	45%	17%	58%
Millennium	40%	41%	50%
Verrado	33%	17%	25%

The goal of English Language Learner (ELL) education is to have all identified ELL students attain proficiency in the English language in one academic year. Depending on the number and ELL classification level of identified students, services will be provided either in a 4 hour sheltered English instruction block model or through an ILLP (Individual Language Learner Plan) addressing ELP standards and targeted English language progression and proficiency in mainstream classes.

*A new form of the AZELLA test was developed and implemented this year to identify and reassess students' English language proficiency. Also, classification levels were revised to combine the pre-emergent and emergent levels into one category (decreasing one level of attainable growth) and the requirement for reclassification for full English proficiency was changed from simply an overall score of proficient to now requiring scores of proficient in three categories which are total combined scores, reading, and writing. The Annual Measureable Achievable Objective target for growth and reclassification, determined by the Arizona Department of Education is set for 23% for the 2013-2014 school year.

Growth: the positive increase in the proficiency levels of a student.

Reclassification: when the student is proficient enough to advance from the program.

- Jake Burke, ELL Coordinator



HOME LANGUAGE INFORMATION

HOME LANGUAGES 2013—2014

	Arabic	Cantonese	Czecho-slovakian	English	Dutch	Filipino	Finnish	French	German	Greek	Korean	Mandarin
AFHS		2		1390	1				1		1	
DEHS	1			1409		1	1					
MHS	1	2		1920		1		1	1	1	3	1
VHS			1	1565		2	1				1	
Total	2	4	1	6284	1	4	2	1	2	1	5	1

	Other Indian	Other Non-Indian	Polish	Portuguese	Romanian	Serbo-Croatian	Spanish	Ukrainian	Vietnamese
AFHS	6						195		
DEHS		1	3				133		5
MHS		17	4		3		146		21
VHS	6	3	3	3		1	104	1	5
Total	12	21	10	3	3	1	578	1	31



Challenges...For students learning English as a second language, there are many challenges to overcome. Not only do they have to learn how to speak, read, write, and process information in a language different than their native language, they are also faced with cultural differences in their new environment and communication style. Research shows that learning a language is easiest at a young age and that the older a person becomes, the more difficult it is to master a new language. High school students who are English Language Learners have the added challenge of learning and mastering a new language - both the social and academic vocabulary, while still working toward credits, graduation requirements, and passing state mandated tests like all high school students.

**Information is from student registrations at the beginning of the 2013-2014 school year.*



COLDWATER ACADEMY AND ONLINE PROGRAMS

At Coldwater Academy, education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students participate in a blended-learning environment that combines the flexibility of self-paced digital learning with intensive mentoring and support from certified classroom teachers. Services are provided for the students and their families based on individual needs, in order to maximize opportunities for graduation as well as preparation for post-secondary education or career entry.

In addition, blended-learning labs are now available on every campus in the District to serve students with credit recovery needs while still allowing them a traditional campus-based high school experience. This model allows counselors and administrators the opportunity to identify at-risk students and provide high intensity intervention to increase chances for students to successfully graduate on time.

Coldwater Academy utilizes strategies that are successful in alternative settings:

- ◆ Small student base
- ◆ Clearly stated mission and discipline code
- ◆ Caring faculty supported by continuous and embedded staff development
- ◆ High expectations for student achievement
- ◆ Learning programs tailored to student needs
- ◆ Flexible school schedule

- Jamie Burgess
Coordinator of Coldwater Academy/Online Programs

2013-2014 Coldwater Academy Successes

- ◆ 35 students completed requirements for graduation
- ◆ Over 30 ACT and SAT tests were taken by CWA students
- ◆ Nearly 700 credits were earned by 116 students
- ◆ Campus-based labs averaged 1.5 credits earned per student per period

What Next?

Coldwater Academy plans to offer original online credit opportunities for all students in the District on a limited basis. This will provide increased access to Advanced Placement classes, World Languages, and allow students to accelerate their graduation timetable.

SUMMER SCHOOL

AFUHSD is pleased to be a host site for the Teach For America Phoenix Summer Institute for the seventh year. This partnership has resulted in hundreds of credit hours recovered for our students and also has supported our high school transition program for incoming 9th graders. This year the program moves to the Agua Fria campus and is adding an online summer school component.

In 2012, 181 students enrolled in credit recovery, with 210 credits recovered; 78 students were enrolled in the Summer Success program, with 7 students earning 8th grade promotion certificate. Fourteen students participated in the Summer Graduation Ceremony.

In 2013, 364 students were enrolled in credit recovery, with 474 credits recovered; 129 students were enrolled in the Summer Success program. Eight students participated in the District's new summer pilot program, Summer Academy, which is designed to meet the needs of gifted/talented/honors students. Ten students participated in Summer Graduation.

For 2014 Summer programs, over 400 students are participating in Credit Recovery, with 25 students in Summer Academy and 125 in Summer Success. The District is implementing a Reading Immersion program to meet the needs of struggling readers in anticipation of the increased reading demands in every content area as a result of implementation of the Arizona college and Career Ready Standards. Over 120 students are enrolled in the new Online Summer School Program, and over 30 students may participate in the Summer Graduation program.

Summer School/Summer Success Program

	Credit Recovery	Summer Success Enrolled	Summer Academy Enrolled	Reading Immersion Enrolled	Summer School Online Enrolled	Summer Graduates
2011	142	37	na	0	0	5
2012	181	78	0	0	0	14
2013	403	143	8	0	0	10
2014	418	125	25	21	125	30



All Students College and Career Ready

INTERNATIONAL BACCALAUREATE

The **International Baccalaureate® (IB)** educational foundation currently works with 3,577 schools in 145 countries to develop and offer four challenging programmes to over 1,099,000 students aged 3 to 19 years. The **IB Diploma Programme (DP)** is an academically challenging and balanced programme of education with final examinations that prepare students, aged 16 to 19, for post-secondary success. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The **IB Diploma Programme** prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- develop physically, intellectually, emotionally and ethically
- develop the skills and attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

IB Diploma Programme Students have requirements on the number of Standard v. Higher Level classes they can take and the types of classes they take. Additionally, they must take the Theory of Knowledge class, and outside of the DP coursework, they must complete the experiential learning of Creativity, Action, and Service and write the Extended Essay.

IB Diploma "Course" Students are those who take either two or four IB courses at either Standard or Higher Level at their choosing. There is no requirement for these students to take and pass the Theory of Knowledge class or Creativity, Action, and Service program or the Extended Essay.

Who is Eligible?

Any student who wishes to challenge him/herself is eligible to be involved in the IB Program, either as a Course or Diploma Programme student. MHS has developed recommended coursework that students should take prior to committing to becoming a part of the IB Program; however, there are no formal class requirements. Each candidate must complete an IB Application, which is available on the Millennium High School IB website.

- Rob Schlosser, IB Programme Coordinator

International Baccalaureate Program						
	*Diploma Programme Candidates	*Diploma Course Candidates	Sophomore Candidates	Total Number of IB Courses Offered	IB Exams Administered	IB Diplomas Awarded
2011-2012	17	13	na	14	132	13
2012-2013	26	27	48	14	124	9
2013-2014	29	25	47	16	101	9

**The number of Diploma Programme and Course Candidates includes both juniors and seniors.*

MILLENNIUM HIGH SCHOOL HIGHLIGHTS

- Joey Wilkerson..United States Military Academy at WestPoint
- Stephanie Chung..National Merit Scholarship Finalist
- Christina Xu..National Merit Semi-Finalist
- Jordan Chou and Brittany Poppen..National Merit Commended Scholars
- Derek Stull..1st Chair, State Choir
- Publication of student work in the Veteran's Heritage Project



GIFTED EDUCATION

Agua Fria Union High School District aligns support for gifted students as presented by the Arizona Department of Education in that “A label of ‘gifted’ should be a diagnostic one that provides useful information about how an individual child learns (acquires, processes, and applies information), to inform curricular and instructional decisions for that child.”

Students are identified in the Agua Fria Union High School District (if not previously identified in grades K through 8) through the Cognitive Abilities Test. Student must score a 97% or better to be considered ‘Gifted.’

The Gifted Coordinator (usually one of the Assistant Principals on each campus) is expected to test a small group of students during the spring semester, if necessary, and may test individual students as needed.

Gifted Education—Cognitive Abilities Test Participants 2013-14

	Language Arts (Verbal)	Non-Verbal Reasoning	Quantitative (Math)	Total
Agua Fria	4	21	6	31
Desert Edge	10	23	12	45
Millennium	24	33	37	94
Verrado	15	29	28	72
Total	53	106	83	242

Identified Gifted Students 2013-2014

AFHS	DEHS	MHS	VHS	Total
12	44	11	6	73

STUDENT AWARDS/SCHOLARSHIPS*

	AFHS	DEHS	MHS	VHS
2010-11	\$4,672,020	\$2,805,812	\$13,637,746	\$4,095,736
2011-12	\$2,309,438	\$3,213,141	\$6,067,000	\$3,632,280
2012-13	\$4,054,750	\$3,853,600	\$7,897,352	\$7,500,000
2013-14	\$7,500,000	\$6,706,431	\$13,533,680	\$14,100,000

*Many students receive more than one scholarship. Scholarship awards reflect the total dollars offered, not accepted.

National Honor Society					National Honor Society				
	Grade 10	Grade 11	Grade 12	Total		Grade 10	Grade 11	Grade 12	Total
AFHS					MHS				
2011-2012	-	19	12	31	2011-2012	-	55	57	112
2012-2013	-	35	19	54	2012-2013	-	48	74	122
2013-2014	15	21	15	51	2013-2014	68	71	57	196
DEHS					VHS				
2011-2012	-	15	10	25	2011-2012	-	25	30	55
2012-2013	-	10	17	27	2012-2013	-	38	35	73
2013-2014	20	27	10	57	2013-2014	35	46	54	135

The National Honor Society is dedicated to academic excellence, meaningful community service, local and international outreach, and scholarship fundraising.

- Steve Johnson
NHS Sponsor, MHS



All Students College and Career Ready

CAREER and TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) has a long history in the United States. Today's CTE has evolved from a limited number of vocational programs available at the turn of the 20th century into a broad system that encompasses a variety of challenging fields in diverse subject areas that are constantly evolving due to the changing global economy.

CTE Vision: Career and Technical Education empowers individuals to prepare themselves for continued educational opportunities, and provides skills and knowledge needed to be successful in our globally competitive workplace.

Today's CTE provides students:

- Academic subject matter taught with relevance to the real world
- Employability skills, from job-related skills to workplace ethics
- Career pathways that link secondary and post-secondary education

CTE DISTRICT ADVISORY COUNCIL: Twice a year, the Career and Technical Education Department invites community members to serve as an advisory council.

The CTE District Advisory Council is composed of representatives from business, industry, students, parents and teachers. The goal of the advisory council is to improve career and technical preparation for our students by developing a closer cooperation between these groups. This meeting also helps add relevancy to the course content.

AFUHS is a partner with Western Maricopa Educational Center (West-MEC). This partnership allows students to participate in CTE courses located on different campuses.

