

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1701 W. El Rio Drive, Tucson, AZ 85745

Tucson 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)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Roman Soltero  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-5  
 Web Address : edweb.tusd.k12.az.us/Tully/  
 Phone Number : (520) 225-3400  
 Fax Number : (520) 225-3401  
 E-mail : roman.soltero@tusd1.org

### Mission

Tully Elementary Magnet School recognizes each child's unique abilities. Tully helps children understand how they learn and provides rich and varied opportunities to engage in the learning process. The curriculum is child centered, emphasizing creativity, effective communication, physical well-being, and the application scientific method. We are dedicated to student success, creating and nurturing a community of learners and responsible citizens in an ever-changing world.

### 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 Continue with Schools Process and determine professional development activities. Hold Staff Development, cadres, and school Council addressing needs of the staff and our school community.
- ü Execute our Instructional Goals Plan which involves improving attendance/tardies, standardized test scores, tutorials/interventions, and parent participation in the educational process.
- ü Continue to be in compliance with all PHLOTE student monitoring checklist and with the L.A.D.(Language Acquisition Department).
- ü Continue to hold partnership with Neighborhood Association Programs and building community relationships.

### Enrollment

October 1, 2005 School Year Student Enrollment : 465  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 4

## Instructional Programs

- Ü P.A.C.E. Preschool Program
- Ü Full Day Kindergarten
- Ü Self-contained Gifted Program
- Ü On site Special Education Program
- Ü 4-5 Tutorial Program
- Ü K-3 Reading Resource
- Ü On Site Intervention Specialist
- Ü Fine Arts/P.E. Specialist

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 36 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

All children can learn and teachers/administrators are responsible for teaching them. All school support staff are responsible for supporting the learning process. Our school provides a safe and healthy environment for all students to learn.

### Parents

Parents must live within school boundary, provide transportation for Magnet and GATE students. Parents must maintain communication with our school, assist in any academic or behavioral situations concerning their child, provide information that will assist in the academic and social growth of their child.

## Transportation Policy

Tully School serves three categories of students. They include neighborhood, magnet, and gifted students. Our neighborhood students are within walking distance from the school, the Magnet and Gifted students are provided busing.

## School Honors

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

Award/Honor	Year
Ü SARSEF/ National Semi-finalist	2000
Ü Bank of America Art Contest Winner	2002
Ü Exchange Club 'Give Me Liberty' Program Award	2003
Ü Pima County Spelling and SpaBee Participant and winner.	2006

