



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

School Overview

Principal/Administrator : Ms. Gabriella Ketcham  
 Schedule : 07:15 AM to 04:30 PM  
 Grades : K-3  
 Web Address : www.tertulia.k12.az.us  
 Phone Number : (602) 262-2200  
 Fax Number : (602) 262-2570  
 E-mail : gketcham@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).

Enrollment

October 1, 2005 School Year Student Enrollment : 154  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 137

Instructional Programs

- Ü Full-day Kindergarten
- Ü Extended School Year (200-day Calendar)
- Ü Dual-language Bilingual Program
- Ü Multicultural/Multilinguistic Classrooms
- Ü High expectations for all students

Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	6/22/2006

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. Although transportation is not guaranteed, we will make every effort to accomodate any reasonable requests.

School Honors

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

Award/Honor	Year
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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	29	29	80010	97	97	99	380	380	447	66	66	10	34	34	18	NA	NA	53	NA	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38935	88	88	99	379	379	447	67	67	9	33	33	19	NA	NA	55	NA	NA	17
Male	13	13	40974	100	100	98	382	382	448	62	62	11	38	38	18	NA	NA	52	NA	NA	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	28	28	34545	93	93	99	380	380	432	64	64	14	36	36	24	NA	NA	53	NA	NA	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	28	28	69849	97	97	100	380	380	451	64	64	7	36	36	17	NA	NA	56	NA	NA	19
Limited English Proficient Students	16	16	14013	100	100	97	384	384	413	63	63	24	38	38	34	NA	NA	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	18	18	39029	100	100	98	383	383	432	67	67	14	33	33	25	NA	NA	52	NA	NA	9
Non-Economically Disadvantaged	11	11	40981	92	92	100	375	375	462	64	64	6	36	36	13	NA	NA	54	NA	NA	27

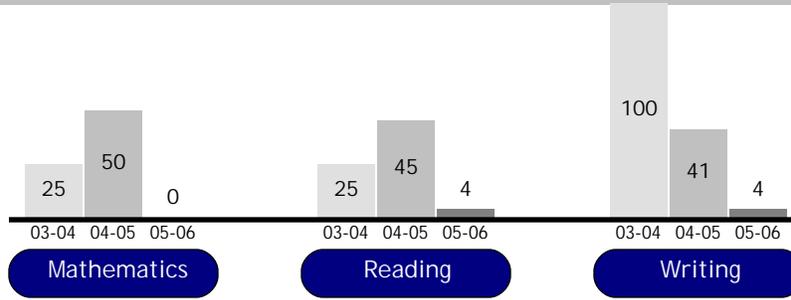
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	79438	93	93	98	385	385	451	50	50	9	46	46	24	4	4	56	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	38775	82	82	99	387	387	457	43	43	7	50	50	22	7	7	58	NA	NA	13
Male	13	13	40560	100	100	97	385	385	446	54	54	12	46	46	25	NA	NA	54	NA	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	27	27	34297	90	90	98	386	386	434	48	48	14	48	48	31	4	4	50	NA	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	--	--	9588	--	--	88	--	--	416	--	--	30	--	--	32	--	--	34	--	--	5
Students without Disabilities	28	28	69850	97	97	100	385	385	456	50	50	7	46	46	23	4	4	59	NA	NA	12
Limited English Proficient Students	15	15	13856	94	94	96	392	392	407	40	40	27	53	53	43	7	7	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	17	38685	94	94	97	392	392	435	35	35	14	59	59	32	6	6	50	NA	NA	5
Non-Economically Disadvantaged	11	11	40753	92	92	99	375	375	467	73	73	5	27	27	16	NA	NA	62	NA	NA	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	28	28	79971	93	93	99	338	338	423	29	29	8	68	68	41	4	4	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38974	88	88	99	365	365	437	13	13	5	80	80	33	7	7	57	NA	NA	4
Male	12	12	40895	92	92	98	316	316	410	42	42	10	58	58	47	NA	NA	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	27	27	34481	90	90	99	343	343	410	26	26	10	70	70	46	4	4	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	27	27	69713	93	93	100	339	339	429	26	26	5	70	70	39	4	4	52	NA	NA	3
Limited English Proficient Students	16	16	13985	100	100	97	340	340	382	31	31	18	69	69	54	NA	NA	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	18	38994	100	100	98	345	345	409	28	28	10	72	72	47	NA	NA	41	NA	NA	1
Non-Economically Disadvantaged	10	10	40977	83	83	100	NA	NA	437	NA	NA	5	NA	NA	34	NA	NA	56	NA	NA	5

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?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	96	NA	NA	58	92	17	17	47	--	--	21	46
	Language	96	NA	NA	50	92	16	16	47	--	--	18	48
	Mathematics	96	NA	NA	64	92	21	21	50	--	--	20	52
3	Reading	100	NA	NA	55	96	26	26	44	93	12	12	46
	Language	100	NA	NA	61	96	29	29	44	97	12	12	46
	Mathematics	100	NA	NA	61	96	30	30	51	97	9	9	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."

Tertulia Pre-College Community Primary Campus

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	7.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	28%

Resources Available at School Site

Special Facilities

- Ü Internet Access in Each Classroom
- Ü Basketball Court/Playground

Extracurricular Activities

- Ü ASU Collaboration -- DELTA Partnership
- Ü YMCA partnership
- Ü After-school Tutoring

Social Services

- Ü Adult Education
- Ü Parenting Classes
- Ü Health Services Assistance
- Ü Student Counselor/Academic Success Coord

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

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	75	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

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

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	Jaqueline Perea-Gutierrez	(602) 262-2200
Transportation Policy	Wesley Norris	(602) 340-0949
Community Resources	Jaqueline Perea-Gutierrez	(602) 262-2200
School Nutrition Programs	Laura Gómez	(602) 340-0949
Parent Organization	Jaqueline Perea-Gutierrez	(602) 262-2200
Student Health/Nurse	Community Wellness	(480) 325-9459

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.