Programs at Agua Fria Union High Schools
Agriscience
Broadcast Technology
Career Exploration
Computer Maintenance
Construction
Culinary Arts
Early Childhood Education
Education Professions
Engineering
Graphic Design
Law and Public Safety
Marketing
Sports Medicine
Technical Theatre
Web Design
Programs Offered Through West-MEC
Aesthetics
Automotive Collision Industries
Automotive Technology
Aviation Technology
Avionics
CNC Manufacturing
Cosmetology
EMT
Fire Science
HVAC—R
Medical Assisting
Medium/ Heavy Diesel Technology
Veterinary Assisting
Welding Technology

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Career and Technical Student Organizations are organizations that reinforce CTE instruction through co-curricular activities that prepare young people to become productive citizens and leaders.

- FBLA - Future Business Leaders of America
- DECA – Distributive Education Clubs of America (Marketing)
- FCCLA - Family, Career and Community Leaders of America
- FEA - Future Educators Association
- FFA - Future Farmers of America
- HOSA- Health Occupations Students of America
- Skills USA – Technical, Skilled and Service Occupations
- TSA—Technology Students Association

AFHS CTE CONCENTRATORS	2012-13	2013-14
Broadcast Technology II	0	33
Web Design II	55	59
Sports Medicine II	65	66
Construction II	60	69
Marketing II	13	35
Computer Maintenance & Repair II	18	0
Early Childhood Development II	43	49
Law & Public Safety II	21	0
Educational Professions II	25	13
Total	300	324

DEHS CTE CONCENTRATORS	2012-13	2013-14
Broadcast Technology II	38	68
Broadcast Technology III	20	21
Plant Science	8	30
Sports Medicine II	45	39
Graphic Design II	50	56
Graphic Design III	13	21
Marketing II	10	1
Internship	33	11
Total	217	247



MHS CTE CONCENTRATORS	2012-13	2013-14
Culinary Arts II	63	77
Commercial Baking	0	15
Broadcast Technology II	24	4
Broadcast Technology III	5	9
Plant Science	35	19
Animal Science	14	17
Sports Medicine II	37	29
Graphic Design II	0	25
Graphic Design III	0	4
Business Management II	1	0
Computer Maintenance & Repair	8	0
Early Childhood Development II	18	0
Education Professions II	1	1
Total	206	200

VHS CTE CONCENTRATORS	2012-13	2013-14
Broadcast Technology II	31	62
Broadcast Technology III	61	50
Sports Medicine II	34	34
Digital Electronics	35	33
Engineering Design & Development	24	13
Marketing II	24	24
Graphic Design II	75	18
Graphic Design III	32	50
Total	316	284

Through an external audit of each of our CTE programs completed by the International Center for Leadership in Education, a district wide CTE Strategic Plan has been developed. Five priority areas are:

- Continuous Program Improvement
- Technology Integration
- Instructional Improvement
- Marketing Plan
- Signature Programs

A committee representing various stakeholders was formed to develop the strategic plan. The committee is currently meeting to develop the tactical plans for these priority areas.



All Students College and Career Ready

	SY 12-13	SY 13-14	SY 12-13	SY 13-14	SY 12-13	SY 13-14	SY 12-13	SY 13-14	Total SY 12-13	Total SY 13-14
<i>Site Programs</i>	AFHS	AFHS	DEHS	DEHS	MHS	MHS	VHS	VHS	District	District
Agriscience	-	-	94	108	129	76	-	-	223	184
Broadcasting	-	151	209	199	112	90	223	275	544	715
Business Mgmt & Admin Services	66	30	-	-	68	96	33	-	167	126
Computer Maint & Repair	44	18	-	-	31	-	-	-	75	18
Construction	129	125	-	-	-	-	-	-	129	125
Culinary Arts	-	-	-	-	366	335	-	-	366	335
Education Professions	50	36	31	-	23	10	-	-	104	46
Engineering	-	-	-	-	-	-	348	318	348	318
Graphic Design	-	-	249	237	103	67	374	245	726	549
Law, Public Safety and Security	82	-	-	-	-	-	-	-	82	0
Marketing	41	60	60	24	79	48	156	183	336	315
Sports Medicine	289	218	366	235	163	257	267	170	1085	880
Web Design and Development	147	113	-	-	44	31	-	-	191	144
Early Childhood	94	94	-	-	88	73	-	-	182	167
Exploring Careers	-	-	-	-	41	-	-	-	41	0
Internship	-	-	33	12	-	1	-	-	-	13
Totals	954	902	1011	815	1256	1115	1408	1191	4629	4011
WEST-MEC Programs										
Automotive Collision	4	4	0	0	0	-	0	-	5	4
Automotive Technologies	0	0	0	0	0	-	2	-	3	0
Aviation Technology	8	0	4	4	2	5	2	4	16	13
Cosmetology	32	10	5	16	13	9	28	13	107	48
Dental Assisting	0	0	0	0	0	-	4	-	4	0
EMT	7	5	0	1	1	8	2	5	10	19
Health Care/Nursing	12	9	2	0	9	7	7	-	30	16
Medium/Heavy Diesel Tech	0	0	0	0	0	-	0	2	0	2
Fire Supression	0	2	2	4	1	4	0	-	3	10
Totals	51	30	11	25	25	33	38	24	148	112
Site Programs/West-Mec Totals	1005	932	1022	840	1140	1148	1446	1215	4777	4135

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Career Technology Student Organization (CTSO) Accomplishments

2012-2013

- 18 students from Millennium's FFA competed in the National FFA Convention
- 2 students from Verrado's HOSA qualified for National HOSA.
- 2 students from Millennium's DECA qualified for the National DECA conference
- 2 students from Verrado's Broadcast Program placed in the Student Television Network conference.
- 1 student from DE Broadcast Program placed in the Student Television Network conference.

2013-2014

- 14 students from MHS FFA qualified for the National FFA Convention
- 1 student from MHS DECA qualified for the National DECA Conference
- 3 students from MHS FEA qualified for the National FEA Conference
- 4 students from AFHS HOSA qualified for the National HOSA Conference
- 6 students from MHS HOSA qualified for the National HOSA Conference
- 8 students from VHS HOSA qualified for the National HOSA Conference
- 2 students from VHS Skills USA Broadcast qualified for National Skills USA Conference



School Level Performance Measures	SY11-12		SY 11-12		SY11-12		SY 11-12		Total SY 11-12	
	State	AFHS	State	DEHS	State	MHS	State	VHS	State	DISTRICT
1S1 Academic Reading Attainment	61.40%	96.32%	61.40%	98.73%	61.40%	96.63%	61.40%	99.11%	61.40%	97.43%
1S2 Academic Math Attainment	55.00%	94.12%	55.00%	88.61%	55.00%	94.41%	55.00%	94.69%	55.00%	93.49%
2S1 Technical Skill Attainment	67.00%	57.45%	67.00%	76.67%	67.00%	76.07%	67.00%	76.67%	67.00%	69.82%
4S1 Graduation	77.00%	99.26%	77.00%	100.00%	77.00%	77.00%	77.00%	97.30%	77.00%	99.01%
School Level Performance Measures	SY 12-13		SY 12-13		SY 12-13		SY 12-13		SY 12-13	
	State	AFHS	State	DEHS	State	MHS	State	VHS	State	DISTRICT
1S1 Academic Reading Attainment	74.20%	95.08%	74.20%	100.00%	74.20%	98.63%	74.20%	98.89%	74.20%	98.08%
1S2 Academic Math Attainment	74.00%	90.16%	74.00%	94.44%	74.00%	94.44%	74.00%	96.67%	74.00%	94.21%
2S1 Technical Skill Attainment	70.00%	65.63%	70.00%	69.23%	70.00%	78.57%	70.00%	52.94%	70.00%	69.23%
4S1 Graduation	82.00%	100%	82.00%	82.00%	82.00%	98.63%	82.00%	97.73%	82.00%	98.83%
School Level Performance Measures	SY 13-14		SY 13-14		SY 13-14		SY 13-14		SY 13-14	
	State	AFHS	State	DEHS	State	MHS	State	VHS	State	DISTRICT
1S1 Academic Reading Attainment	84%	96.33%	84%	100%	84%	99.21%	84%	97.95%	84%	98.30%
1S2 Academic Math Attainment	71%	90%	71%	97.75%	71%	89.68%	71%	87.07%	71%	90.47%
2S1 Technical Skill Attainment	72%	64.20%	72%	75%	72%	82.5%	72%	76.47%	72%	71.33%
4S1 Graduation	84%	100%	84%	100%	84%	100%	84%	100%	84%	100%



All Students College and Career Ready

In February 2014, the AFUHSD Food Services moved towards forming a School Health Advisory Council. Food Services invited all stakeholders to include, parents, foodservice managers, school health professionals, and all school athletic directors to take part in reviewing the existing Agua Fria Union High School District Local Wellness Policy. The "School Health Advisory Council" was asked to create an updated policy that would support a healthy school environment and promote the health and success of our students. Eight components in our District were discussed to include Physical Education, Health Education, Counseling, Psychological and Social Services, Family and Community Involvement, Health Promotion for Staff, Healthy and Safe School Environment, and Nutrition Services. A newly refreshed Agua Fria Union High School District Local Wellness Policy was School Board approved in March, 2014. If you would like to review the updated current Local Wellness Policy it is available on the Agua Fria Union High School District website under the Foodservices tab.

-Liz Zoric, Director of Food



FOOD SERVICES

Free & Reduced Meals				
	March 2011	March 2012	March 2013	March 2014
Agua Fria	59%	63%	63%	65%
Desert Edge	47%	52%	51%	52%
Millennium	26%	28%	28%	29%
Verrado	29%	30%	30%	30%

Food Service Trivia

In the 2013 2014 school year Food Service sold:

- 90,107** Spicy Chicken Sandwiches
- 46,853** Chicken Patty Sandwiches
- 28,570** Cheeseburgers
- Along with
- 30,621** Gallons of Milk

The Food Service team continues to encourage a healthy breakfast at the start of each morning. Reports show that teens who eat breakfast daily have more energy, do better in school, and eat healthier throughout the day. To promote breakfast within our District the Food Service Department recognizes "Breakfast Week" each school year. This year, during the week of March 3rd thru March 7th, students who purchased a complete breakfast received a chance to win an iPod. One winner was drawn at each campus cafeteria. Four very lucky students were thrilled that they chose to start their day in a healthy way!

All four of the Agua Fria Union High School District cafeterias have continued to keep the District tradition of "A" ratings in their Maricopa County Environmental Health Department inspections. The Food Service Department recognizes the importance of keeping our students healthy and safe with nutritious meals while following excellent standards in food safety.



ACADEMIC ACHIEVEMENT MEASURES

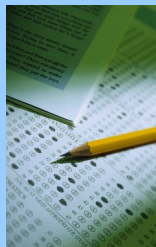
ACADEMIC MEASURES: The Agua Fria Union High School District uses several different academic measures to systematically drive decision-making. Although the evidence is used for improving students' academic achievement, it also supports a rationale for targeted professional development for all staff, focus areas for interventions for students, and information to improve systems that enable student success. Students who do not receive a designation of meets or exceeds, may retake the tests once each fall and spring as needed until graduation.

All Arizona public schools, including district schools and charter schools, are required to properly administer state and federally mandated assessments.

Arizona's Instrument to Measure Standards (AIMS) is a Standards Based Assessment. AIMS measures student proficiency of the Arizona Academic Content Standards in Writing, Reading, Mathematics, and Science and is required by state and federal law.

The AIMS results printed in this report for 2014 are based on the results received directly from the testing company, Pearson. These results are used by the Arizona Department of Education for the purpose of assigning school and district letter grades for accountability. The AIMS results used for the accountability calculations are available through the ADE website **after** August 1, 2014.

