

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Harold Crenshaw  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 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 <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	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 (88.3%) the 2005 - 2006 school year.
- ü Increase attendance rate to 92% or better or improve from the 2005 - 2006 absence rate of (3.27%).
- ü Maintain the dropout rate at 6% or less or improve from the 2005 - 2006 dropout rate of (5.2%).

### Enrollment

October 1, 2005 School Year Student Enrollment : 1986  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 100

## Instructional Programs

- ü Gifted / Talented
- ü Advanced Placement / Dual Credit / AP
- ü Career Academies
- ü Vocational/JAG/Rodel/ROTC/Performing Art
- ü Target School Upward Bound
- ü Advancement Via Individual Determination
- ü Freshman / Sophomore Teams / AVID
- ü Reading Program / Math Labs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/23/2005
Last Day of School :	5/24/2006

## 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 National Hispanic Scholar Scholarship (ASU) \$50, 000	2006
ü Srs Rec'vd Over \$400,000 In Scholarships To Attend ASU	2006
ü Srs Rec'vd Total of Over \$1.4 Million In Scholarships	2006
ü Nat'l Black Achievement Scholarship Program 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	456	1945	71130	100	100	95	686	690	701	31	27	23	20	17	13	43	50	51	5	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	225	959	35465	100	99	96	685	692	702	33	25	21	20	16	13	43	52	53	4	7	13
Male	231	986	35648	100	100	94	687	689	701	30	29	24	21	18	12	43	47	50	6	6	14
African American	63	240	3868	100	100	95	678	682	686	43	33	33	21	18	17	35	46	45	2	2	6
Hispanic	318	1168	25103	99	99	95	684	685	685	34	31	34	19	19	16	43	46	45	4	4	5
Asian/Pacific Islander	10	34	1805	100	100	98	NA	711	731	NA	15	9	NA	15	7	NA	53	50	NA	18	34
American Indian/Alaskan Native	NC	33	4241	NC	100	90	NC	685	679	NC	24	39	NC	30	19	NC	36	39	NC	9	3
White	56	470	36075	100	100	95	704	707	715	7	14	12	25	10	9	55	63	58	13	13	21
Students with Disabilities	45	192	5862	100	98	71	664	654	658	56	65	63	31	19	15	13	15	20	NA	1	2
Students without Disabilities	411	1753	65268	100	100	98	688	694	705	29	23	19	19	16	12	46	54	54	6	7	15
Limited English Proficient Students	31	102	4859	100	100	93	660	665	662	61	62	64	23	18	15	16	19	20	NA	2	1
Migrant Students	NC	30	786	NC	100	95	NC	669	681	NC	47	38	NC	33	18	NC	20	41	NC	NA	4
Economically Disadvantaged	242	792	22957	100	99	93	683	681	685	32	35	34	24	21	17	39	41	44	4	3	5
Non-Economically Disadvantaged	214	1153	48173	100	100	96	690	696	709	30	22	17	16	14	11	48	56	55	6	9	18

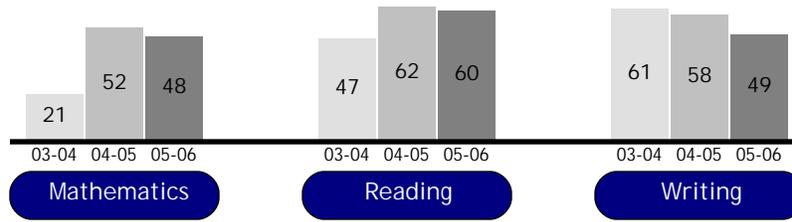
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	467	1956	73018	100	99	97	687	693	703	6	7	6	34	28	23	57	61	64	3	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	229	966	36181	99	99	97	690	698	708	6	5	4	31	26	21	59	65	65	4	4	9
Male	237	988	36816	100	99	96	684	687	699	5	9	7	36	30	24	56	57	62	3	3	7
African American	59	238	3976	97	98	96	689	690	689	5	7	8	37	26	29	56	66	59	2	0	3
Hispanic	332	1181	25801	99	99	96	681	684	683	6	8	10	38	34	34	55	56	53	1	2	3
Asian/Pacific Islander	NC	32	1812	NC	97	98	NC	717	722	NC	3	3	NC	6	15	NC	69	66	NC	22	16
American Indian/Alaskan Native	NC	32	4389	NC	97	93	NC	676	675	NC	13	9	NC	38	42	NC	47	47	NC	3	1
White	58	473	37024	100	100	97	714	716	721	2	3	2	16	14	12	66	73	73	17	10	13
Students with Disabilities	41	167	7170	93	86	85	645	646	654	12	26	23	78	53	47	10	20	29	NA	2	1
Students without Disabilities	426	1789	65848	100	100	98	690	697	708	5	5	4	30	26	20	62	65	67	4	4	9
Limited English Proficient Students	32	104	5099	100	100	95	637	636	641	38	38	29	56	54	59	6	8	12	NA	NA	0
Migrant Students	11	31	817	100	97	96	648	652	667	18	29	15	64	42	44	18	29	39	NA	NA	1
Economically Disadvantaged	249	801	23912	98	98	94	677	678	681	8	10	10	41	38	36	51	51	52	0	1	2
Non-Economically Disadvantaged	218	1155	49106	100	100	98	698	703	714	3	5	4	26	21	16	64	68	69	6	6	11

