Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Tolleson Union High School District

9419 W Van Buren St, Tolleson, AZ 85353-

No Child Left Behind

Adequate Yearly Progress [1]

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

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

Current Administrator [2]

Title: Superintendent

Name: Kino Flores

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Phone: (623) 487-4000

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District At A Glance

Enrollment [3]

	State	District
2003-2004 Student Enrollment	1,012,068	5,487

Expenditures [4]

2004 Administration Expense	$0.00
2004 Classroom Supplies Expense	$0.00
2004 Classroom Instruction Expense	$0.00
2004 Other Support Services Expense	$0.00
2004 Student Support Services Expense	$0.00
2004 Total Current Expenditures	$0.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	63	28	2	0
4 to 6 years	35	15	0	0
7 to 9 years	15	16	0	0
10 or more years	26	81	3	0

Teachers with Emergency Certificaton.	13
Classes not Taught by Highly Qualified Teachers.	*
District Poverty Level.	*

* Due to the unavailablity of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	NC	75509	NC	100	NC	521	NC	13	NC	23	NC	33	NC	31
All Students (02-03)	NC	75372	NC	100	NC	523	NC	9	NC	25	NC	36	NC	30
Female (03-04)	--	37013	--	100	--	522	--	12	--	24	--	33	--	31
Female (02-03)	NC	36901	NC	100	NC	524	NC	8	NC	25	NC	36	NC	31
Male (03-04)	NC	38430	NC	99	NC	521	NC	14	NC	22	NC	33	NC	31
Male (02-03)	NC	38385	NC	100	NC	523	NC	9	NC	24	NC	36	NC	30
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
African American (02-03)	--	3589	--	96	--	501	--	18	--	33	--	33	--	16
Hispanic (03-04)	--	30486	--	99	--	505	--	18	--	29	--	32	--	21
Hispanic (02-03)	NC	29103	NC	99	NC	510	NC	12	NC	31	NC	36	NC	20
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
Asian/Pacific Islander (02-03)	--	1574	--	96	--	549	--	3	--	14	--	34	--	48
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
American Indian/Alaskan Native (02-03)	--	5086	--	100	--	491	--	22	--	38	--	28	--	12
White (03-04)	--	35192	--	99	--	534	--	8	--	19	--	35	--	39
White (02-03)	--	34597	--	98	--	535	--	4	--	20	--	38	--	38
Students with Disabilities (03-04)	NC	9708	NC	100	NC	489	NC	32	NC	27	NC	24	NC	17
Students with Disabilities (02-03)	NC	8057	NC	99	NC	496	NC	23	NC	31	NC	28	NC	17
Students without Disabilities (03-04)	--	65801	--	98	--	525	--	11	--	23	--	34	--	33
Students without Disabilities (02-03)	--	67315	--	100	--	525	--	8	--	24	--	37	--	31
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Limited English Proficient Students (02-03)	--	16925	--	100	--	482	--	27	--	40	--	26	--	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Economically Disadvantaged (03-04)	--	36411	--	NA	--	503	--	19	--	29	--	32	--	20
Economically Disadvantaged (02-03)	--	26325	--	NA	--	504	--	15	--	34	--	33	--	18
Non-Economically Disadvantaged (03-04)	NC	39040	NC	NA	NC	534	NC	8	NC	19	NC	34	NC	39
Non-Economically Disadvantaged (02-03)	NC	49047	NC	NA	NC	530	NC	6	NC	21	NC	37	NC	35

