

ANNUAL REPORT



2014-2015



AGUA FRIA UNION HIGH SCHOOL DISTRICT



All Students College and Career Ready

AGUA FRIA UNION HIGH SCHOOL DISTRICT GOVERNING BOARD Vision: All Students College and Career Ready!



Maxine Hill, Board President

The AFUHSB Governing Board is excited to present you with our fifth Annual Report. In the following pages you will find strong evidence of what we see on a regular basis in our meetings, visits to our District schools, and student activities both on campuses and in the community.

We are making tremendous progress toward our vision of *All Students College and Career Ready*. Many thanks to our superior teaching staff, committed support staff, and dedicated administrators. We also want to thank our involved parents for their support and encouragement as we continue our work to provide quality education for all students. The Governing Board, Superintendent, leadership team, District staff, Principals and others continue to excel in their commitment, determination, and teamwork. Our Gifted Program which identifies gifted freshmen students entering the District; opportunities for Advanced Placement and International Baccalaureate courses and testing; our Career & Technical Education program; and an Advisory program which affords every student an adult mentor to help them navigate high school successfully and graduate ready for college, a career and life, are all evidence of the collaborative work of our District and community for the students of the Agua Fria Union High School District.

Improvement is demonstrated in nearly every measureable area, and student performance has grown by leaps and bounds. Agua Fria High School and Millennium High School show the results of this growth through hard work in being rated "A" schools by the Arizona State Board of Education.

Our battle for education funding to provide a quality education never ends. We have made personal contact with our state legislators and the governor to provide evidence of the impact of the state's recent budget cuts to our District. . We will try harder and advocate earlier for these funds. We ask your continued support in doing what it takes to make our District superior in every way.

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

Sincerely,

Maxine T. Hill
Board President



Chad Waltz
Clerk



Tom Rosztoczy
Member



Richard Ahern
Member



Stacy Banks
Member

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.

a message from our *Superintendent*



Dr. Dennis Runyan, Superintendent

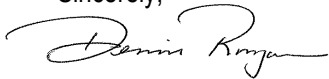
Welcome to the fifth edition of our Agua Fria Union High School District Annual Report. This past school year has been highly successful with the completion of our five year Strategic Plan and recent District accreditation renewal through AdvancED. These two important District milestones included partnering 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 which convened over the last 18 months to plan and prepare this important plan. We are grateful to have a community that supports education so passionately.

With continued growth for fifteen years in a row, our District now serves over 7,300 students in our four high schools and online 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 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. In addition, our District has begun planning for implementation of the Hybrid Schedule for 2016-2017. We will be moving from "block scheduling" to a traditional schedule with block opportunities. Planning for this transition has begun and will continue throughout the 2015-2016 school year. Dis-

trict and school community education regarding the Hybrid Schedule and student course selection will begin in November.

Many new challenges are before us including the new state student assessments, teacher performance pay, and the need for the State of Arizona to help us recruit and retain highly qualified teachers. As our population continues to grow rapidly, a new challenge emerges with the need for a fifth high school. As we move into the future, I invite you to join us and to bring your expertise to the discussion as we continue to ensure the best possible educational opportunities for our students. I want to thank parents and the community for supporting us. Our success is directly linked to your support, your partnership, and your involvement. We are your schools.

Sincerely,



Dr. Dennis Runyan, Superintendent

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.



All Students College and Career Ready

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our 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.

our Values

- 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.



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 Concentrators
- ➔ Goal 3: Increase the graduation rate; decrease the dropout rate
- ➔ Goal 4: Increase parent communication and community partnerships
- ➔ Goal 5: Establish AzMERIT baseline scores in Reading, Writing and Math for future ranking by ADE

- ◆ 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 AFUHS Strategic Plan is accessible through the District website at: www.aguafria.org

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



I am a graduate of the Agua Fria Union High School District. *I am College and Career Ready!!!*



All Students College and Career Ready

about *AFUHSD*

Agua Fria Union High School district covers 98 square miles in the West Valley just 20 minutes from Sky Harbor International Airport. The area is home to the Phoenix International Raceway (PIR), several professional sports teams as well as Luke Air Force Base. Agua Fria is a "union" high school district serving only schools with students in grades 9 - 12. Avondale Elementary District and Litchfield Park Elementary District with K-8 programs feed into our union high school district. Agua Fria High School is the flagship school in the AFUHSD district. It was first established in the late 1920's, but has been part of an established Avondale, AZ community in its current location since 1956.

Four high schools and two alternative programs serve our District: Agua Fria High School in Avondale; Desert Edge High School in Goodyear; Millennium High School in Goodyear; Verrado High School in Buckeye; along with Coldwater Academy and New Directions programs.

Two of our schools—Desert Edge and Verrado—are LEED (Leadership in Energy and Environmental Design) certified high schools.

Every year AFUHSD provides student teaching practicums and observation time for students from Estrella Mountain Community College, Arizona State University, Grand Canyon University, Ottawa University, Northern Arizona University, University of Arizona, and Rio Salado Community College.

Schools have adopted practices and opportunities to support students. Examples include: Read 180, Advisory, Algebra Extensions class, AVID, summer programs, A+ Online Program, Science Technology Engineering Math Expo, and Career and Technical Education programs just to name a few.

Wherever you go, the spirit of the Agua Fria district family is firmly grounded in student success and providing whatever tools will help students arrive at their "success destination."



the Agua Fria Foundation

The Agua Fria Foundation promotes the district's vision of all students college and career ready. They are a self-funded group who serve as a link between the community and the schools. The Foundation has awarded well over \$250,000 in grants since its inception. More than 100 teachers have received Foundation grants, averaging \$1500. Programs funded by the Foundation must be innovative, must enrich the learning environment, must promote creative thinking, must directly involve students and encourage student success, and must have lasting value. Grants are submitted through an application and review process.



focus on Student Success

The Agua Fria Union High School District focuses on success for all students. Within the scope of that goal, our schools and the District strive to deliver quality instruction through a quality and dedicated staff. Student learning involves holding high expectations for student achievement supported by a meaningful curriculum aligned to standards. Decisions continue to be data-driven. That being said, our schools and our district are more than that. To provide the best possible opportunities for our students, we also have:

- an instructional specialist on each campus who works with administration and hands-on with teacher professional development regarding teaching and learning, classroom strategies, and best practices
- a district math content specialist who worked with teachers on the development and implementation of a 5-year math plan, as well as a math observation walk-through protocol; who coordinates district professional development for math
- a district English/language arts content specialist who lead teachers in the adoption of a new English/language arts curriculum; who coordinates district reading and literacy interventions; who coordinates professional development for English/language arts
- a gifted/talented specialist who coordinates testing and identification of gifted students district-wide
- a great tradition of both men's and women's athletic programs, extra and co-curricular programs
- honors courses and increased AP enrollment
- certified and highly qualified teachers
- upgraded campus security with the installation of cameras throughout each campus; cameras installed on buses for additional security
- blood drives and community service projects through Key Club, National Honor Society, JROTC and Student Government
- partnerships with West-MEC and the West Valley Fine Arts Council
- annual Student Art Show
- counselors who provide individualized support and encouragement to students; completion of Education Career Action Plans (ECAP's) with all students to develop individual academic and career goals
- an International Baccalaureate program on the Millennium campus
- a Credit Recovery through the A+ online program
- School Resource Officers at all schools
- site councils at all schools providing the opportunity for parent and community participation and input
- use of the Measuring What Matters protocol in assessing the level of engagement, alignment, and rigor in classrooms.
- Board work studies in the past two years have been held on budget planning, teacher evaluation, goal setting, open meeting law requirements and strategic planning, as well as annual administrative retreats for all district and site administrators
- sponsorship of a summer law conference
- signature programs on each school campus
 - ◆ Agua Fria—JROTC; Construction, Sports Medicine
 - ◆ Desert Edge—Agriculture, Arts Academy
 - ◆ Millennium—Culinary Arts, International Baccalaureate, Agriculture
 - ◆ Verrado—Engineering, Sports Medicine



All Students College and Career Ready

Diversity



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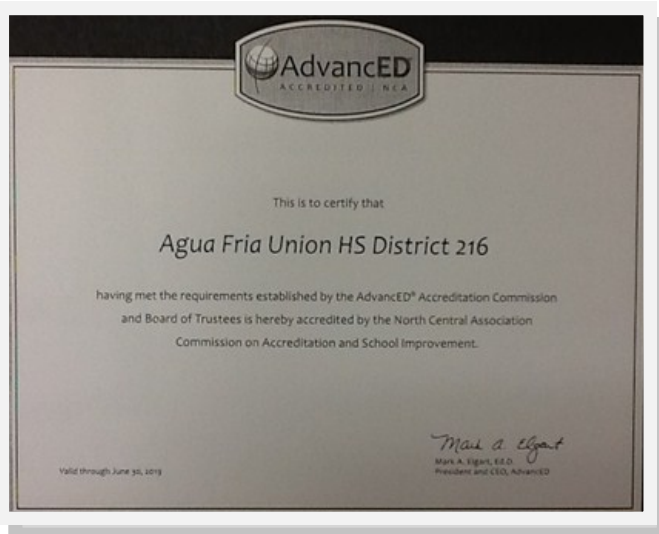


district AdvancED Accreditation

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 continuing 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. As we review our Strategic Plan, we can take pride in our achievement. Thank you for your hard work.



