

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11650 W. Whyman Avenue, 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	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Not Evaluated
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 Overview

Principal/Administrator : Ms. Cheryl Diane Ingram
 Schedule : 6:30 AM to 3:30 PM
 Grades : 9-11
 2004 Enrollment : 1481
 Web Address :
 Phone Number : (623) 478-4400
 Fax Number : (623) 478-7225
 E-mail : cheryl.ingram@tuhsd.org

Mission

The mission of LJCHS is to advance learning by linking achievement standards to action plans that will ensure student achievement. We will partner with our community, universities, and other resources to maximize success for our students.

School / Academic Goals

- ü All students will to be able to learn and exit our system as self directed learners.
- ü All students will successfully master reading, writing, and math skills necessary to be successful at the next level of learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 1054
 Accepting New Students in 2004-05 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

- ü ASU Rodel Program
- ü Honors Program
- ü AP Program
- ü ESL/Bilingual/Migrant Programs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

La Joya Community High School will provide equitable and consistent instruction to all students. We encourage and foster parental involvement, are accessible and visible to our community, and provide timely information on student academic progress.

Parents

Parents are expected to work collaboratively to support the academic and instructional philosophies and practices of the school. We ask that parents provide an educationally supportive environment in the home.

Transportation Policy

Students who live 1.5 miles or further from the school are bused. Special needs students are bused to/from school. Open enrollment students must provide their own transportation.

School Honors

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

Award/Honor

Year

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	432	1399	65934	97	98	100	474	485	492	68	51	43	12	18	18	13	19	24	6	11	15
All Students (Prior Year)	--	1070	57534	--	92	91	--	483	491	--	56	46	--	14	16	--	22	23	--	9	15
Female	218	703	32586	94	96	100	476	484	491	68	50	44	13	21	19	14	21	24	4	8	14
Male	214	691	33226	100	99	99	472	486	493	68	53	42	11	15	18	13	18	24	8	15	16
African American	37	134	3042	100	100	98	466	480	478	80	54	58	11	21	19	6	19	17	3	6	6
Hispanic	288	775	21740	96	96	100	469	477	475	74	61	63	12	16	17	11	15	15	4	7	5
Asian/Pacific Islander	10	38	1643	100	100	99	507	517	519	25	20	23	13	20	13	25	23	30	38	37	34
American Indian/Alaskan Native	NC	29	4351	NC	100	99	NC	484	472	NC	52	68	NC	14	16	NC	28	13	NC	7	4
White	93	419	34819	98	99	99	491	499	505	49	35	27	13	21	20	24	27	31	13	18	22
Students with Disabilities	47	135	6507	96	99	100	520	456	456	0	78	83	0	13	9	100	9	6	0	0	2
Students without Disabilities	385	1264	59427	97	98	100	474	486	494	68	50	41	12	18	19	13	20	25	6	11	16
Limited English Proficient Students	41	81	6793	95	79	100	448	452	464	98	93	79	2	5	11	0	2	8	0	0	2
Migrant Students	29	54	708				453	457	469	89	86	72	7	10	15	4	2	10	0	2	3
Economically Disadvantaged	252	530	18745				466	471	475	78	70	64	12	13	16	8	11	15	2	5	5
Non-Economically Disadvantaged	180	869	47182				484	493	499	56	40	35	12	21	19	21	24	27	11	15	19

