



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

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 Progress¹

2004-05 Met

2003-04 Met

2002-03 Met

Current Administrator²

Title: Superintendent

Fax: (520) 749-5400

Name: Michael Schwanenberger

Phone: (520) 749-5751

Email: mschwanenberger@tanq.org

District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	1,339

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	6	0	0
4 to 6 years	8	6	1	0
7 to 9 years	5	3	1	1
10 or more years	14	49	1	2

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	0%
--	----

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	1%	N/A	N/A	1%

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

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 (04-05)	131	79306	100	99	485	445	1	10	3	18	53	51	43	20
All Students (03-04)	131	75509	100	100	555	521	2	13	13	23	32	33	52	31
Female (04-05)	55	38691	100	99	480	446	2	10	2	18	55	52	42	20
Female (03-04)	58	37013	100	100	569	522	0	12	12	24	24	33	64	31
Male (04-05)	76	40583	100	99	488	445	0	11	4	18	52	50	44	21
Male (03-04)	73	38430	100	99	544	521	4	14	14	22	39	33	43	31
African American (04-05)	--	4041	--	99	--	426	--	17	--	23	--	50	--	10
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
Hispanic (04-05)	NC	32869	NC	99	NC	429	NC	15	NC	25	NC	51	NC	10
Hispanic (03-04)	16	30486	94	99	517	505	6	18	25	29	56	32	13	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	--	4264	--	100	--	419	--	19	--	30	--	45	--	6
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
White (04-05)	125	36197	100	99	486	463	1	5	3	11	52	53	44	31
White (03-04)	111	35192	100	99	560	534	2	8	12	19	28	35	58	39
Students with Disabilities (04-05)	16	10321	100	100	446	389	7	30	7	27	67	34	20	9
Students with Disabilities (03-04)	17	9708	100	100	488	489	13	32	50	27	31	24	6	17
Students without Disabilities (04-05)	115	69060	97	98	490	454	0	7	3	17	51	54	46	22
Students without Disabilities (03-04)	114	65801	100	98	564	525	1	11	8	23	32	34	59	33
Limited English Proficient Students (04-05)	--	15509	--	100	--	406	--	20	--	30	--	45	--	5
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	NC	39415	NC	96	NC	431	NC	15	NC	25	NC	50	NC	10
Economically Disadvantaged (03-04)	NC	36411	NC	NA	NC	503	NC	19	NC	29	NC	32	NC	20
Non-Economically Disadvantaged (04-05)	124	39966	100	100	486	459	1	6	3	12	52	52	44	30
Non-Economically Disadvantaged (03-04)	122	39040	NA	NA	557	534	2	8	12	19	32	34	54	39

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 (04-05)	131	79395	0	99	489	446	2	9	9	25	55	55	34	11
All Students (03-04)	131	75492	100	100	543	519	5	12	9	16	43	47	44	24
Female (04-05)	55	38691	0	100	487	451	2	7	11	24	53	57	34	12
Female (03-04)	58	37014	100	100	555	523	2	10	5	15	41	48	52	27
Male (04-05)	76	40618	0	99	490	440	1	11	8	27	57	53	33	9
Male (03-04)	73	38400	100	99	534	516	7	14	11	17	44	47	37	21
African American (04-05)	--	4052	--	100	--	434	--	11	--	29	--	54	--	6
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
Hispanic (04-05)	NC	32915	NC	99	NC	426	NC	15	NC	35	NC	47	NC	4
Hispanic (03-04)	16	30438	94	99	529	508	7	17	20	21	47	47	27	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	--	4271	--	100	--	420	--	15	--	42	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
White (04-05)	125	36221	0	99	490	465	2	4	8	15	56	63	34	17
White (03-04)	111	35177	100	99	546	528	5	8	6	13	42	49	47	31
Students with Disabilities (04-05)	16	10331	0	100	441	388	13	25	33	37	40	34	13	4
Students with Disabilities (03-04)	17	9707	100	100	503	495	14	33	29	21	50	33	7	13
Students without Disabilities (04-05)	115	69139	0	99	495	454	0	7	6	24	58	58	36	11
Students without Disabilities (03-04)	114	65785	100	98	548	522	4	10	6	16	42	49	48	26
Limited English Proficient Students (04-05)	--	15545	--	100	--	399	--	21	--	42	--	35	--	1
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	NC	39484	NC	96	NC	429	NC	14	NC	35	NC	47	NC	4
Economically Disadvantaged (03-04)	NC	36302	NC	NA	NC	507	NC	18	NC	21	NC	46	NC	14
Non-Economically Disadvantaged (04-05)	124	39986	0	100	491	461	1	4	8	16	57	63	34	17
Non-Economically Disadvantaged (03-04)	122	39164	NA	NA	545	528	4	8	7	13	44	48	45	31

