

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11650 W. Whyman Avenue, Avondale, 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>

2004-05	Performing Plus
2003-04	Not Evaluated
2002-03	Not Evaluated

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

### School Overview

Principal/Administrator : Ms. Cheryl Diane Ingram  
 Schedule : 06:30 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 2408  
 Web Address : www.tuhsd.org  
 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.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

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

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### 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.
- ü All student achievement will improve from the previous year in the testing areas of AIMS, CTB/Terra Nova, and CRT's.
- ü Student GPA's and the number of credits earned versus the credits attempted will improve from the previous year.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1578  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 83

Instructional Programs

- ü ASU Rodel Program
- ü Honors Program
- ü AP Program
- ü ESL/Bilingual/Migrant Programs
- ü Senior Lab - Credit Retrieval
- ü AIMS Reading, Math, and Writing Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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. Our responsibility is to provide instruction that will enable student to graduate, pass the AIMS test, and pursue a post secondary setting and continue their education.

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
ü ASU Teacher Scholarship - Chinese Studies	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	533	1661	69846	98	100	100	669	686	699	40	26	21	13	12	11	41	53	49	6	8	18
All Students (Prior Year)	432	1399	65934	97	98	100	474	485	492	68	51	43	12	18	18	13	19	24	6	11	15
Female	239	784	34328	100	100	99	671	692	702	38	22	19	14	12	12	43	57	51	6	8	18
Male	294	876	35509	96	99	100	668	681	696	43	30	23	12	12	11	39	49	48	6	9	18
African American	77	213	3535	97	100	100	654	673	677	42	34	31	20	13	15	36	49	46	2	4	8
Hispanic	359	960	23363	99	100	100	674	683	680	45	32	32	13	14	16	39	50	45	3	3	7
Asian/Pacific Islander	NC	48	1742	NC	100	99	NC	732	733	NC	5	8	NC	10	7	NC	43	46	NC	43	38
American Indian/Alaskan Native	NC	34	4785	NC	97	100	NC	643	671	NC	26	39	NC	29	17	NC	32	39	NC	13	5
White	87	406	36421	94	99	99	671	699	714	20	12	12	7	7	8	53	64	54	20	17	26
Students with Disabilities	66	192	7690	88	100	100	539	586	593	83	69	64	9	14	14	6	15	21	2	2	2
Students without Disabilities	468	1471	62220	100	99	99	688	699	712	34	21	16	13	12	11	46	58	53	6	9	20
Limited English Proficient Students	44	81	5834	100	100	100	543	539	612	63	54	46	6	20	20	29	24	31	2	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	312	719	21421	93	93	92	678	683	686	46	38	35	13	15	15	38	43	43	3	4	7
Non-Economically Disadvantaged	222	944	48489	100	100	100	653	689	704	31	17	15	13	10	10	46	61	52	10	12	23

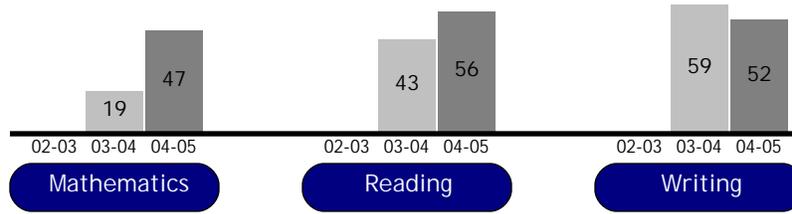
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	536	1682	71311	97	99	100	663	684	694	13	8	7	31	25	21	54	63	63	2	4	9
All Students (Prior Year)	446	1434	68162	98	99	100	493	506	509	26	17	18	30	28	24	41	50	51	2	6	8
Female	242	797	34899	99	100	100	670	692	700	7	5	5	31	23	19	59	67	66	3	4	10
Male	294	885	36430	95	99	100	658	676	688	18	11	9	31	28	22	50	58	61	1	4	8
African American	75	213	3573	96	97	100	652	673	676	18	12	9	27	27	26	55	59	60	0	2	4
Hispanic	364	974	24056	99	99	100	666	678	672	15	9	13	35	31	31	50	58	53	1	2	3
Asian/Pacific Islander	NC	47	1731	NC	100	98	NC	723	717	NC	0	3	NC	17	13	NC	69	68	NC	14	16
American Indian/Alaskan Native	NC	36	5110	NC	100	100	NC	635	661	NC	9	14	NC	38	38	NC	50	46	NC	3	2
White	86	412	36841	92	100	99	670	700	713	3	4	3	15	12	12	76	75	72	6	9	13
Students with Disabilities	68	189	8021	89	100	100	551	584	590	25	27	27	41	41	42	32	31	29	2	1	1
Students without Disabilities	468	1493	63379	98	98	100	680	696	707	11	6	5	29	24	18	58	66	68	2	4	10
Limited English Proficient Students	45	84	6402	100	100	100	520	518	596	37	31	25	43	48	44	18	19	30	2	1	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	321	737	22243	91	91	93	670	678	677	15	12	14	36	33	32	48	54	51	1	2	3
Non-Economically Disadvantaged	215	945	49157	100	100	100	652	688	702	10	5	4	21	20	16	66	70	69	3	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	536	1684	70868	97	99	100	659	681	688	10	6	5	39	29	23	48	55	63	4	10	9
All Students (Prior Year)	444	1429	67629	98	98	100	512	528	524	21	15	22	19	15	16	58	68	59	1	1	3
Female	240	796	34710	98	99	99	668	693	697	6	4	3	35	25	19	56	59	66	4	13	12
Male	296	888	36176	96	99	100	652	671	678	13	8	7	42	33	27	42	51	59	3	7	7
African American	76	216	3557	97	98	99	654	671	675	7	8	7	40	32	25	51	54	62	2	6	6
Hispanic	361	973	23868	98	99	100	661	676	670	11	7	9	42	35	33	45	52	55	2	6	4
Asian/Pacific Islander	NC	48	1732	NC	100	98	NC	730	713	NC	2	2	NC	7	12	NC	53	64	NC	37	22
American Indian/Alaskan Native	NC	35	5001	NC	100	100	NC	635	661	NC	3	9	NC	42	41	NC	52	48	NC	3	2
White	88	412	36710	95	100	99	662	695	702	6	3	2	22	18	15	61	62	69	11	17	13
Students with Disabilities	68	188	7900	89	100	100	529	570	580	29	23	22	52	53	49	18	22	28	2	1	1
Students without Disabilities	468	1497	63054	98	99	99	678	695	701	7	4	3	37	26	20	53	59	67	4	11	10
Limited English Proficient Students	45	85	6308	100	100	100	505	503	591	37	34	19	39	46	47	22	19	33	2	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	323	740	21994	92	92	92	664	674	673	12	8	10	42	40	36	44	47	52	2	4	3
Non-Economically Disadvantaged	213	945	48960	100	100	100	650	687	694	5	4	3	32	20	18	56	61	67	7	14	12

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.

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 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	29	33	41	94	29	NA	42	91	42	47	51
	Language	96	29	33	42	95	27	32	42	91	42	46	50
	Mathematics	96	49	55	60	95	48	57	63	92	40	44	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

- 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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	106.00
Other Professional Staff	18.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	43	14	0	0
4 to 6 years	17	8	1	0
7 to 9 years	4	7	0	0
10 or more years	12	11	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	204
Teachers with Emergency Certificaton.	22
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Hightly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü 60 Station Interdisciplinary Lab
- Ü 25 Station Reading and Math Computer Lab
- Ü 32 Station Senior Credit Retrieval Lab

Extracurricular Activities

- Ü Freshman, JV, and Var Level Athletics
- Ü Intercouncil Student Government
- Ü Spiritline
- Ü Band
- Ü Black Student Union
- Ü Mecha Club
- Ü Leaders in Action
- Ü Academic Decathlon

Social Services

- Ü Rural Metro Health Team
- Ü Mercy House
- Ü Avondale Boys & Girls Club
- Ü PACT Anger Mgt Group
- Ü Dental Health Clinic
- Ü Parenting Group

ü DeVry scholarships for students to attend Chip Camp

ü Commended Student National Merit Scholar

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	20	12	12	17
Transfers In Rate <sup>6</sup>	47	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	91	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	7	0	1	6
Status Unknown <sup>11</sup>	4	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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. Teachers are in-serviced throughout the year in classroom management strategies. An SRO is assigned to the campus. Peer mediators are trained in conflict resolution and are asked to mediate referred students. Problem solving groups are in place for students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

30
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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	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](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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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).

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.