All Students College and Career Ready

about Enrollment

Demographic data provides valuable information about our students, our schools, our staff, our parents, and the community. This data helps our District 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 (2014-2015 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/ African American	American Indian/ Alaska	Pacific Islander/ Native	White	Other	Total
9	Female	160	1	2	24	2	0	43	0	232
	Male	139	11	4	39	3	0	40	0	236
	Total	299	12	6	63	5	0	83	0	468
10	Female	127	2	4	24	2	1	48	0	208
	Male	131	5	6	20	4	0	43	0	209
	Total	258	7	10	44	6	1	91	0	417
11	Female	148	6	4	37	1	1	47	0	244
	Male	141	7	2	31	1	1	41	0	224
	Total	289	13	6	68	2	2	88	0	268
12	Female	116	6	2	18	1	3	45	0	191
	Male	108	0	6	29	3	1	40	0	187
	Total	224	6	8	47	4	4	85	0	378
Total	Female	551	15	12	103	6	5	183	0	875
	Male	519	23	18	119	11	2	164	0	856
	Total	1070	38	30	222	17	7	347	0	1731

2011-12 through 2014-15

Gender	2011-2012	2012-2013	2013-2014	2014-2015
Female	207	234	209	232
Male	244	229	222	236
Total	451	463	431	468
Female	196	204	231	208
Male	202	211	231	209
Total	398	415	462	417
Female	183	191	195	244
Male	204	220	192	224
Total	387	411	387	268
Female	182	181	205	191
Male	179	195	216	187
Total	361	376	421	378
Female	768	810	840	875
Male	829	855	861	856
Total	1597	1665	1701	1731

Desert Edge High School (2014-2015 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/ African American	American Indian/ Alaska	Pacific Islander/ Native	White	Other	Total
9	Female	112	5	8	25	4	1	65	0	220
	Male	133	9	6	33	5	0	72	0	258
	Total	245	14	14	58	9	1	137	0	478
10	Female	94	9	3	27	1	2	57	0	193
	Male	129	7	7	36	2	0	77	0	258
	Total	223	16	10	63	3	2	134	0	451
11	Female	106	8	2	24	7	0	59	0	206
	Male	95	8	6	21	1	1	66	0	198
	Total	201	16	8	45	8	1	125	0	404
12	Female	110	8	7	26	6	1	61	0	219
	Male	104	0	9	22	4	0	60	0	199
	Total	214	8	16	48	10	1	121	0	418
Total	Female	422	30	20	102	18	4	242	0	838
	Male	461	24	28	112	12	1	275	0	913
	Total	883	54	48	214	30	5	517	0	1751

2011-12 through 2014-15

Gender	2011-2012	2012-2013	2013-2014	2014-2015
Female	218	208	195	220
Male	205	209	251	258
Total	423	417	446	478
Female	145	230	205	193
Male	195	201	211	258
Total	340	431	416	451
Female	180	170	225	206
Male	176	175	207	198
Total	356	345	432	404
Female	153	179	151	219
Male	174	191	191	199
Total	327	370	342	418
Female	696	787	776	838
Male	750	776	860	913
Total	1446	1563	1636	1751

AFUHSD consists of four traditional high schools: Agua Fria High School, Desert Edge High School, Millennium High School, and Verrado High School. Two alternative programs also serve District students: Coldwater Academy Non-Traditional Programs and New Directions. The demographic data presented represents the sub-groups as determined by the Arizona Department of Education as of October 1, 2014.



Millennium High School (2014-2015 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/ African American	American Indian/ Alaska	Pacific Islander/ Native	White	Other	Total
9	Female	92	6	22	36	2	2	122	0	282
	Male	114	9	17	30	3	1	126	0	300
	Total	206	5	39	66	5	3	248	0	582
10	Female	115	19	21	19	3	2	111	0	290
	Male	107	13	18	30	4	3	109	0	284
	Total	222	32	39	49	7	5	220	0	574
11	Female	77	10	15	28	2	2	96	0	230
	Male	101	13	17	19	0	1	120	0	271
	Total	178	23	32	47	2	3	216	0	501
12	Female	88	11	16	37	0	2	104	0	258
	Male	112	11	21	20	3	4	128	0	299
	Total	200	22	37	57	3	6	232	0	557
Total	Female	372	46	74	120	7	8	433	0	1060
	Male	434	46	73	99	10	9	483	0	1154
	Total	806	92	147	219	17	17	916	0	2214

Verrado High School (2014-2015 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/ African American	American Indian/ Alaska	Pacific Islander/ Native	White	Other	Total
9	Female	83	11	6	16	1	2	128	0	247
	Male	102	8	6	11	0	0	139	0	266
	Total	185	19	12	27	1	2	267	0	513
10	Female	96	9	6	15	1	1	122	0	250
	Male	79	10	4	5	1	0	120	0	219
	Total	175	19	10	20	2	1	242	0	469
11	Female	71	12	4	13	0	0	117	0	217
	Male	79	10	4	20	2	1	110	0	226
	Total	150	22	8	33	2	1	227	0	443
12	Female	82	7	5	12	3	1	111	0	221
	Male	74	5	8	18	1	0	113	0	219
	Total	156	12	13	30	4	1	224	0	440
Total	Female	332	39	21	56	5	4	478	0	935
	Male	334	33	22	54	4	1	482	0	930
	Total	666	72	43	110	9	5	960	0	1865

2011-12 through 2014-15

Gender	2011-2012	2012-2013	2013-2014	2014-2015
Female	269	237	290	282
Male	294	287	281	300
Total	563	524	571	582
Female	279	274	236	290
Male	286	285	292	284
Total	565	559	528	574
Female	253	267	267	230
Male	268	279	290	271
Total	521	546	557	501
Female	207	255	258	258
Male	224	261	276	299
Total	431	516	534	557
Female	1008	1033	1051	1060
Male	1072	1112	1139	1154
Total	2080	2145	2190	2214

2011-12 through 2014-15

Gender	2011-2012	2012-2013	2013-2014	2014-2015
Female	215	186	235	247
Male	211	229	218	266
Total	426	415	453	513
Female	201	219	203	250
Male	213	212	225	219
Total	414	431	428	469
Female	169	204	222	217
Male	180	217	208	226
Total	349	421	430	443
Female	127	165	201	221
Male	158	186	223	219
Total	285	351	424	440
Female	712	774	861	935
Male	762	844	874	930
Total	1474	1618	1735	1865

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, 2014.]



All Students College and Career Ready

district Enrollment

Agua Fria Union High School District (2014-2015 SY)

Grade	Gender	Hispanic	Two or More	Asian	Black/African American	American Indian/Alaska	Pacific Islander/Native	White	Other	Total
9th	Female	447	23	38	101	9	5	358	0	981
	Male	488	37	33	113	11	1	377	0	1060
	Total	935	60	71	214	20	6	735	0	2041
10th	Female	432	39	34	85	7	6	338	0	941
	Male	446	35	35	91	11	3	349	0	970
	Total	878	74	69	176	18	9	687	0	1911
11th	Female	402	36	25	102	10	3	319	0	897
	Male	416	38	29	91	4	4	337	0	919
	Total	818	74	54	193	14	7	656	0	1816
12th	Female	396	32	30	93	10	7	321	0	889
	Male	398	16	44	89	11	5	341	0	904
	Total	794	48	74	182	21	12	662	0	1793
Total	Female	1677	130	127	381	36	21	1336	0	3708
	Male	1748	126	141	384	37	13	1404	0	3853
	Total	3425	256	268	765	73	34	2740	0	7561

2011-12 through 2014-15

Gender	2011-2012	2012-2013	2013-2014	2014-2015
Female	873	794	929	981
Male	659	878	972	1060
Total	1732	1672	1901	2041
Female	763	857	875	941
Male	847	834	959	970
Total	1610	1691	1834	1911
Female	734	775	909	897
Male	745	816	897	919
Total	1479	1591	1806	1816
Female	615	657	815	889
Male	696	720	906	904
Total	1311	1377	1721	1793
Female	2985	3083	3528	3708
Male	3147	3248	3734	3853
Total	6132	6331	7262	7561





what is *Site Council*

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 2014-2015:

- | | |
|---|---|
| ◆ Bond projects/construction | ◆ Input on School Success Plan, Advanced Accreditation, and District Strategic Plan |
| ◆ Graduation traditions, procedures and Goodyear Ballpark | ◆ Grants |
| ◆ School safety | ◆ Course Selections for 2016-2017 |
| ◆ Common Core implementation | ◆ Technology |
| ◆ School goals | ◆ Enrollment |
| ◆ Teacher appreciation | ◆ Staffing and Class size |
| ◆ The Advisory Program | ◆ Budget |
| ◆ Freshmen /Sophomore math strategies | ◆ AzMERIT Testing |
| ◆ Individual school concerns | ◆ Academic data |
| ◆ Introducing the Hybrid Schedule | |

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

student Advisory

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

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



All Students College and Career Ready



2014 - 2015 Annual Report



STAFF DEMOGRAPHICS

Teacher Work Experience

# Years Exp	2012-13 # of FTE* of Certified Teachers	2012-13 # of FTE Years of Exp	2013-14 # of FTE* of Certified Teachers	2013-14 # of FTE Years of Exp	2014-15 # of FTE* of Certified Teachers	2014-15 # of FTE Years of Exp
1	54.67	54.67	60.00	60.00	39.34	39.34
2	15.67	31.34	52.00	104.00	50.00	100.00
3	17.00	51.00	10.00	30.00	25.33	75.99
4	11.00	44.00	16.00	64.00	18.00	72.00
5	16.00	80.00	9.67	48.35	32.00	160
6	15.00	90.00	16.00	96.00	7.00	42.00
7	20.00	140.00	14.00	98.00	15.00	105.00
8	25.50	204.00	15.00	120.00	19.00	152.00
9	24.67	222.03	19.50	175.50	12.67	114.03
10	11.00	110.00	18.00	180.00	14.00	140.00
11	17.67	194.37	7.00	77.00	14.00	144.00
12	25.00	300.00	14.67	176.04	10.00	120.00
13	12.00	156.00	21.00	273.00	11.00	143.00
14	15.83	221.62	10.00	140.00	15.83	221.62
15 +	30.83	462.45	46.33	694.95	82.17	1232.55
	311.84	2,361.47	329.51	2336.84	365.34	2861.53

*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.)

Certified Teachers—Education

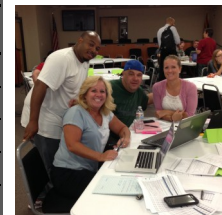
	2012-13 Bachelors	2012-13 Masters+	2012-13 Total	2013-14 Bachelors	2013-14 Masters+	2013-14 Total	2014-15 Bachelors	2014-15 Masters+	2014-15 Total
AFHS	53	32	85	57	28	85	67	26	93
DEHS	42	26	68	47	28	75	49	32	81
MHS	57	40	97	60	39	99	56	40	96
VHS	33	37	70	41	33	74	44	30	74
Total	185/58%	135/42%	320	205/62%	128/38%	333	216/63%	128/37%	344

Classified Employees with a Degree

2013-14 Associates	2013-14 Bachelors	2013-14 Masters+	2013-14 Total	2014-15 Associates	2014-15 Bachelors	2014-15 Masters	2014-15 Total
21	24	3	48	21	26	4	51

Guidance Counselors

Sites	2013-2014	2014-2015
AFHS	5	5
DEHS	5	5
MHS	5	6
VHS	5	5
ND	1	1
TOTAL	21	22



CTE Curriculum Writing

Substitute Teachers

	Active Substitutes
2011-12	88
2012-13	56
2013-14	39
2014-15	71



Administrative Retreat

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

2014-2015 School Volunteers

Sites	Athletics	Clubs	Band	Other	TOTAL
AFHS	67	14	43	8	112
DEHS	24	3	22	9	58
MHS	42	12	71	15	140
VHS	37	4	27	5	72
CWA	-	-	-	-	0
District	-	-	-	5	5
TOTAL	-	-	-	-	387

Administrators—Education

2014-15 Bachelors	2013-14 Masters+	2013-14 Ed, Eds, PhD	2013-14 Total	2014-15 Bachelors	2014-15 Masters	2014-15 Ed, Eds, PhD	2014-15 Total
4	26	3	33	2	28	4	34



English Language Learner (ELL)

AZELLA Spring Results				
School	% Growth 2011-2012 SY	% Growth 2012-2013 SY	% Growth 2013-2014 SY	% Growth 2014-2015 SY
Agua Fria	50%	*44%	56%	94%
Desert Edge	73%	*33%	83%	100%
Millennium	72%	*47%	70%	80%
Verrado	100%	*67%	25%	75%

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	% of Students who were Reclassified SY2014-2015
Agua Fria	0%	35%	19%	37.5% (FAY)
Desert Edge	45%	17%	58%	33% (FAY)
Millennium	40%	41%	50%	57% (FAY)
Verrado	33%	17%	25%	33\$ (FAY)

FAY: Full Academic Year

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.