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 (04-05)	131	78869	100	99	497	442	1	6	5	21	61	63	33	10
All Students (03-04)	130	75053	99	99	671	597	2	7	4	12	75	72	19	9
Female (04-05)	55	38536	100	99	510	458	0	4	4	15	49	67	47	14
Female (03-04)	58	36872	100	99	709	621	2	5	2	9	72	74	25	12
Male (04-05)	76	40302	100	99	488	428	1	8	7	26	69	60	23	7
Male (03-04)	72	38109	99	99	639	573	3	10	6	14	77	69	14	6
African American (04-05)	--	4015	--	99	--	430	--	8	--	24	--	61	--	7
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
Hispanic (04-05)	NC	32606	NC	98	NC	426	NC	8	NC	27	NC	60	NC	5
Hispanic (03-04)	15	30235	88	98	605	575	13	9	7	14	60	70	20	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	--	4245	--	100	--	423	--	9	--	26	--	61	--	4
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
White (04-05)	125	36078	100	99	498	459	1	4	6	16	60	66	34	14
White (03-04)	111	35028	100	99	678	613	1	6	4	10	78	73	18	11
Students with Disabilities (04-05)	16	10246	100	100	453	367	0	18	27	39	60	40	13	4
Students with Disabilities (03-04)	17	9625	100	100	552	530	8	21	15	21	77	55	0	4
Students without Disabilities (04-05)	115	68697	97	98	503	454	1	4	3	18	61	67	35	11
Students without Disabilities (03-04)	113	65428	99	98	685	604	2	6	3	11	74	73	21	10
Limited English Proficient Students (04-05)	--	15339	--	100	--	399	--	11	--	31	--	54	--	3
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	NC	39106	NC	95	NC	427	NC	8	NC	28	NC	59	NC	5
Economically Disadvantaged (03-04)	NC	36077	NC	NA	NC	566	NC	10	NC	16	NC	69	NC	5
Non-Economically Disadvantaged (04-05)	124	39837	100	100	498	457	1	4	5	14	61	67	33	15
Non-Economically Disadvantaged (03-04)	121	38950	NA	NA	673	618	3	5	3	9	74	73	21	12

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 (04-05)	158	78906	99	99	546	498	1	13	4	19	44	48	51	20
All Students (03-04)	137	76019	100	100	543	499	2	14	16	39	19	14	63	33
Female (04-05)	80	38644	99	99	545	500	1	12	4	19	42	49	53	19
Female (03-04)	69	37207	100	100	548	499	0	12	13	41	21	14	66	33
Male (04-05)	78	40236	100	99	546	497	0	15	4	19	47	46	49	20
Male (03-04)	68	38677	100	100	538	498	4	15	19	38	18	13	59	34
African American (04-05)	NC	4087	NC	99	NC	481	NC	20	NC	24	NC	45	NC	11
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
Hispanic (04-05)	12	31938	92	99	529	481	0	19	17	25	33	46	50	10
Hispanic (03-04)	NC	29458	NC	100	NC	480	NC	20	NC	48	NC	12	NC	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	--	4593	--	100	--	467	--	26	--	29	--	39	--	6
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
White (04-05)	142	36483	100	99	547	517	1	7	3	13	46	51	51	30
White (03-04)	126	35880	100	100	542	515	2	7	15	32	19	16	63	45
Students with Disabilities (04-05)	21	10664	100	100	452	430	5	42	25	27	60	26	10	5
Students with Disabilities (03-04)	11	9786	100	100	477	457	30	39	40	40	10	7	20	13
Students without Disabilities (04-05)	137	68310	99	98	560	509	0	9	1	18	42	51	57	22
Students without Disabilities (03-04)	126	66233	99	99	548	503	0	11	14	39	20	14	66	35
Limited English Proficient Students (04-05)	NC	12573	NC	100	NC	454	NC	27	NC	30	NC	38	NC	5
Limited English Proficient Students (03-04)	--	15206	--	100	--	459	--	31	--	53	--	7	--	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	15	38679	100	96	523	483	8	20	8	25	54	45	31	10
Economically Disadvantaged (03-04)	NC	35714	NC	NA	NC	480	NC	20	NC	47	NC	12	NC	20
Non-Economically Disadvantaged (04-05)	143	40295	99	100	548	513	0	7	4	13	43	50	53	30
Non-Economically Disadvantaged (03-04)	129	40266	NA	NA	544	513	2	9	16	33	18	15	64	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 (04-05)	158	78908	0	99	520	484	1	10	7	23	64	58	28	9
All Students (03-04)	137	76020	100	100	526	503	5	25	14	23	53	40	28	12
Female (04-05)	80	38644	0	99	522	489	1	8	5	22	64	61	30	10
Female (03-04)	69	37213	100	100	534	504	1	22	7	23	57	42	34	13
Male (04-05)	78	40233	0	99	518	479	0	12	10	25	65	55	25	8
Male (03-04)	68	38666	100	100	518	501	9	29	21	22	49	38	22	12
African American (04-05)	NC	4092	NC	99	NC	473	NC	12	NC	28	NC	54	NC	5
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
Hispanic (04-05)	12	31940	0	99	510	465	0	16	17	32	58	49	25	3
Hispanic (03-04)	NC	29442	NC	99	NC	494	NC	37	NC	26	NC	31	NC	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	--	4569	--	100	--	457	--	18	--	39	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
White (04-05)	142	36502	0	99	520	502	1	4	7	14	66	67	27	15
White (03-04)	126	35890	100	100	527	511	6	15	12	20	52	48	30	18
Students with Disabilities (04-05)	21	10665	0	100	422	423	5	30	45	36	45	31	5	2
Students with Disabilities (03-04)	11	9784	100	100	486	485	50	58	20	19	30	19	0	4
Students without Disabilities (04-05)	137	68312	0	98	535	493	0	7	2	21	67	62	31	10
Students without Disabilities (03-04)	126	66236	99	99	529	504	2	23	13	23	55	42	30	13
Limited English Proficient Students (04-05)	NC	12556	NC	100	NC	436	NC	24	NC	40	NC	35	NC	1
Limited English Proficient Students (03-04)	--	15198	--	100	--	483	--	59	--	25	--	14	--	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	15	38662	0	96	502	468	0	16	23	32	69	49	8	3
Economically Disadvantaged (03-04)	NC	35703	NC	NA	NC	494	NC	37	NC	26	NC	31	NC	6
Non-Economically Disadvantaged (04-05)	143	40315	0	100	521	498	1	5	6	15	64	66	29	14
Non-Economically Disadvantaged (03-04)	129	40274	NA	NA	527	509	5	17	14	20	52	47	29	17

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 (04-05)	157	78750	99	99	533	500	1	6	9	29	84	63	6	2
All Students (03-04)	137	75673	100	100	597	530	1	12	15	25	71	58	13	4
Female (04-05)	79	38586	98	99	536	515	1	4	8	22	86	71	5	3
Female (03-04)	69	37099	100	100	626	548	1	8	7	22	71	64	21	6
Male (04-05)	78	40135	100	99	530	486	0	8	11	35	82	56	7	1
Male (03-04)	68	38441	100	99	566	513	0	16	22	29	72	52	6	3
African American (04-05)	NC	4081	NC	99	NC	488	NC	8	NC	32	NC	59	NC	2
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
Hispanic (04-05)	12	31841	92	99	533	483	0	8	8	36	92	55	0	1
Hispanic (03-04)	NC	29305	NC	99	NC	507	NC	16	NC	31	NC	51	NC	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	--	4586	--	100	--	481	--	8	--	37	--	54	--	1
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
White (04-05)	141	36440	99	99	533	516	1	3	9	22	84	71	6	4
White (03-04)	126	35760	100	99	596	550	1	9	15	21	70	64	14	6
Students with Disabilities (04-05)	21	10622	100	100	439	415	5	21	35	50	60	28	0	1
Students with Disabilities (03-04)	11	9706	100	100	519	462	0	36	33	32	67	31	0	1
Students without Disabilities (04-05)	136	68196	98	98	548	513	0	3	5	25	88	69	7	3
Students without Disabilities (03-04)	126	65967	99	99	602	536	1	10	13	25	71	60	14	5
Limited English Proficient Students (04-05)	NC	12504	NC	100	NC	451	NC	12	NC	44	NC	43	NC	1
Limited English Proficient Students (03-04)	--	15115	--	100	--	471	--	26	--	38	--	35	--	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	15	38558	100	96	528	485	0	8	23	37	77	54	0	1
Economically Disadvantaged (03-04)	NC	35541	NC	NA	NC	504	NC	17	NC	31	NC	50	NC	2
Non-Economically Disadvantaged (04-05)	142	40260	99	100	534	514	1	3	8	21	84	72	7	4
Non-Economically Disadvantaged (03-04)	129	40091	NA	NA	598	550	0	9	15	21	72	64	13	6