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	NC	75492	NC	100	NC	519	NC	12	NC	16	NC	47	NC	24
All Students (02-03)	--	75221	--	100	--	523	--	8	--	16	--	56	--	21
Female (03-04)	--	37013	--	100	--	523	--	10	--	15	--	48	--	27
Female (02-03)	--	36833	--	100	--	526	--	6	--	15	--	56	--	23
Male (03-04)	NC	38400	NC	99	NC	516	NC	14	NC	17	NC	47	NC	21
Male (02-03)	--	38319	--	100	--	520	--	9	--	17	--	56	--	18
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
African American (02-03)	--	3597	--	97	--	510	--	14	--	22	--	53	--	11
Hispanic (03-04)	--	30438	--	99	--	508	--	17	--	21	--	47	--	15
Hispanic (02-03)	--	29019	--	99	--	513	--	12	--	21	--	55	--	13
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
Asian/Pacific Islander (02-03)	--	1572	--	95	--	536	--	2	--	9	--	57	--	31
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
American Indian/Alaskan Native (02-03)	--	5071	--	100	--	502	--	20	--	27	--	46	--	8
White (03-04)	--	35177	--	99	--	528	--	8	--	13	--	49	--	31
White (02-03)	--	34543	--	97	--	531	--	4	--	12	--	58	--	26
Students with Disabilities (03-04)	--	9707	--	100	--	495	--	33	--	21	--	33	--	13
Students with Disabilities (02-03)	--	8006	--	99	--	505	--	22	--	23	--	42	--	13
Students without Disabilities (03-04)	NC	65785	NC	98	NC	522	NC	10	NC	16	NC	49	NC	26
Students without Disabilities (02-03)	--	67215	--	100	--	524	--	7	--	16	--	56	--	21
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Limited English Proficient Students (02-03)	--	16853	--	100	--	489	--	29	--	36	--	32	--	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Economically Disadvantaged (03-04)	--	36302	--	NA	--	507	--	18	--	21	--	46	--	14
Economically Disadvantaged (02-03)	--	26256	--	NA	--	509	--	14	--	24	--	51	--	11
Non-Economically Disadvantaged (03-04)	NC	39164	NC	NA	NC	528	NC	8	NC	13	NC	48	NC	31
Non-Economically Disadvantaged (02-03)	--	48965	--	NA	--	528	--	5	--	13	--	58	--	24

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	NC	75053	NC	99	NC	597	NC	7	NC	12	NC	72	NC	9
All Students (02-03)	NC	73654	NC	99	NC	530	NC	9	NC	13	NC	70	NC	7
Female (03-04)	--	36872	--	99	--	621	--	5	--	9	--	74	--	12
Female (02-03)	NC	36239	NC	99	NC	537	NC	7	NC	11	NC	72	NC	10
Male (03-04)	NC	38109	NC	99	NC	573	NC	10	NC	14	NC	69	NC	6
Male (02-03)	NC	37301	NC	98	NC	523	NC	12	NC	15	NC	68	NC	5
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
African American (02-03)	NC	3488	NC	94	NC	515	NC	16	NC	18	NC	62	NC	4
Hispanic (03-04)	--	30235	--	98	--	575	--	9	--	14	--	70	--	6
Hispanic (02-03)	NC	28348	NC	96	NC	520	NC	13	NC	17	NC	65	NC	5
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
Asian/Pacific Islander (02-03)	--	1558	--	95	--	547	--	3	--	8	--	76	--	13
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
American Indian/Alaskan Native (02-03)	--	4947	--	100	--	507	--	22	--	22	--	53	--	3
White (03-04)	--	35028	--	99	--	613	--	6	--	10	--	73	--	11
White (02-03)	NC	33924	NC	96	NC	537	NC	5	NC	10	NC	75	NC	9
Students with Disabilities (03-04)	--	9625	--	100	--	530	--	21	--	21	--	55	--	4
Students with Disabilities (02-03)	NC	7306	NC	90	NC	506	NC	24	NC	20	NC	52	NC	4
Students without Disabilities (03-04)	NC	65428	NC	98	NC	604	NC	6	NC	11	NC	73	NC	10
Students without Disabilities (02-03)	--	66348	--	100	--	531	--	8	--	13	--	71	--	8
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Limited English Proficient Students (02-03)	--	16422	--	100	--	495	--	30	--	27	--	43	--	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Economically Disadvantaged (03-04)	--	36077	--	NA	--	566	--	10	--	16	--	69	--	5
Economically Disadvantaged (02-03)	--	25711	--	NA	--	514	--	16	--	19	--	61	--	3
Non-Economically Disadvantaged (03-04)	NC	38950	NC	NA	NC	618	NC	5	NC	9	NC	73	NC	12
Non-Economically Disadvantaged (02-03)	NC	47943	NC	NA	NC	535	NC	7	NC	11	NC	74	NC	9

