



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1975 East Cornell Drive, Tempe, AZ 85283

Tempe Elementary 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)

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

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

School Overview

Principal/Administrator : Dr. Amy J. Strefling  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 476  
 Web Address : www.tempe3.k12.az.us/Fuller/Index.htm  
 Phone Number : (480) 897-6228  
 Fax Number : (480) 820-7308  
 E-mail : astrefli@tempeschools.org

Mission

The Fuller Family collaborates together in a loving, respectful and safe environment. We deliver a standards-based curriculum by highly qualified teachers, where students are encouraged to challenge themselves, both socially and academically.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	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 Fuller staff will deliver standards based instruction in reading, writing, and math and will increase the number of students who meet or exceed the standards as measured by the Spring 2005 dAIMS test results.
- ü Fuller's Parent Center will offer at least six parent workshops this year, 25% of Fuller parents will visit the Parent Center before the end of the school year, and 55% of Fuller parents will participate in PTA activities.
- ü Fuller staff will deliver differentiated instruction to ensure that students at academic risk will move from "falls far below" the standard to "approaches the standard" as measured by the Spring 2005 AIMS test results.

Enrollment

October 1, 2003 School Year Student Enrollment : 441  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 62

Instructional Programs

- ü Accelerated Reading Program
- ü Full-Day Kindergarten
- ü On-Site Special Education Programs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Fuller promotes lifelong learning, high academic standards, and a respect for self and others. We also believe in the shared responsibility of the education of students and strongly advocate parent involvement and open communication.

Parents

Parents will participate in the education of their children. They should send positive messages to students that education is valued, promote regular attendance, support the completion of homework, communicate, and participate in school events.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
ü Mayor's Award for Outstanding Students (Students)	2004
ü Mayor's Award for Outstanding Program Support (Admin.)	2004
ü KIDZONE-Best Afterschool Program in the State of Arizon	2003
ü Best AfterSchool Program Coordinator in Maricopa County	2003

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	63	1518	75509	97	99	100	506	512	521	15	17	13	31	25	23	39	32	33	15	25	31
All Students (Prior Year)	67	1457	75372	100	100	100	523	516	523	10	11	9	23	29	25	36	35	36	31	25	30
Female	22	737	37013	100	100	100	506	512	522	14	15	12	29	29	24	48	31	33	10	25	31
Male	41	779	38430	95	99	99	506	512	521	15	19	14	33	23	22	35	33	33	18	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	16	679	30486	100	99	99	487	502	505	21	16	18	36	31	29	43	38	32	0	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	42	490	35192	95	99	99	515	530	534	12	12	8	26	20	19	40	31	35	21	37	39
Students with Disabilities	10	196	9708	91	100	100	486	481	489	30	43	32	30	25	27	30	18	24	10	15	17
Students without Disabilities	53	1322	65801	98	99	98	510	516	525	12	14	11	31	26	23	41	34	34	16	27	33
Limited English Proficient Students	NC	400	16928	NC	100	100	NC	479	485	NC	25	29	NC	34	33	NC	38	26	NC	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	16	972	36411				491	497	503	13	23	19	44	29	29	44	33	32	0	15	20
Non-Economically Disadvantaged	47	546	39040				511	531	534	16	10	8	27	21	19	38	31	34	20	38	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	62	1520	75492	95	100	100	514	512	519	18	16	12	8	19	16	50	45	47	23	20	24
All Students (Prior Year)	66	1454	75221	99	100	100	526	519	523	7	10	8	13	19	16	56	52	56	25	18	21
Female	22	738	37014	100	100	100	515	517	523	14	12	10	10	17	15	52	49	48	24	22	27
Male	40	780	38400	93	99	99	513	508	516	21	20	14	8	20	17	49	41	47	23	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	15	679	30438	94	99	99	498	507	508	31	16	17	15	19	21	46	52	47	8	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	42	490	35177	95	99	99	521	522	528	12	12	8	7	15	13	52	42	49	29	31	31
Students with Disabilities	10	196	9707	91	100	100	473	482	495	50	48	33	20	23	21	30	21	33	0	9	13
Students without Disabilities	52	1324	65785	96	99	98	522	516	522	12	12	10	6	18	16	54	48	49	28	22	26
Limited English Proficient Students	NC	400	16905	NC	100	100	NC	487	489	NC	34	34	NC	28	28	NC	34	32	NC	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	15	972	36302				504	504	507	27	21	18	7	21	21	53	46	46	13	12	14
Non-Economically Disadvantaged	47	548	39164				517	523	528	16	10	8	9	16	13	49	44	48	27	30	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	61	1507	75053	94	99	99	623	620	597	8	6	7	8	9	12	71	73	72	12	12	9
All Students (Prior Year)	65	1431	73654	97	99	99	537	529	530	0	11	9	18	14	13	70	65	70	11	9	7
Female	22	732	36872	100	99	99	677	650	621	5	3	5	10	6	9	67	75	74	19	16	12
Male	39	773	38109	91	98	99	594	593	573	11	9	10	8	11	14	74	71	69	8	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	15	677	30235	94	98	98	621	617	575	8	4	9	8	9	14	77	75	70	8	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	41	485	35028	93	98	99	624	632	613	10	6	6	10	9	10	66	71	73	15	15	11
Students with Disabilities	10	195	9625	91	100	100	548	540	530	30	24	21	20	16	21	40	56	55	10	4	4
Students without Disabilities	51	1312	65428	94	98	98	639	631	604	4	4	6	6	8	11	78	75	73	12	14	10
Limited English Proficient Students	NC	400	16765	NC	100	100	NC	574	525	NC	13	17	NC	13	20	NC	72	60	NC	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	15	966	36077				566	597	566	13	8	10	20	10	16	60	75	69	7	8	5
Non-Economically Disadvantaged	46	541	38950				643	650	618	7	4	5	5	6	9	75	71	73	14	19	12