*For the 2014-2015 school year, the Annual Measureable Achievable Objective targets determined by the Arizona Department of Education for growth is 30% and for reclassification is 26%.

The new AMO targets are as follows:

	Growth	Reclassification
2015-2016	31%	26.5%
2016-2017	32%	27%

Growth: the positive increase in the proficiency levels of an ELL student.

Reclassification: The student has tested proficient and is able to exit the program. The student was limited English proficient and is now fully English proficient and no longer needs services.

Home Languages

HOME LANGUAGES 2014—2015

	Arabic	Cantonese	Czecho-slovakian	English	Dutch	Filipino	Finnish	French	German	Greek	Ko-rea n	Mandarin
AFHS		1		1390								
DEHS	2	2		1493	1	3	4					
MHS	1	2		1942				1	3		2	1
VHS			1	1643		2			1			
Total	3	5	1	6468	1	5	4	1	4		2	1

	Other Indian	Other Non-	Polish	Portuguese	Romanian	Serbo-Croatian	Spanish	Ukarinian	Vietnamese
AFHS		3					222		
DEHS	2	1	3	1			187		4
MHS		12	4		3		132		17
VHS	5	3	1	2			132		4
Total	7	19	8	3	3		673		25



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 2014-2015 school year .*



Coldwater Academy - Online Programs— Summer School

AFUHS is pleased to be a host site for the Teach For America

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 credit recovery and 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

- Dr. Shelle Schlosser
Coordinator of Non-Traditional Programs

2014-2015 Coldwater Academy Successes

- ◆ 43 students completed requirements for graduation
- ◆ 20 ACT and SAT tests were taken by CWA students
- ◆ 655 credits were earned by 119 students

What Next?

For the 2015-2016 school year, Dr. Shelle Schlosser will be the new Non-Traditional Programs Coordinator for the Agua Fria Union High School District. Also, the schedule for CWA will be changing to allow students more time and opportunities to reach their academic goals.

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. For the second year, the program was housed on the Agua Fria campus. This was also the first summer that the online summer school component was offered.

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.

In 2014, 405 students were enrolled in Credit Recovery, with 418 credits recovered; 125 students were enrolled in the Summer Success program; 25 students were enrolled in Summer Academy; 21 students were enrolled in the Reading Immersion Program. 30 students participated in Summer Graduation.

For 2015 Summer programs, over 476 students participated in Credit Recovery, with 31 students in Summer Academy, 87 in Summer Success, and 12 in the 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 the implementation of the Arizona College and Career Ready Standards. In the second year of offering the Online summer School Program, 136 students enrolled. The summer ended by celebrating the graduation of 14 students during 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
2015	476	87	31	12	136	14

INTERNATIONAL BACCALAUREATE Programs

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
2014-2015	27	17	-	15	117	7
*The number of Diploma Programme and Course Candidates includes both juniors and seniors.						





All Students College and Career Ready

about 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.

2014-2015 Year in Review

- District Gifted website established
- Gifted Liaison Teams established on each campus
- Liaisons initiated with feeder school districts
- Gifted Summer Success course offered to transition identified students into high school
- Gifted Advisories at AFHS and DEHS
- Parent presentation
- Gifted scholarship workshops held
- Fieldtrip to "Seed Spot" - an entrepreneurial think-tank in Phoenix
- Carpe Diem Workshop for students to learn "advocating"

Identified Gifted Students					
	AFHS	DEHS	MHS	VHS	Total
2013-2014	12	44	11	6	73
2014-2015	31	43	92	69	235

In May, 2015, the number of graduated "gifted" seniors were as follows:
Agua Fria—4; Desert Edge—10, Millennium—24, Verrado—15

Gifted Education—Cognitive Abilities Test Participants										
	Language Arts (Verbal)		Non-Verbal Reasoning		Quantitative (Math)		Unclassified		Total	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Agua Fria	4	4	21	21	6	6	-	0	31	31
Desert Edge	10	8	23	24	12	14	-	4	45	43
Millennium	24	27	33	39	37	43	-	4	94	92
Verrado	15	15	29	29	28	25	-	0	72	69
Total	53	54	106	113	83	88	-	8	242	235

Goals for 2015-2016

- Mentoring student's research and projects to be assistive in helping them be more competitive regarding scholarships, grants, internships
- Building relationships with teachers and parents of gifted students
- Presenting at the National Gifted Conference in November, 2015

about *National Honor Society and Scholarships*

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
2014-2015	13	27	6	46	2014-2015	64	84	76	224
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
2014-2015	14	20	24	58	2014-2015	33	45	54	132



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

- Steve Johnson



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
2014-15	\$5,700,000	\$6,271,216	\$10,600,000	\$15,333,864

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



about Career and Technical Education

Career and Technical Education (CTE) is at the forefront of preparing students to succeed in fast-growing, high paying jobs in high growth industries around the country. Many of the fast growing jobs through 2022 will be in CTE fields, including health care, skilled trades, STEM, technology and marketing. CTE incorporates classroom and hands-on instruction, career-based experiences, and leadership development to equip students with valuable skills for the job market and college.

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—visit: azprogramsofstudy.org

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.

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). West-MEC, a joint technical education district, funds student participation in CTSO's, equipment and supplies for hands-on labs, and supports CTE teachers' professional development, training and salaries. This partnership allows students to participate in CTE courses located on different campuses.

Programs at Agua Fria Union High Schools

Career Exploration
Computer Maintenance and Repair
Construction Technologies
Culinary Arts
Early Childhood Education
Engineering Sciences
Film & TV
Graphic /Web Design
Law and Public Safety
Plant Sciences/Agriscience
Professional Sales and Marketing
Sports Medicine and Rehabilitation Services
Web Page Development

Programs Offered Through West-MEC

Aesthetics
Automotive Collision Industries
Automotive Technology
Aviation Maintenance Technology
Avionics/Electronics
Climate Control Technician
Coding
Cosmetology
Emergency Medical Technician (EMT)
Fire Science
General Construction Technology
Medical Assisting
Medium/ Heavy Diesel Technology
Pharmacy Technician
Precision Manufacturing
Veterinary Assisting
Welding Technology



More CTE

Career and Technical Student Organizations are organizations aligned to CTE program curriculum that develops personal, leadership and technical skills through community service projects and competitions on the regional, state and national levels. CTSO's 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
- FFA - Future Farmers of America
- HOSA- Health Occupations Students of America
- Skills USA – Technical, Skilled and Service Occupations

AFHS CTE CONCENTRATORS	2012-13	2013-14	2014-15
Broadcast Technology	0	33	51
Web Design	55	59	35
Sports Medicine	65	66	117
Construction	60	69	55
Marketing	13	35	38
Computer Maintenance & Repair	18	0	2
Early Childhood Development	43	49	63
Law & Public Safety	21	0	22
Educational Professions	25	13	19
Total	300	324	402

DEHS CTE CONCENTRATORS	2012-13	2013-14	2014-15
Broadcast Technology	58	89	101
Plant Science	8	30	60
Sports Medicine	45	39	117
Graphic Design	63	77	73
Marketing	10	1	7
Total	184	236	358

CTE Programs are made up of a sequence of courses, which culminate in a State Technical Assessment and Internship. A student who completes the coherent sequence of classes in one program is considered a concentrator. After taking the State Technical Assessment, the student receives a certificate with a list of technical skills in which they are considered proficient. The certificate adds value to the student's post-secondary portfolio, which can be used for college admission or career resumes.



MHS CTE CONCENTRATORS	2012-13	2013-14	2014-15
Culinary Arts	63	77	86
Broadcast Technology	29	13	48
Plant Science	35	19	52
Animal Science	14	17	9
Sports Medicine	37	29	83
Graphic Design	0	29	11
Business Management	1	0	6
Computer Maintenance & Repair	8	0	1
Early Childhood Development	18	0	28
Education Professions	1	1	1
Marketing	-	18	45
Total	206	185	370

VHS CTE CONCENTRATORS	2012-13	2013-14	2014-15
Broadcast Technology	92	112	90
Sports Medicine	34	34	72
Engineering Design & Development	59	269	231
Marketing	24	24	60
Graphic Design II	107	68	63
Total	316	507	516

Did You Know...

The Agua Fria HOSA Public Service Announcement team placed in the top ten at the HOSA National Leadership conference.

At the state conference the OWLS went up against 74 other PSA's to take 3rd. Congratulations to Nancy Acuna, Jennifer Owusu-Ankomah, David Forero, and Carolina Silver. Teacher Brian Turner volunteered his time to help the team with some of the technical aspects of filming.



