



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2004-05

## Tanque Verde Unified District

11150 E Tanque Verde Road, Tucson, AZ 85749-8524

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.

**No Child Left Behind**

**Adequate Yearly Progress**<sup>1</sup>

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

### Current Administrator <sup>2</sup>

Title: Superintendent  
Name: Denise Ryan

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## District At A Glance

### Enrollment <sup>3</sup>

	State	District
2003-2004 Student Enrollment	1,012,068	1,399

### Expenditures <sup>4</sup>

2004 Administration Expense	\$1,141,098.00
2004 Classroom Supplies Expense	\$264,936.00
2004 Classroom Instruction Expense	\$7,584,937.00
2004 Other Support Services Expense	\$1,615,298.00
2004 Student Support Services Expense	\$558,789.00
<b>2004 Total Current Expenditures</b>	<b>\$11,165,058.00</b>

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	0	0
4 to 6 years	10	4	0	0
7 to 9 years	6	4	0	2
10 or more years	14	44	0	2

Teachers with Emergency Certificaton. 1  
 Classes not Taught by Highly Qualified Teachers. \*  
 District Poverty Level. \*

\* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	131	75509	100	100	555	521	2	13	13	23	32	33	52	31
All Students (02-03)	151	75372	99	100	553	523	0	9	12	25	40	36	48	30
Female (03-04)	58	37013	100	100	569	522	0	12	12	24	24	33	64	31
Female (02-03)	75	36901	100	100	553	524	0	8	13	25	41	36	46	31
Male (03-04)	73	38430	100	99	544	521	4	14	14	22	39	33	43	31
Male (02-03)	76	38385	99	100	554	523	0	9	11	24	38	36	51	30
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
African American (02-03)	--	3589	--	96	--	501	--	18	--	33	--	33	--	16
Hispanic (03-04)	16	30486	94	99	517	505	6	18	25	29	56	32	13	21
Hispanic (02-03)	NC	29103	NC	99	NC	510	NC	12	NC	31	NC	36	NC	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	NC	1574	NC	96	NC	549	NC	3	NC	14	NC	34	NC	48
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	111	35192	100	99	560	534	2	8	12	19	28	35	58	39
White (02-03)	134	34597	96	98	555	535	0	4	11	20	39	38	50	38
Students with Disabilities (03-04)	17	9708	100	100	488	489	13	32	50	27	31	24	6	17
Students with Disabilities (02-03)	10	8057	100	99	488	496	0	23	50	31	50	28	0	17
Students without Disabilities (03-04)	114	65801	100	98	564	525	1	11	8	23	32	34	59	33
Students without Disabilities (02-03)	141	67315	95	100	554	525	0	8	11	24	40	37	49	31
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Limited English Proficient Students (02-03)	--	16925	--	100	--	482	--	27	--	40	--	26	--	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Economically Disadvantaged (03-04)	NC	36411	NC	NA	NC	503	NC	19	NC	29	NC	32	NC	20
Economically Disadvantaged (02-03)	NC	26325	NC	NA	NC	504	NC	15	NC	34	NC	33	NC	18
Non-Economically Disadvantaged (03-04)	122	39040	NA	NA	557	534	2	8	12	19	32	34	54	39
Non-Economically Disadvantaged (02-03)	149	49047	NA	NA	554	530	0	6	11	21	40	37	49	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	131	75492	100	100	543	519	5	12	9	16	43	47	44	24
All Students (02-03)	151	75221	99	100	546	523	0	8	6	16	60	56	34	21
Female (03-04)	58	37013	100	100	555	523	2	10	5	15	41	48	52	27
Female (02-03)	73	36833	97	100	553	526	0	6	1	15	58	56	40	23
Male (03-04)	73	38400	100	99	534	516	7	14	11	17	44	47	37	21
Male (02-03)	78	38319	100	100	539	520	0	9	9	17	62	56	28	18
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
African American (02-03)	NC	3597	NC	97	NC	510	NC	14	NC	22	NC	53	NC	11
Hispanic (03-04)	16	30438	94	99	529	508	7	17	20	21	47	47	27	15
Hispanic (02-03)	NC	29019	NC	99	NC	513	NC	12	NC	21	NC	55	NC	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	NC	1572	NC	95	NC	536	NC	2	NC	9	NC	57	NC	31
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	111	35177	100	99	546	528	5	8	6	13	42	49	47	31
White (02-03)	127	34543	91	97	549	531	0	4	3	12	60	58	36	26
Students with Disabilities (03-04)	17	9707	100	100	503	495	14	33	29	21	50	33	7	13
Students with Disabilities (02-03)	NC	8006	NC	99	NC	505	NC	22	NC	23	NC	42	NC	13
Students without Disabilities (03-04)	114	65785	100	98	548	522	4	10	6	16	42	49	48	26
Students without Disabilities (02-03)	142	67215	96	100	546	524	0	7	6	16	60	56	34	21
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Limited English Proficient Students (02-03)	NC	16853	NC	100	NC	489	NC	29	NC	36	NC	32	NC	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Economically Disadvantaged (03-04)	NC	36302	NC	NA	NC	507	NC	18	NC	21	NC	46	NC	14
Economically Disadvantaged (02-03)	NC	26256	NC	NA	NC	509	NC	14	NC	24	NC	51	NC	11
Non-Economically Disadvantaged (03-04)	122	39164	NA	NA	545	528	4	8	7	13	44	48	45	31
Non-Economically Disadvantaged (02-03)	150	48965	NA	NA	546	528	0	5	6	13	60	58	34	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	130	75053	99	99	671	597	2	7	4	12	75	72	19	9
All Students (02-03)	150	73654	99	99	553	530	1	9	3	13	80	70	15	7
Female (03-04)	58	36872	100	99	709	621	2	5	2	9	72	74	25	12
Female (02-03)	75	36239	100	99	562	537	0	7	1	11	77	72	21	10
Male (03-04)	72	38109	99	99	639	573	3	10	6	14	77	69	14	6
Male (02-03)	74	37301	96	98	546	523	3	12	4	15	83	68	10	5
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
African American (02-03)	NC	3488	NC	94	NC	515	NC	16	NC	18	NC	62	NC	4
Hispanic (03-04)	15	30235	88	98	605	575	13	9	7	14	60	70	20	6
Hispanic (02-03)	NC	28348	NC	96	NC	520	NC	13	NC	17	NC	65	NC	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	NC	1558	NC	95	NC	547	NC	3	NC	8	NC	76	NC	13
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	111	35028	100	99	678	613	1	6	4	10	78	73	18	11
White (02-03)	132	33924	94	96	554	537	2	5	2	10	81	75	15	9
Students with Disabilities (03-04)	17	9625	100	100	552	530	8	21	15	21	77	55	0	4
Students with Disabilities (02-03)	NC	7306	NC	90	NC	506	NC	24	NC	20	NC	52	NC	4
Students without Disabilities (03-04)	113	65428	99	98	685	604	2	6	3	11	74	73	21	10
Students without Disabilities (02-03)	142	66348	96	100	554	531	1	8	3	13	80	71	15	8