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 (04-05)	173	78250	99	99	586	548	5	21	11	18	59	48	25	13
All Students (03-04)	177	75001	100	99	494	468	15	37	45	36	25	16	15	10
Female (04-05)	77	38071	100	99	597	549	4	20	8	19	57	49	31	12
Female (03-04)	77	36846	100	99	495	468	17	36	42	38	24	16	17	10
Male (04-05)	96	40126	98	99	578	547	6	23	13	17	60	46	21	14
Male (03-04)	98	37974	98	99	493	467	14	39	45	34	26	16	14	11
African American (04-05)	--	4058	--	99	--	523	--	32	--	22	--	41	--	5
African American (03-04)	--	3720	--	98	--	446	--	53	--	33	--	9	--	4
Hispanic (04-05)	21	29129	100	99	544	527	10	32	15	23	60	40	15	6
Hispanic (03-04)	16	26675	100	98	478	448	33	52	33	34	13	10	20	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	--	4996	--	100	--	518	--	36	--	25	--	36	--	4
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
White (04-05)	149	38320	97	99	592	568	5	12	10	14	58	55	27	19
White (03-04)	154	37785	99	99	496	482	14	25	44	39	27	21	15	15
Students with Disabilities (04-05)	21	9329	100	100	503	454	38	64	14	18	48	16	0	2
Students with Disabilities (03-04)	25	8802	100	100	454	418	40	79	40	16	20	3	0	1
Students without Disabilities (04-05)	152	68996	98	99	598	561	1	16	10	18	60	52	29	14
Students without Disabilities (03-04)	152	66199	99	99	495	472	14	34	45	38	25	17	16	11
Limited English Proficient Students (04-05)	NC	10133	NC	100	NC	488	NC	45	NC	25	NC	28	NC	2
Limited English Proficient Students (03-04)	--	11710	--	100	--	429	--	70	--	25	--	4	--	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	NC	33388	NC	94	NC	530	NC	32	NC	22	NC	40	NC	5
Economically Disadvantaged (03-04)	NC	29814	NC	NA	NC	448	NC	53	NC	33	NC	10	NC	4
Non-Economically Disadvantaged (04-05)	164	44937	99	100	590	561	3	13	11	15	59	54	27	18
Non-Economically Disadvantaged (03-04)	172	45170	NA	NA	495	479	16	28	44	38	25	20	16	14