All Students College and Career Ready

More CTE

Site Programs	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	Total SY 12-13	Total SY 13-14	Total SY 14-15
	AFHS	AFHS	AFHS	DEHS	DEHS	DEHS	MHS	MHS	MHS	VHS	VHS	VHS	District	District	District
Agriscience	-	-	-	94	108	131	129	76	125	-	-	-	223	184	256
Broadcasting	-	151	113	209	199	212	112	90	129	223	275	275	544	715	793
Business Mgmt & Admin Services	66	30	65	-	-	-	68	96	103	33	-	-	167	126	168
Computer Maint & Repair	44	18	-	-	-	-	31	-	-	-	-	-	75	18	0
Construction	129	125	122	-	-	-	-	-	-	-	-	-	129	125	122
Culinary Arts	-	-	-	-	-	-	366	335	327	-	-	-	366	335	327
Education Professions	50	36	43	31	-	-	23	10	13	-	-	-	104	46	56
Engineering	-	-	-	-	-	-	-	-	-	348	318	207	348	318	207
Graphic Design	-	-	-	249	237	262	103	67	82	374	245	222	726	549	566
Law, Public Safety and Security	82	-	60	-	-	-	-	-	-	-	-	-	82	0	60
Marketing	41	60	56	60	24	-	79	48	105	156	183	152	336	315	313
Sports Medicine	289	218	221	366	235	165	163	257	305	267	170	154	1085	880	845
Web Design and Development	147	113	57	-	-	-	44	31	43	-	-	-	191	144	100
Early Childhood	94	94	106	-	-	-	88	73	48	-	-	-	182	167	154
Exploring Careers	-	-	-	-	-	184	41	-	-	-	-	-	41	0	184
Internship	-	-	-	33	12	15	-	1	4	-	-	2	-	13	21
Totals	954	902	843	1011	815	969	1256	1115	1284	1408	1191	1076	4629	4011	4172
WEST-MEC Programs															
Aesthetics	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	4	n/a	n/a	4
Automotive Collision	4	4	0	0	0	0	0	-	0	0	-	1	5	4	1
Automotive Technologies	0	0	2	0	0	0	0	-	0	2	-	0	3	0	2
Aviation Technology	8	0	8	4	4	6	2	5	9	2	4	4	16	13	27
Cosmetology	32	10	7	5	16	12	13	9	18	28	13	13	107	48	50
Dental Assisting	0	0	4	0	0	2	0	-	6	4	-	5	4	0	17
EMT	7	5	6	0	1	2	1	8	6	2	5	2	10	19	16
Health Care/Nursing	12	9	2	2	0	2	9	7	4	7	-	2	30	16	10
Medium/Heavy Diesel Tech	0	0	0	0	0	4	0	-	4	0	2	2	0	2	10
Fire Suppression	0	2	2	2	4	0	1	4	0	0	-	0	3	10	2
Totals	51	30	31	11	25	28	25	33	47	38	24	33	148	112	139
Site Programs/West-Mec Totals	1005	932	874	1022	840	997	1140	1148	1331	1446	1215	1109	4777	4135	4311

2014 - 2015 Annual Report



and more *CTE*

<i>School Level Performance Measures</i>	SY11-12	SY 11-12	SY11-12	SY 11-12	SY 11-12	Total SY 11-12
	AFHS	DEHS	MHS	VHS	State	DISTRICT
1S1 Academic Reading Attainment	96.32%	98.73%	96.63%	99.11%	61.40%	97.43%
1S2 Academic Math Attainment	94.12%	88.61%	94.41%	94.69%	55.00%	93.49%
2S1 Technical Skill Attainment	57.45%	76.67%	76.07%	76.67%	67.00%	69.82%
4S1 Graduation	99.26%	100.00%	77.00%	97.30%	77.00%	99.01%
<i>School Level Performance Measures</i>	SY 12-13	SY 12-13	SY 12-13	SY 12-13	SY 12-13	SY 12-13
	AFHS	DEHS	MHS	VHS	State	DISTRICT
1S1 Academic Reading Attainment	95.08%	100.00%	98.63%	98.89%	74.20%	98.08%
1S2 Academic Math Attainment	90.16%	94.44%	94.44%	96.67%	74.00%	94.21%
2S1 Technical Skill Attainment	65.63%	69.23%	78.57%	52.94%	70.00%	69.23%
4S1 Graduation	100%	82.00%	98.63%	97.73%	82.00%	98.83%
<i>School Level Performance Measures</i>	SY 13-14	SY 13-14	SY 13-14	SY 13-14	SY 13-14	SY 13-14
	AFHS	DEHS	MHS	VHS	State	DISTRICT
1S1 Academic Reading Attainment	96.33%	100%	99.21%	97.95%	84%	98.30%
1S2 Academic Math Attainment	90%	97.75%	89.68%	87.07%	71%	90.47%
2S1 Technical Skill Attainment	64.20%	75%	82.5%	76.47%	72%	71.33%
4S1 Graduation	100%	100%	100%	100%	84%	100%
<i>School Level Performance Measures</i>	SY 14-15	SY 14-15	SY 14-15	SY 14-15	SY 14-15	SY 14-15
	AFHS	DEHS	MHS	VHS	State	DISTRICT
1S1 Academic Reading Attainment	94.16%	96%	99.21%	99.34%	88%	97.51%
1S2 Academic Math Attainment	86%	85.09%	89.68%	94.08%	79%	89.75%
2S1 Technical Skill Attainment	60.91%	82%	82.5%	84.43%	78%	75.29%
4S1 Graduation	99%	100%	100%	100%	86%	100%



Career Technology Student Organization (CTSO) Accomplishments

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

Career Technology Student Organization (CTSO) Accomplishments 2014-2015

- HOSA National Convention **Parliamentary Procedure—1st Place Team**: MHS—Mitchell Hughes, Emily Runnion, Leah Thimgan, Danielle Harper, Hannah Horner and Vina Son
- HOSA National Convention **Public Service Announcement—9th Place Team**: AFHS—Nancy Acuna, Jennifer Owusu-Ankomah, David Forero, Carolina Silver
- HOSA National Convention **Outstanding Chapter Award**—VHS HOSA Chapter
- Educator's Rising National Convention **Researching Learning Challenges—3rd Place Team**: Haley Middleton, Kaitlin Minervini, and Raniya Franklin
- Educator's Rising National Convention **Inside our Schools—6th Place Team**: MHS—Audriana Orosco, Madison Morrow, and Keryn Skerly
- FFA **State Officers**: MHS—Nicole Piech and Leah Thimgan



All Students College and Career Ready

Food Services

Free & Reduced Meals					
	March 2011	March 2012	March 2013	March 2014	March 2015
Agua Fria	59%	63%	63%	65%	63%
Desert Edge	47%	52%	51%	52%	53%
Millennium	26%	28%	28%	29%	29%
Verrado	29%	30%	30%	30%	27%



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 2nd thru March 6th, students who purchased a complete breakfast received a chance to win an iPad mini, iTunes gift cards and a Kellogg's goodie bag. Three winners were drawn at each campus cafeteria. In addition to giveaways, there were many activities held at breakfast each day including a celebrity appearance by Miss Katelyn Niemiec, Miss North Phoenix, who talked to our students on the importance of a nutritious breakfast.

Food Services was available for catering functions throughout the school year. We proudly served many of the District events, the Agua Fria JROTC Annual Taco Salad Banquet, Millennium's National Honor Society Breakfast, and Verrado's Senior Breakfast held at the Good-year Ballpark to name a few. WE appreciate being able to serve our students during their special times.



Free & Reduced Meals						
2014-2015	Free	Free %	Reduced	Reduced %	Total F & R	Total F & R %
Agua Fria	868	53.55%	154	9.50%	1022	63%
Desert Edge	690	40.47%	207	12.14%	897	53%
Millennium	467	22.01%	129	6.08%	596	29%
Verrado	356	19.83%	125	6.96%	481	27%

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.

Food Services



Thank you for helping us make National School Breakfast Week a success!

Over 4500 breakfast meals served from March 2nd - March 6th!!

A special thank you to Miss Katelyn Niemiec, Miss North Phoenix for visiting our schools and reminding us of the importance of starting your day with a nutritious breakfast.

<https://twitter.com/MissNorthPhx>



AF: Manager Marge Retallick
Eduardo Miranda, Gloria Molette,
Kori Munay, Anthony Auruz



MHS : Manager Flo Koger
Keshawn Smith, Christopher Rivera,
Jonathan Hernandez, Branon Ross



DE: Manager Erma Estrada
Caitlin Brusati, Jordan Barba,
Breanna Carson, Ana Santiago



Winners of our Breakfast Drawings
for an iPad mini ,
\$25.00 iTunes card, and a Kellogg's gift bag!!



VHS: Manager Trish Welch
Olivia Cervantez, Jocelyne Alvarado,
Jeremiah Hernandez , Victoria Sordia

In March, 2015, the AFUHS Food Services Department was awarded a Child Nutrition Programs School Food Service Equipment Assistance Grant. The grant has provided Agua Fria High School and Desert Edge High School kitchens with double-stacked convection steamers—a value of \$30,358.14. Installation and the use of steamers in the kitchens will allow kitchen staff to prepare fresh and frozen vegetables in the healthiest cooking method along with freeing up oven space needed for other meal items.

-Liz Zoric, Director of Food Services



Food Service Trivia

In the 2014 2015 school year Food Service sold:
115,124 reimbursable breakfasts and 433,586 reimbursable lunches.



All Students College and Career Ready

A NEW STATEWIDE ACHIEVEMENT TEST

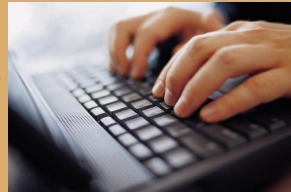
AzMERIT is Arizona's new statewide achievement test. Arizona has partnered with the American Institute for Research (AIR) to develop a test that is unique to Arizona.

In late April and early May, the Agua Fria Union High School District administered the assessments to all 4 comprehensive high schools, Coldwater Academy, and New Directions.

How is AzMERIT Different than AIMS?

Arizona's Instrument to Measure Standards (AIMS) measured the old standards before the adoption of the new College Career Ready Standards.

The AIMS standards and assessments were considerably less rigorous than the newly adopted AzMERIT assessments. Many students who achieved passing scores on AIMS may not meet the rigorous new standards set by AzMERIT.



AzMERIT scores were embargoed until November 30, 2015. A score summary was initially provided. Percent Passing Scores are actual AzMERIT Scores received for Spring 2015 testing.

assessment *AzMERIT*

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.

	PERCENT PASSING					
	AFHS	DEHS	MHS	VHS	District	Arizona
ELA Grade 9	21	17	31	34	26	26
ELA Grade 10	30	19	37	24	28	32
ELA Grade 11	20	20	26	27	23	30
Algebra I	25	17	22	16	20	32
Geometry	37	52	39	47	43	30
Algebra II	13	9	13	9	11	30

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ARIZONA'S MEASUREMENT OF EDUCATIONAL READINESS TO INFORM TEACHING

AGUA FRIA GOES ONLINE FOR AzMERIT TESTING

The AzMERIT test was designed to be taken online in order to better measure the Arizona College and Career Ready Standards. Students in the AFUHS took the AzMERIT tests on several platforms, including Chromebooks, Desktops, and Laptop computers.