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Limited English Proficient Students (02-03)	--	16422	--	100	--	495	--	30	--	27	--	43	--	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Economically Disadvantaged (03-04)	NC	36077	NC	NA	NC	566	NC	10	NC	16	NC	69	NC	5
Economically Disadvantaged (02-03)	NC	25711	NC	NA	NC	514	NC	16	NC	19	NC	61	NC	3
Non-Economically Disadvantaged (03-04)	121	38950	NA	NA	673	618	3	5	3	9	74	73	21	12
Non-Economically Disadvantaged (02-03)	148	47943	NA	NA	554	535	1	7	3	11	81	74	16	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	137	76019	100	100	543	499	2	14	16	39	19	14	63	33
All Students (02-03)	154	76230	100	100	544	498	1	12	14	38	13	12	72	37
Female (03-04)	69	37207	100	100	548	499	0	12	13	41	21	14	66	33
Female (02-03)	67	37247	100	100	540	500	2	11	12	40	12	13	75	37
Male (03-04)	68	38677	100	100	538	498	4	15	19	38	18	13	59	34
Male (02-03)	87	38725	100	100	548	497	0	14	15	37	14	12	70	37
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
African American (02-03)	NC	3594	NC	96	NC	476	NC	22	NC	46	NC	11	NC	21
Hispanic (03-04)	NC	29458	NC	100	NC	480	NC	20	NC	48	NC	12	NC	20
Hispanic (02-03)	NC	28100	NC	98	NC	482	NC	18	NC	47	NC	11	NC	24
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
American Indian/Alaskan Native (02-03)	NC	5292	NC	100	NC	463	NC	31	NC	47	NC	8	NC	14
White (03-04)	126	35880	100	100	542	515	2	7	15	32	19	16	63	45
White (02-03)	133	35389	92	96	547	514	1	6	13	32	11	14	74	48
Students with Disabilities (03-04)	11	9786	100	100	477	457	30	39	40	40	10	7	20	13
Students with Disabilities (02-03)	11	9022	100	100	497	465	0	31	100	43	0	8	0	17
Students without Disabilities (03-04)	126	66233	99	99	548	503	0	11	14	39	20	14	66	35
Students without Disabilities (02-03)	143	67208	99	100	545	500	1	12	13	38	13	12	73	38
Limited English Proficient Students (03-04)	--	15206	--	100	--	459	--	31	--	53	--	7	--	9
Limited English Proficient Students (02-03)	21	14826	NA	100	NA	460	NA	31	NA	51	NA	8	NA	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	NC	35714	NC	NA	NC	480	NC	20	NC	47	NC	12	NC	20
Economically Disadvantaged (02-03)	NC	25037	NC	NA	NC	477	NC	21	NC	47	NC	11	NC	21
Non-Economically Disadvantaged (03-04)	129	40266	NA	NA	544	513	2	9	16	33	18	15	64	43
Non-Economically Disadvantaged (02-03)	153	51193	NA	NA	544	507	1	9	14	35	13	13	72	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	137	76020	100	100	526	503	5	25	14	23	53	40	28	12
All Students (02-03)	152	76202	99	100	526	505	2	19	7	24	55	46	36	11
Female (03-04)	69	37207	100	100	534	504	1	22	7	23	57	42	34	13
Female (02-03)	67	37231	100	100	531	507	2	16	8	24	56	48	35	13
Male (03-04)	68	38666	100	100	518	501	9	29	21	22	49	38	22	12
Male (02-03)	85	38718	98	100	522	503	3	22	6	24	55	44	37	10
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
African American (02-03)	NC	3600	NC	97	NC	497	NC	28	NC	29	NC	39	NC	5
Hispanic (03-04)	NC	29442	NC	99	NC	494	NC	37	NC	26	NC	31	NC	6
Hispanic (02-03)	NC	28090	NC	98	NC	497	NC	28	NC	30	NC	37	NC	5
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
American Indian/Alaskan Native (02-03)	NC	5311	NC	100	NC	491	NC	38	NC	31	NC	28	NC	3
White (03-04)	126	35890	100	100	527	511	6	15	12	20	52	48	30	18
White (02-03)	133	35371	92	96	527	512	3	10	7	20	54	54	36	16
Students with Disabilities (03-04)	11	9784	100	100	486	485	50	58	20	19	30	19	0	4
Students with Disabilities (02-03)	11	9097	100	100	495	493	0	39	67	27	33	29	0	5
Students without Disabilities (03-04)	126	66236	99	99	529	504	2	23	13	23	55	42	30	13
Students without Disabilities (02-03)	141	67105	97	100	526	506	3	18	5	24	56	47	37	12
Limited English Proficient Students (03-04)	--	15198	--	100	--	483	--	59	--	25	--	14	--	1
Limited English Proficient Students (02-03)	21	14780	NA	100	NA	486	NA	50	NA	32	NA	18	NA	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	NC	35703	NC	NA	NC	494	NC	37	NC	26	NC	31	NC	6
Economically Disadvantaged (02-03)	NC	24961	NC	NA	NC	495	NC	32	NC	30	NC	34	NC	4
Non-Economically Disadvantaged (03-04)	129	40274	NA	NA	527	509	5	17	14	20	52	47	29	17
Non-Economically Disadvantaged (02-03)	151	51241	NA	NA	526	509	2	14	7	22	55	51	36	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	137	75673	100	100	597	530	1	12	15	25	71	58	13	4
All Students (02-03)	153	74692	99	99	541	502	4	18	11	27	63	47	23	8
Female (03-04)	69	37099	100	100	626	548	1	8	7	22	71	64	21	6
Female (02-03)	67	36710	100	99	552	509	2	14	8	26	56	50	35	10
Male (03-04)	68	38441	100	99	566	513	0	16	22	29	72	52	6	3
Male (02-03)	86	37742	99	98	532	495	6	22	13	28	68	44	14	6
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
African American (02-03)	NC	3516	NC	94	NC	487	NC	26	NC	31	NC	39	NC	4
Hispanic (03-04)	NC	29305	NC	99	NC	507	NC	16	NC	31	NC	51	NC	2
Hispanic (02-03)	NC	27492	NC	96	NC	486	NC	27	NC	32	NC	38	NC	4
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
Asian/Pacific Islander (02-03)	NC	1428	NC	94	NC	528	NC	8	NC	20	NC	54	NC	18
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
American Indian/Alaskan Native (02-03)	NC	5166	NC	100	NC	470	NC	39	NC	32	NC	27	NC	2
White (03-04)	126	35760	100	99	596	550	1	9	15	21	70	64	14	6
White (02-03)	133	34785	92	94	542	517	5	10	8	23	63	56	24	11
Students with Disabilities (03-04)	11	9706	100	100	519	462	0	36	33	32	67	31	0	1
Students with Disabilities (02-03)	11	8428	100	98	484	472	50	38	0	30	50	29	0	3
Students without Disabilities (03-04)	126	65967	99	99	602	536	1	10	13	25	71	60	14	5
Students without Disabilities (02-03)	142	66264	98	99	541	503	3	17	11	27	63	48	23	8
Limited English Proficient Students (03-04)	--	15115	--	100	--	471	--	26	--	38	--	35	--	1
Limited English Proficient Students (02-03)	21	14363	NA	100	NA	459	NA	47	NA	34	NA	19	NA	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	NC	35541	NC	NA	NC	504	NC	17	NC	31	NC	50	NC	2
Economically Disadvantaged (02-03)	NC	24507	NC	NA	NC	480	NC	31	NC	33	NC	33	NC	3
Non-Economically Disadvantaged (03-04)	129	40091	NA	NA	598	550	0	9	15	21	72	64	13	6
Non-Economically Disadvantaged (02-03)	152	50185	NA	NA	541	511	4	13	10	24	63	53	23	10