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Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	--	76019	--	100	--	499	--	14	--	39	--	14	--	33
All Students (02-03)	NC	76230	NC	100	NC	498	NC	12	NC	38	NC	12	NC	37
Female (03-04)	--	37207	--	100	--	499	--	12	--	41	--	14	--	33
Female (02-03)	--	37247	--	100	--	500	--	11	--	40	--	13	--	37
Male (03-04)	--	38677	--	100	--	498	--	15	--	38	--	13	--	34
Male (02-03)	NC	38725	NC	100	NC	497	NC	14	NC	37	NC	12	NC	37
African American (03-04)	--	3817	--	100	--	475	--	23	--	47	--	11	--	18
African American (02-03)	--	3594	--	96	--	476	--	22	--	46	--	11	--	21
Hispanic (03-04)	--	29458	--	100	--	480	--	20	--	48	--	12	--	20
Hispanic (02-03)	NC	28100	NC	98	NC	482	NC	18	NC	47	NC	11	NC	24
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
Asian/Pacific Islander (02-03)	--	1447	--	95	--	527	--	5	--	26	--	11	--	58
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
American Indian/Alaskan Native (02-03)	--	5292	--	100	--	463	--	31	--	47	--	8	--	14
White (03-04)	--	35880	--	100	--	515	--	7	--	32	--	16	--	45
White (02-03)	--	35389	--	96	--	514	--	6	--	32	--	14	--	48
Students with Disabilities (03-04)	--	9786	--	100	--	457	--	39	--	40	--	7	--	13
Students with Disabilities (02-03)	NC	9022	NC	100	NC	465	NC	31	NC	43	NC	8	NC	17
Students without Disabilities (03-04)	--	66233	--	99	--	503	--	11	--	39	--	14	--	35
Students without Disabilities (02-03)	--	67208	--	100	--	500	--	12	--	38	--	12	--	38
Limited English Proficient Students (03-04)	--	15206	--	100	--	459	--	31	--	53	--	7	--	9
Limited English Proficient Students (02-03)	--	14826	--	100	--	460	--	31	--	51	--	8	--	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	--	35714	--	NA	--	480	--	20	--	47	--	12	--	20
Economically Disadvantaged (02-03)	--	25037	--	NA	--	477	--	21	--	47	--	11	--	21
Non-Economically Disadvantaged (03-04)	--	40266	--	NA	--	513	--	9	--	33	--	15	--	43
Non-Economically Disadvantaged (02-03)	NC	51193	NC	NA	NC	507	NC	9	NC	35	NC	13	NC	43

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Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	--	76020	--	100	--	503	--	25	--	23	--	40	--	12
All Students (02-03)	--	76202	--	100	--	505	--	19	--	24	--	46	--	11
Female (03-04)	--	37207	--	100	--	504	--	22	--	23	--	42	--	13
Female (02-03)	--	37231	--	100	--	507	--	16	--	24	--	48	--	13
Male (03-04)	--	38666	--	100	--	501	--	29	--	22	--	38	--	12
Male (02-03)	--	38718	--	100	--	503	--	22	--	24	--	44	--	10
African American (03-04)	--	3819	--	100	--	494	--	37	--	26	--	31	--	6
African American (02-03)	--	3600	--	97	--	497	--	28	--	29	--	39	--	5
Hispanic (03-04)	--	29442	--	99	--	494	--	37	--	26	--	31	--	6
Hispanic (02-03)	--	28090	--	98	--	497	--	28	--	30	--	37	--	5
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
Asian/Pacific Islander (02-03)	--	1443	--	95	--	515	--	9	--	19	--	53	--	19
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
American Indian/Alaskan Native (02-03)	--	5311	--	100	--	491	--	38	--	31	--	28	--	3
White (03-04)	--	35890	--	100	--	511	--	15	--	20	--	48	--	18
White (02-03)	--	35371	--	96	--	512	--	10	--	20	--	54	--	16
Students with Disabilities (03-04)	--	9784	--	100	--	485	--	58	--	19	--	19	--	4
Students with Disabilities (02-03)	--	9097	--	100	--	493	--	39	--	27	--	29	--	5
Students without Disabilities (03-04)	--	66236	--	99	--	504	--	23	--	23	--	42	--	13
Students without Disabilities (02-03)	--	67105	--	100	--	506	--	18	--	24	--	47	--	12
Limited English Proficient Students (03-04)	--	15198	--	100	--	483	--	59	--	25	--	14	--	1
Limited English Proficient Students (02-03)	--	14780	--	100	--	486	--	50	--	32	--	18	--	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	--	35703	--	NA	--	494	--	37	--	26	--	31	--	6
Economically Disadvantaged (02-03)	--	24961	--	NA	--	495	--	32	--	30	--	34	--	4
Non-Economically Disadvantaged (03-04)	--	40274	--	NA	--	509	--	17	--	20	--	47	--	17
Non-Economically Disadvantaged (02-03)	--	51241	--	NA	--	509	--	14	--	22	--	51	--	14