Computer-based testing has several major benefits:

- *Interactive Test Items
- *Audio Features
- *Flexible Scheduling
- *Timely Feedback
- *Cost-Effective
- *Greater Accessibility Features



The chart at the right shows how many assessments were taken by AFUHS students. Every single one of the assessments was an online test—there were no boxes to pack, tests to count, bubbling of tests, shipping of test materials, or inventorying thousands of exams.

Number of Assessments taken by AFUHS Students

READING	ELA9-1	ELA9-2	ELA10-1	ELA10-2	ELA11-1	ELA11-2	
AFHS	450	450	395	390	328	327	2340
DEHS	467	458	449	447	227	226	2274
MHS	568	564	544	537	267	264	2744
VHS	489	486	440	438	233	231	2317
	1974	1958	1828	1812	1055	1048	9675

WRITING	W9	W10	W11	
AFHS	455	393	325	1173
DEHS	477	446	232	1155
MHS	579	547	272	1398
VHS	502	454	243	1199
	2013	1840	1072	4925

MATH	ALG 1-1	ALG 1-2	ALG 2-1	ALG 2-2	GEO-1	GEO-2	
AFHS	302	299	271	271	167	167	1477
DEHS	421	420	327	328	128	128	1752
MHS	394	393	319	316	335	334	2091
VHS	311	311	291	290	275	274	1752
	1428	1423	1208	1205	905	903	7072
						TOTAL	21672



district End of Course Assessment (EOCA)

Course	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
English I A	67.3	66.7	66.6	69.1	70	72.69	60.80
IA Writing	60.9	67.4	66.0	65.9	68.7	70.76	74.50
English II A	61.7	61.2	66.9	70	71.6	50.60	63.73
II A Writing	64.1	65.6	67.2	66.8	67.5	73.32	75.25
English III	62.1	57.2	56.3	66.5	63.1	53.81	66.78
III Writing	64.1	70.7	65.9	69.9	76.8	78.10	75.56
English IV	57.3	56.9	60.9	72.8	71.6	58.03	74.54
IV Writing	74.3	67.9	69.4	69.5	73.3	74.66	76.75
Algebra IA	48.5	53.0	60.2	64.6	63.3	70.70	46.86
*Algebra IB	57.2	47.4	36.8	48.9	46.6	40.35	50.41
Algebra II	62.3	39.0	56.3	54.8	46.4	44.36	49.50
Geometry	na	54.3	59.9	67.4	63.2	64.82	45.38
Hon Algebra I	65.6	76.2	80.9	82.8	81.4	82.09	71.67
Hon Algebra II	82.2	na	64.0	58.5	72	70.46	69.83
Hon Geometry	na	73.2	67.5	70.0	72.3	70.61	57.12
Integrated Science	58.7	50.0	57.9	67.2	66.6	64.99	62.04
Chemistry	63.8	68.1	64.0	71.4	66.6	60.01	62.79
Biology	68.0	69.5	64.2	67.4	68.7	68.08	68.90
Earth Science	na	53.0	58.0	54.5	64.7	64.83	61.61
Honors Chemistry	na	66.9	62.9	69.4	71.8	61.49	61.14

Course	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
World History	60.9	57.3	66.0	65.3	67.9	69.75	66.80
US/AZ Government/Free Enterprise	73.5	74.3	74.7	74.4	71.8	76.66	80.63
AM/AZ History	67.4	70.7	75.9	71.5	73.2	69.55	68.66
Spanish I	63.4	61.62	65.63	68.2	66.3	64.67	68.06
Spanish II	56.28	60.87	71.06	70.4	70.5	62.19	72.00
Spanish III	65.11	75.29	84.39	80.4	77.5	73.19	80.09
Theatre	na	66.51	34.78	68.3	78.4	76.34	83.21
Hon Anatomy & Physiology	na	na	na	na	69.9	69.48	74.07
Honors Physics	na	na	na	na	56.1	59.58	74.62
Environmental Science	na	na	na	na	57.8	60.37	64.35
Personal Develop/Health	na	na	na	na	73.9	77.58	71.81
* 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.



participation ACT/SAT/AP

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
2015	297	294	309	340	1,240

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
2015*	23	63	142	132

* 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 2014 and 2015 reported as actually testing during 2013-14 and 2014-15.

Advanced Placement (AP)

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.

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 AFUHS 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 Assessment

Advanced Placement (AP) Assessment								
	# of Students Enrolled SY 2011-2012	# of Students Enrolled SY 2012-2013	# of Students Enrolled SY 2013-2014	# of Students Enrolled SY 2014-2015	# of tests taken SY 2011-2012	# of tests taken SY 2012-2013	# of tests taken SY 2013-2014	# of tests taken SY 2014-2015
Agua Fria	464	445	568	585	295	303	197	376
Desert Edge	389	517	670	547	232	248	238	456
Millennium	688	815	853	889	114	174	111	161
Verrado	712	965	1105	732	394	508	646	460
Total	2253	2742	3196	2753	1035	1233	1192	1371



All Students College and Career Ready

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 extra-curricular 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.

Extra-Curricular Tax Credit				
	2011	2012	2013	2014
Agua Fria High School	\$57,434	\$46,647.67	\$42,397.00	\$38,588
Desert Edge High School	\$27,293	\$21,513.01	\$31,755.00	\$29,747
Millennium High School	\$97,721	\$117,524.75	\$108,969.00	\$168,917
Verrado High School	\$99,859	\$97,731.50	\$113,989.00	\$126,696
Total	\$282,307	\$283,716.93	\$297,109.00	\$363,948

Federal Projects				
	2012	2013	2014	2015
Title I	\$408,952	\$749,282	\$1,025,904	929,838
Title II	\$134,806	\$131,405	\$129,667	120,818
Title III	\$26,108	\$18,600	\$18,507	15,414
ARRA	\$326,506	-	-	
Migrant Education	\$37,031	\$26,002	\$18,507	
Title VI-B, IDEA	\$922,982	\$965,329	\$776,845	847,670
Title X- Homeless	\$27,018	-	-	
Voc Ed Basic	\$151,829	\$366,205	\$261,520	323,670
JROTC	\$36,765	\$52,390	\$74,511	71,241
Race to the Top	-	-	\$4,094	2,299

Source: ADE's Grants
Management Current FY
Allocation



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.

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.

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
2014	\$363,948.00

Source:
AZDOR
Annual
Report





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	2013-2014
011 Base	\$316,457	\$347,357	\$422,411	\$415,064
012 Performance	\$838,653	\$725,207	\$827,161	\$896,620
013 Other menu options	\$7708,006	\$755,182	\$746,968	\$952,152
Total	\$1,863,116	\$1,827,746	\$1,996,540	\$2,263,836

Source: AFR

Instructional Improvement Fund				
	2010-2011	2011-2012	2012-2013	2013-2014
Fund Balance	\$290,279	\$402,762	\$409,399	\$214,995
Revenue Received	\$251,464	\$279,258	\$287,776	\$169,526
Expenditures:				
Teacher Comp Increase	\$126,895	\$131,926	\$145,614	\$149,915
Drop Out Prevention	\$2086	-	-	-
Instructional Improvement	\$10,000	\$195,722	\$87,139	\$214,015
Total Expenditure	\$138,981	\$354,372	\$232,753	\$363,930

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

*NR = Not Reported

District's Cost Measures Relative to State

Operational Area	Measure	2010-2011			2011-2012			2012-2013			2013-2014		
		District	Peer Average	State Average	District	Peer Average	State Average	District	Peer Average	State Average	District	Peer Average	State Average
Administration	Cost per pupil	\$624	\$745	\$728	\$619	\$736	\$736	\$603	\$744	\$746	\$625	\$771	\$757
	Students per administrator	NR*	68	66	59	71	66	60	68	67	64	69	68
Plant Operations	Cost per square foot	\$6.94	\$5.71	\$6.10	\$7.17	\$5.88	\$6.09	\$7.22	\$5.74	\$6.03	\$7.19	\$5.92	\$6.04
	Square footage per student	143	163	152	141	158	152	137	163	153	141	163	153
Food Service	Cost per meal equivalent	\$2.40	\$2.76	\$2.45	\$2.52	\$2.74	\$2.47	\$2.70	\$2.84	\$2.58	\$2.79	\$2.82	\$2.69
Transportation	Cost per mile	\$3.55	\$3.17	\$3.39	\$3.90	\$3.62	\$3.50	\$3.73	\$3.54	\$3.55	\$3.57	\$3.47	\$3.62
	Miles per rider	349	270	283	NR*	NR*	NR*	NR*	NR*	NR*	NR*	NR*	NR*
	Cost per rider	NR*	NR*	NR*	\$1,183	\$1,088	\$982	\$1,197	\$1,359	\$1,015	\$1,129	\$1,326	\$1,036
		Very Low	Low	Comparable	High	Very							

Source: Arizona Auditor General's Dollars in the Classroom

Per-pupil Spending by Operational Area													
	District					Peer				State			
	2010	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Total	\$6,984	\$6,831	\$6,748	\$6,753	\$6,829	\$7,065	\$7,033	\$7,062	\$7,182	\$7,485	\$7,475	\$7,496	\$7,578
Classroom dollars	\$3,731	\$3,616	\$3,501	\$3,551	\$3,565	\$3,826	\$3,759	\$3,779	\$3,829	\$4,098	\$4,053	\$4,031	\$4,073
Non-classroom dollars:	\$3,253	\$3,239	\$3,247	\$3,202	\$6,264	\$3,239	\$3,274	\$3,283	\$3,353	\$3,387	\$3,422	\$3,465	\$3,505
Administration	\$756	\$624	\$619	\$603	\$625	\$745	\$736	\$744	\$771	\$728	\$736	\$746	\$757
Plant Operations	\$954	\$990	\$1,009	\$993	\$1,012	\$917	\$920	\$929	\$955	\$927	\$928	\$924	\$923
Food Service	\$329	\$321	\$341	\$338	\$339	\$329	\$338	\$329	\$324	\$375	\$382	\$396	\$405
Transportation	\$374	\$385	\$375	\$365	\$346	\$423	\$426	\$430	\$426	\$352	\$362	\$369	\$373
Student Support	\$563	\$574	\$578	\$587	\$616	\$519	\$546	\$543	\$561	\$571	\$578	\$582	\$600
Instruction Support	\$277	\$303	\$325	\$316	\$326	\$306	\$308	\$308	\$316	\$434	\$436	\$448	\$447