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	47	1354	76019	98	99	100	502	495	499	13	15	14	35	40	39	11	11	14	41	34	33
All Students (Prior Year)	54	1410	76230	100	100	100	522	499	498	2	12	12	28	39	38	9	12	12	62	37	37
Female	21	655	37207	100	100	100	503	495	499	10	14	12	29	40	41	14	13	14	48	34	33
Male	26	699	38677	93	99	100	501	495	498	16	16	15	40	40	38	8	10	13	36	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	NC	617	29458	NC	100	100	NC	488	480	NC	17	20	NC	43	48	NC	11	12	NC	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	30	404	35880	97	98	100	515	514	515	14	9	7	17	31	32	10	12	16	59	47	45
Students with Disabilities	NC	193	9786	NC	100	100	NC	455	457	NC	41	39	NC	41	40	NC	4	7	NC	14	13
Students without Disabilities	39	1161	66233	95	99	99	507	501	503	5	11	11	39	40	39	13	12	14	42	37	35
Limited English Proficient Students	NC	342	15206	NC	100	100	NC	463	459	NC	26	31	NC	57	53	NC	8	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	832	35714				NC	485	480	NC	17	20	NC	46	47	NC	11	12	NC	26	20
Non-Economically Disadvantaged	39	522	40266				511	509	513	8	12	9	29	31	33	13	12	15	50	45	43

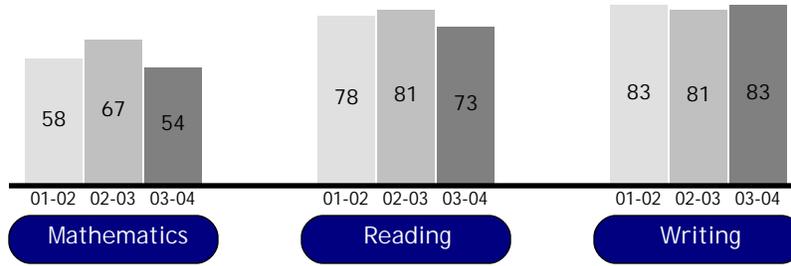
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1349	76020	98	99	100	503	498	503	22	33	25	26	23	23	43	36	40	9	8	12
All Students (Prior Year)	54	1405	76202	100	100	100	513	502	505	6	20	19	21	27	24	51	43	46	21	10	11
Female	21	653	37213	100	99	100	510	500	504	19	27	22	19	25	23	43	39	42	19	8	13
Male	26	696	38666	93	99	100	497	496	501	24	39	29	32	21	22	44	32	38	0	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	NC	614	29442	NC	99	99	NC	494	494	NC	36	37	NC	26	26	NC	31	31	NC	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	30	401	35890	97	98	100	508	509	511	21	19	15	10	18	20	59	48	48	10	15	18
Students with Disabilities	NC	190	9784	NC	99	100	NC	479	485	NC	72	58	NC	14	19	NC	10	19	NC	4	4
Students without Disabilities	39	1159	66236	95	99	99	508	501	504	11	27	23	32	24	23	47	40	42	11	9	13
Limited English Proficient Students	NC	338	15198	NC	100	100	NC	482	483	NC	62	59	NC	27	25	NC	11	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	829	35703				NC	493	494	NC	40	37	NC	26	26	NC	29	31	NC	5	6
Non-Economically Disadvantaged	39	520	40274				508	505	509	16	24	17	21	18	20	53	46	47	11	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	47	1350	75673	98	99	100	553	528	530	11	12	12	20	28	25	61	56	58	9	4	4
All Students (Prior Year)	54	1372	74692	100	98	99	522	499	502	11	17	18	15	30	27	68	46	47	6	7	8
Female	21	654	37099	100	100	100	578	549	548	10	7	8	19	25	22	62	62	64	10	6	6
Male	26	696	38441	93	99	99	532	508	513	12	17	16	20	31	29	60	49	52	8	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	NC	618	29305	NC	100	99	NC	511	507	NC	15	16	NC	31	31	NC	52	51	NC	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	30	402	35760	97	98	99	578	556	550	7	8	9	10	23	21	72	60	64	10	8	6
Students with Disabilities	NC	194	9706	NC	100	100	NC	453	462	NC	40	36	NC	34	32	NC	23	31	NC	3	1
Students without Disabilities	39	1156	65967	95	99	99	563	538	536	5	8	10	21	27	25	66	60	60	8	5	5
Limited English Proficient Students	NC	340	15115	NC	100	100	NC	477	471	NC	23	26	NC	35	38	NC	42	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	832	35541				NC	513	504	NC	14	17	NC	32	31	NC	52	50	NC	2	2
Non-Economically Disadvantaged	39	518	40091				571	548	550	5	10	9	16	23	21	68	60	64	11	7	6