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	--	75673	--	100	--	530	--	12	--	25	--	58	--	4
All Students (02-03)	--	74692	--	99	--	502	--	18	--	27	--	47	--	8
Female (03-04)	--	37099	--	100	--	548	--	8	--	22	--	64	--	6
Female (02-03)	--	36710	--	99	--	509	--	14	--	26	--	50	--	10
Male (03-04)	--	38441	--	99	--	513	--	16	--	29	--	52	--	3
Male (02-03)	--	37742	--	98	--	495	--	22	--	28	--	44	--	6
African American (03-04)	--	3791	--	99	--	506	--	18	--	29	--	50	--	3
African American (02-03)	--	3516	--	94	--	487	--	26	--	31	--	39	--	4
Hispanic (03-04)	--	29305	--	99	--	507	--	16	--	31	--	51	--	2
Hispanic (02-03)	--	27492	--	96	--	486	--	27	--	32	--	38	--	4
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
Asian/Pacific Islander (02-03)	--	1428	--	94	--	528	--	8	--	20	--	54	--	18
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
American Indian/Alaskan Native (02-03)	--	5166	--	100	--	470	--	39	--	32	--	27	--	2
White (03-04)	--	35760	--	99	--	550	--	9	--	21	--	64	--	6
White (02-03)	--	34785	--	94	--	517	--	10	--	23	--	56	--	11
Students with Disabilities (03-04)	--	9706	--	100	--	462	--	36	--	32	--	31	--	1
Students with Disabilities (02-03)	--	8428	--	98	--	472	--	38	--	30	--	29	--	3
Students without Disabilities (03-04)	--	65967	--	99	--	536	--	10	--	25	--	60	--	5
Students without Disabilities (02-03)	--	66264	--	99	--	503	--	17	--	27	--	48	--	8
Limited English Proficient Students (03-04)	--	15115	--	100	--	471	--	26	--	38	--	35	--	1
Limited English Proficient Students (02-03)	--	14363	--	100	--	459	--	47	--	34	--	19	--	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	--	35541	--	NA	--	504	--	17	--	31	--	50	--	2
Economically Disadvantaged (02-03)	--	24507	--	NA	--	480	--	31	--	33	--	33	--	3
Non-Economically Disadvantaged (03-04)	--	40091	--	NA	--	550	--	9	--	21	--	64	--	6
Non-Economically Disadvantaged (02-03)	--	50185	--	NA	--	511	--	13	--	24	--	53	--	10

Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	--	75001	--	99	--	468	--	37	--	36	--	16	--	10
All Students (02-03)	NC	71167	NC	99	NC	463	NC	38	NC	41	NC	14	NC	7
Female (03-04)	--	36846	--	99	--	468	--	36	--	38	--	16	--	10
Female (02-03)	NC	34825	NC	99	NC	462	NC	38	NC	42	NC	14	NC	6
Male (03-04)	--	37974	--	99	--	467	--	39	--	34	--	16	--	11
Male (02-03)	NC	36047	NC	99	NC	464	NC	38	NC	39	NC	15	NC	8
African American (03-04)	--	3720	--	98	--	446	--	53	--	33	--	9	--	4
African American (02-03)	--	3225	--	95	--	441	--	57	--	34	--	6	--	2
Hispanic (03-04)	--	26675	--	98	--	448	--	52	--	34	--	10	--	4
Hispanic (02-03)	NC	23643	NC	97	NC	445	NC	53	NC	37	NC	8	NC	2
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
Asian/Pacific Islander (02-03)	--	1503	--	100	--	493	--	18	--	40	--	23	--	19
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
American Indian/Alaskan Native (02-03)	--	5161	--	100	--	435	--	63	--	30	--	5	--	2
White (03-04)	--	37785	--	99	--	482	--	25	--	39	--	21	--	15
White (02-03)	NC	35245	NC	95	NC	476	NC	26	NC	45	NC	19	NC	10
Students with Disabilities (03-04)	--	8802	--	100	--	418	--	79	--	16	--	3	--	1
Students with Disabilities (02-03)	NC	8095	NC	100	NC	426	NC	69	NC	25	NC	5	NC	1
Students without Disabilities (03-04)	--	66199	--	99	--	472	--	34	--	38	--	17	--	11
Students without Disabilities (02-03)	--	63072	--	99	--	464	--	37	--	41	--	15	--	7
Limited English Proficient Students (03-04)	--	11710	--	100	--	429	--	70	--	25	--	4	--	1
Limited English Proficient Students (02-03)	--	10317	--	100	--	426	--	72	--	25	--	2	--	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Economically Disadvantaged (03-04)	--	29814	--	NA	--	448	--	53	--	33	--	10	--	4
Economically Disadvantaged (02-03)	--	17057	--	NA	--	440	--	58	--	34	--	6	--	2
Non-Economically Disadvantaged (03-04)	--	45170	--	NA	--	479	--	28	--	38	--	20	--	14
Non-Economically Disadvantaged (02-03)	NC	54110	NC	NA	NC	468	NC	33	NC	43	NC	16	NC	8

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Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	--	74918	--	99	--	497	--	32	--	19	--	35	--	15
All Students (02-03)	NC	71100	NC	99	NC	502	NC	25	NC	21	NC	40	NC	15
Female (03-04)	--	36846	--	99	--	501	--	28	--	19	--	37	--	16
Female (02-03)	--	34801	--	99	--	505	--	21	--	22	--	42	--	15
Male (03-04)	--	37936	--	99	--	493	--	35	--	18	--	33	--	14
Male (02-03)	NC	36010	NC	99	NC	499	NC	28	NC	20	NC	38	NC	14
African American (03-04)	--	3719	--	98	--	481	--	43	--	21	--	29	--	7
African American (02-03)	--	3219	--	95	--	486	--	38	--	24	--	31	--	7
Hispanic (03-04)	--	26645	--	98	--	478	--	46	--	20	--	27	--	6
Hispanic (02-03)	--	23630	--	96	--	485	--	37	--	25	--	32	--	6
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
Asian/Pacific Islander (02-03)	--	1509	--	100	--	522	--	12	--	14	--	46	--	28
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
American Indian/Alaskan Native (02-03)	--	5144	--	100	--	478	--	46	--	24	--	25	--	5
White (03-04)	--	37773	--	99	--	511	--	20	--	18	--	41	--	21
White (02-03)	NC	35198	NC	95	NC	515	NC	15	NC	18	NC	47	NC	21
Students with Disabilities (03-04)	--	8801	--	100	--	448	--	75	--	13	--	10	--	2
Students with Disabilities (02-03)	NC	8121	NC	100	NC	470	NC	55	NC	20	NC	21	NC	4
Students without Disabilities (03-04)	--	66117	--	99	--	501	--	28	--	19	--	37	--	16
Students without Disabilities (02-03)	--	62979	--	99	--	503	--	23	--	21	--	41	--	15
Limited English Proficient Students (03-04)	--	11706	--	100	--	454	--	71	--	16	--	12	--	1
Limited English Proficient Students (02-03)	--	10304	--	100	--	462	--	63	--	23	--	13	--	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Economically Disadvantaged (03-04)	--	29785	--	NA	--	477	--	47	--	20	--	26	--	6
Economically Disadvantaged (02-03)	--	17040	--	NA	--	483	--	40	--	25	--	29	--	6
Non-Economically Disadvantaged (03-04)	--	45115	--	NA	--	508	--	23	--	18	--	39	--	20
Non-Economically Disadvantaged (02-03)	NC	54060	NC	NA	NC	507	NC	20	NC	20	NC	43	NC	17