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

2014 - 2015 Annual Report



Aggregate Budget Limit / Bond Projects

AFUHS D Aggregate Budget Limit						
	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
Average Daily Membership (ADM)	6,158.625	6,347.264	6,560.396	6,666.925	7,109.60	7,115.304
Maintenance & Operations (M&O)	\$37,607,085	\$37,482,038	\$38,379,893	\$38,969,056	\$41,215,762	\$43,001,578
Unrestricted Capital	\$1,842,235	\$2,234,762	\$3,766,732	\$5,160,951	\$5,337,195	\$4,547,579
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	\$2,798,802
Total	\$42,380,837	\$44,095,774	\$45,009,622	\$46,789,467	\$49,270,872	\$50,355,074
Budget per ADM	\$6,882	\$6,947	\$6,860.81	\$7,018.15	\$6,930	\$7,077

Source: Final Revised Budget



MHS Jason Guglielmo
Perfect Score on SAT

2011 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

Source: Voter approved pamphlet

2011 Bond Projects by Site						
	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



All Students College and Career Ready

Transportation

2013-2014	
Cost per rider	\$1,129.00
Cost per mile	\$3.57
Average number of miles per rider	315
% 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



2014-2015	
Cost per rider	TBD
Cost per mile	TBD
Average number of miles per rider	TBD
% of seat capacity	76%
Average student ride time	23 min



2011-2012	
Cost per rider	\$1,183.00
Cost per mile	\$3.90
Average number of miles	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	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.)

more *Transportation*

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 2013-2014 our buses drove 555,000 miles, transporting 2,186 students to and from school. Our school buses also traveled 100,000 miles, taking students to 1,800 athletic, academic, and club events. The total cost spent on diesel fuel was \$314,000.

For 2014-2015, our Transportation Advisory Committee (TAC), completed their review and revisions to the department guidelines. This manual will serve as a reference to questions of procedure and provide operational guidelines to department employees. After reviewing suggestions submitted by department employees, the TAC also finalized the department motto, "Transporting our Future."

This year eleven of our drivers and assistants for special needs students participated in Crisis Prevention Intervention (CPI) training. This training provided the skills necessary to de-escalate situations involving special needs students.

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.

The remainder of the bond allocation for transportation was used to purchase seven (7) regular education buses, four (4) special education buses, and one (1) McKinney Vento bus (used in the transportation

of our homeless youth). These purchases allowed us to retire fourteen (14) aging school buses. Another benefit of the bond allocation was the purchase of four (4) white activity buses which will be utilized by each of the campuses.

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.





All Students College and Career Ready

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 paper-work 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 school-mates, 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

Homeless Youth

AFUHSD Students Identified as Homeless

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AFHS	66	29	20	26	29
DEHS	31	21	13	16	20
MHS	39	29	22	10	24
VHS	24	10	7	27	10
Total	160	89	62	79	83

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, were able to assist 204 homeless youth this past school year. HCY began the 2014-2015 school year with 67 homeless youth and by year end had served 204. Of those students, 109 were seniors—72 graduated high school, 11 will be going back to high school, and 17 are working. Of the remaining students, 30 were in the 9th grade, 25 in 10th grade and 40 were in 11th grade. Of the 204 students assisted:

- Male—104
- White—33%
- Hispanic—40%
- African American—12%
- Female—100
- Asian—1%
- Native American—4%
- More than one Race—10%

HYC will expand into Glendale and Deer Valley districts. This will bring the total high schools served to 49 for 2015-2016. In those 49 high schools, 1,600 homeless youth were identified by the Arizona Department of Education last year.



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

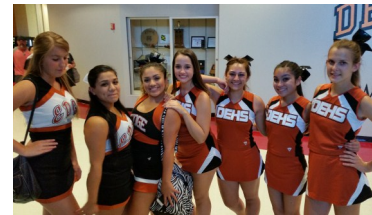
2014 - 2015 Annual Report



Athletics / Activities

Agua Fria High School Athletic Participation 2013-2014				Agua Fria High School Athletic Participation 2014-2015			
SPORT	MALE	FEMALE	TOTAL	SPORT	MALE	FEMALE	TOTAL
Badminton	0	9	9	Badminton	0	10	10
Baseball	40	0	40	Baseball	38	0	38
Basketball	40	37	77	Basketball	37	31	68
Cross Country	21	22	43	Cross Country	16	17	33
Football	126	2	128	Football	114	0	114
Golf	8	1	9	Golf	3	4	7
Soccer	36	36	72	Soccer	40	34	74
Softball	0	34	34	Softball	0	34	34
Spiritline	1	35	36	Spiritline	20	10	30
Swimming	13	14	27	Swimming	28	12	40
Tennis	11	15	26	Tennis	34	41	75
Track	47	34	81	Track	0	33	33
Volleyball	0	31	31	Volleyball	52	7	59
Wrestling	43	1	44	Wrestling	1	29	30
TOTAL	386	271	657	TOTAL	383	262	645

Desert Edge High School Athletic Participation 2013-2014				Desert Edge High School Athletic Participation 2014-2015			
SPORT	MALE	FEMALE	TOTAL	SPORT	MALE	FEMALE	TOTAL
Badminton	0	0	0	Badminton	0	0	0
Baseball	47	0	47	Baseball	46	0	46
Basketball	40	34	74	Basketball	39	34	73
Cross Country	22	10	32	Cross Country	11	6	17
Football	140	0	140	Football	196	0	196
Golf	9	8	17	Golf	8	5	13
Soccer	40	30	70	Soccer	38	42	80
Softball	0	35	35	Softball	0	51	51
Spiritline	0	31	31	Spiritline	0	43	43
Swimming	15	34	49	Swimming	20	21	41
Tennis	8	14	22	Tennis	9	16	25
28Track	42	30	72	Track	14	22	36
Volleyball	0	50	50	Volleyball	0	40	40
Wrestling	23	3	26	Wrestling	40	0	40
TOTAL	386	279	665	TOTAL	421	280	701





All Students College and Career Ready

Millennium High School Athletic Participation 2013-2014			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	40	40
Baseball	52	0	52
Basketball	40	35	75
Cross Country	23	13	36
Football	171	0	171
Golf	10	10	20
Soccer	46	34	80
Softball	0	38	38
Spiritline	1	54	55
Swimming	24	21	45
Tennis	22	23	45
Track	59	35	94
Volleyball	0	40	40
Wrestling	48	0	48
TOTAL	496	343	839

Millennium High School Athletic Participation 2014-2015			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	30	30
Baseball	53	0	53
Basketball	37	43	80
Cross Country	17	16	33
Football	188	0	188
Golf	9	12	21
Soccer	39	34	73
Softball	0	44	44
Spiritline	0	55	55
Swimming	25	24	49
Tennis	13	16	29
Track	84	42	126
Volleyball	0	37	37
Wrestling	67	1	68
TOTAL	532	354	886

Verrado High School Athletic Participation 2013-2014			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	0	0
Baseball	51	0	51
Basketball	31	31	62
Cross Country	20	12	32
Football	132	0	132
Golf	10	11	21
Soccer	37	32	69
Softball	0	45	45
Spiritline	0	51	51
Swimming	30	26	56
Tennis	11	12	23
Track	64	121	185
Volleyball	0	35	35
Wrestling	34	0	34
TOTAL	420	376	796

Verrado High School Athletic Participation 2014-2015			
SPORT	MALE	FEMALE	TOTAL
Badminton	0	0	0
Baseball	48	0	48
Basketball	43	29	72
Cross Country	20	8	28
Football	156	0	156
Golf	22	12	34
Soccer	36	40	76
Softball	0	44	44
Spiritline	0	37	37
Swimming	22	28	50
Tennis	16	13	29
Track	121	81	202
Volleyball	0	39	39
Wrestling	39	2	41
TOTAL	523	333	856

Athletics / Activities



district *Art Showcase 2014-2015*





district Engagement, Alignment and Rigor (EAR)

The use of Measuring What Matters walk-through protocol for teachers and educational administrators is helpful in sharing a common language. Over the years this has given us common measures across all schools and all classrooms for engagement, alignment, and rigor. This data and the rich professional conversations that come from the work have played a significant role in our growth and success in improving instructional practice. We now have over six years of experience and training with this practice as a district. 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: Engagement describes how students are processing information in the classroom. It is measured three times during each observation visit—usually spaced out in five (5) minute intervals. The observer is trained to look for signs of how the students are listening to class material, reading subject material, and thinking about the class material. Additionally, the observer looks for how students are communicating information with each other and the teacher in ways that show they are on task and are interested in what is happening in the classroom.

ALIGNMENT: Alignment describes how closely what is being taught aligns with the designated curriculum and course map for each class. Is the material being taught a part of the class curriculum? Are students being taught material that is developmentally appropriate for their level? Is the class “on schedule” in the course map? Additionally, this category will measure if students are given opportunities to experience high stakes assessment methodologies on the material similar to that seen on assessments like the ACT, the SAT, and AP examinations.

RIGOR: Rigor describes how well the learning materials and instructional practices are being used to challenge students in a manner that is at or above their grade level. The observer will look for indications that EVERY student is held to high expectations and that students are being re-taught material in which they have not shown mastery.

“I thought EAR training was a very valuable experience. After the training, I was much more aware and reflective of my teaching practices, specifically how they affect student outcomes and behavior. I would value EAR observations more if they were followed up with debriefs/specific feedback from the observers themselves, immediately following an observation.

-Drew Olsson 2nd year math teacher)

“I thought the EAR training was very well-organized. It effectively used the time to our best advantage. It was instructive and thought-provoking.” -Heidi Mecham (6th year Spanish teacher and Dept. Chair

“As an educator, I understood in an incredibly general sense what an excellent classroom looked like. I knew students should be working hard on a rigorous task. However, EAR helped me better pinpoint and articulate what this looks like. Because of the EAR training, I was equipped to think deeper and plan more strategically around how I could get 100% of my class 100% actively, cognitively engaged in a rigorous, standard-aligned task. No other professional development I received immediately impacted my classroom as much.”

- Dillon McGill, teacher

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 conduct several visits each week and use a common language to answer three essential questions. Data is collected and studied to help find ways for teacher improvement, best practices, and to 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?



