

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2600 N Fennimore, Tucson, AZ 85749

Tanque Verde Unified 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>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

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 Overview

Principal/Administrator : Ms. Susan Centers  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 560  
 Web Address : www.tanq.org  
 Phone Number : (520) 749-4244  
 Fax Number : (520) 749-4292  
 E-mail : scenters@tanq.org

### Mission

The Tanque Verde mission is to develop lifelong learners by encouraging curiosity, personal growth and achievement. We also strive to provide a safe and secure environment where the students feel confident enough to attempt new challenges. Tanque Verde staff will assist the students in becoming good citizens who demonstrate civic and social responsibility.

### School / Academic Goals

- ü Classroom teachers will create a monthly electronic newsletter as technology becomes available. Specialists will collaborate and produce monthly contributions for the TEMPO, the school newsletter.
- ü Teachers will create grade level curriculum maps for Writing. Specialists will complete another grade level map in their subject area.
- ü Teachers will analyze the AIMS/DPA and Terra Nova 2005 test results to identify areas of student strengths and areas needing refinement and adjust instruction to improve student performance.

### Enrollment

October 1, 2004 School Year Student Enrollment : 557  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Specials: Music/Art/PE/Spanish/Library
- ü Computer and Science Lab Classes
- ü Phonemic Awareness
- ü Health Awareness classes by school nurse
- ü Accelerated Reader Program
- ü Optional Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the school's responsibility to promote a well rounded curriculum in a safe environment. Students will learn skills which will benefit them in future educational and work endeavors. The school should employ teaching strategies which motivate and energize students toward the end of becoming life long learners.

Parents

Parents are expected to provide for basic physical and emotional needs and to model the importance of education. Children must be held accountable and encouraged towards success. Discipline guidelines should be understood and supported.

Transportation Policy

The school board authorizes the administration to provide bus service to/from school for students living in a 1 mile radius of school, less than 1 mile of route that is hazardous, and for special needs students with an IEP requiring special busing.

School Honors

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

Award/Honor	Year
ü State Designated 'Excelling' School for last 3 years	2005
ü 9 Regional Science Fair winners	2005
ü Discovery Young Scientist Challenge Washington D.C.	2001
ü Golden Bell 2nd Place	2002

3rd 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	84	131	79306	100	100	99	489	485	445	1	1	10	1	3	18	51	53	51	47	43	20
All Students (Prior Year)	85	131	75509	100	100	100	559	555	521	2	2	13	11	13	23	36	32	33	51	52	31
Female	37	55	38691	100	100	99	484	480	446	3	2	10	3	2	18	47	55	52	47	42	20
Male	47	76	40583	100	100	99	493	488	445	0	0	11	0	4	18	53	52	50	47	44	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	81	125	36197	100	100	99	489	486	463	1	1	5	1	3	11	50	52	53	48	44	31
Students with Disabilities	NC	16	10321	NC	100	100	NC	446	389	NC	7	30	NC	7	27	NC	67	34	NC	20	9
Students without Disabilities	77	115	69060	99	97	98	494	490	454	0	0	7	1	3	17	49	51	54	49	46	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	81	124	39966	100	100	100	489	486	459	1	1	6	1	3	12	51	52	52	47	44	30

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	84	131	79395	100	0	99	494	489	446	2	2	9	6	9	25	52	55	55	40	34	11
All Students (Prior Year)	85	131	75492	100	100	100	546	543	519	6	5	12	5	9	16	42	43	47	48	44	24
Female	37	55	38743	100	0	100	494	487	451	3	2	7	6	11	24	50	53	57	42	34	12
Male	47	76	40618	100	0	99	494	490	440	2	1	11	6	8	27	53	57	53	38	33	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	81	125	36221	100	0	99	494	490	465	3	2	4	6	8	15	51	56	63	40	34	17
Students with Disabilities	NC	16	10331	NC	0	100	NC	441	388	NC	13	25	NC	33	37	NC	40	34	NC	13	4
Students without Disabilities	77	115	69139	99	0	99	501	495	454	0	0	7	4	6	24	53	58	58	43	36	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	81	124	39986	100	0	100	495	491	461	1	1	4	6	8	16	53	57	63	40	34	17

