

Tertulia Pre-College Community

ARIZONA SCHOOL REPORT CARD 2003-04

812 S. Sixth Avenue, Phoenix, AZ 85003

Tertulia: A Learning Community

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 *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Monica Liang Aguirre
Schedule : 7:00 AM to 5:30 PM
Grades : K-4
2003 Enrollment : 125
Web Address :
Phone Number : (602) 262-2200
Fax Number : (602) 262-2570
E-mail : mail@tertulia.k12.az.us

Mission

The mission of Tertulia Pre-College Community is to ensure that all students attend a four-year college or university. Our motto is: we will do **WHATEVER IS NECESSARY** to achieve our mission.

School / Academic Goals

ü All students will achieve grade-level fluency or above in all academic areas.

ü All students will achieve grade-level or above fluency in a second language (Spanish and English).

Instructional Programs

- ü Full-day Kindergarten
- ü Extended School Year (200-day Calendar)
- ü Dual-language Immersion Program
- ü Multicultural/Multilinguistic Classrooms

Enrollment

October 1, 2002 School Year Student Enrollment : 123
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 125

Calendar Information

Number of Instruction Days : 200
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/7/2003
Last Day of School : 6/24/2004

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

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	6.00	Teacher	11.00
Other Professional Staff	1.00	Teacher Aide	.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

Tertulia creates and implements a program that will ensure our students meet or exceed academic standards; are prepared to be successful in a high school with high college matriculation rates.

Parents

Parents are expected to model successful behavior and participate in a nine-week long (one night per week) PRIDE institute aimed at helping parents develop the skills to best help assist their children on their quest for a college education.

Resources Available at School Site

Special Facilities

- ü Internet Access in Each Class
- ü Basketball Court/Playground

Extracurricular Activities

- ü Projects
- ü Girls/Boys Basketball
- ü Chess Club
- ü Boys and Girls Club Partnership

Social Services

- ü Adult Education
- ü Parenting Classes
- ü Health Services Assistance
- ü Job Finding Assistance

Transportation Policy

Tertulia is committed to assisting all parents with their transportation needs. We have students from all over the valley, as well as from the immediate neighborhood, and will make every effort to provide transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Students developing second language proficiency in Spanish, as well as in English.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	50	75
Grades 3-4	67	68

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	28	28	75372	93	93	101	479	479	523	25	25	9	50	50	25	25	25	36	0	0	30
All Students (Prior Year)	24	24	70809	NA	NA	NA	473	473	518	29	29	11	47	47	27	24	24	35	0	0	27
Female	18	18	36901	100	100	101	465	465	524	25	25	8	75	75	25	0	0	36	0	0	31
Male	10	10	38385	83	83	101	493	493	523	25	25	9	25	25	24	50	50	36	0	0	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	26	26	29103	93	93	99	480	480	510	33	33	12	33	33	31	33	33	36	0	0	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	--	--	34597	--	--	98	--	--	535	--	--	4	--	--	20	--	--	38	--	--	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	28	28	67315	108	108	101	479	479	525	25	25	8	50	50	24	25	25	37	0	0	31
Limited English Proficient Students	18	18	16925	86	86	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	28	28	49047				479	479	530	25	25	6	50	50	21	25	25	37	0	0	35

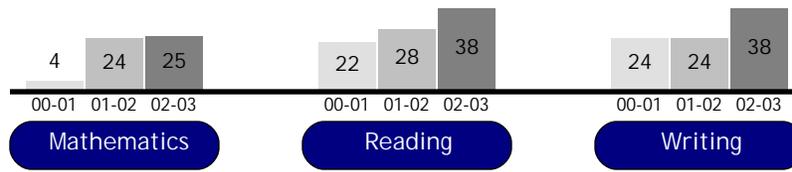
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	75221	90	90	101	501	501	523	0	0	8	63	63	16	38	38	56	0	0	21
All Students (Prior Year)	27	27	70860	NA	NA	NA	487	487	524	28	28	9	44	44	17	28	28	45	0	0	30
Female	17	17	36833	94	94	100	500	500	526	0	0	6	75	75	15	25	25	56	0	0	23
Male	10	10	38319	83	83	101	502	502	520	0	0	9	50	50	17	50	50	56	0	0	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	25	25	29019	89	89	99	496	496	513	0	0	12	67	67	21	33	33	55	0	0	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	--	--	34543	--	--	97	--	--	531	--	--	4	--	--	12	--	--	58	--	--	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	27	27	67215	104	104	101	501	501	524	0	0	7	63	63	16	38	38	56	0	0	21
Limited English Proficient Students	17	17	16853	81	81	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	27	27	48965				501	501	528	0	0	5	63	63	13	38	38	58	0	0	24

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	27	27	73654	90	90	99	489	489	530	38	38	9	25	25	13	38	38	70	0	0	7
All Students (Prior Year)	23	23	68592	NA	NA	NA	490	490	542	41	41	9	35	35	12	18	18	63	6	6	16
Female	17	17	36239	94	94	99	485	485	537	25	25	7	50	50	11	25	25	72	0	0	10
Male	10	10	37301	83	83	98	493	493	523	50	50	12	0	0	15	50	50	68	0	0	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	25	25	28348	89	89	96	485	485	520	50	50	13	17	17	17	33	33	65	0	0	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	--	--	33924	--	--	96	--	--	537	--	--	5	--	--	10	--	--	75	--	--	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	27	27	66348	104	104	100	489	489	531	38	38	8	25	25	13	38	38	71	0	0	8
Limited English Proficient Students	17	17	16422	81	81	109	NA	NA	495	NA	NA	30	NA	NA	27	NA	NA	43	NA	NA	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	27	27	47943				489	489	535	38	38	7	25	25	11	38	38	74	0	0	9

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



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	8	8	53	79	6	6	44	95	20	20	50
	Language	93	7	7	45	79	7	7	39	100	12	12	43
	Mathematics	93	29	29	56	79	12	12	52	100	30	30	57
3	Reading	92	10	10	50	93	12	12	43	96	10	10	47
	Language	100	15	15	55	93	25	25	50	100	16	16	54
	Mathematics	100	17	17	53	93	21	21	50	100	16	16	54
4	Reading	86	17	17	55	92	13	13	47	90	20	20	52
	Language	93	17	17	50	92	18	18	45	100	28	28	48
	Mathematics	90	26	26	56	92	15	15	52	100	28	28	57

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Tertulia students are expected to follow a high level of responsible conduct. There is a Zero-tolerance Policy on any activities which threaten the safety of any students, staff or community members.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Carlos Tapia	(602) 262-2200
Community Resources	Carlos Tapia	(602) 262-2200
School Nutrition Programs	Laura Gómez	(602) 262-2200
Parent Organization	Carlos Tapia	(602) 262-2200
Student Health/Nurse	Aaron Casem	(602) 262-2200

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards