

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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>

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

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

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

2005-06	Warning Year
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 All students will be able to learn and exit our system as self directed learners.
- ü Improve student achievement through use of Six Trait writing, common math strategies, and guided reading strategies across the curriculum and campus wide in all disciplines and instructional areas.
- ü All student achievement will improve from the previous year in the testing areas of AIMS, CTB/Terra Nova, and CRT's.
- ü Improve parent involvement through various communication methods.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2347  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 65

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
- ü Vertical Teams w/Feeder Schools

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/7/2005
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 students 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
ü ASU Teacher Scholarship - Japanese Studies	2005
ü AP Honors Award Scholarship	2006

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	592	1945	71130	100	100	95	682	690	701	34	27	23	18	17	13	46	50	51	3	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	297	959	35465	100	99	96	684	692	702	32	25	21	17	16	13	47	52	53	3	7	13
Male	295	986	35648	100	100	94	681	689	701	35	29	24	18	18	12	44	47	50	2	6	14
African American	75	240	3868	100	100	95	679	682	686	35	33	33	19	18	17	47	46	45	NA	2	6
Hispanic	400	1168	25103	99	99	95	680	685	685	35	31	34	19	19	16	44	46	45	2	4	5
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	711	731	NC	15	9	NC	15	7	NC	53	50	NC	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	105	470	36075	100	100	95	690	707	715	29	14	12	13	10	9	52	63	58	6	13	21
Students with Disabilities	60	192	5862	98	98	71	644	654	658	85	65	63	8	19	15	7	15	20	NA	1	2
Students without Disabilities	532	1753	65268	100	100	98	686	694	705	28	23	19	19	16	12	50	54	54	3	7	15
Limited English Proficient Students	42	102	4859	100	100	93	669	665	662	57	62	64	19	18	15	19	19	20	5	2	1
Migrant Students	14	30	786	100	100	95	672	669	681	43	47	38	36	33	18	21	20	41	NA	NA	4
Economically Disadvantaged	267	792	22957	99	99	93	678	681	685	41	35	34	19	21	17	39	41	44	1	3	5
Non-Economically Disadvantaged	325	1153	48173	100	100	96	686	696	709	28	22	17	17	14	11	52	56	55	4	9	18

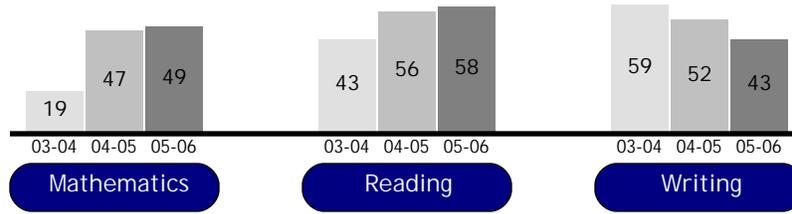
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	590	1956	73018	98	99	97	685	693	703	10	7	6	32	28	23	56	61	64	2	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	297	966	36181	99	99	97	690	698	708	7	5	4	32	26	21	60	65	65	2	4	9
Male	293	988	36816	97	99	96	679	687	699	13	9	7	33	30	24	52	57	62	2	3	7
African American	74	238	3976	95	98	96	689	690	689	7	7	8	30	26	29	64	66	59	NA	0	3
Hispanic	401	1181	25801	98	99	96	681	684	683	11	8	10	35	34	34	53	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	102	473	37024	100	100	97	697	716	721	6	3	2	25	14	12	66	73	73	4	10	13
Students with Disabilities	46	167	7170	74	86	85	647	646	654	33	26	23	46	53	47	22	20	29	NA	2	1
Students without Disabilities	544	1789	65848	100	100	98	687	697	708	8	5	4	31	26	20	59	65	67	2	4	9
Limited English Proficient Students	42	104	5099	100	100	95	633	636	641	48	38	29	40	54	59	12	8	12	NA	NA	0
Migrant Students	13	31	817	93	97	96	653	652	667	31	29	15	38	42	44	31	29	39	NA	NA	1
Economically Disadvantaged	268	801	23912	96	98	94	676	678	681	12	10	10	38	38	36	49	51	52	1	1	2
Non-Economically Disadvantaged	322	1155	49106	100	100	98	692	703	714	8	5	4	27	21	16	62	68	69	2	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	600	1966	72810	100	100	96	665	675	685	9	8	6	48	39	30	41	49	58	2	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	300	970	36111	100	99	97	677	687	695	5	4	4	40	32	23	51	58	65	4	5	8
Male	300	995	36678	100	100	95	653	662	674	13	12	9	56	45	36	30	41	52	0	2	3
African American	75	238	3962	96	98	96	673	675	675	5	8	8	48	37	33	43	50	55	4	5	3
Hispanic	409	1191	25735	100	100	96	659	666	669	11	10	10	50	44	41	38	45	48	1	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	103	471	36915	100	100	97	684	695	697	6	4	3	38	26	21	51	61	67	5	8	8
Students with Disabilities	62	187	7071	100	96	84	625	618	634	31	30	24	60	57	53	10	10	21	NA	2	1
Students without Disabilities	538	1779	65739	100	100	98	669	680	689	7	6	4	47	37	27	44	54	62	2	4	6
Limited English Proficient Students	43	105	5046	100	100	94	600	605	621	42	44	31	56	50	56	2	6	12	NA	NA	0
Migrant Students	14	32	812	100	100	96	642	640	654	21	28	15	43	41	51	36	31	34	NA	NA	0
Economically Disadvantaged	276	813	23814	99	99	94	658	661	667	13	12	10	49	45	41	37	41	47	2	2	2
Non-Economically Disadvantaged	324	1153	48996	100	100	97	671	684	693	6	5	4	48	34	24	44	56	64	2	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.

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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 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	94	29	NA	42	91	42	47	51	94	37	43	52
	Language	95	27	32	42	91	42	46	50	94	37	43	50
	Mathematics	95	48	57	63	92	40	44	50	93	35	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

- 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 Certification.	21
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

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

ü National Merit Scholar and Commended National Merit Scholar

ü 2 Advanced Placement Scholar Awards

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	100	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

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 2005-06 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	Le Ann Burns	(623) 478-4000
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 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.