

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Ms. Susan Centers
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
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 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, 2005 School Year Student Enrollment : 559
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

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

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	74	124	80010	100	99	99	487	483	447	3	2	10	1	2	18	53	54	53	43	42	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	56	38935	100	98	99	492	487	447	NA	NA	9	NA	2	19	55	55	55	45	43	17
Male	41	68	40974	100	100	98	484	480	448	5	4	11	2	1	18	51	53	52	41	41	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	NC	14	34545	NC	100	99	NC	470	432	NC	NA	14	NC	7	24	NC	64	53	NC	29	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	61	104	35142	100	100	99	490	484	465	3	3	5	2	1	11	48	52	56	48	44	28
Students with Disabilities	NC	12	10161	NC	92	93	NC	442	419	NC	25	28	NC	8	28	NC	50	36	NC	17	8
Students without Disabilities	69	112	69849	100	100	100	491	488	451	NA	NA	7	1	1	17	54	54	56	45	45	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	72	121	40981	100	100	100	488	484	462	3	2	6	1	1	13	51	54	54	44	43	27

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	74	125	79438	100	100	98	487	486	451	1	1	9	4	5	24	66	68	56	28	26	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	57	38775	100	100	99	491	492	457	NA	NA	7	NA	2	22	67	65	58	33	33	13
Male	41	68	40560	100	100	97	483	480	446	2	1	12	7	7	25	66	71	54	24	21	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	14	34297	NC	100	98	NC	488	434	NC	NA	14	NC	7	31	NC	64	50	NC	29	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	61	104	34887	100	100	98	487	486	471	2	1	4	5	5	15	64	68	63	30	26	18
Students with Disabilities	NC	13	9588	NC	100	88	NC	444	416	NC	8	30	NC	23	32	NC	69	34	NC	NA	5
Students without Disabilities	69	112	69850	100	100	100	490	491	456	NA	NA	7	3	3	23	67	68	59	30	29	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	72	121	40753	100	100	99	486	487	467	1	1	5	4	4	16	67	69	62	28	26	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	74	125	79971	100	100	99	472	466	423	NA	3	8	8	11	41	84	77	49	8	9	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	57	38974	100	100	99	480	477	437	NA	2	5	9	9	33	76	72	57	15	18	4
Male	41	68	40895	100	100	98	466	457	410	NA	4	10	7	13	47	90	81	41	2	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	14	34481	NC	100	99	NC	424	410	NC	14	10	NC	14	46	NC	71	43	NC	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	61	104	35150	100	100	99	475	473	437	NA	2	5	5	10	35	87	79	56	8	10	5
Students with Disabilities	NC	13	10258	NC	100	94	NC	446	377	NC	NA	23	NC	31	51	NC	69	25	NC	NA	1
Students without Disabilities	69	112	69713	100	100	100	472	468	429	NA	4	5	9	9	39	83	78	52	9	10	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	72	121	40977	100	100	100	472	466	437	NA	3	5	8	11	34	83	77	56	8	9	5

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

4th 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	92	146	80147	97	97	99	523	522	482	2	1	11	3	5	17	41	40	49	53	53	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	60	39281	95	95	99	528	525	483	3	2	9	3	5	17	31	33	50	64	60	24
Male	53	86	40780	98	99	98	519	519	482	2	1	12	4	5	17	49	45	48	45	49	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	10	33494	NC	83	99	NC	NA	466	NC	NA	15	NC	NA	23	NC	NA	49	NC	NA	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	84	130	36122	99	98	99	524	526	501	2	2	5	4	3	10	39	38	50	55	57	35
Students with Disabilities	NC	18	10295	NC	86	92	NC	477	443	NC	11	33	NC	11	26	NC	61	33	NC	17	8
Students without Disabilities	84	128	69852	99	99	100	528	528	488	NA	NA	7	2	4	16	42	38	51	56	59	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	90	142	41776	97	97	100	524	524	498	2	1	6	2	4	11	41	40	49	54	55	33

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	91	142	79686	96	95	98	508	509	470	1	1	11	9	6	24	60	65	57	30	28	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	57	39163	95	90	99	515	516	475	3	2	9	5	4	22	59	60	60	33	35	10
Male	52	85	40438	96	98	97	502	505	465	NA	NA	13	12	7	25	62	69	54	27	24	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	83	128	35914	98	97	98	508	512	489	1	1	5	8	5	15	60	64	67	30	30	14
Students with Disabilities	NC	14	9808	NC	67	87	NC	473	432	NC	7	35	NC	14	32	NC	71	30	NC	7	3
Students without Disabilities	84	128	69878	99	99	100	512	513	475	NA	NA	8	7	5	23	61	65	61	32	30	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	89	138	41591	96	95	99	509	511	486	1	1	6	8	5	16	61	65	65	30	29	13