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Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	--	74503	--	99	--	491	--	9	--	32	--	51	--	8
All Students (02-03)	NC	69001	NC	96	NC	490	NC	17	NC	37	NC	45	NC	1
Female (03-04)	--	36686	--	99	--	506	--	5	--	29	--	57	--	9
Female (02-03)	--	34086	--	97	--	496	--	13	--	36	--	51	--	1
Male (03-04)	--	37644	--	98	--	476	--	13	--	36	--	45	--	6
Male (02-03)	NC	34644	NC	95	NC	484	NC	22	NC	39	NC	38	NC	0
African American (03-04)	--	3677	--	97	--	475	--	12	--	36	--	46	--	5
African American (02-03)	--	3115	--	92	--	478	--	25	--	44	--	31	--	0
Hispanic (03-04)	--	26500	--	97	--	467	--	13	--	39	--	44	--	4
Hispanic (02-03)	--	22656	--	92	--	476	--	27	--	43	--	30	--	0
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
Asian/Pacific Islander (02-03)	--	1472	--	98	--	507	--	8	--	30	--	60	--	2
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
American Indian/Alaskan Native (02-03)	--	4940	--	98	--	469	--	34	--	43	--	23	--	0
White (03-04)	--	37606	--	99	--	508	--	6	--	28	--	56	--	10
White (02-03)	NC	34501	NC	93	NC	500	NC	10	NC	34	NC	55	NC	1
Students with Disabilities (03-04)	--	8662	--	100	--	409	--	37	--	42	--	20	--	1
Students with Disabilities (02-03)	NC	7386	NC	95	NC	459	NC	46	NC	37	NC	17	NC	0
Students without Disabilities (03-04)	--	65841	--	98	--	499	--	7	--	32	--	53	--	8
Students without Disabilities (02-03)	--	61615	--	97	--	491	--	16	--	37	--	45	--	1
Limited English Proficient Students (03-04)	--	11608	--	100	--	430	--	23	--	47	--	28	--	1
Limited English Proficient Students (02-03)	--	9662	--	100	--	454	--	51	--	40	--	9	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Economically Disadvantaged (03-04)	--	29587	--	NA	--	465	--	14	--	40	--	43	--	4
Economically Disadvantaged (02-03)	--	16383	--	NA	--	472	--	30	--	43	--	26	--	0
Non-Economically Disadvantaged (03-04)	--	44898	--	NA	--	507	--	7	--	28	--	55	--	10
Non-Economically Disadvantaged (02-03)	NC	52618	NC	NA	NC	494	NC	14	NC	36	NC	49	NC	1