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	85	4704	80010	99	99	99	444	443	447	15	11	10	16	20	18	51	54	53	18	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2282	38935	100	99	99	448	444	447	9	9	9	20	20	19	52	57	55	20	14	17
Male	39	2422	40974	98	99	98	440	441	448	23	12	11	13	21	18	49	52	52	15	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	54	2729	34545	100	99	99	421	435	432	22	12	14	24	24	24	50	54	53	4	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	17	1370	35142	94	99	99	493	462	465	NA	6	5	NA	12	11	47	57	56	53	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	76	4110	69849	99	100	100	448	446	451	14	8	7	14	19	17	51	57	56	20	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	38	2469	39029	97	99	98	420	435	432	24	12	14	18	24	25	53	54	52	5	9	9
Non-Economically Disadvantaged	47	2235	40981	100	99	100	465	451	462	9	9	6	15	16	13	49	54	54	28	20	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	85	4701	79438	99	99	98	453	446	451	11	10	9	24	27	24	52	55	56	14	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2284	38775	100	99	99	460	453	457	4	8	7	24	24	22	59	58	58	13	11	13
Male	39	2417	40560	98	99	97	446	440	446	18	13	12	23	29	25	44	52	54	15	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	54	2723	34297	100	99	98	434	438	434	13	12	14	33	30	31	50	52	50	4	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	17	1369	34887	94	99	98	505	465	471	NA	5	4	6	18	15	47	62	63	47	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	76	4116	69850	99	100	100	457	451	456	11	8	7	22	25	23	51	58	59	16	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	38	2460	38685	97	98	97	431	437	435	16	12	14	32	30	32	50	53	50	3	4	5
Non-Economically Disadvantaged	47	2241	40753	100	99	99	471	456	467	6	8	5	17	23	16	53	57	62	23	13	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	85	4706	79971	99	99	99	429	420	423	4	7	8	35	43	41	61	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2287	38974	98	99	99	438	432	437	2	5	5	27	36	33	71	57	57	NA	2	4
Male	40	2419	40895	100	99	98	419	408	410	5	9	10	45	50	47	50	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	54	2724	34481	100	99	99	421	416	410	6	7	10	41	46	46	54	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	17	1373	35150	94	99	99	442	430	437	NA	5	5	35	38	35	65	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	77	4102	69713	100	99	100	432	426	429	3	5	5	35	41	39	62	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	39	2467	38994	100	99	98	421	414	409	8	8	10	33	47	47	59	45	41	NA	1	1
Non-Economically Disadvantaged	46	2239	40977	98	99	100	436	427	437	NA	6	5	37	39	34	63	53	56	NA	2	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	74	4554	80147	100	98	99	474	474	482	11	13	11	26	20	17	39	48	49	24	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2200	39281	100	98	99	463	475	483	15	11	9	31	22	17	33	48	50	21	19	24
Male	35	2352	40780	100	97	98	486	473	482	6	14	12	20	19	17	46	48	48	29	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	50	2529	33494	100	98	99	468	466	466	8	15	15	30	24	23	44	47	49	18	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	10	1383	36122	100	98	99	NA	492	501	NA	7	5	NA	14	10	NA	51	50	NA	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	72	3965	69852	100	100	100	474	479	488	11	10	7	26	20	16	38	50	51	25	21	26
Limited English Proficient Students	11	669	12722	100	97	97	432	439	441	18	27	27	55	35	33	27	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	41	2431	38371	100	97	97	460	464	465	12	16	15	32	24	23	41	47	49	15	13	13
Non-Economically Disadvantaged	33	2123	41776	100	98	100	491	485	498	9	9	6	18	16	11	36	49	49	36	25	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	74	4563	79686	100	98	98	466	463	470	11	13	11	28	27	24	50	53	57	11	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2214	39163	100	99	99	459	468	475	10	10	9	31	25	22	54	57	60	5	8	10
Male	35	2347	40438	100	97	97	474	457	465	11	16	13	26	30	25	46	49	54	17	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	50	2525	33299	100	98	98	458	454	452	12	16	17	30	32	32	52	48	47	6	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	10	1388	35914	100	99	98	NA	482	489	NA	6	5	NA	19	15	NA	63	67	NA	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	72	3970	69878	100	100	100	467	468	475	11	9	8	26	27	23	51	57	61	11	7	9
Limited English Proficient Students	11	666	12594	100	97	96	416	420	422	27	34	34	73	47	45	NA	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	41	2438	38095	100	98	97	451	452	452	17	17	17	34	32	32	44	48	48	5	3	3
Non-Economically Disadvantaged	33	2125	41591	100	98	99	485	475	486	3	9	6	21	23	16	58	59	65	18	10	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	74	4592	80372	100	99	99	471	474	475	5	4	4	31	31	30	62	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2219	39452	100	99	99	481	485	488	3	3	3	28	22	22	69	72	72	NA	2	3
Male	35	2371	40836	100	98	98	460	463	464	9	5	6	34	38	37	54	56	56	3	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	50	2551	33608	100	99	99	461	469	462	8	5	6	36	33	36	56	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	10	1388	36213	100	99	99	NA	486	489	NA	2	2	NA	26	22	NA	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	72	3964	69846	100	100	100	474	480	482	4	3	3	31	27	26	64	69	69	1	2	2
Limited English Proficient Students	11	674	12747	100	98	97	386	426	432	27	14	12	45	51	52	27	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	41	2454	38521	100	98	98	456	463	461	7	6	6	37	35	38	56	59	55	NA	1	1
Non-Economically Disadvantaged	33	2138	41851	100	99	100	489	485	489	3	2	3	24	26	22	70	69	72	3	3	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	76	4552	79306	100	98	99	490	496	504	28	16	13	28	23	20	21	47	49	24	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2186	38845	100	98	99	493	496	505	24	14	11	29	24	20	24	49	50	24	14	18
Male	34	2365	40383	100	97	98	486	496	504	32	18	14	26	22	19	18	45	47	24	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	51	2530	32673	100	98	99	466	485	487	31	19	18	39	27	25	22	45	46	8	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	15	1420	36234	100	97	99	557	517	523	7	8	6	NA	16	13	27	51	52	67	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	67	3979	69020	100	100	100	497	501	510	24	12	9	27	22	18	22	50	52	27	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	33	2380	37437	100	98	97	462	484	486	30	20	19	42	26	26	18	45	46	9	9	9
Non-Economically Disadvantaged	43	2172	41869	100	98	100	511	508	521	26	11	7	16	18	14	23	49	51	35	21	27