It is required by the state of Arizona that 95% of the students participate in taking the AIMS. These tables represent the percentage of students who Met or Exceeded on the Arizona Instrument to Measure Standards (AIMS).



AIMS SCORES

AFHS	AIMS SCORES						
	2008	2009	*2010	2011	2012	2013	2014
Math	53%	69%	55%	60%	62%	59%	67%
Reading	63%	69%	77%	76%	77%	83%	83%
Writing	67%	75%	78%	67%	67%	71%	72%

DEHS	AIMS SCORES						
	2008	2009	*2010	2011	2012	2013	2014
Math	63%	70%	56%	65%	52%	63%	63%
Reading	69%	75%	80%	83%	81%	87%	87%
Writing	65%	72%	69%	73%	71%	73%	77%

MHS	AIMS SCORES						
	2008	2009	*2010	2011	2012	2013	2014
Math	72%	80%	72%	71%	70%	68%	73%
Reading	83%	82%	87%	86%	89%	90%	92%
Writing	79%	81%	85%	80%	81%	80%	85%

VHS	AIMS SCORES						
	2008	2009	*2010	2011	2012	2013	2014
Math	66%	83%	64%	66%	68%	71%	73%
Reading	80%	82%	79%	85%	90%	89%	92%
Writing	74%	75%	77%	74%	77%	78%	82%

AFUHSD	AIMS SCORES						
	2008	2009	*2010	2011	2012	2013	2014
Math	64%	76%	62%	66%	63%	66%	70%
Reading	74%	77%	81%	83%	84%	87%	89%
Writing	71%	76%	77%	74%	74%	76%	79%



All Students College and Career Ready

DISTRICT END OF COURSE ASSESSMENTS

Course	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English I A	67.3	66.7	66.6	69.1	70	72.69
IA Writing	60.9	67.4	66.0	65.9	68.7	70.76
English II A	61.7	61.2	66.9	70	71.6	50.60
II A Writing	64.1	65.6	67.2	66.8	67.5	73.32
English III	62.1	57.2	56.3	66.5	63.1	53.81
III Writing	64.1	70.7	65.9	69.9	76.8	78.10
English IV	57.3	56.9	60.9	72.8	71.6	58.03
IV Writing	74.3	67.9	69.4	69.5	73.3	74.66
Algebra IA	48.5	53.0	60.2	64.6	63.3	70.70
*Algebra IB	57.2	47.4	36.8	48.9	46.6	40.35
Algebra II	62.3	39.0	56.3	54.8	46.4	44.36
Geometry	na	54.3	59.9	67.4	63.2	64.82
Hon Algebra I	65.6	76.2	80.9	82.8	81.4	82.09
Hon Algebra II	82.2	na	64.0	58.5	72	70.46
Hon Geometry	na	73.2	67.5	70.0	72.3	70.61
Integrated Science	58.7	50.0	57.9	67.2	66.6	64.99
Chemistry	63.8	68.1	64.0	71.4	66.6	60.01
Biology	68.0	69.5	64.2	67.4	68.7	68.08
Earth Science	na	53.0	58.0	54.5	64.7	64.83
Honors Chemistry	na	66.9	62.9	69.4	71.8	61.49

Course	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
World History	60.9	57.3	66.0	65.3	67.9	69.75
US/AZ Government/Free Enterprise	73.5	74.3	74.7	74.4	71.8	76.66
AM/AZ History	67.4	70.7	75.9	71.5	73.2	69.55
Spanish I	63.4	61.62	65.63	68.2	66.3	64.67
Spanish II	56.28	60.87	71.06	70.4	70.5	62.19
Spanish III	65.11	75.29	84.39	80.4	77.5	73.19
Theatre	na	66.51	34.78	68.3	78.4	76.34
Hon Anatomy & Physiology	na	na	na	na	69.9	69.48
Honors Physics	na	na	na	na	56.1	59.58
Environmental Science	na	na	na	na	57.8	60.37
Personal Develop/Health	na	na	na	na	73.9	77.58
* Repeated Course (Scores for each course represent the average of the district's four high schools.)						

In the 2013-2014 school year, the AFUHS made some changes to questions for the English End of Course Assessments. However, the vetting process for this change had not been completed in its entirety prior to the administration of the tests in the Fall of 2013. The District has now completed the vetting process and the tests are now considered valid and reliable for the 2014-2015 school year.

Galileo Online management tools assist teachers in the Agua Fria Union High School District in establishing instructional goals reflecting the district's curriculum, the assessment of goal attainment, forecasting standards mastery on statewide tests, and using assessment information to guide classroom instruction, enrichment, and re-teaching interventions.

Agua Fria Union High School District follows a continuous improvement cycle to enable the academic success of all students. A critical component of the process is the gathering and evaluation of student performance data through the end-of-course assessments. The mechanism by which data is gathered and stored is through Assessment Technology Incorporated (ATI) and their product known as Galileo K-12.



ACT AND SAT PARTICIPATION

ACT Participation					
SY	AFHS	DEHS	MHS	VHS	District
2010	58	45	67	41	211
2011	69	68	83	51	271
2012	257	82	97	76	512
2013	251	290	316	250	1,107
2014	296	241	306	322	1,165

SAT Participation				
SY	AFHS	DEHS	MHS	VHS
2010	100	91	180	97
2011	137	177	233	122
2012	41	101	224	164
2013*	26	33	116	68
2014*	42	40	111	81

* SAT scores are received from College Board for the graduating class (seniors) of a specific school cohort year. Numbers represent SAT College Board senior testers in the classes of 2013 and 2014 reported as actually testing during 2012-13 and 2013-14.

Both the SAT (SAT Reasoning Test) and the ACT (American College Testing) are high stakes examinations that have been used by colleges for decades. In order to ensure that our students have every chance to become college and career ready, Agua Fria Union High School District has pledged to provide juniors at every campus an opportunity to take the ACT exam free of charge. Results are sent to the schools and to the students.

When results are received at the school, they become part of the students' transcript. Each area of the test is recorded, including whether the student has taken the test multiple times. The "Comprehensive Score" (a combination of the science, reading, math, and English scores) is used as 30% of the overall "College and Career Ready" index, as developed by the AFUHSD administration in 2011. Scores from the SAT (from students who have opted to take the SAT rather than ACT) are converted into a 30 point scale that aligns with the ACT scores. Students who receive the full 30 points score in the top 5% of all students who take the tests.

In addition to the ACT and SAT, students are also encouraged to take the Advanced Placement (AP) Assessments. These assessments are graded on a scale of 1 (low) to 5 (high). Students who score a 3 or higher (in some rare cases a 2) are eligible to receive college credits – sometimes as much as six credit hours for a "5" score. To support this program, students who choose to take AP exams are offered a scholarship to help offset the costs of the exam. The AP test scores are also integrated into the overall "College and Career Ready" index.

- Bill Nelson
Director of CTE

ADVANCED PLACEMENT

ADVANCED PLACEMENT: Through Advanced Placement (AP) college level courses and exams, students can earn college credits. The skills and habits gained in these classes help AP students to be more successful in their college careers, making them more likely to graduate in four years. AP classes are a determining factor for 31% of colleges and universities when awarding scholarships.

Advanced Placement (AP) Assessment						
	# of Students Enrolled SY 2011-2012	# of Students Enrolled SY 2012-2013	# of Students Enrolled SY 2013-2014	# of tests taken SY 2011-2012	# of tests taken SY 2012-2013	# of tests taken SY 2013-2014
Agua Fria	464	445	568	295	303	197
Desert Edge	389	517	670	232	248	238
Millennium	688	815	853	114	174	111
Verrado	712	965	1105	394	508	646
Total	2253	2742	3196	1035	1233	1192



TAX CREDIT

Arizona taxpayers are able to claim a credit of up to \$200.00 per single taxpayer or \$400.00 per household for contributions to extracurricular activities; such as sports programs, field trips, after school tutoring programs, after school arts programs, or character education programs. These monies are not used to fund regular school activities. Taxpayers are allowed to specify which programs they would like their donation to support.

ExtraCurricular Tax Credit			
	2011	2012	2013
Agua Fria High School	\$57,434	\$46,647.67	\$42,397.00
Desert Edge High School	\$27,293	\$21,513.01	\$31,755.00
Millennium High School	\$97,721	\$117,524.75	\$108,969.00
Verrado High School	\$99,859	\$97,731.50	\$113,989.00
Total	\$282,307	\$283,716.93	\$297,109.00

Tax Credit \$ Through the Years	
Year	Amount
2002	\$55,008.00
2003	\$53,188.00
2004	\$73,628.00
2005	\$126,291.00
2006	\$162,395.00
2007	\$154,710.00
2008	\$163,580.00
2009	\$190,458.00
2010	\$273,079.00
2011	\$282,308.00
2012	\$283,717.00
2013	\$297,109.00

Source: AZDOR Annual Report

FEDERAL ASSISTANCE

Federal Assistance - The Elementary and Secondary Education Act (ESEA) is a United States federal statute enacted on April 11, 1965. The act is an extensive statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development, instructional materials, resources to support educational programs, and parental involvement promotion. The act was originally authorized through 1970; however, the government has reauthorized the act every five years since its original enactment.

Federal Projects			
	2012	2013	2014
Title I	\$408,952	\$749,282	\$1,025,904
Title II	\$134,806	\$131,405	\$129,667
Title III	\$26,108	\$18,600	\$18,507
ARRA	\$326,506	-	-
Migrant Education	\$37,031	\$26,002	\$18,507
Title VI-B, IDEA	\$922,982	\$965,329	\$776,845
Title X- Homeless	\$27,018	-	-
Voc Ed Basic	\$151,829	\$366,205	\$261,520
JROTC	\$36,765	\$52,390	\$74,511
Race to the Top	-	-	\$4,094

Source: ADE's Grants Management Current FY Allocation

The Law

Title I - Funds are for improving the academic achievement of the disadvantaged. Examples include Interventions in math and English (tutoring, smaller class sizes, remediation classes, parent partnership programs).

Title II - Funds are for preparing, training, and recruiting high quality teachers and principals. Examples include professional development in the Common Core State Standards, professional development on instructional practices, and teacher induction.

Title III - Funds go toward language instruction for limited English proficient and immigrant students.

Title VI - Funds ensure programs and activities that receive federal funds must operate in a non-discriminatory manner.

ARRA (American Recovery & Reinvestment Act) - An economic stimulus package enacted to create jobs and provide temporary relief by investing in infrastructure, education, health, and green energy.



CLASSROOM SITE FUND/INSTRUCTIONAL IMPROVEMENT FUND

Classroom Site Fund (CSF)

The most recent evolution in diversifying teacher compensation in Arizona came in November 2000, when Proposition 301 was passed by 53% of voters. The most significant feature of Proposition 301 is the Classroom Site Fund (CSF), which provides specific funding for districts to participate in some form of pay-for-performance plan for teachers. Funding for this proposition comes from a 0.6¢ education sales tax and from growth in K-12 state trust land revenues.

To receive CSF monies, teachers are required to provide evidence of measures of academic progress that support the Arizona Academic Standards. Evidence may include: summative assessments, criterion-referenced tests, performance assessments, and school-wide assessments. Other measures of academic progress include progress reports and report cards, formative and summative assessments in individual classrooms, contact at two Meet the Teacher Nights, and counselor meetings.

Each school and department has developed goals that are the basis for all work done throughout the year. These goals support the academic achievement of all students and align with the vision of the AFUHS.