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	468	1966	72810	100	100	96	670	675	685	11	8	6	40	39	30	47	49	58	2	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	229	970	36111	99	99	97	680	687	695	7	4	4	35	32	23	55	58	65	3	5	8
Male	239	995	36678	100	100	95	661	662	674	15	12	9	45	45	36	39	41	52	1	2	3
African American	60	238	3962	98	98	96	675	675	675	12	8	8	37	37	33	43	50	55	8	5	3
Hispanic	332	1191	25735	99	100	96	664	666	669	11	10	10	45	44	41	43	45	48	0	2	2
Asian/Pacific Islander	NC	33	1809	NC	100	97	NC	702	704	NC	6	4	NC	18	19	NC	64	65	NC	12	13
American Indian/Alaskan Native	NC	33	4370	NC	100	92	NC	664	670	NC	6	9	NC	52	39	NC	42	50	NC	NA	2
White	58	471	36915	100	100	97	692	695	697	9	4	3	17	26	21	71	61	67	3	8	8
Students with Disabilities	44	187	7071	100	96	84	610	618	634	36	30	24	64	57	53	NA	10	21	NA	2	1
Students without Disabilities	424	1779	65739	100	100	98	676	680	689	8	6	4	38	37	27	52	54	62	2	4	6
Limited English Proficient Students	32	105	5046	100	100	94	605	605	621	53	44	31	34	50	56	13	6	12	NA	NA	0
Migrant Students	11	32	812	100	100	96	623	640	654	45	28	15	36	41	51	18	31	34	NA	NA	0
Economically Disadvantaged	251	813	23814	99	99	94	663	661	667	13	12	10	45	45	41	40	41	47	1	2	2
Non-Economically Disadvantaged	217	1153	48996	100	100	97	678	684	693	8	5	4	35	34	24	55	56	64	3	5	7

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 2005-06

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	27	NA	42	95	42	47	51	98	39	43	52
	Language	94	27	32	42	95	43	46	50	98	39	43	50
	Mathematics	94	47	57	63	95	40	44	50	98	37	41	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	104.00
Other Professional Staff	10.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	36	6	1	4
4 to 6 years	9	5	0	0
7 to 9 years	3	4	0	1
10 or more years	9	29	2	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	331
Teachers with Emergency Certification.	32
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Historical Lang. Arts & Auditorium Bldg
- Ü Computer Lab & Computer Math Lab
- Ü New Stu Services Bldg & more coming
- Ü All Weather Track, Swimming Pool, Gym

Extracurricular Activities

- Ü Programs for All Students
- Ü Ten girls sports
- Ü Eleven boys sports
- Ü Full Range of Activities/Clubs (44)

Social Services

- Ü Health Service/Free Immunizations
- Ü Free & Reduced Lunch Program
- Ü Counseling Services
- Ü Homeless Intervention and Liaison
- Ü Social Work Services
- Ü Homebound / Continuing Education Academy
- Ü Crisis Intervention/Prevention Program
- Ü Parenting Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved the four year graduation rate from 76.5% in 2005 to 88.3% in 2006.
  
- ü Maintained a 5.2% dropout rate complying with staying below the 6% dropout rate promoted by the district as well as staying below the State (9.0%)and County (6.8%)rates.
  
- ü Reduced the absence rate from 6.67% in May 2005 to 3.27% in May 2006. For three years we have maintained an absence rate below 7.0%
  
- ü Achieved increases in 1st and 2nd semester GPA's as compared to 2005 GPA's.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	81	89	88	73
Graduation Rate <sup>6</sup>	85	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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. TUHS has a crisis management plan instituted with periodic review by site administration and local law enforcement agency.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

55

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Harold Crenshaw	(623) 478-4200
Transportation Policy	Galen Waterson	(623) 478-4101
Community Resources	Mike White	(623) 478-4209
School Nutrition Programs	Kimberly Luvisui	(623) 478-4060
Parent Organization	Diana Carlos	(623) 478-4200
Student Health/Nurse	Cindy Walker / 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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/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.