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	177	75001	100	99	494	468	15	37	45	36	25	16	15	10
All Students (02-03)	188	71167	98	99	487	463	20	38	45	41	22	14	13	7
Female (03-04)	77	36846	100	99	495	468	17	36	42	38	24	16	17	10
Female (02-03)	101	34825	97	99	484	462	20	38	47	42	22	14	12	6
Male (03-04)	98	37974	98	99	493	467	14	39	45	34	26	16	14	11
Male (02-03)	87	36047	99	99	490	464	20	38	43	39	22	15	14	8
African American (03-04)	--	3720	--	98	--	446	--	53	--	33	--	9	--	4
African American (02-03)	NC	3225	NC	95	NC	441	NC	57	NC	34	NC	6	NC	2
Hispanic (03-04)	16	26675	100	98	478	448	33	52	33	34	13	10	20	4
Hispanic (02-03)	11	23643	73	97	464	445	20	53	70	37	10	8	0	2
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
American Indian/Alaskan Native (02-03)	NC	5161	NC	100	NC	435	NC	63	NC	30	NC	5	NC	2
White (03-04)	154	37785	99	99	496	482	14	25	44	39	27	21	15	15
White (02-03)	165	35245	96	95	489	476	20	26	43	45	24	19	13	10
Students with Disabilities (03-04)	25	8802	100	100	454	418	40	79	40	16	20	3	0	1
Students with Disabilities (02-03)	19	8095	70	100	NA	426	NA	69	NA	25	NA	5	NA	1
Students without Disabilities (03-04)	152	66199	99	99	495	472	14	34	45	38	25	17	16	11
Students without Disabilities (02-03)	169	63072	100	99	487	464	20	37	45	41	22	15	13	7
Limited English Proficient Students (03-04)	--	11710	--	100	--	429	--	70	--	25	--	4	--	1
Limited English Proficient Students (02-03)	NC	10317	NC	100	NC	426	NC	72	NC	25	NC	2	NC	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Economically Disadvantaged (03-04)	NC	29814	NC	NA	NC	448	NC	53	NC	33	NC	10	NC	4
Economically Disadvantaged (02-03)	--	17057	--	NA	--	440	--	58	--	34	--	6	--	2
Non-Economically Disadvantaged (03-04)	172	45170	NA	NA	495	479	16	28	44	38	25	20	16	14
Non-Economically Disadvantaged (02-03)	188	54110	NA	NA	487	468	20	33	45	43	22	16	13	8