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 (04-05)	172	78302	0	99	539	512	1	11	14	25	71	57	13	7
All Students (03-04)	176	74918	99	99	512	497	21	32	21	19	35	35	24	15
Female (04-05)	77	38071	0	99	550	518	1	8	13	24	61	61	24	7
Female (03-04)	77	36805	100	99	522	501	12	28	21	19	42	37	26	16
Male (04-05)	95	40166	0	99	529	507	1	14	15	26	80	54	4	6
Male (03-04)	97	37936	97	99	504	493	28	35	20	18	29	33	22	14
African American (04-05)	--	4064	--	100	--	498	--	14	--	29	--	54	--	3
African American (03-04)	--	3719	--	98	--	481	--	43	--	21	--	29	--	7
Hispanic (04-05)	21	29152	0	99	512	492	5	17	15	34	75	46	5	2
Hispanic (03-04)	16	26645	100	98	519	478	19	46	19	20	44	27	19	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	--	4993	--	100	--	484	--	19	--	38	--	42	--	1
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
White (04-05)	148	38347	0	99	543	531	1	5	14	17	71	68	14	10
White (03-04)	153	37773	99	99	510	511	22	20	22	18	33	41	23	21
Students with Disabilities (04-05)	21	9353	0	100	461	429	10	40	67	38	24	22	0	1
Students with Disabilities (03-04)	25	8801	100	100	461	448	61	75	26	13	13	10	0	2
Students without Disabilities (04-05)	151	69024	0	99	550	524	0	7	7	23	78	62	15	7
Students without Disabilities (03-04)	151	66117	99	99	519	501	15	28	20	19	38	37	27	16
Limited English Proficient Students (04-05)	NC	10140	NC	100	NC	451	NC	28	NC	43	NC	29	NC	1
Limited English Proficient Students (03-04)	--	11706	--	100	--	454	--	71	--	16	--	12	--	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	NC	33398	NC	94	NC	495	NC	18	NC	35	NC	46	NC	2
Economically Disadvantaged (03-04)	NC	29785	NC	NA	NC	477	NC	47	NC	20	NC	26	NC	6
Non-Economically Disadvantaged (04-05)	163	44979	0	100	542	525	1	6	11	18	74	66	14	10
Non-Economically Disadvantaged (03-04)	171	45115	NA	NA	512	508	21	23	21	18	34	39	24	20

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 (04-05)	173	78094	99	99	583	545	1	3	5	18	92	77	3	2
All Students (03-04)	175	74503	99	99	516	491	6	9	28	32	51	51	15	8
Female (04-05)	77	38025	100	99	592	558	0	2	4	13	92	82	4	2
Female (03-04)	77	36686	100	99	534	506	3	5	20	29	63	57	14	9
Male (04-05)	96	40013	98	99	576	534	1	5	5	23	91	71	2	1
Male (03-04)	96	37644	96	98	504	476	9	13	34	36	41	45	16	6
African American (04-05)	--	4037	--	99	--	532	--	4	--	22	--	73	--	1
African American (03-04)	--	3677	--	97	--	475	--	12	--	36	--	46	--	5
Hispanic (04-05)	21	29068	100	99	562	523	5	5	5	27	85	67	5	1
Hispanic (03-04)	16	26500	100	97	508	467	13	13	31	39	31	44	25	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	--	4981	--	100	--	526	--	4	--	25	--	70	--	0
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
White (04-05)	149	38265	97	99	587	564	0	2	5	11	93	84	3	3
White (03-04)	152	37606	98	99	516	508	6	6	27	28	52	56	15	10
Students with Disabilities (04-05)	21	9275	100	100	515	444	5	14	24	46	71	39	0	1
Students with Disabilities (03-04)	25	8662	100	100	386	409	30	37	65	42	5	20	0	1
Students without Disabilities (04-05)	152	68892	98	98	593	559	0	2	2	14	95	82	3	2
Students without Disabilities (03-04)	150	65841	98	98	533	499	3	7	23	32	57	53	17	8
Limited English Proficient Students (04-05)	NC	10084	NC	100	NC	474	NC	10	NC	39	NC	50	NC	1
Limited English Proficient Students (03-04)	--	11608	--	100	--	430	--	23	--	47	--	28	--	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	NC	33296	NC	94	NC	527	NC	5	NC	27	NC	67	NC	0
Economically Disadvantaged (03-04)	NC	29587	NC	NA	NC	465	NC	14	NC	40	NC	43	NC	4
Non-Economically Disadvantaged (04-05)	164	44871	99	100	585	559	1	2	3	12	93	84	3	3
Non-Economically Disadvantaged (03-04)	170	44898	NA	NA	516	507	7	7	27	28	51	55	16	10

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?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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.

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

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at 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 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

"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."

Printed in Phoenix, Arizona, by the Arizona Department of Education. March 2006

Total cost of printing: 16 Pages X .0318 Per page X 1 Copies = \$0.51

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.