

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9419 West Van Buren, Tolleson, AZ 85353

Tolleson Union High School District

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

AZ LEARNS¹

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mr. Harold Crenshaw
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 1968
 Web Address :
 Phone Number : (623) 478-4200
 Fax Number : (623) 936-9366
 E-mail : harold.crenshaw@tuhsd.org

Mission

As a Professional Learning Community, at Tolleson Union High School we focus on excellence in teaching and guarantee higher levels of learning for all students.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

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

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

School / Academic Goals

- ü Increase the achievement of all students by increasing their reading, writing, and math skills.
- ü Increase the graduation rate to 90% or better or improve from the 2003 - 2004 school year.
- ü Increase attendance rate to 92% or better or improve from 2003 - 2004 school year.
- ü Reduce the dropout rate to 6% or less or improve from the 2003 - 2004 school year.

Enrollment

October 1, 2003 School Year Student Enrollment : 2048
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 93

Instructional Programs

- ü Gifted/Talented
- ü Advanced Placement
- ü Dual Credit
- ü Vocational/JAG/Rodel/ROTC/Performing Art
- ü Target School Upward Bound
- ü AVID
- ü Freshman Transition Team
- ü Talent Search (Trio Program)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Tolleson Union High School is responsible for promoting high academic standards with a focus on excellence in teaching and learning for all students through varied means of communication with parents.

Parents

TUHS values and encourages parental involvement. It is our expectation that all parents will work with us toward our shared goals of promoting regular school attendance, promoting proper school behavior, encouraging high academic standards, and consistently participating in a variety of activities throughout the students academic experience culminating with graduation.

Transportation Policy

The mission of the Tolleson UHSD Department of Transportation is to provide safe and efficient transportation for all students living farther than 1.5 miles from our school, as well as some unique Special Services needs.

School Honors

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

Award/Honor	Year
ü 3 Minority Students Receive Full-ride Scholarship to MIT	2002
ü Appointment to Marine Academy	2002
ü Natl Black Achievement Scholarship Program Awardee	2004
ü U of A ROTC Military Scholarship Awardee	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	398	1399	65934	98	98	100	477	485	492	63	51	43	16	18	18	12	19	24	9	11	15
All Students (Prior Year)	513	1070	57534	93	92	91	472	483	491	69	56	46	12	14	16	14	22	23	4	9	15
Female	184	703	32586	97	96	100	475	484	491	62	50	44	19	21	19	12	21	24	7	8	14
Male	214	691	33226	99	99	99	479	486	493	64	53	42	13	15	18	12	18	24	11	15	16
African American	37	134	3042	100	100	98	474	480	478	61	54	58	19	21	19	14	19	17	6	6	6
Hispanic	267	775	21740	98	96	100	474	477	475	65	61	63	16	16	17	11	15	15	8	7	5
Asian/Pacific Islander	NC	38	1643	NC	100	99	NC	517	519	NC	20	23	NC	20	13	NC	23	30	NC	37	34
American Indian/Alaskan Native	14	29	4351	100	100	99	472	484	472	71	52	68	14	14	16	7	28	13	7	7	4
White	71	419	34819	99	99	99	485	499	505	61	35	27	13	21	20	13	27	31	13	18	22
Students with Disabilities	35	135	6507	95	99	100	438	456	456	96	78	83	4	13	9	0	9	6	0	0	2
Students without Disabilities	363	1264	59427	99	98	100	480	486	494	61	50	41	17	18	19	13	20	25	10	11	16
Limited English Proficient Students	40	81	6793	89	79	100	457	452	464	88	93	79	8	5	11	5	2	8	0	0	2
Migrant Students	19	54	708				460	457	469	84	86	72	11	10	15	0	2	10	5	2	3
Economically Disadvantaged	173	530	18745				470	471	475	74	70	64	12	13	16	8	11	15	6	5	5
Non-Economically Disadvantaged	225	869	47182				482	493	499	55	40	35	18	21	19	15	24	27	11	15	19