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Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1399	65934	98	100	485	492	51	43	18	18	19	24	11	15
All Students (02-03)	1070	57534	92	91	483	491	56	46	14	16	22	23	9	15
Female (03-04)	703	32586	96	100	484	491	50	44	21	19	21	24	8	14
Female (02-03)	522	28155	93	90	484	491	56	47	15	16	22	24	7	14
Male (03-04)	691	33226	99	99	486	493	53	42	15	18	18	24	15	16
Male (02-03)	548	28932	92	89	483	491	55	46	13	15	21	23	10	16
African American (03-04)	134	3042	100	98	480	478	54	58	21	19	19	17	6	6
African American (02-03)	102	2558	91	86	481	475	58	64	13	15	23	16	5	6
Hispanic (03-04)	775	21740	96	100	477	475	61	63	16	17	15	15	7	5
Hispanic (02-03)	579	17547	94	86	474	475	68	64	14	15	14	15	4	6
Asian/Pacific Islander (03-04)	38	1643	100	99	517	519	20	23	20	13	23	30	37	34
Asian/Pacific Islander (02-03)	30	1395	100	96	504	519	32	22	24	16	32	28	12	35
American Indian/Alaskan Native (03-04)	29	4351	100	99	484	472	52	68	14	16	28	13	7	4
American Indian/Alaskan Native (02-03)	25	3794	93	91	483	468	52	72	17	13	26	12	4	3
White (03-04)	419	34819	99	99	499	505	35	27	21	20	27	31	18	22
White (02-03)	332	29790	89	86	497	501	38	34	15	17	32	29	16	20
Students with Disabilities (03-04)	135	6507	99	100	456	456	78	83	13	9	9	6	0	2
Students with Disabilities (02-03)	95	5562	75	93	462	461	63	79	26	10	11	8	0	3
Students without Disabilities (03-04)	1264	59427	98	100	486	494	50	41	18	19	20	25	11	16
Students without Disabilities (02-03)	975	51972	95	90	484	492	55	45	14	16	22	24	9	15
Limited English Proficient Students (03-04)	81	6793	79	100	452	464	93	79	5	11	2	8	0	2
Limited English Proficient Students (02-03)	73	5467	91	100	439	458	100	87	0	7	0	5	0	1
Migrant Students (03-04)	54	708	NA	NA	457	469	86	72	10	15	2	10	2	3
Migrant Students (02-03)	40	702	NA	NA	480	471	50	74	29	9	21	14	0	3
Economically Disadvantaged (03-04)	530	18745	NA	NA	471	475	70	64	13	16	11	15	5	5
Economically Disadvantaged (02-03)	140	10446	NA	NA	454	472	92	70	5	13	3	13	0	4
Non-Economically Disadvantaged (03-04)	869	47182	NA	NA	493	499	40	35	21	19	24	27	15	19
Non-Economically Disadvantaged (02-03)	930	47088	NA	NA	488	495	50	42	16	16	24	26	10	17

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Tolleson Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1434	68162	99	100	506	509	17	18	28	24	50	51	6	8
All Students (02-03)	1084	56700	93	89	507	512	14	15	29	23	50	52	7	10
Female (03-04)	725	32586	98	100	509	513	12	15	28	23	54	52	6	9
Female (02-03)	529	27862	93	89	513	517	10	12	27	22	55	54	8	12
Male (03-04)	703	34521	98	100	502	505	22	20	27	24	46	49	5	7
Male (02-03)	550	28398	92	88	501	507	19	19	32	24	45	49	5	9
African American (03-04)	134	3163	99	99	504	497	13	22	28	30	56	46	4	3
African American (02-03)	105	2529	92	85	503	495	12	24	33	31	51	41	3	4
Hispanic (03-04)	804	22624	98	100	494	487	25	32	32	31	39	35	3	2
Hispanic (02-03)	579	17305	93	85	498	494	18	24	35	31	44	41	3	4
Asian/Pacific Islander (03-04)	38	1666	100	100	530	523	8	11	17	17	58	60	17	12
Asian/Pacific Islander (02-03)	30	1382	100	95	516	530	4	6	33	17	54	59	8	17
American Indian/Alaskan Native (03-04)	29	4592	100	100	502	484	11	32	36	37	50	30	4	1
American Indian/Alaskan Native (02-03)	26	3815	96	91	502	489	17	29	33	35	50	35	0	2
White (03-04)	428	35727	99	100	527	526	4	7	19	17	67	64	10	12
White (02-03)	340	29209	91	84	522	525	9	9	20	17	57	59	13	15
Students with Disabilities (03-04)	135	6845	97	100	470	468	47	53	34	29	16	18	3	1
Students with Disabilities (02-03)	102	5215	81	87	485	478	31	43	31	29	38	25	0	2
Students without Disabilities (03-04)	1299	61317	99	100	507	512	16	15	27	23	51	53	6	8
Students without Disabilities (02-03)	982	51485	94	89	507	513	14	15	29	23	50	52	7	11
Limited English Proficient Students (03-04)	85	7152	81	100	450	464	84	57	15	31	1	12	0	0
Limited English Proficient Students (02-03)	70	5378	88	100	452	471	100	48	0	36	0	15	0	0
Migrant Students (03-04)	58	745	NA	NA	466	469	57	51	31	31	11	17	0	1
Migrant Students (02-03)	38	689	NA	NA	497	486	15	31	38	36	46	30	0	2
Economically Disadvantaged (03-04)	540	19528	NA	NA	486	487	31	31	33	32	35	34	1	2
Economically Disadvantaged (02-03)	129	10358	NA	NA	469	492	45	26	46	33	9	37	0	4
Non-Economically Disadvantaged (03-04)	894	48595	NA	NA	517	518	9	13	24	20	58	57	8	10
Non-Economically Disadvantaged (02-03)	955	46342	NA	NA	512	516	10	13	27	21	55	54	8	12