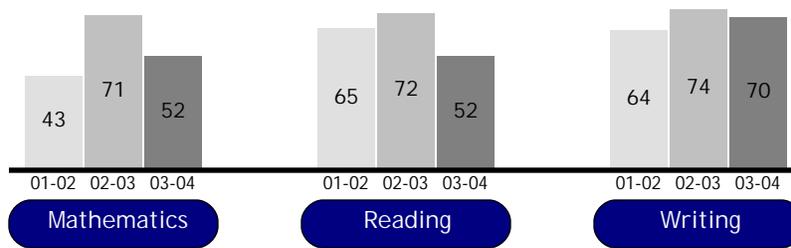
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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](http://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	93	49	38	44	99	46	42	50	96	61	NA	58
	Language	93	38	31	39	100	36	33	43	96	50	44	50
	Mathematics	93	49	46	52	99	51	49	57	97	65	57	64
3	Reading	96	50	34	43	94	55	38	47	97	54	NA	55
	Language	96	60	40	50	97	52	45	54	98	63	54	61
	Mathematics	96	47	42	50	97	47	44	54	98	50	54	61
4	Reading	96	65	38	47	98	51	42	52	94	67	NA	56
	Language	96	55	38	45	100	46	40	48	94	55	45	52
	Mathematics	96	58	43	52	98	52	46	57	94	63	51	61
5	Reading	100	58	39	46	100	71	41	50	98	60	NA	55
	Language	100	53	35	43	100	59	38	46	96	54	43	49
	Mathematics	100	55	46	54	100	77	50	57	98	69	59	63

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."

# Fuller Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Budget
- Ü Parent/School/Community Information
- Ü Student Recognition
- Ü School Safety Issues
- Ü Schoolwide Improvement Plan
- Ü Professional Development

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	28.50
Other Professional Staff	4.00	Teacher Aide	12.50

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	6	5	0	0
7 to 9 years	1	3	0	0
10 or more years	5	4	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	22
Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- Ü Library - The Heart of the School
- Ü Technology Lab
- Ü Integrated Learning Center
- Ü Multi-Purpose Room

### Extracurricular Activities

- Ü Student Council-Community Service Clubs
- Ü Special Interest After School Clubs
- Ü Chorus
- Ü Instrumental Music
- Ü Academic Tutoring
- Ü Adult Tutoring/Mentor Program

### Social Services

- Ü Before & After School Programs
- Ü Tutoring Program (Community Volunteers)
- Ü Breakfast Program
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The new Fuller Parent Resource Center was a success. Activities were well attended and over 25% of our parents were actively involved in receiving services from the center.
  
- ü Fuller staff and community created an Arts in Education committee that focuses on developing in students a great appreciation to the visual and performing arts.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	6	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	47	54
Grades 3-4	72	77
Grades 4-5	57	83

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

Fuller incorporates life skills education into our day. 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. All visitors are required to sign in at the front office before entering 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

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	Amy Strefling	(480) 897-6228
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Gary Aungst	(480) 730-7100
School Nutrition Programs	Karen Evers	(480) 897-6228
Parent Organization	Jeannie Heiden or Beth Gawdun	(480) 897-6228
Student Health/Nurse	Grace Soderberg	(480) 897-6228

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.

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](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. 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](http://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](http://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.