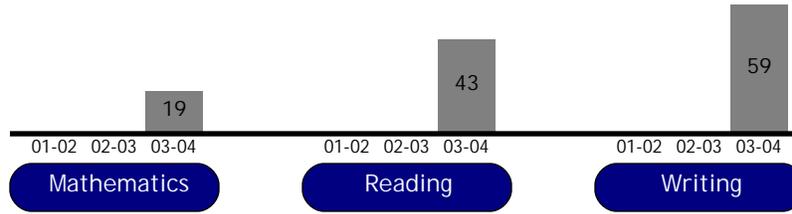
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	446	1434	68162	98	99	100	493	506	509	26	17	18	30	28	24	41	50	51	2	6	8
All Students (Prior Year)	--	1084	56700	--	93	89	--	507	512	--	14	15	--	29	23	--	50	52	--	7	10
Female	226	725	33509	97	98	100	498	509	513	18	12	15	36	28	23	44	54	52	2	6	9
Male	219	703	34521	99	98	100	487	502	505	36	22	20	24	27	24	38	46	49	2	5	7
African American	37	134	3163	100	99	99	483	504	497	23	13	22	49	28	30	29	56	46	0	4	3
Hispanic	302	804	22624	97	98	100	486	494	487	35	25	32	30	32	31	33	39	35	1	3	2
Asian/Pacific Islander	10	38	1666	100	100	100	512	530	523	0	8	11	38	17	17	63	58	60	0	17	12
American Indian/Alaskan Native	NC	29	4592	NC	100	100	NC	502	484	NC	11	32	NC	36	37	NC	50	30	NC	4	1
White	94	428	35727	98	99	100	519	527	526	4	4	7	23	19	17	69	67	64	5	10	12
Students with Disabilities	47	135	6845	92	97	100	489	470	468	25	47	53	25	34	29	50	16	18	0	3	1
Students without Disabilities	399	1299	61317	99	99	100	493	507	512	26	16	15	30	27	23	41	51	53	2	6	8
Limited English Proficient Students	42	85	7152	95	81	100	447	450	464	88	84	57	10	15	31	2	1	12	0	0	0
Migrant Students	31	58	745				467	466	469	57	57	51	29	31	31	14	11	17	0	0	1
Economically Disadvantaged	258	540	19528				483	486	487	34	31	31	35	33	32	31	35	34	1	1	2
Non-Economically Disadvantaged	188	894	48595				506	517	518	17	9	13	25	24	20	55	58	57	3	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	444	1429	67629	98	98	100	512	528	524	21	15	22	19	15	16	58	68	59	1	1	3
All Students (Prior Year)	--	1072	55090	--	92	87	--	473	479	--	17	16	--	10	13	--	73	70	--	0	0
Female	225	721	33347	97	98	100	526	541	537	14	10	17	19	12	15	65	76	64	2	2	4
Male	218	702	34151	99	98	99	495	514	512	29	21	27	19	18	18	51	60	54	0	1	2
African American	37	135	3150	100	100	99	523	534	515	17	12	24	17	15	19	66	72	56	0	1	2
Hispanic	302	800	22313	97	97	100	497	514	493	28	21	34	20	16	19	51	61	46	1	1	1
Asian/Pacific Islander	10	38	1659	100	100	100	543	556	564	0	6	11	13	11	12	88	78	68	0	6	9
American Indian/Alaskan Native	NC	28	4528	NC	97	99	NC	537	492	NC	7	35	NC	22	21	NC	67	42	NC	4	1
White	92	427	35593	96	99	99	552	549	547	1	6	13	20	13	14	78	80	69	1	1	4
Students with Disabilities	48	136	6712	94	98	100	456	475	445	50	37	61	25	14	18	25	49	21	0	0	0
Students without Disabilities	396	1293	60917	98	98	100	512	529	530	21	14	19	19	15	16	59	69	61	1	1	3
Limited English Proficient Students	42	83	6994	95	79	100	396	420	442	62	55	58	21	24	18	17	20	23	0	0	0
Migrant Students	31	58	732				455	460	466	46	48	44	29	26	23	25	26	33	0	0	0
Economically Disadvantaged	257	538	19310				497	503	489	27	24	35	22	21	20	51	55	44	0	0	1
Non-Economically Disadvantaged	187	891	48278				531	542	538	14	10	17	16	12	15	68	76	65	2	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.

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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

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	--	--	31	37	93	29	33	41	94	29	NA	42
	Language	--	--	32	38	96	29	33	42	95	27	32	42
	Mathematics	--	--	53	56	96	49	55	60	95	48	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

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Addressing School Growth
- Ü Improving Parent Involvement
- Ü Improving Community Involvement
- Ü Input Into School Policies & Procedures
- Ü Recognition of academic achievements

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	77.00
Other Professional Staff	18.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	40	12	0	0
4 to 6 years	11	3	0	0
7 to 9 years	4	1	0	0
10 or more years	2	3	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	104
Teachers with Emergency Certificaton.	9

Resources Available at School Site

Special Facilities

- Ü 60 Station Interdisciplinary Lab
- Ü 28 Station Science Computer Lab
- Ü 25 Station Reading and Math Computer Lab

Extracurricular Activities

- Ü Freshman & JV Level Athletics
- Ü Black Student Union
- Ü Intercouncil Student Government
- Ü Mecha Club
- Ü Spiritline
- Ü Band

Social Services

- Ü Rural Metro Health Team
- Ü Dental Health Clinic
- Ü Mercy House
- Ü Avondale Boys & Girls Club
- Ü Fieldcrest HOA

Student Activity Rates for School Year 2003-04

	% School	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)	7	2	2	2
Transfers In ⁷ (Out of District)	0	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	--			2
Graduation Rate ¹²	--			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

LJCHS is a closed campus. Visitors are required to wear a badge and sign-in. Security monitors work to assist students and visitors during the day. During the first week of school students are taught policies, procedures, and due process.

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) :

8

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	Cheryl D. Ingram	(623) 478-4400
Transportation Policy	Tim O'Brien	(623) 478-4101
Community Resources	Cheryl D. Ingram	(623) 478-4400
School Nutrition Programs	Kimberly Luvisi	(623) 478-4060
Parent Organization	Cheryl D. Ingram	(623) 478-4400
Student Health/Nurse	Joe Richardson	(623) 478-4400

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.