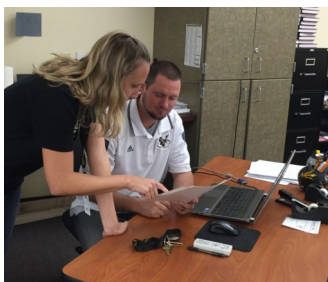
Teacher Induction Program

The district instructional specialists, one per campus, are instructional coaches/mentors, liaisons, listening ears, and resources. The specialists work primarily with first- and second-year teachers and also assist veteran teachers new to the Agua Fria district as well as other teachers who request help or are asked to consult with the specialists. An example of the latter are teachers who are placed on an improvement plan. Other primary responsibilities include helping to plan and deliver district and site professional development, assisting with standardized testing such as AZ MERIT, and serving on site and district committees.

Work with all new-to-the-district teachers begins with the summer New Hire Orientation. The instructional specialists coordinate the training and develop and deliver instructional sessions at the district. They also assist with orientation at their respective sites. Work with the new staff continues in the first weeks of school through helping the teachers obtain needed resources, settle into their rooms and learn school culture. Work with first- and second-year teachers continues throughout the year. In the coach/mentor role the specialists visit classrooms regularly to collect data for the teachers and meet with them in a reflective and planning conference. In this meeting, the teacher and specialist analyze the data for patterns, successes, and concerns and plan for changes. This is tailored to the teacher's specific needs although generally the work aligns to the Teacher Evaluation Instrument domains of planning, instruction, assessment, and classroom environment. Coaching logs are used to facilitate the conference. The specialists also host after-school workshops for these teachers four times a year, during which they model strategies while delivering differentiated sessions. In their work, the specialists collaborate closely with their site administration teams and the district Educational Services directors.

Aside from work with teachers and site administration, a key role of the specialists is to help drive the district's professional development. They collect data through the EAR protocol and serve on the district Professional Development committee and sub-committees. They help to develop PD protocols and facilitate the year-long district professional development, including early release days. Each site has specific needs and goals, and the instructional specialists are a voice and resource to help bridge the campus initiatives to the district goals.

The impact of the specialists on teachers can range from restoring a smile on a first-year teacher's face, wiping the tears of frustrated and overwhelmed teachers (whether they be in their first or nineteenth year of teaching), initiating expectations and routines to calm a chaotic class, helping to decode the language of academic standards, and assisting in planning how to regularly utilize checks for understanding. Many teachers feel comfortable sharing general concerns with their school specialists, and thus these educators provide situational awareness to the sites and district. The specialists fill a critical need as evidenced by these comments shared by a teacher during the week before fall break: "I'm glad we were able to talk freely. ... Things are getting better. Thanks for all the support." Support describes well the function of the instructional specialists. -Pam McKinney, Teacher Mentor



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
2014-2015 # of TIP Teachers	49	9	5	7	70



All Students College and Career Ready



First Rate

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%
2014-2015	12	13%

district Stem Expo 2015

The 2015 District STEM Expo was held at Verrado High School on April 30. Approximately 200 students from all four (4) campuses participated. Students had the chance to showcase their knowledge in Science, Technology, Engineering and Math. Students were scored in three areas: a Content Exam, an Inquiry-based Project and a Performance Project that was completed on site. The competition performance projects included, Hydrogen Rockets hosted by Rebecca Curry (VHS), Crazy Critter Coding hosted by Luke Allpress (AF), Cartesian Diver hosted by Ian Allen (VHS), Search and Rescue Robot hosted by Mike Maguire (VHS), Marble Mini Golf Course hosted by Chris Charnetsky (MHS) and Smart Phone Microscope hosted by Anthony Groth (VHS) and Brandon Barba (VHS). The high scores from each school in the content exam also had an opportunity to compete in quiz-bowl-style questions to become the overall school winner. This year it went to Verrado. Another opportunity to compete was in Spirit Tent decorating contest and this year's winner was Desert Edge. Students from each school who scored the highest in each of the three areas had an opportunity to win prizes from our sponsors. These included Dutch Brothers, Safeway, Wildflower Bread Company, Macayos, Target and Honeywell. The overall winner won a \$4000 scholarship donated by Kiwanis of Litchfield. This year's winner was Millennium High School student, Allison Dean. The students had a blast.

- Kristen Tiffany, VHS Assistant Principal



Maverick Gamez 3rd, Alexa Nolte 2nd, Ashlyn Schroff 2nd, Allison Dean 1st (\$4,000 Scholarship)



All Students College and Career Ready

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Graduation Summary	AFUHSD								
By Cohort Years 13, 14, 15	# of Graduates 2012-13	# of Graduates 2013-14	# of Graduates 2014-15	# in Cohort 2012-13	# in Cohort 2013-14	# in Cohort 2014-15	Graduation % 2012-13	Graduation % 2013-2014	Graduation % 2014-2015
Hispanic / Latino	579	604	706	729	732	809	79%	83%	87%
Black/African American	115	158	148	163	194	178	71%	81%	83%
Am. Indian/ Alaskan Native	18	12	21	23	15	27	78%	80%	78%
Asian	77	74	68	91	86	74	85%	86%	92%
Native Hawaiian/Pac. Islander	1	4	11	2	4	12	50%	100%	92%
White	564	603	606	636	696	698	89%	87%	87%
Multiple Races	20	25	52	26	29	60	77%	86%	87%
SPED	79	105	139	122	145	178	65%	72%	78%
ELL	3	2	6	19	17	19	16%	12%	32%
Low SES	497	575	594	577	674	691	86%	85%	86%
Male	683	748	777	851	925	934	80%	81%	83%
Female	691	732	835	819	831	924	84%	88%	90%
Migrant	1	4	1	1	5	2	100%	80%	50%
Total	1374	1480	1612	1670	1756	1858	82%	84%	87%

Graduation Summary	Arizona								
By Cohort Years 13, 14, 15	# of Graduates 2012-13	# of Graduates 2013-14	# of Graduates 2014-15	# in Cohort 2012-13	# in Cohort 2013-14	# in Cohort 2014-15	Graduation % 2012-13	Graduation % 2013-2014	Graduation % 2014-2015
Hispanic / Latino	21490	22532	24454	31235	32308	33867	69%	70%	72%
Black/African American	3091	3218	3246	4439	4554	4510	70%	71%	72%
Am. Indian/ Alaskan Native	2493	2523	2621	4083	4073	3943	61%	62%	66%
Asian	2077	2019	1993	2438	2348	2263	85%	85%	88%
Native Hawaiian/Pac. Islander	145	152	178	205	224	246	71%	68%	72%
White	28299	28217	27899	34295	34467	33746	83%	82%	83%
Multiple Races	798	903	1236	1009	1235	1609	79%	73%	77%
SPED	4791	4756	5036	7608	7520	7839	63%	63%	64%
ELL	431	164	371	1545	905	1157	28%	18%	32%
Low SES	21870	21796	23089	30465	31293	31860	72%	70%	72%
Male	27997	30936	29712	38195	39059	39421	71%	79%	73%
Female	30396	28628	31915	39509	40187	40763	80%	71%	81%
Migrant	270	232	359	425	329	527	64%	71%	68%
Total	58393	59564	61627	77704	79246	80184	75%	75%	77%

district DROP OUT RATE

Dropout Rate by Subgroup	Arizona			AFUHS		
Fiscal Year 2013, 2014, 2015	2013	2014	2015	2013	2014	2015
Hispanic or Latino	4.4%	4.0%	4.0%	2.0%	2.0%	1.5%
Black/African American	4.4%	3.6%	4.0%	3.3%	1.6%	1.8%
American Indian/ Alaskan Native	7.6%	6.7%	6.8%	6.8%	3.6%	1.2%
Asian	1.2%	1.0%	0.9%	1.0%	1.4%	0.7%
Native Hawaiian/ Pacific Islander	3.6%	3.3%	3.1%	0.0%	0.0%	0.0%
White	2.2%	2.1%	2.3%	1.0%	1.3%	1.3%
Multiple Races	3.0%	3.0%	3.4%	0.6%	2.2%	1.4%
SPED	3.8%	3.6%	3.9%	2.7%	2.7%	2.0%
ELL	5.3%	4.3%	3.3%	5.6%	9.0%	1.4%
Low SES	3.8%	3.8%	3.7%	2.6%	2.2%	2.1%
Male	3.0%	2.8%	3.7%	2.4%	2.2%	1.9%
Female	4.0%	3.6%	2.9%	1.1%	1.1%	0.9%
Migrant	2.0%	3.8%	1.7%	0.0%	-	-
ALL	3.5%	3.2%	3.3%	1.7%	1.7%	1.4%



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 Services Program

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.

Special Services Program

STUDENTS 2014-2015	Autistic	Hearing Im- paired	Multiple Disabili- ties	Other Health Impair- ment	Speech Lan- guage Impair- ment	Emotional- ly Disabled	Mildly Intel- lectually Disabled	Multiple Disabilities / Severe Sen- sory 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

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 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.



All Students College and Career Ready

Special Services Program

Desert Edge Life Skills class poses for a photo with Sam's Club employees after receiving a tour of their facility. The students also decorated cupcakes which they were able to take home.



Our inaugural Unified tournament was a huge success. Our partners and athletes formed an incredible softball team! We lost to Fairfax High School Unified 1-0 to earn a silver medal.

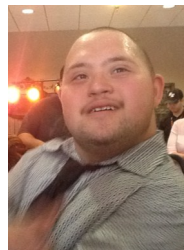
Special Services Program

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

TEACHERS 2014-2015	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

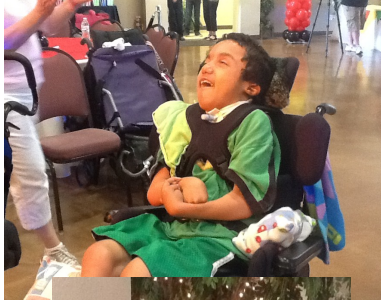
Para-Educators 2013-2014	Communi- cation Skills	Life Skills	Medically Fragile	Mildly Disabled	Resource	Success Seminar	Total
AGUA FRIA	5	4	0	0	9	1	19
DESERT EDGE	0	3	4	0	4	1	12
MILLENNIUM	0	3	0	0	5	0	8
VERRADO	0	0	0	7	6	0	13
NEW DIRECTIONS	0	0	0	0	6	0	6
Total	5	10	4	7	30	2	58

Para-Educators 2014-2015	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





All Students College and Career Ready



Special Services Program

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



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



VHS Innovation Room



Agua Fria Paver Project



MHS admin, Guidance, Attendance Remodel Project

DEHS Dance Studio





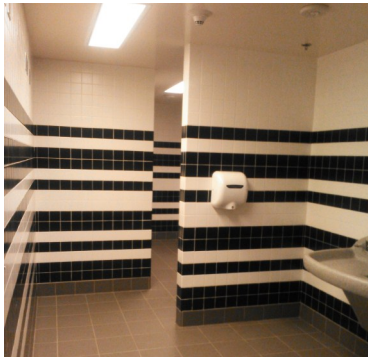
All Students College and Career Ready



Millennium Guidance Expansion



The "Old Gym", as referred to, opened 1956-ish and the lobby restrooms would depict that! They and the lobby have been fully demoed for full remodel. This too will be a welcoming area for the many events that include the community. Many of our community members attended AF as students and will be excited to see the vast improvements being made in this building yet keeping the Old Gym feel.