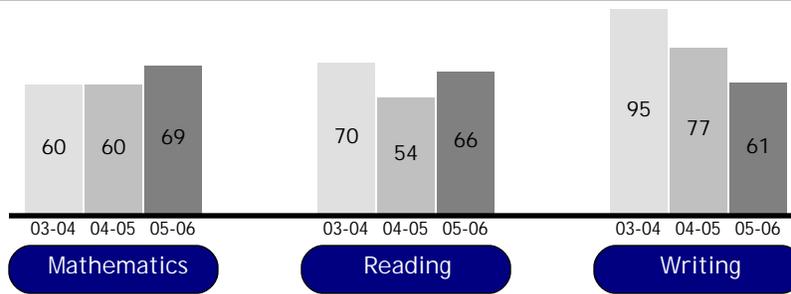
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	4596	79000	100	99	98	490	483	489	9	11	10	34	28	24	42	54	58	14	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2204	38774	100	99	99	496	488	494	7	7	7	31	27	22	45	57	61	17	8	10
Male	34	2391	40150	100	98	98	483	479	485	12	14	12	38	28	25	38	53	55	12	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	51	2553	32508	100	99	98	474	473	472	10	13	15	45	34	33	41	49	49	4	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	15	1435	36135	100	98	98	544	503	508	NA	6	4	7	17	14	47	64	67	47	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	67	3979	69009	100	100	100	498	489	495	3	7	6	36	26	22	45	59	62	16	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	33	2403	37234	100	98	97	473	472	472	9	14	15	42	34	33	45	49	50	3	3	3
Non-Economically Disadvantaged	43	2193	41766	100	99	99	503	495	505	9	8	5	28	21	16	40	60	65	23	11	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	76	4607	79611	100	99	99	508	500	496	7	5	7	26	36	37	67	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2206	39016	100	99	99	516	514	511	5	3	4	26	26	29	69	70	66	NA	1	1
Male	34	2400	40519	100	99	98	498	488	482	9	7	10	26	44	44	65	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	51	2557	32855	100	99	99	489	495	481	10	6	10	35	39	43	55	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	15	1445	36380	100	99	99	557	510	511	NA	4	4	NA	29	30	100	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	67	3964	68947	100	100	100	521	509	504	3	3	4	22	32	34	75	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	33	2415	37626	100	99	98	497	492	479	9	6	10	27	41	45	64	52	45	NA	0	0
Non-Economically Disadvantaged	43	2192	41985	100	99	100	516	510	511	5	4	4	26	30	30	70	65	65	NA	1	1

