

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

812 South 6th 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 (a)

2003-04 Performing
 2002-03 Small School
 2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Jesus Aguirre
 Schedule : 730 PM to 530 PM
 Grades : K-4
 2004 Enrollment : 148
 Web Address : www.tertulia.k12.az.us
 Phone Number : (602) 262-2200
 Fax Number : (602) 262-2570
 E-mail : jaguirre@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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
 2002-03 Not Met
 2001-02 N/A

School Improvement Status (b)

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

(b) For additional information, please refer to the AYP page in this report card.

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).

Enrollment

October 1, 2003 School Year Student Enrollment : 124
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 148

Tertulia Pre-College Community Primary Campus

Instructional Programs

- Û Full-day Kindergarten
- Û Extended School Year (200-day Calendar)
- Û Dual-language Immersion Program
- Û Multicultural/Multilinguistic Classrooms
- Û High expectations for all studnets

Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/5/2004
Last Day of School :	6/23/2005

Shared Responsibilities

School

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

Parents

Parents are expected to support school's mission and model successful behavior. Parents are also expected to 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.

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.

School Honors

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

Award/Honor

Year

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	23	24	75509	100	100	100	468	466	521	25	20	13	50	60	23	25	20	33	0	0	31
All Students (Prior Year)	28	28	75372	93	93	100	479	479	523	25	25	9	50	50	25	25	25	36	0	0	30
Female	13	14	37013	100	100	100	456	457	522	33	25	12	67	75	24	0	0	33	0	0	31
Male	NC	NC	38430	NC	NC	99	NC	NC	521	NC	NC	14	NC	NC	22	NC	NC	33	NC	NC	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	23	24	30486	100	100	99	468	466	505	25	20	18	50	60	29	25	20	32	0	0	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	--	--	35192	--	--	99	--	--	534	--	--	8	--	--	19	--	--	35	--	--	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	22	23	65801	96	100	98	468	466	525	25	20	11	50	60	23	25	20	34	0	0	33
Limited English Proficient Students	19	20	16928	100	100	100	NA	459	485	NA	0	29	NA	100	33	NA	0	26	NA	0	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	19	36411				468	468	503	25	25	19	50	50	29	25	25	32	0	0	20
Non-Economically Disadvantaged	NC	NC	39040				NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	34	NC	NC	39

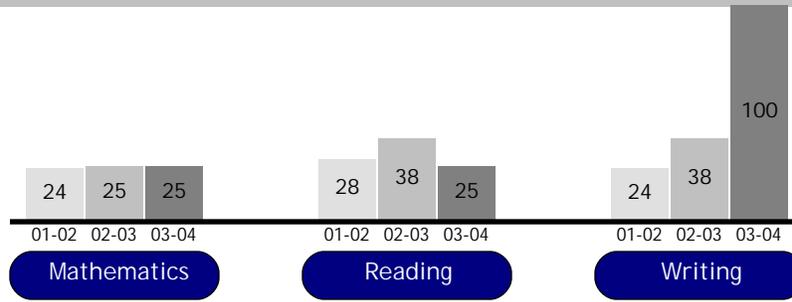
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	24	75492	100	100	100	490	490	519	25	20	12	50	60	16	25	20	47	0	0	24
All Students (Prior Year)	27	27	75221	90	90	100	501	501	523	0	0	8	63	63	16	38	38	56	0	0	21
Female	13	14	37014	100	100	100	489	489	523	33	25	10	33	50	15	33	25	48	0	0	27
Male	10	10	38400	100	100	99	494	494	516	0	0	14	100	100	17	0	0	47	0	0	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	23	24	30438	100	100	99	490	490	508	25	20	17	50	60	21	25	20	47	0	0	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	--	--	35177	--	--	99	--	--	528	--	--	8	--	--	13	--	--	49	--	--	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	22	23	65785	96	100	98	490	490	522	25	20	10	50	60	16	25	20	49	0	0	26
Limited English Proficient Students	19	20	16905	100	100	100	NA	489	489	NA	0	34	NA	100	28	NA	0	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	19	19	36302				490	490	507	25	25	18	50	50	21	25	25	46	0	0	14
Non-Economically Disadvantaged	NC	NC	39164				NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	48	NC	NC	31

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	23	24	75053	100	100	99	604	572	597	0	0	7	0	20	12	100	80	72	0	0	9
All Students (Prior Year)	27	27	73654	90	90	99	489	489	530	38	38	9	25	25	13	38	38	70	0	0	7
Female	13	14	36872	100	100	99	618	575	621	0	0	5	0	25	9	100	75	74	0	0	12
Male	10	10	38109	100	100	99	560	560	573	0	0	10	0	0	14	100	100	69	0	0	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	23	24	30235	100	100	98	604	572	575	0	0	9	0	20	14	100	80	70	0	0	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	--	--	35028	--	--	99	--	--	613	--	--	6	--	--	10	--	--	73	--	--	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	22	23	65428	96	100	98	604	572	604	0	0	6	0	20	11	100	80	73	0	0	10
Limited English Proficient Students	19	20	16765	100	100	100	NA	444	525	NA	0	17	NA	100	20	NA	0	60	NA	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	19	19	36077				604	604	566	0	0	10	0	0	16	100	100	69	0	0	5
Non-Economically Disadvantaged	NC	NC	38950				NC	NC	618	NC	NC	5	NC	NC	9	NC	NC	73	NC	NC	12

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.

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

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	79	6	6	44	95	20	20	50	96	NA	NA	58
	Language	79	7	7	39	100	12	12	43	96	NA	NA	50
	Mathematics	79	12	12	52	100	30	30	57	96	NA	NA	64
3	Reading	93	12	12	43	96	10	10	47	100	NA	NA	55
	Language	93	25	25	50	100	16	16	54	100	NA	NA	61
	Mathematics	93	21	21	50	100	16	16	54	100	NA	NA	61
4	Reading	92	13	13	47	90	20	20	52	96	NA	NA	56
	Language	92	18	18	45	100	28	28	48	100	NA	NA	52
	Mathematics	92	15	15	52	100	28	28	57	100	NA	NA	61

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	7.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 3
- Core academic classes taught by Highly Qualified (NCLB) teachers. 3
- Teachers with Emergency Certificaton. 0

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 Assistance with Immigration Issues
- ü Parenting Classes
- ü Health Services Assistance
- ü Job Finding Assistance

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Tertulia students are expected to exhibit 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	Aaron Casem	(602) 262-2200
Community Resources	Carlos Tapia	(602) 262-2200
School Nutrition Programs	Laura Gómez	(602) 340-0949
Parent Organization	Gabriela Rodriguez	(602) 262-2200
Student Health/Nurse	Aaron Casem	(602) 340-0949

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.