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	1429	67629	98	100	528	524	15	22	15	16	68	59	1	3
All Students (02-03)	1072	55090	92	87	473	479	17	16	10	13	73	70	0	0
Female (03-04)	721	33347	98	100	541	537	10	17	12	15	76	64	2	4
Female (02-03)	539	27752	95	89	478	483	13	13	9	12	78	75	0	0
Male (03-04)	702	34151	98	99	514	512	21	27	18	18	60	54	1	2
Male (02-03)	532	26842	89	83	468	474	22	20	11	15	68	65	0	0
African American (03-04)	135	3150	100	99	534	515	12	24	15	19	72	56	1	2
African American (02-03)	104	2336	91	78	471	464	19	25	11	14	70	62	0	0
Hispanic (03-04)	800	22313	97	100	514	493	21	34	16	19	61	46	1	1
Hispanic (02-03)	556	16391	89	81	460	458	23	28	13	16	64	56	0	0
Asian/Pacific Islander (03-04)	38	1659	100	100	556	564	6	11	11	12	78	68	6	9
Asian/Pacific Islander (02-03)	29	1356	97	93	486	499	12	7	12	9	77	83	0	2
American Indian/Alaskan Native (03-04)	28	4528	97	99	537	492	7	35	22	21	67	42	4	1
American Indian/Alaskan Native (02-03)	27	3731	100	89	459	446	21	37	17	16	63	47	0	0
White (03-04)	427	35593	99	99	549	547	6	13	13	14	80	69	1	4
White (02-03)	352	29053	94	84	492	492	8	8	5	12	87	79	0	0
Students with Disabilities (03-04)	136	6712	98	100	475	445	37	61	14	18	49	21	0	0
Students with Disabilities (02-03)	86	4141	68	69	437	436	50	47	21	18	29	35	0	0
Students without Disabilities (03-04)	1293	60917	98	100	529	530	14	19	15	16	69	61	1	3
Students without Disabilities (02-03)	986	50949	95	89	474	479	16	16	10	13	74	71	0	0
Limited English Proficient Students (03-04)	83	6994	79	100	420	442	55	58	24	18	20	23	0	0
Limited English Proficient Students (02-03)	57	4711	71	96	429	422	100	61	0	13	0	26	0	0
Migrant Students (03-04)	58	732	NA	NA	460	466	48	44	26	23	26	33	0	0
Migrant Students (02-03)	37	666	NA	NA	451	444	28	39	11	11	61	50	0	0
Economically Disadvantaged (03-04)	538	19310	NA	NA	503	489	24	35	21	20	55	44	0	1
Economically Disadvantaged (02-03)	120	10168	NA	NA	424	453	59	32	12	18	28	50	0	0
Non-Economically Disadvantaged (03-04)	891	48278	NA	NA	542	538	10	17	12	15	76	65	2	4
Non-Economically Disadvantaged (02-03)	952	44922	NA	NA	480	484	12	13	10	13	79	73	0	0

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Tolleson Union High School District

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Tolleson Union High School District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Tolleson Union High School District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
La Joya Community High School	Not Evaluated	Not Evaluated	Met
Tolleson Union High School	N/A	Performing	Not Met
Westview High School	N/A	Performing	Met

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Footnotes

1 Adequate Yearly Progress, please visit our westsite at http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the distrct and not audited by the ADE. If all values are set to $0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.

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Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 20 Pages X .0318 Per page X 1 Copies = $0.64

** If total cost of printing = $0.00, only the electronic version of the report card was created.

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