Classroom Site Fund			
	2010-2011	2011-2012	2012-2013
011 Base	\$316,457	\$347,357	\$422,411
012 Performance	\$838,653	\$725,207	\$827,161
013 Other menu options	\$7708,006	\$755,182	\$746,968
Total	\$1,863,116	\$1,827,746	\$1,996,540

Source: AFR

Instructional Improvement Fund			
	2010-2011	2011-2012	2012-2013
Fund Balance	\$290,279	\$402,762	\$409,399
Revenue Received	\$251,464	\$279,258	\$287,776
Expenditures:			
Teacher Comp Increase	\$126,895	\$131,926	\$145,614
Drop Out Prevention	\$2086	-	-
Instructional Improvement	\$10,000	\$195,722	\$87,139
Total Expenditure	\$138,981	\$354,372	\$232,753

Source: AFR

The Instruction Improvement Fund (IIF) is also known as the Indian Gaming Fund. Voters approved that a portion of the profits obtained from Indian Gaming should support schools in the areas of teacher compensation (up to 50% as is done in AFUHS), dropout prevention, and instructional improvement programs.

School districts are required to create their own plans, but must adhere to the following guidelines when distributing funds:

- 20% for increasing teachers' base pay
- 40% for teacher performance pay
- 40% for school "menu options" (e.g., reduced class sizes; classroom supplies, materials, computers; AIMS intervention programs; dropout prevention programs; teacher training; teacher liability insurance premiums; additional teacher compensation)



All Students College and Career Ready

BUSINESS MANAGEMENT/ENERGY RESOURCES

District's Cost Measures Relative to State

Operational Area	Measure	District 2010-2011	District 2011-2012	District 2012-2013	State Average 2010-2011	State Average 2011-2012	State Average 2012-2013
Administration	Cost per pupil	\$624	\$619	\$603	\$728	\$736	\$746
	Students per administrator	NR*	59	60	66	66	67
Plant Operations	Cost per square foot	\$6.94	\$3,247*	\$7.22	\$6.10	\$6.09	\$6.03
	Square footage per student	143	141	137	152	152	153
Food Service	Cost per meal equivalent	\$2.40	\$2.52	\$2.70	\$2.45	\$2.47	\$2.58
Transportation	Cost per mile	\$3.55	\$3.90	\$3.73	\$3.39	\$3.50	\$3.55
	Cost per rider	\$349	\$1,183	\$1,197	\$283	\$982	\$1,015

Source: Arizona Auditor General's Dollars in the Classroom report

*Check Amount

*NR = Not Reported

Per-pupil Spending by Operational Area

	District			Peer			State			
	2010	2011	2012	2013	2011	2012	2013	2011	2012	2013
Total	\$6,984	\$6,831	\$6,748	\$6,753	\$7,065	\$7,033	\$7,062	\$7,485	\$7,475	\$7,496
Classroom dollars	\$3,731	\$3,616	\$3,501	\$3,551	\$3,826	\$3,759	\$3,779	\$4,098	\$4,053	\$4,031
Non-classroom dollars:	\$3,253	\$3,239	\$3,247	\$3,202	\$3,239	\$3,274	\$3,283	\$3,387	\$3,422	\$3,465
Administration	\$756	\$624	\$619	\$603	\$745	\$736	\$744	\$728	\$736	\$746
Plant Operations	\$954	\$990	\$1,009	\$993	\$917	\$920	\$929	\$927	\$928	\$924
Food Service	\$329	\$321	\$341	\$338	\$329	\$338	\$329	\$375	\$382	\$396
Transportation	\$374	\$385	\$375	\$365	\$423	\$426	\$430	\$352	\$362	\$369
Student Support	\$563	\$574	\$578	\$587	\$519	\$546	\$543	\$571	\$578	\$582
Instruction Support	\$277	\$303	\$325	\$316	\$306	\$308	\$308	\$434	\$436	\$448

Source: Arizona Auditor General's Dollars in the Classroom report

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AFUHSD Aggregate Budget Limit					
	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014
Average Daily Membership (ADM)	6,158.625	6,347.264	6,560.396	6,666.925	7,109,860
Maintenance & Operations (M&O)	\$37,607,085	\$37,482,038	\$38,379,893	\$38,969,056	\$41,215,762
Unrestricted Capital	\$1,842,235	\$2,234,762	\$3,766,732	\$5,160,951	\$5,337,195
Soft Capital	\$514,905	\$512,805	\$248,553	\$45,016	-
Federal Grants	\$2,416,612	\$3,886,169	\$2,614,444	\$2,614,444	\$2,710,805
Total	\$42,380,837	\$44,095,774	\$45,009,622	\$46,789,467	\$49,270,872
Budget per ADM	\$6,882	\$6,947	\$6,860.81	\$7,018.15	\$6,930

Source: Final Revised Budget



Voter Approved Bond Projects	
Campus Security & Student Safety	\$2,448,500
Building Additions/ Renovation	\$19,872,600
Energy Efficiency	\$406,250
Athletic / Extracurricular	\$2,228,225
Instructional Technology	\$1,100,750
Site Improvements	\$1,638,600
Student Transportation	\$3,680,075
District Office Renovation	\$225,000
Total 2011 Approved Bond Projects	\$31,600,000

Bond Sale						
	District Wide	AFHS	DEHS	MHS	VHS	Total
1st Sale	\$1,494,025	\$4,880,500	\$1,118,100	\$13,030,500	\$1,776,875	\$22,300,000
2nd Sale	\$2,484,400	\$3,362,000	\$780,000	\$2,191,750	\$481,250	\$9,300,000

Source: Voter approved pamphlet

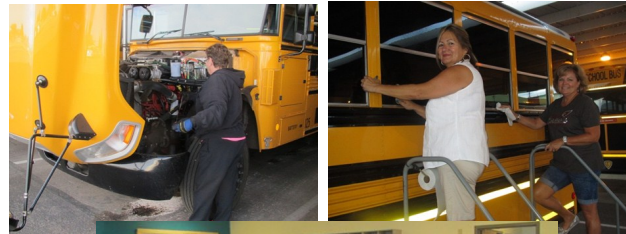


TRANSPORTATION

2013-2014	
Cost per rider	TBD
Cost per mile	TBD
Average number of miles per rider	TBD
% of seat capacity	80%
Average student ride time	23 min

2012-2013	
Cost per rider	\$1,194.00
Cost per mile	\$3.75
Average number of miles per rider	318
% of seat capacity	77%
Average student ride time	25 min

2010-2011	
Cost per rider	\$1,180.00
Cost per mile	\$3.55
Average number of miles per	349
% of seat capacity	70%
Average student ride time	22 min



2011-2012	
Cost per rider	\$1,183.00
Cost per mile	\$3.90
Average number of miles per rider	302
% of seat capacity	79%
Average student ride time	24 min

2008-2009	
Cost per rider	\$1,203.00
Cost per mile	\$2.92
Average number of miles per rider	411
% of seat capacity	59%
Average student ride time	28 min

2009-2010	
Cost per rider	\$1,137.00
Cost per mile	\$3.11
Average number of miles per rider	366
% of seat capacity	64%
Average student ride time	25 min

Cost per rider, Cost per mile, and Average number of miles per rider are based on figures obtained from ADE District Financial Reports and the ADE Transportation Route Miles Report.

Percentage of seat capacity and average student ride time are based on figures compiled on the 100th Day of school (regular education students and buses only.)



TRANSPORTATION DEPARTMENT

The AFUHSD Transportation department provides safe and efficient transportation to the students of our District. Our 45 bus drivers, 14 bus assistants, office and fleet staff are dedicated to transporting our students to and from school and activities safely.

In 2012-2013 our buses drove 563,000 miles, transporting 2,089 students to and from school. Our school buses also traveled 87,000 miles, taking students to 1,700 athletic, academic, and club events. The total cost spent on diesel fuel was \$325,146. We are pleased that we were able to retrofit the remaining eight route buses with air-conditioning. The students can now ride to and from school, athletic events and field trips in a cooler environment. We upgraded the video camera surveillance on buses with a 3 or 4 camera system which allow us to survey and capture more areas in the interior of the bus.

For 2013-2014, our employees voted on teal as the color to represent the transportation department. Bus drivers wear teal polo shirts on activity trips so they will be easily identified by students, school staff, and parents. Our bus drivers and bus assistants received 18 hours of classroom training this school year on topics relevant to our department. A Defensive Driving simulator program was presented to our drivers by our insurance provider, The Trust. This training included classroom instruction and hands-on training in the bus simulator which provided the drivers an opportunity to put their great driving skills to the test!

All new drivers received a minimum of fourteen hours of classroom instruction and twenty hours of behind-the-wheel training and passed a third party driving test before they were certified by the Arizona Department of Public Safety (DPS) to drive a school bus.

The Arizona Department of Public Safety (DPS) completed their annual inspection of our bus fleet. The bus fleet successfully met all certification requirements. This is due, in part, to the outstanding preventative maintenance performed by our mechanics and the pre-trip inspections completed by our bus drivers.

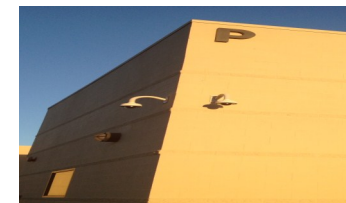
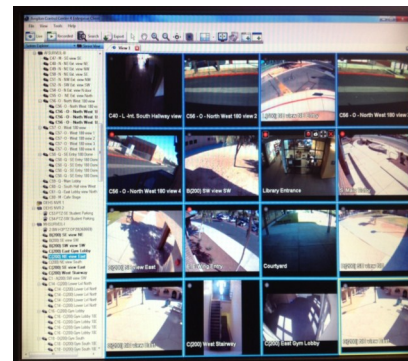


SAFETY ADVISORY COMMITTEE (SAC)

The Safety Advisory Committee (SAC) is a district-wide group that discusses topics concerning school safety and implements safe practices in order to provide our students with a safe and secure environment for learning.

This past year the committee has been instrumental in updating the District Emergency Response Plan, as well as contributing to school plans, with new minimum requirements mandated by the Department of Education. Several "mock" emergency evacuation drills to the Goodyear Ball Park were conducted at each school site. Thanks to the capital Bond passed by our community in 2011, the district has invested bond dollars in security cameras, fencing, and access controls.

Campus Security Monitors share ideas to ensure the safest possible educational facilities for students and staff, and protect school-owned property from vandalism or loss. The security monitor reports disorders, irregularities or infractions of school policies, and rules and regulations of student activity on school campuses. In order to provide the best services to our school sites, each security monitor receives professional development throughout the year such as CPR and CPI training (Crisis Intervention Training).





HOMELESS YOUTH

Congress passed the Stewart B. McKinney Act, reauthorized in January 2002, most recently as the McKinney-Vento Homeless Assistance Act in order to guarantee homeless children and youth with the following:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
- The right to attend school in his/her school of origin (if this is requested by the parent and is feasible) or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to his/her school of origin, if this is requested by the parent and is feasible.
- The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.

The Agua Fria Union High School District ensures that school personnel identify children and youth in homeless situations. Our District coordinates efforts with other entities and agencies. Once students are identified, our HCY liaison ensures they receive the services and supports they need to have equal opportunity to enroll and succeed in the district's schools.

Counselors at each site, along with the HCY liaison, play an intricate role with our homeless students from identifying them to being a great support throughout the school year.

We provide the following services for homeless students: free breakfast and lunch, class fees waived, credit recovery or academic assistance, personal items, referrals for clothing and personal items, school supplies, transportation to and from the school if displaced outside of school boundaries, and other specialized items for specific classes as funding allows.