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	176	74918	99	99	512	497	21	32	21	19	35	35	24	15
All Students (02-03)	188	71100	98	99	526	502	5	25	15	21	51	40	29	15
Female (03-04)	77	36846	100	99	522	501	12	28	21	19	42	37	26	16
Female (02-03)	101	34801	97	99	526	505	3	21	17	22	49	42	30	15
Male (03-04)	97	37936	97	99	504	493	28	35	20	18	29	33	22	14
Male (02-03)	87	36010	99	99	525	499	8	28	13	20	53	38	26	14
African American (03-04)	--	3719	--	98	--	481	--	43	--	21	--	29	--	7
African American (02-03)	NC	3219	NC	95	NC	486	NC	38	NC	24	NC	31	NC	7
Hispanic (03-04)	16	26645	100	98	519	478	19	46	19	20	44	27	19	6
Hispanic (02-03)	11	23630	73	96	511	485	20	37	10	25	50	32	20	6
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
American Indian/Alaskan Native (02-03)	NC	5144	NC	100	NC	478	NC	46	NC	24	NC	25	NC	5
White (03-04)	153	37773	99	99	510	511	22	20	22	18	33	41	23	21
White (02-03)	166	35198	97	95	527	515	4	15	16	18	51	47	29	21
Students with Disabilities (03-04)	25	8801	100	100	461	448	61	75	26	13	13	10	0	2
Students with Disabilities (02-03)	19	8121	70	100	NA	470	NA	55	NA	20	NA	21	NA	4
Students without Disabilities (03-04)	151	66117	99	99	519	501	15	28	20	19	38	37	27	16
Students without Disabilities (02-03)	169	62979	100	99	526	503	5	23	15	21	51	41	29	15
Limited English Proficient Students (03-04)	--	11706	--	100	--	454	--	71	--	16	--	12	--	1
Limited English Proficient Students (02-03)	--	10304	--	100	--	462	--	63	--	23	--	13	--	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Economically Disadvantaged (03-04)	NC	29785	NC	NA	NC	477	NC	47	NC	20	NC	26	NC	6
Economically Disadvantaged (02-03)	--	17040	--	NA	--	483	--	40	--	25	--	29	--	6
Non-Economically Disadvantaged (03-04)	171	45115	NA	NA	512	508	21	23	21	18	34	39	24	20
Non-Economically Disadvantaged (02-03)	188	54060	NA	NA	526	507	5	20	15	20	51	43	29	17