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	91	145	80372	96	97	99	523	522	475	1	1	4	7	6	30	75	78	64	18	16	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	60	39452	95	95	99	536	532	488	NA	NA	3	3	3	22	69	72	72	28	25	3
Male	52	85	40836	96	98	98	513	515	464	2	1	6	10	7	37	79	82	56	10	9	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	10	33608	NC	83	99	NC	NA	462	NC	NA	6	NC	NA	36	NC	NA	57	NC	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	83	129	36213	98	98	99	521	523	489	1	1	2	7	6	22	75	77	72	17	16	3
Students with Disabilities	NC	17	10526	NC	81	94	NC	490	427	NC	NA	15	NC	35	53	NC	53	31	NC	12	1
Students without Disabilities	84	128	69846	99	99	100	527	526	482	1	1	3	2	2	26	77	81	69	19	16	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	89	141	41851	96	97	100	524	523	489	1	1	3	6	5	22	75	78	72	18	16	4

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	89	143	79306	96	97	99	562	558	504	NA	NA	13	9	10	20	35	38	49	56	52	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	68	38845	98	99	99	574	565	505	NA	NA	11	2	4	20	33	40	50	65	56	18
Male	46	75	40383	94	96	98	551	551	504	NA	NA	14	15	15	19	37	37	47	48	48	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	13	20	32673	93	95	99	531	533	487	NA	NA	18	8	10	25	69	65	46	23	25	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	69	114	36234	96	97	99	570	563	523	NA	NA	6	9	10	13	28	32	52	64	58	28
Students with Disabilities	NC	17	10286	NC	77	91	NC	511	462	NC	NA	41	NC	35	27	NC	47	27	NC	18	5
Students without Disabilities	82	126	69020	100	100	100	568	564	510	NA	NA	9	6	6	18	34	37	52	60	56	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	87	139	41869	96	97	100	562	558	521	NA	NA	7	9	10	14	36	38	51	55	52	27

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	92	146	79000	99	99	98	533	530	489	2	1	10	4	6	24	60	61	58	34	32	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	69	38774	100	100	99	544	542	494	NA	NA	7	5	3	22	52	55	61	43	42	10
Male	48	77	40150	98	99	98	524	520	485	4	3	12	4	9	25	67	66	55	25	22	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	14	21	32508	100	100	98	513	515	472	NA	NA	15	NA	NA	33	86	81	49	14	19	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	70	115	36135	97	98	98	540	535	508	1	1	4	6	8	14	51	55	67	41	37	15
Students with Disabilities	10	20	9991	83	91	88	NA	482	449	NA	5	33	NA	30	36	NA	60	29	NA	5	2
Students without Disabilities	82	126	69009	100	100	100	540	538	495	1	1	6	1	2	22	61	61	62	37	36	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	90	142	41766	99	99	99	534	530	505	2	1	5	4	6	16	59	60	65	34	32	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	91	144	79611	98	98	99	551	547	496	3	2	7	10	11	37	80	82	56	7	5	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	68	39016	98	99	99	566	561	511	2	1	4	2	3	29	86	88	66	9	7	1
Male	48	76	40519	98	97	98	537	534	482	4	3	10	17	18	44	75	76	46	4	3	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	13	20	32855	93	95	99	545	543	481	NA	NA	10	15	15	43	85	80	47	NA	5	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	70	114	36380	97	97	99	555	549	511	3	2	4	9	11	30	80	82	65	9	5	1
Students with Disabilities	NC	18	10664	NC	82	94	NC	504	440	NC	NA	23	NC	50	54	NC	50	22	NC	NA	1
Students without Disabilities	82	126	68947	100	100	100	555	553	504	4	2	4	5	6	34	84	87	61	7	6	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	89	140	41985	98	98	100	551	547	511	3	2	4	10	11	30	80	81	65	7	5	1

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

6th 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	93	153	79327	99	98	98	557	561	518	3	2	19	5	6	20	61	59	46	30	33	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	78	38961	98	96	98	562	561	520	2	1	16	5	4	20	61	62	48	32	33	16
Male	49	75	40295	100	100	97	553	561	516	4	3	21	6	8	19	61	57	44	29	32	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	10	16	32327	100	94	98	NA	556	499	NA	6	27	NA	6	25	NA	63	41	NA	25	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	80	133	36373	99	99	98	558	560	538	3	2	10	5	6	14	64	60	52	29	32	25
Students with Disabilities	12	16	9321	92	84	87	512	519	467	17	13	54	17	25	22	58	50	21	8	13	3
Students without Disabilities	81	137	70006	100	100	100	564	565	524	1	1	14	4	4	19	62	61	49	33	35	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	93	153	42230	99	98	99	557	561	535	3	2	11	5	6	15	61	59	50	30	33	24