- Noemi Cabrales, HCY Coordinator

AFUHS Students Identified as Homeless				
	2010-2011	2011-2012	2012-2013	2013-2014
AFHS	66	29	20	26
DEHS	31	21	13	16
MHS	39	29	22	10
VHS	24	10	7	27
Total	160	89	62	79

HYC can provide homeless students with:

- ◆ School supplies
- ◆ Hygiene items
- ◆ Clothing
- ◆ Gift cards for food
- ◆ Funding for class and sports fees
- ◆ Sports physicals
- ◆ Sports uniforms and gear
- ◆ Bicycles
- ◆ State identification
- ◆ Obtaining birth certificates
- ◆ Mentors
- ◆ Tutoring
- ◆ Dental and vision care
- ◆ Other things to help them get through school

Agua Fria High School, Desert Edge High School, Millennium High School, Verrado High School, and Coldwater Academy, along with 24 other valley high schools, have 114 students currently receiving assistance.



Homeless Youth Connection
 500 N. Bullard Ave., Suite 28
 Goodyear, AZ 85338
 Office: 623-374-3747
www.hyconnectionkids.org
www.facebook.com/

2013 - 2014 Annual Report



Agua Fria High School Athletic Participation 2012-2013			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	7	7
Baseball	37	0	37
Basketball	35	32	67
Cross Country	14	21	35
Football	129	0	129
Golf	5	3	8
Soccer	32	37	69
Softball	0	42	42
Spiritline	0	18	18
Swimming	11	13	24
Tennis	5	8	13
Track	42	42	84
Volleyball	0	35	35
Wrestling	44	0	44
TOTAL	354	258	612

Agua Fria High School Athletic Participation 2013-2014			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	9	9
Baseball	40	0	40
Basketball	40	37	77
Cross Country	21	22	43
Football	126	2	128
Golf	8	1	9
Soccer	36	36	72
Softball	0	34	34
Spiritline	1	35	36
Swimming	13	14	27
Tennis	11	15	26
Track	47	34	81
Volleyball	0	31	31
Wrestling	43	1	44
TOTAL	386	271	657

Desert Edge High School Athletic Participation 2012-2013			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	0	0
Baseball	44	0	44
Basketball	40	33	73
Cross Country	22	10	32
Football	140	0	140
Golf	9	8	17
Soccer	40	30	70
Softball	0	35	35
Spiritline	0	31	31
Swimming	15	34	49
Tennis	8	14	22
28Track	42	30	72
Volleyball	0	50	50
Wrestling	23	3	26
TOTAL	383	278	661

Desert Edge High School Athletic Participation 2013-2014			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	0	0
Baseball	47	0	47
Basketball	40	34	74
Cross Country	22	10	32
Football	140	0	140
Golf	9	8	17
Soccer	40	30	70
Softball	0	35	35
Spiritline	0	31	31
Swimming	15	34	49
Tennis	8	14	22
Track	42	30	72
Volleyball	0	50	50
Wrestling	23	3	26
TOTAL	386	279	665

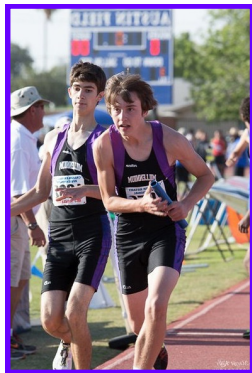




All Students College and Career Ready

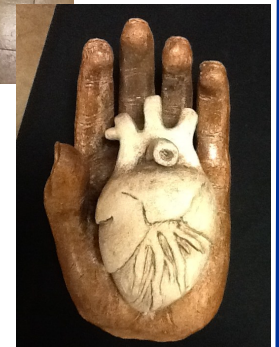
Millennium High School Athletic Participation 2012-2013				Millennium High School Athletic Participation 2013-2014			
SPORT	MALE	FEMALE	TOTAL	SPORT	MALE	FEMALE	TOTAL
Badminton	0	30	30	Badminton	0	40	40
Baseball	42	0	42	Baseball	52	0	52
Basketball	40	35	75	Basketball	40	35	75
Cross Country	17	15	32	Cross Country	23	13	36
Football	183	0	183	Football	171	0	171
Golf	11	11	22	Golf	10	10	20
Soccer	40	40	80	Soccer	46	34	80
Softball	0	41	41	Softball	0	38	38
Spiritline	6	50	56	Spiritline	1	54	55
Swimming	24	16	40	Swimming	24	21	45
Tennis	18	15	33	Tennis	22	23	45
Track	48	20	68	Track	59	35	94
Volleyball	0	38	38	Volleyball	0	40	40
Wrestling	40	0	40	Wrestling	48	0	48
TOTAL	469	311	780	TOTAL	496	343	839

Verrado High School Athletic Participation 2012-2013				Verrado High School Athletic Participation 2013-2014			
SPORT	MALE	FEMALE	TOTAL	SPORT	MALE	FEMALE	TOTAL
Badminton	0	0	0	Badminton	0	0	0
Baseball	48	0	48	Baseball	51	0	51
Basketball	35	32	67	Basketball	31	31	62
Cross Country	24	8	32	Cross Country	20	12	32
Football	182	0	182	Football	132	0	132
Golf	8	8	16	Golf	10	11	21
Soccer	38	35	73	Soccer	37	32	69
Softball	0	37	37	Softball	0	45	45
Spiritline	0	50	50	Spiritline	0	51	51
Swimming	26	29	55	Swimming	30	26	56
Tennis	12	13	25	Tennis	11	12	23
Track	133	50	183	Track	64	121	185
Volleyball	0	32	32	Volleyball	0	35	35
Wrestling	40	0	40	Wrestling	34	0	34
TOTAL	546	294	840	TOTAL	420	376	796





DISTRICT ART SHOWCASE 2013-2014





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MEASURING WHAT MATTERS

Over the past six years, the Agua Fria Union High School District has worked closely with the Institute for Research and Reform in Education (IRRE) to use the Measuring What Matters classroom walk through protocol. Our administrators and key teacher leaders have found this process to be a way to calibrate and have a common language when talking about effective teaching and learning observations. Our work together was recently published by the North Carolina University Press in their educational literature review called *The High School Journal*. We have been proud to use this data and process to help us shape our professional development and teaching effectiveness.

- Dr. Dennis Runyan, Superintendent

ENGAGEMENT: Students are actively processing information (listening, reading, thinking, making) or communicating information (speaking, performing, writing) in ways that indicate they are on task and interested.

ALIGNMENT: What is being taught and what students are being asked to do are aligned with the standards and curriculum, are "on-time" and on target with the scope and sequence of the course of study, and provide students opportunities to experience high stakes assessment methodologies among other assessment approaches.

RIGOR: Learning materials and instructional strategies being used to challenge and encourage all students to produce work or respond at above grade level; all students are required to demonstrate mastery (the expected level of learning) at these levels and have the opportunity for re-teaching if they are not capable of demonstrating the expected level of learning (mastery).

"EAR training made me realize how quickly students get unengaged in lessons and the difference between them being compliant and truly working with the material and understanding it."
- Ms. Stephanie Matalone,
AFHS Science/Math.

"Going out and watching the other teachers and looking at the EAR instrument helped me see what some of the EAR indicators looked like in an actual classroom. I have worked to make the 'academic' part of my instruction more hands-on and feel I have increased the level of rigor and engagement in my classroom."
- Ms. Linda Phillips, AFHS Fine Arts.

EAR ...allowed met see how other educators engage their students with different curriculums..."
- Col. Rodney Clements,
AFHS JROTC.

Agua Fria Union High School District has partnered with the Institute for Research and Reform in Education (IRRE) to develop more personalized, engaging, and rigorous learning environments. The program uses three indicators that track student progress: student engagement, curriculum alignment to state standards, and rigor - - a course's ability to challenge and encourage students to perform at or above grade level.

Teachers and administrators analyze teachers in action and observe them using a common language. Data is collected and studied to help find ways for teacher improvement and answer these essential questions:

1. Are students engaged in the work?
2. Is the work aligned to the standards?
3. What is the level of rigor at which students are being taught?



TEACHER INDUCTION PROGRAM

"The AFUHS mentor program provides tailored ongoing professional development to assist teachers in their crucial first two years. The program focuses on best practices for instruction to improve student achievement, teacher development and retention."

AFUHS Mentor Team



The fundamental purpose of the Agua Fria Teacher Induction Program (T.I.P) is to increase student achievement by creating a collaborative, emotionally safe, and relationship-centered environment for novice teachers. This program provides each school site with a mentor teacher to give beginning teachers and second year teachers a trusted resource, providing the best tools and strategies to get their careers off to a successful start.

Teacher Induction Program (T.I.P.)					
	AFHS	DEHS	MHS	VHS	Total
2011-2012 # of TIP Teachers	21	7	8	9	45
2012-2013 # of TIP Teachers	28	22	11	3	64
2013-2014 # of TIP Teachers	24	11	18	20	73

The 2013-2014 Teacher Induction Program, which provides non-evaluative support to first- and second-year teachers, seeks to help teachers identify professional areas for growth, such as classroom environment and instructional planning; we then implement strategies to effect change in those areas.

As a mentor I collect classroom data for the teachers and meet with them in a reflective conference during which we analyze the data for patterns, successes, and then plan for changes. Because of the confidential and supportive approach of this program, teachers feel safe in expressing concerns, questions, and ideas, and in trying new ideas to address their professional needs. Another key role of the mentor is to help the teacher learn the culture of the school, including student body composition and district expectations. Ideally, teacher growth is accelerated, and that impacts student academic growth. The difference the program has made varies by teacher and classroom. An overwhelmed teacher who said in the first two weeks, "I have about hit that wall," flourished after being paired with a veteran who could help with lesson planning. Another teacher who struggled with classroom management continually refined management techniques over a period of weeks and began to enjoy working with the students who in turn focused on academics and learning.

*Pam McKinney
Instructional Specialist*



We assist teachers in analyzing what is working in their classroom that helps students be successful, as well as, determining what isn't working and why. We analyze their lessons, critically reflect on what areas need to be addressed, and how changes can be implemented to increase student achievement and their professional growth.

It is powerful when a teacher has that "ah-ha" moment through analyzing their own classroom data, and through professional dialogue about teaching and learning. When teachers recognize a problem, make changes and then experience the positive effect, not only do students learn, but teachers become empowered.

*Kathryn Hurley
Instructional Specialist*



AFUHSD District STEM Expo

As a mentor, I wear many hats: instructional coach, collaborator, trusted listener, advocate, and facilitator. As a mentor, my lead role is to support the professional growth of teachers to ensure student success. My role in providing a climate for open and honest discussion, questions, and concerns creates an environment for professional growth and reflection in which a novice teacher can thrive.

Because of the structured support teachers receive from mentors, they grow more quickly in their professional practice. They do not feel isolated and have less of the “sink or swim” feeling of a new teacher. These young teachers are more confident to try new strategies, get involved in the school community, and reflect on their practice to make appropriate changes in instruction. Thus, student engagement and growth improves; students are actively learning and inquiring about their learning more regularly.

Additionally, my role as mentor has impacted veteran teachers. In working with professional development and engaging in collaboration with 1st and 2nd year teachers, veteran teachers have sought me out for collaboration and advice on their instructional practice. I have worked with departments to develop as a team and positively impact student achievement.