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	175	74503	99	99	516	491	6	9	28	32	51	51	15	8
All Students (02-03)	187	69001	97	96	507	490	6	17	28	37	65	45	1	1
Female (03-04)	77	36686	100	99	534	506	3	5	20	29	63	57	14	9
Female (02-03)	101	34086	97	97	513	496	3	13	25	36	70	51	2	1
Male (03-04)	96	37644	96	98	504	476	9	13	34	36	41	45	16	6
Male (02-03)	86	34644	98	95	499	484	9	22	31	39	60	38	0	0
African American (03-04)	--	3677	--	97	--	475	--	12	--	36	--	46	--	5
African American (02-03)	NC	3115	NC	92	NC	478	NC	25	NC	44	NC	31	NC	0
Hispanic (03-04)	16	26500	100	97	508	467	13	13	31	39	31	44	25	4
Hispanic (02-03)	10	22656	67	92	495	476	0	27	56	43	44	30	0	0
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
American Indian/Alaskan Native (02-03)	NC	4940	NC	98	NC	469	NC	34	NC	43	NC	23	NC	0
White (03-04)	152	37606	98	99	516	508	6	6	27	28	52	56	15	10
White (02-03)	166	34501	97	93	508	500	5	10	26	34	67	55	1	1
Students with Disabilities (03-04)	25	8662	100	100	386	409	30	37	65	42	5	20	0	1
Students with Disabilities (02-03)	19	7386	70	95	NA	459	NA	46	NA	37	NA	17	NA	0
Students without Disabilities (03-04)	150	65841	98	98	533	499	3	7	23	32	57	53	17	8
Students without Disabilities (02-03)	168	61615	100	97	507	491	6	16	28	37	65	45	1	1
Limited English Proficient Students (03-04)	--	11608	--	100	--	430	--	23	--	47	--	28	--	1
Limited English Proficient Students (02-03)	--	9662	--	100	--	454	--	51	--	40	--	9	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Economically Disadvantaged (03-04)	NC	29587	NC	NA	NC	465	NC	14	NC	40	NC	43	NC	4
Economically Disadvantaged (02-03)	--	16383	--	NA	--	472	--	30	--	43	--	26	--	0
Non-Economically Disadvantaged (03-04)	170	44898	NA	NA	516	507	7	7	27	28	51	55	16	10
Non-Economically Disadvantaged (02-03)	187	52618	NA	NA	507	494	6	14	28	36	65	49	1	1

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

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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](http://www.ade.az.gov/azlearns) and go to NCLB link

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
-------------	-----------------------------

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 school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

## Tanque Verde Unified District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Agua Caliente School	Excelling	N/A	Met
Emily Gray Junior High School	Excelling	N/A	Met
Tanque Verde Elementary School	Excelling	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). 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 of data by subgroups and by 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](http://www.ade.az.gov/standards). These data also provides a two year trend analysis of student performance as required by NCLB.

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