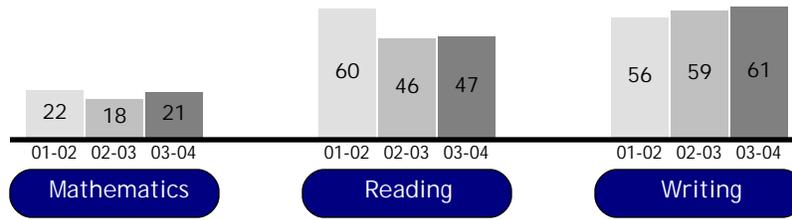
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	405	1434	68162	100	99	100	499	506	509	21	17	18	32	28	24	43	50	51	4	6	8
All Students (Prior Year)	521	1084	56700	93	93	89	498	507	512	18	14	15	36	29	23	42	50	52	4	7	10
Female	187	725	33509	99	98	100	501	509	513	18	12	15	32	28	23	46	54	52	4	6	9
Male	217	703	34521	99	98	100	498	502	505	23	22	20	31	27	24	41	46	49	5	5	7
African American	37	134	3163	97	99	99	516	504	497	6	13	22	21	28	30	68	56	46	6	4	3
Hispanic	273	804	22624	99	98	100	492	494	487	25	25	32	36	32	31	36	39	35	3	3	2
Asian/Pacific Islander	NC	38	1666	NC	100	100	NC	530	523	NC	8	11	NC	17	17	NC	58	60	NC	17	12
American Indian/Alaskan Native	14	29	4592	100	100	100	485	502	484	23	11	32	38	36	37	38	50	30	0	4	1
White	72	428	35727	100	99	100	514	527	526	11	4	7	21	19	17	62	67	64	6	10	12
Students with Disabilities	35	135	6845	100	97	100	451	470	468	69	47	53	31	34	29	0	16	18	0	3	1
Students without Disabilities	370	1299	61317	99	99	100	501	507	512	19	16	15	32	27	23	45	51	53	5	6	8
Limited English Proficient Students	42	85	7152	89	81	100	454	450	464	81	84	57	19	15	31	0	1	12	0	0	0
Migrant Students	21	58	745				465	466	469	57	57	51	33	31	31	10	11	17	0	0	1
Economically Disadvantaged	172	540	19528				486	486	487	34	31	31	33	33	32	31	35	34	3	1	2
Non-Economically Disadvantaged	233	894	48595				509	517	518	11	9	13	31	24	20	52	58	57	6	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	403	1429	67629	99	98	100	511	528	524	21	15	22	18	15	16	60	68	59	1	1	3
All Students (Prior Year)	504	1072	55090	90	92	87	457	473	479	26	17	16	16	10	13	59	73	70	0	0	0
Female	184	721	33347	98	98	100	527	541	537	15	10	17	14	12	15	70	76	64	1	2	4
Male	218	702	34151	100	98	99	500	514	512	26	21	27	23	18	18	52	60	54	0	1	2
African American	38	135	3150	100	100	99	520	534	515	17	12	24	20	15	19	63	72	56	0	1	2
Hispanic	269	800	22313	98	97	100	505	514	493	24	21	34	18	16	19	58	61	46	0	1	1
Asian/Pacific Islander	NC	38	1659	NC	100	100	NC	556	564	NC	6	11	NC	11	12	NC	78	68	NC	6	9
American Indian/Alaskan Native	14	28	4528	100	97	99	516	537	492	15	7	35	38	22	21	46	67	42	0	4	1
White	73	427	35593	100	99	99	526	549	547	15	6	13	18	13	14	67	80	69	0	1	4
Students with Disabilities	35	136	6712	100	98	100	438	475	445	54	37	61	23	14	18	23	49	21	0	0	0
Students without Disabilities	368	1293	60917	99	98	100	514	529	530	20	14	19	18	15	16	61	69	61	1	1	3
Limited English Proficient Students	40	83	6994	85	79	100	439	420	442	50	55	58	28	24	18	23	20	23	0	0	0
Migrant Students	21	58	732				466	460	466	48	48	44	24	26	23	29	26	33	0	0	0
Economically Disadvantaged	172	538	19310				497	503	489	28	24	35	18	21	20	54	55	44	0	0	1
Non-Economically Disadvantaged	231	891	48278				522	542	538	16	10	17	19	12	15	65	76	65	1	2	4

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

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

10th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	27	31	37	94	30	33	41	92	27	NA	42
	Language	91	26	32	38	98	30	33	42	94	27	32	42
	Mathematics	92	44	53	56	97	51	55	60	94	47	57	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety & Prevention
- Ü Student Achievement
- Ü School Restructuring
- Ü Maintaining the School Mission
- Ü School/Community Relations
- Ü North Central Association Accreditation

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	93.00
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	7	1	0
4 to 6 years	10	8	0	0
7 to 9 years	2	6	0	0
10 or more years	14	33	1	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 61
- Core academic classes taught by Highly Qualified (NCLB) teachers. 301
- Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Historical Lang. Arts & Auditorium Bldg
- Ü Computer Lab & Computer Math Lab
- Ü New Fine Arts, Agriculture, Science Bldg
- Ü All weather track, swimming pool

Extracurricular Activities

- Ü Programs for All Students
- Ü 33 Teams in 15 Sports
- Ü 17 Teams for Girls
- Ü Full Range of Activities/Clubs (50)

Social Services

- Ü Health Service/Free Immunizations
- Ü Free & Reduced Lunch Program
- Ü Counseling Services
- Ü Social Work Services
- Ü Crisis Intervention/Prevention Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Improved the four year graduation rate from 64.9% in 2003 to 70.7% in 2004.

- ü Maintained a 2.9% dropout rate complying with staying below the 6% dropout rate promoted by the district.

- ü Reduced the absence rate from 7.70% in May 2003 to 6.50% in May 2004

- ü Worked on reducing the discipline referrals and out-of-school suspensions from May 2003 to May 2004 to comply with the districts 10% reduction goal.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	6	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	0	NA		3
Status Unknown ¹¹	3			2
Graduation Rate ¹²	70			77

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

Measure of Academic Progress

No MAP data found for this school.

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

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Our Zero Tolerance Policy reflects our commitment to the safety of our students. Our school is pro-active, offering a comprehensive prevention program, a Crisis Intervention Team, a full time School Resource Officer and four security guards.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

65

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Harold Crenshaw	(623) 478-4200
Transportation Policy	Tim O'Brien	(623) 478-4101
Community Resources	Mike White	(623) 478-4209
School Nutrition Programs	Kimberly Luvisui	(623) 478-4060
Parent Organization		(623) -
Student Health/Nurse	Luz Pena	(623) 478-4233

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

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

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

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

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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

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