Quality educational leadership is important to the overall success of new teachers and students. Strong teacher leaders are key to developing high-performing schools; we help to orchestrate school reform and serve as motivators to fellow teachers and students

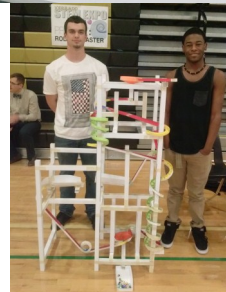
*Gretchen Hann
Instructional Specialist*

Teach For America Teachers (TFA) in TIP Program		
	# of TFA Teachers	% of TFA Teachers in TIP
2011-2012	12	27%
2012-2013	11	18%
2013-2014	12	16%

The District STEM Expo was held at Verrado High School in conjunction with their One World, One Verrado event on May 1, 2014. The Expo was comprised of three components in which students had the opportunity to compete. Prior to the Expo students took one or more tests after school that assessed their knowledge in Math, Science and/or Engineering. The students created a display board and presented it for the judges on the night of the Expo. The students also participated in one or more projects that consisted of Paper Roller Coaster, Robot, Smartphone Microscopes, Cartesian Diver and/or Chemistry Magic Show. Students were judged on how well they performed against their peers. The STEM Expo was a huge success with over 50 participants. Students had the opportunity to be exposed to Science, Technology, Engineering and Math in a fun atmosphere, showcasing their knowledge. We appreciate the continued partnership with the Kiwanis for the District STEM Expo. STEM winners were Charlotte Johnson—1st place with a perfect score (\$1,000 scholarship); Patrick McGinty—2nd place (\$500 scholarship); and Tanner Merry (\$250 scholarship).



Charlotte Johnson



Patrick McGinty



Tanner Merry

2013 - 2014 Annual Report



Graduation Summary		Arizona							
By Cohort Years 12, 13, 14	# of Graduates 2011-12	# of Graduates 2012-13	# of Graduates 2013-14	# in Cohort 2011-12	# in Cohort 2012-13	# in Cohort 2013-14	Graduation % 2011-12	Graduation % 2012-13	Graduation % 2013-2014
Hispanic / Latino	21444	21462	22532	30526	31134	32308	70%	69%	70%
Black/African American	3229	3094	3218	4514	4446	4554	72%	70%	71%
Am. Indian/ Alaskan Native	2852	2495	2523	4385	4084	4073	65%	61%	62%
Asian	1957	2078	2019	2256	2433	2348	87%	85%	85%
Native Hawaiian/Pac. Islander	102	144	152	162	206	224	63%	70%	68%
White	28965	28301	28217	34464	34277	34467	84%	83%	82%
Multiple Races	625	796	903	804	1006	1235	78%	79%	73%
SPED	4614	4759	4756	7056	7511	7520	65%	63%	63%
ELL	279	192	164	1193	963	905	23%	20%	18%
Low SES	21030	21897	21796	29754	31542	31293	71%	69%	70%
Male	30664	30390	30936	37946	38195	39059	81%	80%	79%
Female	28518	27980	28628	39315	39490	40187	73%	71%	71%
Migrant	151	189	232	200	263	329	76%	72%	71%
Total	59182	58370	59564	77261	77685	79246	77%	75%	75%

Graduation Summary		AFUHSD							
By Cohort Years 12, 13, 14	# of Graduates 2011-12	# of Graduates 2012-13	# of Graduates 2013-14	# in Cohort 2011-12	# in Cohort 2012-13	# in Cohort 2013-14	Graduation % 2011-12	Graduation % 2012-13	Graduation % 2013-2014
Hispanic / Latino	517	579	602	652	728	731	79%	80%	82%
Black/African American	143	115	158	191	165	194	74%	70%	81%
Am. Indian/ Alaskan Native	15	18	12	17	23	15	88%	78%	80%
Asian	69	77	74	85	91	86	81%	85%	86%
Native Hawaiian/Pac. Islander	2	1	4	2	2	4	100%	50%	100%
White	552	564	602	645	636	696	86%	89%	86%
Multiple Races	19	20	25	23	26	29	83%	77%	86%
SPED	77	79	103	120	122	145	64%	65%	71%
ELL	4	3	2	17	17	16	24%	18%	12%
Low SES	26	497	577	50	582	678	52%	85%	85%
Male	676	683	745	860	852	924	79%	80%	81%
Female	640	691	732	755	819	831	85%	84%	88%
Migrant	3	1	0	5	1	0	60%	100%	-
Total	1316	1374	1477	1615	1663	1755	81%	82%	84%

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DROP OUT RATE

Dropout Rate by Subgroup	Arizona			AFUHSD			
	Fiscal Year 2012, 2013, 2014	2012	2013	2014	2012	2013	2014
Hispanic or Latino		4.7%	4.4%	4.0%	2.9%	2.0%	2.0%
Black/African American		4.6%	4.4%	3.6%	2.7%	3.3%	1.6%
American Indian/ Alaskan Native		7.6%	7.6%	6.7%	9.8%	6.8%	3.6%
Asian		1.2%	1.2%	1.0%	0.9%	1.0%	1.4%
Native Hawaiian/ Pacific Islander		4.6%	3.6%	3.3%	4.0%	0.0%	0.0%
White		2.3%	2.2%	2.1%	2.5%	1.0%	1.3%
Multiple Races		2.9%	3.0%	3.0%	4.6%	0.6%	2.2%
SPED		4.2%	3.8%	3.6%	3.3%	2.7%	2.7%
ELL		6.2%	5.3%	4.3%	9.3%	5.6%	9.0%
Low SES		4.0%	3.8%	3.8%	5.9%	2.6%	2.2%
Male		4.2%	3.0%	2.8%	3.6%	2.4%	2.2%
Female		3.2%	4.0%	3.6%	1.8%	1.1%	1.1%
Migrant		4.2%	2.0%	3.8%	0.0%	0.0%	-
ALL		3.2%	3.5%	3.2%	2.7%	1.7%	1.7%

DID YOU KNOW... 125 students enrolled in the Coldwater Academy Online program during summer school this year...a record number of students enrolled in our regular summer classes and programs.

Dropout Rate

A student who was enrolled in an Agua Fria Union High School District school at any time during the school year and was not enrolled at the end of the school, and did not transfer to another school, or graduate, is considered by the state a dropout.

The ratio of dropouts to the total enrollment, expressed as a percentage is the dropout rate. The number of dropouts are compared to the total enrollment in the same subgroup.



SPECIAL EDUCATION

Co-teaching

Co-teaching enables teachers or other licensed professionals to form instructional partnerships for the purpose of delivering high quality instruction to diverse classroom groups. Generally, students with disabilities or other special needs benefit from this option, but so do students who are gifted/talented, students who are typical learners, and students who are at-risk for school failure. A special education teacher partners with a general education content expert:

- To share instructional responsibility and accountability;
- For a group of diverse students;
- For specific content: English, Math and Science;
- For Grade 9 and Grade 10.

Student Benefits

- Placement in the Least Restrictive Environment (LRE);
- Higher expectations established are met due to access to the general curriculum and exposure to a range of instructional alternatives;
- Enhanced positive social outcomes and improved self esteem ;
- Increased engagement and involvement in ‘the learning process’;
- Access to models of adults working cooperatively, and even models of adults dealing with disagreements;
- More realistic classroom communities for all student.

The Medically Fragile Classroom

The Medically Fragile classroom has been in the District since 2006. The purpose of this program is to provide students with moderate to severe intellectual disabilities, who also have a medical component, a setting to get both educational and medical needs met. The environment in this class provides a consistent routine from day-to-day.

Each day is made up of working on Individual Educational Plan goals, reinforcing therapy goals, and getting all medical needs of each student met.

**New Directions
Alternative Learning Program**

The purpose of the New Directions program is to work with student behaviors as they continue their academic studies. The New Directions staff strives to help the students develop strategies in order to return to a comprehensive campus either part time or full time. A full time counselor is on staff to assist with the social and emotional development of each child. The school year is divided into 4 quarters. Students have the opportunity to earn 2.5 credits per quarter equaling a possible 10 credits per year.

Self-Contained Classes:
Districts are required to provide all levels of restrictiveness for students with educational disabilities—from support in a general education classroom to a dedicated program.



All Students College and Career Ready

SPECIAL EDUCATION

Students 2012-2013	Autistic	Hearing Impaired	Multiple Disabilities	Other Health Impairment	Speech Language Impairment	Emotionally Disabled	Mildly Intellectually Disabled	Multiple Disabilities / Severe Sensory Impairment	Severe Intellectual Disability	Traumatic Brain Injury	Emotionally Disabled Placed	Moderate Intellectually Disabled	Orthopedic Injury	Severe Learning Disability	Visually Impaired	TOTAL
Agua Fria																
Males	4	1	1	8	1	14	9	0	1	0	6	9	1	60	1	116
Females	1	0	0	10	1	2	4	0	0	0	1	13	2	38	0	72
	5	1	1	18	2	16	13	0	1	0	6	22	3	98	1	188
Desert Edge																
Males	10	0	3	13	0	12	8	2	0	0	1	0	0	46	1	96
Females	2	0	3	13	1	7	3	1	1	0	0	0	2	35	1	69
	12	0	6	16	1	19	11	3	1	0	1	0	2	81	2	105
Millennium																
Males	10	0	1	14	1	7	10	0	0	0	4	0	0	64	0	111
Females	4	0	1	12	1	3	4	0	0	1	1	0	1	31	1	51
	14	0	2	26	2	10	14	0	0	1	5	0	1	95	1	162
Verrado																
Males	6	0	0	10	0	8	0	1	0	0	1	1	1	48	0	76
Females	2	0	6	3	0	2	1	0	0	0	0	0	0	27	0	41
	8	0	6	13	0	10	1	1	0	0	1	1	1	75	0	117

LIFE SKILLS MIID PROGRAM

This program is designed for students who have been diagnosed with a mild intellectual disability. Students focus on basic academics, vocational skills and community based “life skills.” Students participate in System 44—a research based program that teaches phonemic awareness, phonics/decoding, spelling, vocabulary and word analysis. The Digi block Math Program is a ten-based math program that teaches aspects of math from counting to addition, subtraction, multiplication, division, and money using manipulatives. Students in this program explore post-secondary opportunities and employment options through the vocational transition from school to work program.



SPECIAL EDUCATION

STUDENTS 2013-2014	Autistic	Hearing Im- paired	Multiple Disabili- ties	Other Health Impair- ment	Speech Lan- guage Impair- ment	Emotion- ally Disa- bled	Mildly Intellec- tually Disa- bled	Multiple Disabili- ties / Se- vere Senso- ry Impair- ment	Severe Intellectual Disability	Traumatic Brain Injury	Emotionally Disabled Placed	Moderate Intellectually Disabled	Orthope- dic Injury	Severe Learning Disability	Visually Impaired	TOTAL
Agua Fria																
Males	6	2	0	6	0	12	4	1	0	0	8	10	0	67	1	117
Females	1	0	1	5	2	3	7	0	0	0	0	11	1	40	0	71
	7	2	1	11	2	15	11	1	0	0	8	21	1	107	1	188
Desert Edge																
Males	13	0	2	14	1	6	8	2	0	0	1	0	0	51	0	98
Females	3	0	2	9	1	3	9	1	1	0	0	0	2	29	0	61
	16	0	4	23	2	9	17	3	1	0	0	0	2	80	0	159
Millennium																
Males	10	1	2	14	3	9	12	0	0	0	0	2	0	72	0	125
Females	4	2	1	9	1	7	6	0	0	0	0	1	2	36	0	69
	14	3	3	23	4	16	18	0	0	0	0	3	2	108	0	194
Verrado																
Males	8	0	2	13	0	7	1	2	0	0	1	0	1	55	0	90
Females	1	1	3	7	0	1	2	0	1	1	0	1	0	32	0	50
	8	1	5	20	0	8	3	2	1	1	1	1	1	87	0	140

PROGRAM SUCCESSES:

Millennium High School: Seven students graduated from the MIID program.

Verrado High School: A student was part of the national competition for the Katy Perry video contest.

New Directions: Three students returned to their home school campus. Four seniors graduated from the program earning the right to walk with their home school at graduation.

Private Placement: One student returned to his home school and five students successfully graduated.



SPECIAL EDUCATION STAFF

TEACHERS 2012-2013	CO-TEACH ENGLISH	CO-TEACH MATH	CO-TEACH SCIENCE	SELF CON- TAINED	TOTAL
AGUA FRIA	3	2	1	5	11
DESERT EDGE	3	2	2	2	9
MILLENNIUM	2	2	1	3	8
VERRADO	0	0	0	6	6
NEW DIRECTIONS	0	0	0	3	3
Total	8	6	4	19	37

TEACHERS 2013-2014	CO-TEACH ENGLISH	CO-TEACH MATH	CO-TEACH SCIENCE	SELF CON- TAINED	TOTAL
AGUA FRIA	2	2	0	4	8
DESERT EDGE	2	2	1	3	8
MILLENNIUM	2	1	1	2	6
VERRADO	0	0	0	1	1
NEW DIRECTIONS	0	0	0	3	3
Total	6	5	2	13	26

Para-Educators 2012-2013	Communi- cation Skills (MOID)	Life Skills (MIID)	Medically Fragile	Multiple Disabili- ties	Resource	Success Seminar	Total
AGUA FRIA	5	4	0	0	7	1	17
DESERT EDGE	0	2	3	0	5	1	11
MILLENNIUM	0	3	0	0	5	0	8
VERRADO	0	0	0	5	8	0	13
NEW DIRECTIONS	0	0	0	0	6	0	6
Total	5	9	3	5	31	2	55

Para-Educators 2013-2014	Communi- cation Skills	Life Skills	Medically Fragile	Mildly Disabled	Resource	Success Seminar	Total
AGUA FRIA	5	4	0	0	9	1	19
DESERT EDGE	0	3	4	0	4	1	12
MILLENNIUM	0	3	0	0	5	0	8
VERRADO	0	0	0	7	6	0	13
NEW DIRECTIONS	0	0	0	0	6	0	6
Total	5	10	4	7	30	2	58

PROGRAM SUCCESSES:

Agua Fria High School: A Vocational Work Experience programs has started for the MIID class partnering with Litchfield Elementary School District as well as community businesses. This is a week long program that teaches leadership skills. Once student was chosen for the Leadership Program at ASU.

Desert Edge High School: Two students graduated from the Medically Fragile program and one from the MIID program. One student was accepted to the West-MEC vocational program for the upcoming school year. The MIID program completed the "birdhouse project."



**COMMUNITY GARDEN PROJECTS
SEEDS OF GROWTH**

Avondale City Center Community Garden and:
Agua Fria High School: Dot Parras, Marcia Jackson, Sara Gilliland—Life Skills class; Heather Hoover’s class
Millennium High School: Tracey Grimsley and Chelsa Sanchez—Life Skills classes
Desert Edge High School: Monica Arrington—Life Skills class, Paige Bateman—Medically Fragile class



THE BIRDHOUSE PROJECT

Students learned measurement skills as well as how to use various hand tools (cordless drill, electric sander, pneumatic nail gun) on their “birdhouse project.”





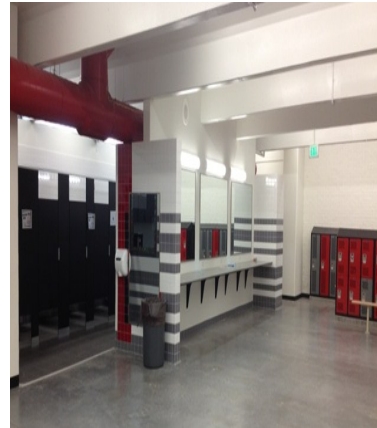
CONSTRUCTION UPDATES

Voter Approved Bond Projects

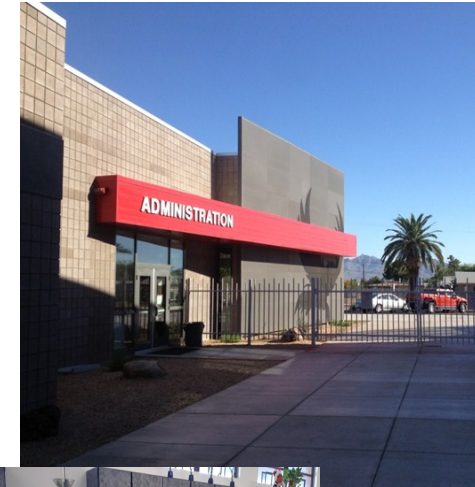
The Bond will impact the entire district in the following categories:

- Campus Security and Student Safety
- Building Additions/Renovations
- Energy Efficiency
- Athletic/Extracurricular Activities
- Instructional Technology
- Site Improvements

NOTE: The first bond sale took place in July, 2012. Projects began in the fall of 2012.



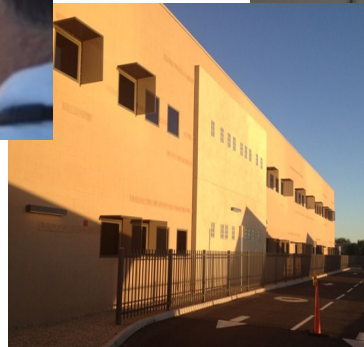
The Agua Fria High School Girl's Locker room received a much needed face-lift, providing a safe and secure area for PE and athletics.



Agua Fria High School's new Student Services area is part of the new main office complex. In addition, special education classrooms are now available for our special needs students.



Millennium High School with 2,190 students are excited to have Building "T" with 22 new classrooms .



Athletes at Millennium High School will benefit from a new Locker room and trainer's area. New public restrooms are available for use by stadium attendees



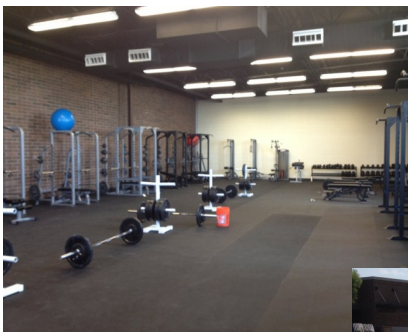
The new Greenhouse at Desert Edge High School will provide a place for our Agriculture students to learn and experiment, while the new Bus loop will provide a safe access road for our buses.



DID YOU KNOW... The Agua Fria Union High School District covers almost 950,000 square feet of building space and over 200 acres of ground space???

Verrado High School has a new, fully equipped weight room.

The parking lots at Verrado were repaved and restriped.



**INSPIRATION AND MOTIVATION
DR. TODD WHITAKER**



Julie Jone, DEHS; Dr. Todd Whitaker; Tom Huffman, VHS

Dr. Todd Whitaker, a recognized leader in the field of education, presented his message about teaching and learning to our four district schools. It was an honor having Dr. Whitaker—one of the nation’s leading authorities on staff motivation, teacher leadership, and principal effectiveness, work with the staff. The training centered on “the specific qualities and practices of great teachers that elevate them above the rest.” Staff focused on what the most successful educators do that others do not. Many teachers were able to identify with what great educators do differently, why they are more effective, and how to immediately implement suggested strategies and methods into their own classrooms and schools.



All Students College and Career Ready

EVALUATION SYSTEMS

A New Vision of Teaching for Improved Student Achievement

The updating of the teacher evaluation instrument to the **Framework for Teacher Evaluation & Professional Growth** was driven not only by ensuring all students are college and career ready, but also by the new imperative that every student can and must achieve to high standards. Teachers are now being held to new levels of accountability for improved student outcomes, thus the inclusion of student achievement data. The new evaluation instrument embraces this new emphasis and describes what effective teaching that leads to improved student achievement looks like.

Teachers are now being held to new levels of accountability for improved student outcomes, thus the inclusion of student achievement data. The new evaluation instrument embraces this new emphasis and describes what effective teaching that leads to improved student achievement looks like.

This new system has facilitated improved discussions with teachers and will bring increased legitimacy to the teacher evaluation process. This system affords administrators and teachers the opportunity to have valid discussions about the teaching and learning process, and to make reasonable and fair decisions about teacher performance in the classroom.

Teacher Performance Component

- *Planning*
- *Instruction*
- *Assessment*
- *Classroom Environment*
- *Professional Responsibilities*

- Kevin Imes
Assistant Superintendent

COMMON CORE STATE STANDARDS AND PARCC ASSESSMENT

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

To determine if students have acquired the knowledge and skills these standards require, assessments have been developed through the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. The PARCC consortium consists of 22 states plus the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness as well as provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

Arizona's Common Core Standards are being implemented in all schools throughout the state to ensure that all students have the academic knowledge and skills they need to be successful in college, career and life.

The Agua Fria Union High School District (AFUHSD) is confident that students in our schools will be ready for the new assessments. The AFUHSD has been providing on-going professional development to staff for the last year. In addition, teachers have been provided opportunities to develop PARCC-like questions of their own, as well as End-of-Course assessments that model the PARCC format in order for students to be ready to take the PARCC assessments required for graduation.

- Kevin Imes, Assistant Superintendent
- Melissa Yapo, Director of Curriculum, Instruction & Assessment



TECHNOLOGY INTEGRATION

Technology Integration

Many technology projects have taken place in 2013-2014 including automation of staff and student network accounts and access, upgrading our internet content filter, replacing an aging district network firewall, upgrading paging and intercom systems, and implementing new phone systems.

Also during the 2013-2014 school year, technology was refreshed at Desert Edge High School. This refresh process is replacing old and obsolete computers used by staff and students, as well as bringing additional technology into our classrooms. The District deployed low cost Google Chromebooks into our classrooms which allowed us to lower our student to device ratio on campus and connect our classrooms and our students to resources available on the Internet.

In the summer of 2014, the District's Technology Department continued upgrading our wired and wireless network infrastructure. These upgrades are a part of the voter approved Bond and will modernize our data network for current and future needs. The current wired network infrastructure is comprised of switches that in some cases are 14 years old. These will all be replaced with new hardware that will provide gigabit connections and power over Ethernet (POE) to support phones and wireless access points where needed. The wireless infrastructure is being upgraded to handle the demands of 21st Century learning and to prepare for the new Statewide Assessment System that will begin in the Spring of 2015.

Beginning in the Fall of 2014 the Technology Department will be upgrading our data center infrastructure to a virtualized server environment to modernize our network resources, create a more manageable environment, and reduce operating costs.

E-Rate Funding				
	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
Requested Amount	\$424,384	\$134,656	\$230,314	\$191,443.51
Total Committed	\$103,516	\$134,656	\$230,314	TBD



The Technology Department has completed its E-Rate applications for the 2014-2015 funding year. For the upcoming year, Agua Fria Union High School District has applied for \$191,443 in technology funding. This funding will provide a 64% discount for the 2014-2015 school year on our telecommunications, internet services, and cell phone and wide area network costs. This funding is providing the District an opportunity to expand its Internet connection to each of our schools at a level that is 5 times its current capacity.