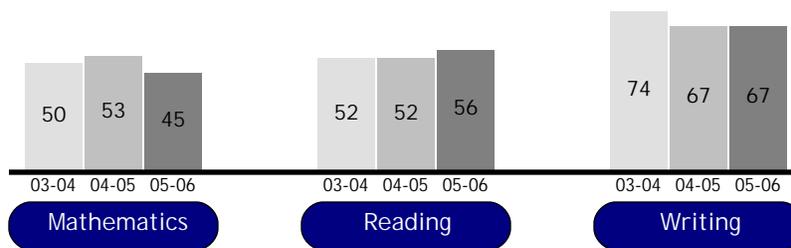
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	92	69	NA	58	100	50	43	47	99	50	44	46
	Language	95	63	45	50	100	46	42	47	99	61	44	48
	Mathematics	96	73	56	64	100	56	48	50	99	76	50	52
3	Reading	97	73	NA	55	99	43	41	44	100	50	43	46
	Language	99	77	56	61	99	48	40	44	100	56	43	46
	Mathematics	93	75	53	61	100	53	47	51	100	56	48	52
4	Reading	100	66	NA	56	100	49	43	48	100	48	46	52
	Language	100	60	45	52	100	47	44	49	100	56	48	52
	Mathematics	100	65	50	61	100	48	48	53	100	56	52	58
5	Reading	97	64	NA	55	100	44	46	50	100	58	50	56
	Language	99	50	41	49	100	48	46	50	100	61	50	54
	Mathematics	99	63	53	63	100	46	45	49	100	50	48	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."

# Tully Elementary Magnet School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Site Based Decision Making
- Ü School Safety
- Ü Community Resources
- Ü Make hiring recommendations
- Ü Constitutional ByLaws and Guidelines
- Ü Classroom Lesson Sharing

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	2.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	4	1	1	0
7 to 9 years	4	3	0	0
10 or more years	19	15	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü One Computer Lab
- Ü Extensive Bilingual Library Collection
- Ü Curriculum Room
- Ü Library Book Room

### Extracurricular Activities

- Ü Afterschool Intervention Tutoring Prog.
- Ü Extracurricular Sports Programs
- Ü Intermediate Drama Program
- Ü Student Council
- Ü Spanish Club
- Ü Band and Orchestra

### Social Services

- Ü After School Program
- Ü Preschool Program (Self-funded)
- Ü State Funded Preschool
- Ü Boys & Girls Club of America
- Ü On Site Counseling
- Ü Barrio Family Program Parenting Shop
- Ü E.E.F. Enrichment Educ. Foundation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Listed in the 'Southwest Comprehensive Center - Region IX' document as a featured school in the Guide to Comprehensive School Reform Models Addressing the Needs of English Language Learners.
  
- ü Recognized by the Nat'l Accelerated Schools Proj. as a Model Accelerated School. Named in the 'Directory of Innovations in Elementary Schools,' by Eye on Education. Listed in 'Live Guide' published by the Institute for Research & Reform in Education.
  
- ü Participants and multi-winning classrooms of the Southern Arizona Regional Science and Engineering Fair.
  
- ü Participants and winners of the 'Este es Mi Mexico' Art Program and the Southern Arizona Spanish Spelling Bee Contest first place winners.  
Participant winner 3rd place for the district spelling bee.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	97	89	88	73
Graduation Rate <sup>6</sup>	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

School Site Council and the School Staff adopted a comprehensive safety/evacuation plan. The plan is practiced throughout the school year, and is revised as needed. We also have our Positive Reinforcement Cadre/Committee working with Student Council in implementing a school wide Respect and Responsibility Program. Our School Counselor has Monthly Projects in the classroom that deal with anti-bullying and keeping a safe school.

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) :

1

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	Roman Soltero	(520) 225-3400
Transportation Policy	Bill Ball	(520) 225-4820
Community Resources	Lucy Wimberly	(520) 225-3422
School Nutrition Programs	Guadalupe Quintero	(520) 225-3423
Parent Organization	Elizabeth Bingham	(520) 225-3400
Student Health/Nurse	Michelle Bennett	(520) 225-3400

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 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](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.