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	84	131	78869	100	100	99	499	497	442	1	1	6	2	5	21	65	61	63	31	33	10
All Students (Prior Year)	84	130	75053	99	99	99	687	671	597	2	2	7	2	4	12	70	75	72	25	19	9
Female	37	55	38536	100	100	99	514	510	458	0	0	4	3	4	15	47	49	67	50	47	14
Male	47	76	40302	100	100	99	487	488	428	2	1	8	2	7	26	79	69	60	17	23	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	81	125	36078	100	100	99	498	498	459	1	1	4	3	6	16	65	60	66	31	34	14
Students with Disabilities	NC	16	10246	NC	100	100	NC	453	367	NC	0	18	NC	27	39	NC	60	40	NC	13	4
Students without Disabilities	77	115	68697	99	97	98	502	503	454	1	1	4	1	3	18	64	61	67	34	35	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	81	124	39837	100	100	100	499	498	457	1	1	4	2	5	14	64	61	67	32	33	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	94	158	78906	100	99	99	548	546	498	1	1	13	4	4	19	47	44	48	47	51	20
All Students (Prior Year)	91	137	76019	100	100	100	542	543	499	2	2	14	18	16	39	20	19	14	60	63	33
Female	46	80	38644	100	99	99	547	545	500	2	1	12	4	4	19	42	42	49	51	53	19
Male	48	78	40236	100	100	99	548	546	497	0	0	15	4	4	19	52	47	46	43	49	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	12	31938	NC	92	99	NC	529	481	NC	0	19	NC	17	25	NC	33	46	NC	50	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	86	142	36483	100	100	99	551	547	517	1	1	7	2	3	13	47	46	51	49	51	30
Students with Disabilities	15	21	10664	100	100	100	500	452	430	7	5	42	20	25	27	60	60	26	13	10	5
Students without Disabilities	79	137	68310	98	99	98	557	560	509	0	0	9	1	1	18	45	42	51	54	57	22
Limited English Proficient Students	--	NC	12573	--	NC	100	--	NC	454	--	NC	27	--	NC	30	--	NC	38	--	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	15	38679	NC	100	96	NC	523	483	NC	8	20	NC	8	25	NC	54	45	NC	31	10
Non-Economically Disadvantaged	85	143	40295	100	99	100	551	548	513	0	0	7	4	4	13	48	43	50	49	53	30

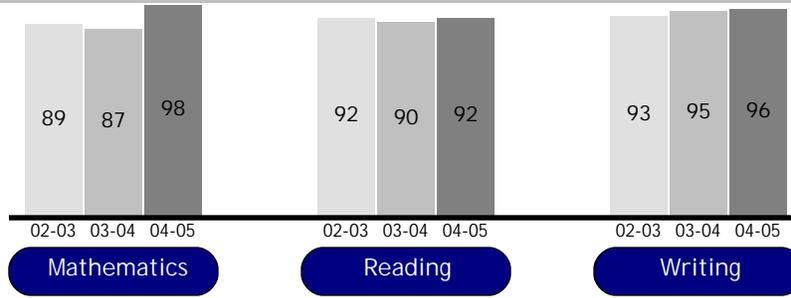
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	158	78908	100	0	99	526	520	484	0	1	10	9	7	23	65	64	58	26	28	9
All Students (Prior Year)	91	137	76020	100	100	100	521	526	503	3	5	25	17	14	23	54	53	40	26	28	12
Female	46	80	38648	100	0	99	527	522	489	0	1	8	7	5	22	71	64	61	22	30	10
Male	48	78	40233	100	0	99	526	518	479	0	0	12	11	10	25	59	65	55	30	25	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	12	31940	NC	0	99	NC	510	465	NC	0	16	NC	17	32	NC	58	49	NC	25	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	86	142	36502	100	0	99	529	520	502	0	1	4	7	7	14	66	66	67	27	27	15
Students with Disabilities	15	21	10665	100	0	100	477	422	423	0	5	30	40	45	36	53	45	31	7	5	2
Students without Disabilities	79	137	68312	98	0	98	536	535	493	0	0	7	3	2	21	67	67	62	30	31	10
Limited English Proficient Students	--	NC	12556	--	NC	100	--	NC	436	--	NC	24	--	NC	40	--	NC	35	--	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	15	38662	NC	0	96	NC	502	468	NC	0	16	NC	23	32	NC	69	49	NC	8	3
Non-Economically Disadvantaged	85	143	40315	100	0	100	529	521	498	0	1	5	7	6	15	65	64	66	28	29	14

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	93	157	78750	99	99	99	543	533	500	1	1	6	10	9	29	80	84	63	9	6	2
All Students (Prior Year)	91	137	75673	100	100	100	593	597	530	1	1	12	16	15	25	70	71	58	13	13	4
Female	45	79	38586	98	98	99	547	536	515	2	1	4	7	8	22	82	86	71	9	5	3
Male	48	78	40135	100	100	99	540	530	486	0	0	8	13	11	35	78	82	56	9	7	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	12	31841	NC	92	99	NC	533	483	NC	0	8	NC	8	36	NC	92	55	NC	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	85	141	36440	99	99	99	544	533	516	1	1	3	9	9	22	80	84	71	10	6	4
Students with Disabilities	15	21	10622	100	100	100	490	439	415	7	5	21	33	35	50	60	60	28	0	0	1
Students without Disabilities	78	136	68196	96	98	98	554	548	513	0	0	3	5	5	25	84	88	69	11	7	3
Limited English Proficient Students	--	NC	12504	--	NC	100	--	NC	451	--	NC	12	--	NC	44	--	NC	43	--	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	15	38558	NC	100	96	NC	528	485	NC	0	8	NC	23	37	NC	77	54	NC	0	1
Non-Economically Disadvantaged	84	142	40260	99	99	100	545	534	514	1	1	3	9	8	21	80	84	72	10	7	4