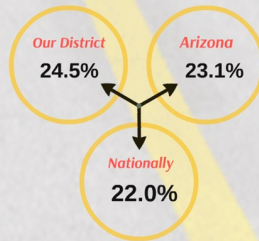
All Students College and Career Ready



Did You Know...

High School Classes Taken...

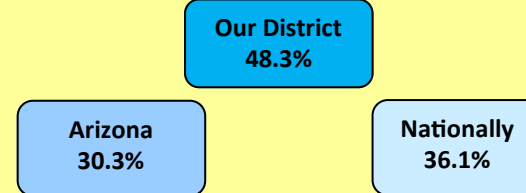
Advanced Placement



- My College Options Report



HONORS PROGRAMS



-My College Options Report

Did You Know...

- We are experiencing our 17th straight year of growth as a district (last year 4.4 percent growth)
- We are anticipating crossing the state identified student threshold for needing High School 5 in our community this school year, yet at the same time the state continues to **not** fund new construction for the 5th year in a row

Celebrate Progress

- Completed 5 year accreditation renewal in 2013 - 14
- Highest composite AIMS scores in our history
- Broke the "A" barrier for the first time (release Aug)
- Highest scholarship levels ever as a district
- Highest AP/IB participation levels ever as a district
- Completed 22 Million in bond projects and gained community support for the continued override campaign (thank you to our community)
- On-line classes year round/and expanded blended curriculum opportunities for the first time...

DID YOU KNOW...

Korih McManus, Agua Fria High School, was named a Gates Millennium Scholar from the Bill & Melinda Gates Foundation...Only 1,000 students from around the country are selected...Congratulations!!!





ACADEMIC GROWTH

Arizona schools are measured on academic growth and achievement of students on the state standardized assessments. This measurement is reflected in a letter grade assigned to each school for accountability purposes. Per the Arizona Department of Education Accountability Section, school labels “measure the growth in quality of Arizona schools and districts by producing timely and accountable reliability determinations as required by state and federal law” by utilizing data from state assessments “to accurately label schools in a fair and systematic manner”. While all four schools in the Agua Fria District have always maintained high marks in this area of accountability, for the 2013-2014 school year, both Agua Fria High School and Millennium High School received the highest distinction label of an A ranking.

We are excited to share with you that our schools experienced excellent progress thanks to the work of our students, teachers and administrative leadership. While our schools have taken measures that place all schools in very solid (A or B) positions, we must congratulate Agua Fria High School and Millennium High School in achieving an “A”. This result is the highest academic progress for us as an organization since the state began this accountability process many years ago. We know this academic progress is a reflection of professionals working together and student commitment to the learning process. We take great pride in these accomplishments and our progress as a learning organization. Congratulations!

Dr. Dennis Runyan, Superintendent

CONGRATULATIONS TO THE STAFFS, STUDENTS, PARENTS, AND COMMUNITIES OF OUR FIRST “A” SCHOOLS!!!

AGUA FRIA HIGH SCHOOL

“A”

MILLENNIUM HIGH SCHOOL

“A”



All Students College and Career Ready

AGUA FRIA HIGH SCHOOL

The theme for the 2014-2015 school year at Agua Fria High School was “TAG”: Traditions – Attitude – Growth. Brain research demonstrates that challenging yourself, working hard, and learning from mistakes actually increases a person’s intelligence. This is known as the *Growth Mindset*. This philosophy asserts that Hard Work and Effort + Quality Instruction = Growth.

“Don’t tell me how talented you are. Tell me how hard you work.”

-Arthur Rubenstein

Across the board, we have realized our goals to drive steady, sustainable growth. Our entire professional community, from our guidance counselors to our maintenance personnel, cafeteria workers, paraprofessionals and especially our teachers, have come together to collaborate for student success. The staff developed a comprehensive structure of interventions, academic supports and advancement opportunities that enabled teachers to personalize education opportunities to individual student needs. The student achievement data demonstrates the level of commitment and hard work of our faculty and students.

In mathematics, our AIMS scores increased by 8 percentage points, constituting a 14% increase overall. With 90 of 350 sophomores exceeding on the math test, our math scores have never been higher and are headed in the right direction. Our science department continues to be number one in the district and the entire west valley with the course achievement data and AIMS Science scores to prove it. Our AIMS reading scores maintained record levels with higher growth demonstrated by AFHS students from 8th grade to sophomore year than ever before in reading and writing. Advanced placement and honors participation are also at an all time high with more students taking and passing AP tests than any other year at Agua Fria High School. Parent involvement initiatives like the ASU Parent Academy and the return of parent-teacher conferencing have opened up the lines of communications between families and staff as we seek to support students for success.

I am so proud of our teachers who have gone over and above my expectations. I am blessed to serve as the principal of a student community filled with young people who continue to demonstrate not only their academic potential, but their character and their embodiment of the AFHS motto, “Honor First, win or lose.”



Matt Bentz, Principal



AFHS Administrative Team

**Signature Programs:
Agua Fria HS.....Air Force JROTC;
Construction Technology**



AFHS Guidance Counselors



DESERT EDGE HIGH SCHOOL

The vision of the Agua Fria Union High School District is "All Students College and Career Ready". This is a lofty vision, but one that Desert Edge High School takes very seriously.

Desert Edge's students are talented, intelligent, kindhearted and it shows in their actions. The Class of 2014 earned over 6.7 million dollars in scholarships. They have been accepted to trade schools, state schools, private schools, and military appointments to West Point and the Naval Academy as well as some of the most elite colleges and universities in the nation. In athletics they have won district, section, and state championships. Seventeen 2014 graduates have earned the opportunity to compete in athletics at the college level. Desert Edge took 457 advanced placement exams this year alone. Our students enrolled in hundreds of career and technical classes and learned 21st century skills in the areas of agricultural, broadcast journalism, sports medicine, graphic design, and marketing. They performed spectacularly in choir, dance, theatre, and the arts earning State recognition. Desert Edge was recognized by the City of Goodyear for being Top 5 in the area of Supporting Community organizations for their volunteer work with the Make a Difference Day, Special Olympics and Adopt-A-Park program.

As Desert Edge's principal it is important to me that staff, students, and parents are excited and proud to be part of the "We Are Desert Edge" family. Everyone has a special and unique part in our learning community and its success. With "Rigor, Relevance, and Relationships" as our driving force in every Desert Edge program and classroom, students will be academically challenged, engaged by instruction linked to real world application, and supported by caring adult advocates. Our ultimate goal is to become an A+ School of Excellence and receive the "A" label from the Department of Education. It takes us all - parents, teachers, support staff, and administration - to reach this level of accomplishment while ensuring that "All Students Are College and Career Ready" and I'm confident together we will make it happen.



Julie Jones, Principal

New Signature Program:

The *Conservatory of The Arts* at Desert Edge will provide students the opportunity to develop artistically and academically in the areas of theater, music, dance, and visual arts. It is our goal to challenge, nurture, and train students who wish to pursue careers in the visual and performing arts.



DEHS Administrative Team



DEHS Guidance Counselors



All Students College and Career Ready



MILLENNIUM HIGH SCHOOL

Millennium High School saw many successes throughout the school year, and through a purposeful community we were able to work through challenges that came before us. One of the most notable accomplishments is the growth in AIMS scores for the 2012-2013 school year. Millennium demonstrated growth in all three areas: reading, writing, and math. We also demonstrated above state averages in science. A number of School Improvement Plan goals were met; increasing enrollment in Honors/AP/IB; increased participation in ACT testing; increased number of students prepared for post-secondary education as measured by the College and Career Readiness Index; and increased parent opportunities. Millennium was proud to acknowledge a handful of students being recognized by National Merit and one student being named as a national Merit finalist. Two Millennium students recorded perfect SAT scores, one for math and one for critical reading. The 2013-2014 cohort was offered the highest scholarship total by any graduating class at Millennium High School coming in at over 13 million dollars. We had clubs win awards and many athletic teams make it to the state play-offs. The previous year's work on setting positive culture for Millennium came to fruition with our MHS poster of Mindful, High Standards, and Spirit being displayed in classrooms and around campus. School spirit increased throughout the year and Millennium had an even bigger Homecoming parade with honored guest, Mayor Georgia Lord riding on the historic fire truck. Work in the community was evident. Several student interviews were published for the Veterans Heritage Project after speaking with veterans in order to preserve the stories of their service. FFA spent a day harvesting crops for Cancer Treatment Centers of America. Interact/Key Club spent time with local charities. These are only a few of the highlights Millennium accomplished in the 2013-2014 school year. We are proud of our students and staff for the successes and progress made. We will continue to collect the wins and reach for excellence.



Tamee Gressett, Principal

Signature Programs:

**Millennium HS.....Agriculture;
Culinary Arts**



MHS Administrative Team



MHS Guidance Counselors





VERRADO HIGH SCHOOL

At the beginning of the year Verrado High School was celebrating three major awards. Being selected an A+ School of Excellence by the Arizona Education Foundation, being named one of America's Most Challenging High Schools by the Washington Post, and One of Americas Best High Schools by Newsweek was very exciting. Receiving these awards led to the question "What's Next??" Verrado staff and students answered that question in numerous and very impressive ways. The graduating class earned over 11 million dollars in scholarships. Our students won state and national awards in Broadcast Journalism, HOSA, DECA, Scholastic Bowl and Band. They were involved in over 1100 Advanced Placement courses and took 646 AP exams. They won numerous section and state championships in athletics and several students will go on to complete at the college level.

We are very proud of our students and their accomplishments during the 2013 -2014 school year. We are ONE VERRADO!



Tom Huffman, Principal



VHS Administrative Team

Congratulations to the Verrado Vipers! Verrado High School has made the Washington Post's list of America's Most Challenging High Schools for the 3rd consecutive year. Verrado ranks 5th among comprehensive high schools in Arizona moving up a spot from last year.



Signature Program:

Verrado HS.....Pre-Engineering



All Students College and Career Ready

SPIRIT OF AGUA FRIA AWARDS



Agua Fria Union High School District recognizes outstanding employees through the Spirit of Agua Fria Awards. Exemplary employees are nominated by their peers for making a significant contribution to the Agua Fria Union High School District. Each of the schools and the District Office nominate one classified and one certified employee.

Congratulations to the 2014 Spirit of Agua Fria Award recipients: Lisa Palacio and Erin Snyder from Agua Fria High School; Paul White and Heidi Behnke from Desert Edge High School; Inez Munoz and Travis Guiney from Millennium High School; Karen Zamora and Jay Weinman from Verrado High School; Claudia Sanchez and Nancy Hampton from the District Office.

Congratulations, and thank you for all you do on behalf of the students of our District!

The 2013-2014 Annual Report has been prepared as the result of a cumulative effort from the members of the Agua Fria Union High School District community. Thank you to all who participated in its development.

The material presented in this annual report includes relevant district information. This annual report will be updated each year. The intent of the Agua Fria Union High School District Annual Report is to provide information in a user-friendly format, primarily through the use of charts, graphs and visual aids. This report provides information for those residing within the district, as well as for those interested in the Agua Fria Union High School District. State reports, as well as other demographic information, were used in preparing the Annual Report.

The 2013-2014 Annual Report contains the most recent data available at the time of publication. To measure, compare and report growth for the 2013-2014 school year, this report contains information from previous years.

- Sandra Haiflich, Director of Accountability & Accreditation