Millennium Rest Room Remodel



Millennium Attendance Expansion



Agua Fria Auxiliary Gym Remodel



Evaluation

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

What is a “hybrid” schedule?

The AFUHSD will move to a modified traditional “Hybrid” schedule for the 2016 -2017 school year. A “Hybrid” schedule is a daily bell schedule that follows a traditional six-period format for three days per week and blocks out extended periods of time for the other two days of the week. In other words a “hybrid” schedule is a combination of a traditional and block periods of time:

Monday, Tuesday, Friday – All six periods are 60 minutes

Wednesday/Thursday Three periods meet each day for extended time– 100 minutes

Benefits of moving to the Hybrid schedule?

- **Represents the best of both worlds**, combining the best elements of the current block schedule with a traditional schedule format allowing for flexibility and innovation.
- **Aligns more closely with graduation and college entrance requirements** as established by the Arizona Board of Regents (ABOR).
- **Increases instructional time in core areas of math, English and Science.**
- **Reflects a model utilized by some of the highest achieving districts in the state**
- **Eliminates gaps between coursework and testing windows** (AP, AzMERIT, etc.).



All Students College and Career Ready

The Agua Fria District's Technology Mission is to ensure the academic achievement of every student and to guide the development and implementation of management and instructional technology to support that achievement.

district Technology

TECHNOLOGY INTEGRATION

Many technology projects have taken place in 2014-2015 including revamping the District's website, upgrading our data center infrastructure to a virtualized server environment, and continued deployment of even more Chromebooks.

This past school year, the District Technology Department implemented a new website to help communicate with students, parents and the community. Each high school website was also moved over onto the new platform. The new system provides a more modern design which works well on all device types including tablets and smartphones.

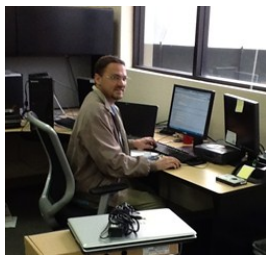
Also, the IT Department continued its deployments of Google Chromebooks. Over 800 additional Chromebooks were deployed out to schools to continue to bring more internet connected devices into the classroom. The Chromebooks were also used in the District's first administration of the new AZMerit assessment.

The Technology Department upgraded our data center infrastructure to a virtualized server environment to modernize our network resources, create a more manageable environment, and reduce operating costs. The new infrastructure will replace close to 50 aging servers distributed throughout the district onto a single hyper-converged system.

Beginning in the Fall of 2015 the IT Department will begin the process to move our phone system onto a new Voice over IP platform, replacing a system that is currently hosted by our service provider. This project was a result of changing E-Rate program rules and diminished funding that paid for our current system.

In the summer of 2015 the District also completed a renovation project that brought a new technology training center to the District Office. The training center will be used for professional development of staff and teachers on many topics, including staff training on new business software and integrating technology resources into the classroom curriculum.

E-Rate Funding					
	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016
Requested Amount	\$424,384	\$134,656	\$230,314	\$191,443.51	\$148,463
Total Committed	\$103,516	\$134,656	\$230,314	\$191,443.51	\$148,463



The Technology Department has completed its E-Rate applications for the 2015-2016 funding year. For the upcoming year, Agua Fria Union High School District has applied for \$148,463 in funding. This funding will provide a 60% discount for the 2015-2016 school year on our telecommunications, internet services, wireless networking, and wide area network costs. This funding is providing the District an opportunity to expand our wireless networking infrastructure to our classrooms and learning environments.



Did You Know...

According to *My College Options Report*, 26.6% of our students are interested in STEM related majors compared to 27.2% in the state. 23.6% of our students expressed and interest in medical related post-secondary majors which was the highest single major including nursing, medical physician, and healthcare related professions.

Our graduation rate increased by over 3% in a one year period. We are well ahead of the state average for comparable graduation rates.

DID YOU KNOW...

The following students took 1st place honors at the Arizona State Fair: Austen Miner (Ceramics); Marissa Rabago (Sculpture); Alma Ramirez (Ceramics); Sara Cotta (Sculpture); Esli Soto and Daniella Flores. Congratulations!!!

High School Courses Taken in Advanced Coursework:

Arizona
62.2%

Our District
64.7%

Nationally
64.6%

-My College Options Report

Our students and teachers generated over \$12 million dollars in unduplicated scholarship funds during the past school year.

Based on the *My College Options Report* up to one of every three students eligible for college bound work will be a first generation student to attend college.

The Agua Fria Union High School District continues to outpace the state of Arizona and the Nation when it comes to the percent of students in honors courses taken. Over 48% of our students have taken at least one honors course compared to 30% nationally.

- We are experiencing our 18th straight year of growth as a district.
- We are anticipating crossing the state identified student threshold for needing High School 5 in our community; yet at the same time the state continues to NOT fund new construction for the 6th year in a row.
- 51.6% of our graduates will require direct student loans to make college attendance a possibility.



ACADEMIC GROWTH

Arizona schools have been 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.

In the Spring of 2015, as was the case for all other districts in the state of Arizona, our students took the new AzMERIT assessments in Writing, Reading and Math. Taking these tests last Spring established the baseline for future testing, measurement and analysis. A testing calendar has been established and we will test a small group in the Fall of 2015, and then test all students who are in an English/Language Arts courses during the second semester. The same will occur with designated Math courses designated by the state. ***During this transition, the Arizona Department of Education will not assign labels or “letter grades.”***

AGUA FRIA HIGH

MILLENNIUM HIGH

We know that academic progress is a reflection of professionals working together and student commitment to the learning process. We take great pride in the accomplishments and progress of all of our teachers and students as a learning organization. We truly appreciate their hard work.

AGUA FRIA HIGH SCHOOL

It is my distinct honor to serve as the principal of Agua Fria High School, and we are extremely proud of the young men and women who call Agua Fria their home school. I am proud of the positive impact that our students and staff have had on our Agua Fria community.

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. Through interventions, academic supports and advancement opportunities teachers were able to personalize education opportunities to individual student needs. Our success demonstrates the level of commitment and hard work of our faculty and students.

I appreciate 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





All Students College and Career Ready

DESERT EDGE HIGH SCHOOL

Desert Edge High School and the Class of 2015 takes the Agua Fria Union High School District vision of "All Students College and Career Ready" very seriously. The challenges of preparing our students are made even greater by the rapid pace that the world is changing. I am confident that our students are up to the challenge. They have reached platinum status with United Blood Services; have set a national High School World Record for the largest "Kahoot;" collected over 2,000 cans for the Agua Fria Food Bank (the 3rd largest donation); and have worked with our local elementary students.

Our senior class has been offered over 6.2 million dollars in scholarships. Our students have been accepted into trade schools and state schools as well as some of the most elite colleges and universities in the nation. Our student-athletes have won district, sectional and state championships, with thirteen athletes earning the opportunity to compete in athletics at the college level.

Desert Edge was the recipient of two important honors this year. Our school was nationally recognized with twenty-one other Arizona high schools by the Washing Post Index Challenge as one of America's Most Challenging High Schools; in addition Desert Edge was recognized by the US News and World Report as a Bronze Medalist for Best High Schools in America.

I am proud of our students, faculty and staff. We are Desert Edge!!



Julie Jones, Principal

Signature Programs:
Desert Edge HS.....Conservatory
of the Arts
.....Agriscience



DEHS Administrative Team



MILLENNIUM HIGH SCHOOL

As I reflect on this past school year, I appreciate the perseverance of our students—personally, academically and athletically. I appreciate that our Millennium High School students are a generation seeking their own path to success. In so doing, you are still kind to those around you, appreciate differences, take nothing for granted, and are resilient to setbacks. Members of the class of 2015 have been offered over 10 million dollars in scholarships.

We thank you for your leadership, your hard work, effort, energy, and commitment. We continue to embrace a positive culture. 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. I am proud to be the principal of Millennium High School.



Tamee Gressett, Principal



Signature Programs:

*Millennium HS.....Agriscience;
.....Culinary Arts*



MHS Administrative Team

Mindful

Consider the consequences
Consider Others
Respect staff and students

High Standards

Utilize your full potential
Produce quality work
Believe in yourself

Spirit

In our actions
In our interactions
In our school

This is Millennium



All Students College and Career Ready

VERRADO HIGH SCHOOL

Looking back over the school year, I am proud to have been the principal of Verrado High School. Verrado's students and staff have earned recognition from many sources: we have been named as one of America's Most Challenging High Schools by the Washington Post; we have been named one of America's best high schools by Newsweek and the Daily Beast; Niche.com has named Verrado not only one of Arizona's best schools, but also one of the state's safest schools. We are also a silver medal recipient of US News and World Report's America's Best High Schools. Verrado is an A+ School of Excellence as selected by the Arizona Education Foundation. These are just a few of the honors that we have realized because of the dedication, hard work, positive culture, and leadership of our students, staff and community. Verrado is innovation; Verrado is student performance; Verrado is "One" with our District's vision of "All Students College and Career Ready."



Tom Huffman, Principal

Signature Programs:

**Verrado HS.....Pre-Engineering
.....Broadcast Technology**



VHS Administrative Team



Spirit of Agua Fria Award 2014-2015 Recipients



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 2015 Spirit of Agua Fria Award recipients: Lala Perea and Marcia Jackson from Agua Fria High School; Nancy Amore and Sean Smith from Desert Edge High School; Lenny Grabowski and Julie Vastine from Millennium High School; Bernadette Krchnavy and Tracy Meldrum from Verrado High School; Kirby Warner and Dawn Stark from the District Office.

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

The 2014-2015 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 2014-2015 Annual Report contains the most recent data available at the time of publication. To measure, compare and report growth for the 2014-2015 school year, this report contains information from previous years. As more current data becomes available from contributing agencies, this report will be updated.

- Sandra Haiflich, Executive Director of Accountability & Accreditation