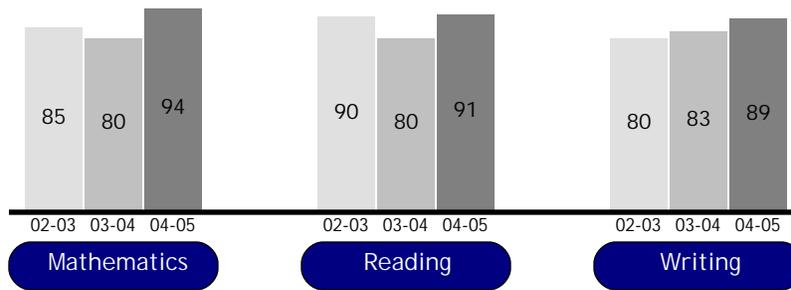
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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
2	Reading	99	80	80	50	99	79	NA	58	100	62	68	47
	Language	100	72	75	43	99	65	69	50	100	67	70	47
	Mathematics	100	87	88	57	100	81	84	64	100	66	72	50
3	Reading	100	81	81	47	98	75	NA	55	100	69	68	44
	Language	100	84	82	54	98	77	79	61	100	65	64	44
	Mathematics	100	82	82	54	98	79	81	61	100	72	71	51
4	Reading	100	85	86	52	100	84	NA	56	100	68	68	48
	Language	100	74	76	48	100	75	75	52	100	66	65	49
	Mathematics	99	83	87	57	100	84	83	61	100	72	71	53
5	Reading	100	83	83	50	100	81	NA	55	100	72	71	50
	Language	100	71	72	46	100	73	73	49	100	69	69	50
	Mathematics	100	89	88	57	100	84	86	63	100	69	72	49
6	Reading	99	83	79	53	100	80	NA	56	100	75	75	51
	Language	99	77	71	45	100	72	75	48	100	70	69	47
	Mathematics	98	89	88	62	100	84	87	66	100	72	74	52

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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü School Safety Issues
- Ü Budget/ Tax credit Money
- Ü Curriculum Development
- Ü District calendar concerns

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.50
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	3	0	0
7 to 9 years	2	0	0	0
10 or more years	2	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Media Center
- Ü Motor Lab

Extracurricular Activities

- Ü Jumprope Club
- Ü Student Council
- Ü Band
- Ü Intramural Sports
- Ü Community School Classes
- Ü Track Club
- Ü Technology Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Health Services
- Ü Counseling Services
- Ü Extended Day Program

School Achievements/Accomplishments 2004-05

- ü Enhancing our T.O.P.S program by providing community service opportunities. Examples:  
3rd grade donation from school store funds,  
Red Cross penny drive,  
diaper drive, donation to Community Food Bank, adoption of 10 families from another school.
- ü All classroom teachers have received training in the 6 Traits of Writing and implement them in their daily classroom activities.
- ü Improved staff morale is indicated in our yearly climate survey and through feedback at biweekly faculty meetings.
- ü TVES continues to enjoy widespread community support. Very generous tax credit donations allow teachers to supplement curriculum through participation in a variety of educational programs offered in Tucson and around the state.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rate <sup>5</sup>	3	12	12	17
Transfers In Rate <sup>6</sup>	7	28	28	37
Stability Rate <sup>7</sup>	96	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	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

A DARE officer teaches the students about safety awareness and the prevention of drug and alcohol use.

The TVES character education program is called T.O.P.S. which stands for Tanque Verde Outstanding Praiseworthy Students. T.O.P.S. emphasizes the six pillars of character.

Full time, on site, school nurse. Available for classroom or small group instruction promoting healthy living. Also teaches classes assisting students in understanding and managing their asthma.

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) :

3
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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	Susan Centers	(520) 749-4244
Transportation Policy	Carolyn Gould	(520) 749-9640
Community Resources	Kathy Slade	(520) 749-4244
School Nutrition Programs	Keri Edwards	(520) 749-9546
Parent Organization	Karleen Nelson	(520) 760-3925
Student Health/Nurse	Janine Connors	(520) 749-4244

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).

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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.