

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Fuller Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Tempe Elementary District  
1975 E. Cornell Drive, Tempe, AZ 85283-2361

**Principal:** Dr. Amy J. Strefling  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** [www.tempeschools.org/Fuller/index.htm](http://www.tempeschools.org/Fuller/index.htm)  
**E-mail:** [astrefling@tempeschools.org](mailto:astrefling@tempeschools.org)

**Grades:** K-5  
**2002 Enrollment:** 382  
**Phone:** (480) 897-6228 x 5600  
**Fax:** (480) 820-7308

## ∨ School Overview ∨

### Mission

Fuller School is a positive, caring environment that fosters respect for self and others. Fuller School develops well-rounded individuals through a balanced curriculum of challenging academics, which includes the fine arts and sciences. The Fuller staff collaborates to creatively meet the individual needs of students. Fuller School is a place where each child is nurtured and valued by a close knit community of parents, teachers and elders.

### Organization and Philosophy

- w Child-Centered
- w Balanced Reading Program
- w Focus on Life Skills
- w Site-Based Shared Decision Making

### Instructional Programs

- w Integrated Curriculum
- w Full-day Kindergarten
- w Multiage Classes
- w On-site Special Ed. & Gifted Programs
- w Inclusion for Special Education
- w Student Portfolios
- w Tutoring Program
- w Music Instruction K-5

### School/Academic Goals

- w To increase the number of students at or above the 50th percentile in the areas of reading, mathematics, and language, as measured by the Stanford 9 assessment.
- w To increase professional development opportunities in the areas of instructional strategies and student achievement.
- w To create and maintain a safe and positive school climate for students, parents, staff, and the Fuller community.
- w To build resources by utilizing members of the community and local businesses in planning for the success of our school.

### Enrollment

October 1, 2001 School Year Student Enrollment:	391
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **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**

- w Budget
- w Parent/School/Community Information
- w Parent/Educator Relations
- w School Safety Issues
- w Schoolwide Improvement Plan
- w Professional Development

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	5.00	Teacher Aide	9.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	2	0	0
10 or more years	5	12	0	0

∨ **Shared Responsibilities** ∨

**School**

Fuller School will provide learning experiences that ensure skills and competencies needed for students to be productive citizens in the 21st century. Fuller promotes lifelong learning, high academic standards, and a respect for self and others all in an orderly and safe learning environment. Fuller also believes in the shared responsibility in the education of its students and strongly advocates parent involvement and open communication between the school and the home.

**Parents**

Parents are expected to openly participate in the education of their children. These expectations include sending positive messages to students that education is valued, promoting regular attendance by students, and supporting the completion of homework. Parents are also expected to communicate with their child's teacher, to participate in parent-teacher conferences as well as school events, and to provide relevant information that would be essential to their child's success at Fuller.

∨ **Transportation Policy** ∨

Fuller School follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the school board. Primary considerations for busing are distance and major street locations.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 176                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/10/02                      12/20/02                      3/7/03                      5/23/03

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### Additional Calendar/Report Card Information

Fuller School has school-wide parent conferences scheduled for the October and March reporting periods. We also welcome conferences with parents anytime there is a question or a concern.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Library - The Heart of the School                      W Computer Lab  
 W Integrated Communication System                      W Patio/Amphitheatre

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#### Extracurricular Activities

W Community Service Clubs                      W Special Interest Afterschool Clubs  
 W Chorus                      W Orchestra  
 W Band                      W Student Council

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#### School/Community Resources

W Before & School Programs                      W Tutoring Program (Community Volunteers)  
 W Breakfast Program                      W Clothing/Food Banks  
 W Counseling Services                      W Health Services  
 W Lunch Program                      W Recreational Activities

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W As a school, Fuller community and staff came together to support special events including a math and science fair, a multicultural festival, and a school-wide Art Walk.</p> | <p>W All Fuller teachers received inservice training in computer technology, integrated thematic instruction, and brain-based practices.</p>   |
| <p>W Fuller School implemented a tutoring program that is staffed by volunteers from the community, including many local middle school and high school students.</p>              | <p>W Fuller School PTA continues to actively engage parents and the community in the educational process and provides teachers with resources to enhance opportunities for students within their classrooms.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Project Venture Grant Recipient (Teacher)	2002
Student Artist Award from the Fleischer Museum	2001
Student Artist Awards from the Heard Museum	2001
Diablo Winner in Curriculum Writing (Teachers)	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	School 53	533	9%	13%	40%	38%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	51	547	10%	8%	63%	20%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	52	504	12%	31%	46%	12%
	State	59030	517	11%	27%	35%	27%

#### Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	School	52	510	15%	19%	50%	15%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	50	514	12%	24%	54%	10%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	53	499	8%	49%	11%	32%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	98	65	60	--	--	--
2	Reading	--	--	--	100	65	50	98	62	52	100	54	53	82	55	57
	Language	--	--	--	100	54	40	100	47	43	100	35	44	84	42	48
	Mathematics	--	--	--	100	59	51	99	58	55	100	48	57	85	51	61
3	Reading	100	69	47	100	71	47	100	60	48	92	55	50	86	57	50
	Language	100	76	49	100	72	51	100	65	54	92	66	56	93	60	57
	Mathematics	100	64	46	100	65	49	100	63	52	90	58	54	91	49	56
4	Reading	100	74	53	100	62	54	96	65	54	93	57	55	83	65	55
	Language	98	62	47	100	56	49	96	53	48	96	41	50	83	55	50
	Mathematics	100	56	51	100	57	54	96	58	55	96	52	57	81	60	58
5	Reading	100	64	51	100	71	51	97	73	51	93	70	51	93	62	53
	Language	100	61	42	100	62	44	99	68	45	93	63	45	96	53	47
	Mathematics	100	73	51	100	69	54	99	79	55	93	78	57	91	61	59

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>77</b>	<b>60</b>
<b>Grades 3-4</b>	<b>86</b>	<b>79</b>
<b>Grades 4-5</b>	<b>88</b>	<b>88</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The expectation at Fuller School is that all students will be given the opportunity to learn. To accomplish this goal, we incorporate life skills education into our day. These include trustworthiness, active listening, caring, cooperation, etc. This provides a common language and the consistency needed to help students contribute to the overall safety of the school. All staff members must wear an identification badge, as do visitors to the campus.

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

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,533	\$839,925
Classroom Supplies	\$21	\$7,101
Administration	\$541	\$179,375
Support Services-Students	\$201	\$66,506
Other Support Services and Operations	\$1,046	\$346,753
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,342</b>	<b>\$1,439,660</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Laurie Frank	(480) 897-6228	5648
<b>Transportation Policy</b>	Paul Novak	(480) 784-1337	
<b>Community Resources</b>	Gary Aungst	(480) 730-7100	
<b>School Nutrition Programs</b>	Karen Evers	(480) 897-6228	5612
<b>Parent Organization</b>	Michelle Mayhew	(480) 897-6228	5687
<b>Student Health/Nurse</b>	Grace Soderberg	(480) 897-6228	5603

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.

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