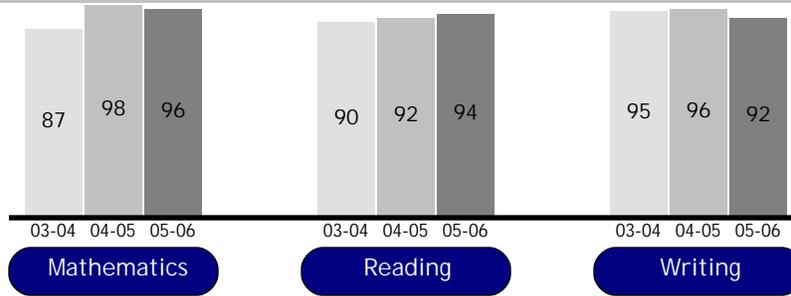
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	154	79501	99	99	98	538	539	497	NA	NA	10	8	7	25	78	80	60	14	13	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	80	39062	100	99	99	539	538	502	NA	NA	8	4	5	23	82	83	64	13	13	5
Male	48	74	40368	98	99	98	538	539	491	NA	NA	13	10	9	27	75	77	57	15	14	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	10	17	32389	100	100	98	NA	530	478	NA	NA	16	NA	12	34	NA	82	48	NA	6	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	80	133	36446	99	99	99	538	539	516	NA	NA	4	8	7	15	79	80	73	14	14	7
Students with Disabilities	12	17	9411	92	89	88	496	491	453	NA	NA	36	33	35	36	58	59	26	8	6	1
Students without Disabilities	81	137	70090	100	100	100	545	544	502	NA	NA	7	4	4	24	81	82	65	15	14	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	93	154	42318	99	99	99	538	539	513	NA	NA	5	8	7	17	78	80	70	14	13	7

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	94	154	80000	100	99	99	605	600	564	3	3	3	NA	NA	11	64	66	75	33	31	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	80	39288	100	99	99	628	621	579	NA	NA	2	NA	NA	6	56	60	77	44	40	16
Male	49	74	40644	100	99	98	583	577	549	6	7	4	NA	NA	15	71	73	74	22	20	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	10	17	32672	100	100	99	NA	589	548	NA	6	4	NA	NA	14	NA	76	76	NA	18	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	81	133	36602	100	99	99	603	600	579	4	3	2	NA	NA	7	63	66	75	33	31	16
Students with Disabilities	13	17	9919	100	89	93	589	584	505	NA	NA	9	NA	NA	35	92	94	54	8	6	2
Students without Disabilities	81	137	70081	100	100	100	607	602	571	4	4	2	NA	NA	7	59	63	79	37	34	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	94	154	42466	100	99	100	605	600	578	3	3	2	NA	NA	7	64	66	75	33	31	16

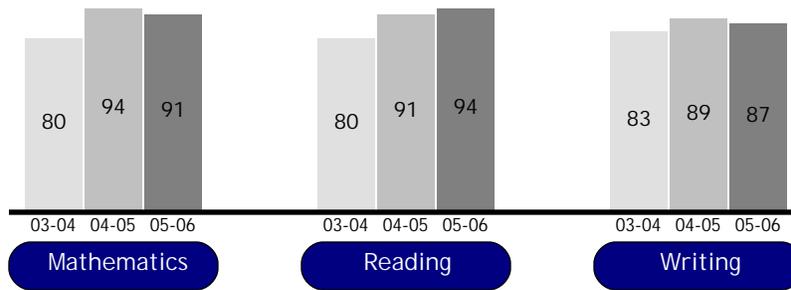
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	79	NA	58	100	62	68	47	99	75	79	46
	Language	99	65	69	50	100	67	70	47	99	84	84	48
	Mathematics	100	81	84	64	100	66	72	50	99	78	82	52
3	Reading	98	75	NA	55	100	69	68	44	100	76	76	46
	Language	98	77	79	61	100	65	64	44	100	70	73	46
	Mathematics	98	79	81	61	100	72	71	51	100	79	79	52
4	Reading	100	84	NA	56	100	68	68	48	96	78	79	52
	Language	100	75	75	52	100	66	65	49	96	78	76	52
	Mathematics	100	84	83	61	100	72	71	53	97	78	79	58
5	Reading	100	81	NA	55	100	72	71	50	99	84	83	56
	Language	100	73	73	49	100	69	69	50	98	82	80	54
	Mathematics	100	84	86	63	100	69	72	49	96	83	82	52
6	Reading	100	80	NA	56	100	75	75	51	99	82	80	56
	Language	100	72	75	48	100	70	69	47	100	76	75	50
	Mathematics	100	84	87	66	100	72	74	52	99	78	80	58

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/

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)
- 3 Teacher(s)
- 3 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 Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly 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 Accelerated Reader
- Ü Technology Club
- Ü Chess Club

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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	Linda Brown	(520) 749-4244
Parent Organization	Denise Kiewel	(520) 749-4244
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 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.

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.

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